

Report on Government Services 2016

Volume B:
Child care,
education and
training

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for the Steering
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Review of Government
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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 twenty-first edition of the Report on Government Services — comparing the performance of governments in the efficient and effective delivery of a wide range of services aimed at improving the wellbeing of all Australians.

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, 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 aged care services).

Improving the efficiency of government services can also have significant economic pay-offs. Governments spent over \$192 billion on the services covered by this Report, representing around 67.9 per cent of total government expenditure, equivalent to about 12 per cent of Australia's gross domestic product.

I commend all governments for their continuing commitment to transparency and accountability. The challenge for the future is to harness this important information source to look at what works to improve service delivery for all Australians.

I would like to thank the Steering Committee for its direction and oversight of this Report, the working group members that provide advice and input, and the Review Secretariat within the Productivity Commission which supports the Steering Committee and working groups and produces the Report.

Peter Harris
Chairman

January 2016

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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:

| | | |
|----------------------|--------------|---|
| Mr Peter Harris | Chairman | Productivity Commission |
| Ms Patricia Scott | Commissioner | Productivity Commission |
| Mr Nicholas Hunt | Aust. Govt. | Department of Finance |
| Mr Jonathan Rollings | 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 Brigid Monagle | Vic | Department of Premier and Cabinet |
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| Ms Nicole Tabb | Qld | Department of the Premier and Cabinet |
| Ms Janelle Thurlby | Qld | Queensland Treasury |
| Mr Kurt Sibma | WA | Department of Treasury |
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| Ms Jean Doherty | NT | Department of the Chief Minister |
| Ms Linda Weatherhead | NT | Department of the Chief Minister |
| Ms Nardia Harris | NT | Department of Treasury and Finance |
| Dr Paul Jelfs | | Australian Bureau of Statistics |
| Mr Andrew Kettle | | Australian Institute of Health & Welfare |

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

| | | |
|-----------------------|--------------|--|
| Mr Daryl Quinlivan | Acting Chair | Productivity Commission |
| Mr Peter Robinson | Aust. Govt. | The Treasury |
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| Ms Kerry Flanagan | | Australian Institute of Health & Welfare |
| Mr David Kalisch | | Australian Institute of Health & Welfare |
| Mr Peter Harper | | Australian Bureau of Statistics |

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 on the website www.pc.gov.au/rogs/2016.

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.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the CCET sector. Details on the aspirations of the Council of Australian Governments (COAG) and current initiatives are outlined in box B.1. There are

also a range of state and territory based policy initiatives across the CCET sector that support these broader COAG initiatives.

Box B.1 COAG aspirations and initiatives in the CCET sector

COAG aspirations and initiatives in the CCET sector include:

- the *National Early Childhood Development Strategy — Investing in the Early Years* since 2009 aims to improve outcomes for all children and their families
- the *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE) covering service delivery in 2015 (replacing the NP UAECE 2013-14 and the *National Partnership Agreement on Early Childhood Education* 2008-2013). The NP UAECE supports access to a preschool program in the 12 months prior to full time schooling
- the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. This incorporates a National Quality Framework (NQF) for ECEC and a National Quality Standard 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 *Students First — National Education Reform Agreement* sets out the shared objective that Australian schooling should provide high quality and equitable education for all students
- the *National Education Agreement* (NEA) aspires for all Australian school students to acquire the knowledge and skills to participate effectively in society and employment in a globalised economy
- the *National Agreement for Skills and Workforce Development* (NASWD) aspires 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
- the Australian Government and State and Territory governments have also agreed to a number of other National Partnerships and agreements related to education and training. Further information is available at www.federalfinancialrelations.gov.au.

Sector scope

The child care, education and training sector services covered in this Report comprise:

- ECEC (chapter 3) - reports on services related to early childhood, comprising child care and preschool services.
- school education (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
- VET (chapter 5) – reports on government funded VET activity delivered by technical and further education (TAFE) institutes and other government VET providers (including multi-sector higher education institutions), community education providers and other registered providers.

The inclusion of higher education in the sector overview results in a broader scope than the three service-specific chapters in this section.

Profile of the CCET sector

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

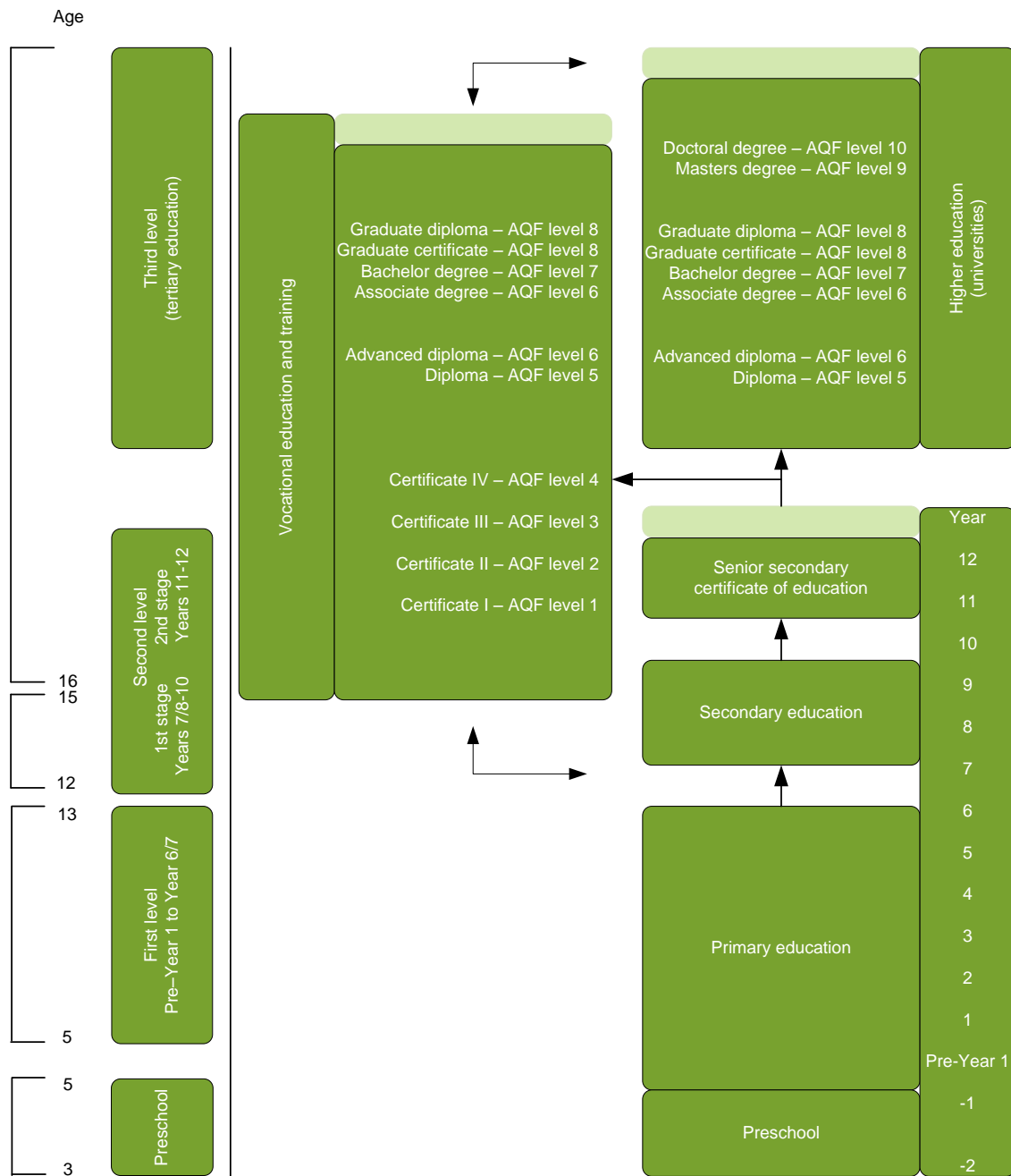
Sector outline

Figure B.1 provides an outline of the formal education and training system, from preschool through the years of compulsory schooling and to post school education.

Child care services refer to formal services provided to children aged 0–12 years. Preschool services deliver a preschool program by a qualified teacher to children, mainly in the year or two before they begin full time schooling. Depending on the state or territory, the compulsory years of full time schooling commence 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. Research also shows that most disadvantaged students are more likely to follow non-linear or fragmented pathways of education (Abbott-Chapman 2011).

Figure B.1 Outline of the Australian education and training system^{a, b, c}



^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, all subject to meeting the relevant quality assurance requirements. ^c The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national system of qualifications, encompassing higher education, VET and schools. The AQF has 10 levels.

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

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.2. Additional, detailed information on the roles and responsibilities of governments is outlined in individual chapters.

Box B.2 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. 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. State and Territory governments may solely fund some child care services or contribute to services in receipt of Australian Government funding.

State and Territory governments are responsible for the funding and the provision of preschool services. State and Territory governments are responsible for regulating services under the NQF and licensing or registering ECEC services not approved under the NQF. The Australian Government also provides funding to States and Territories for preschool via the NP UAECE.

Strategic direction for ECEC is provided through the Education Council.

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 reporting on educational outcomes.

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

(continued next page)

Box B.2 (continued)

VET

The COAG Industry and Skills Council (CISC) develops policy reforms for the national training system for consideration by COAG and oversees the implementation of policy reforms agreed by COAG. CISC has responsibility to pursue and monitor priority issues of national significance in relation to industry and skills policy and to take action to resolve issues that arise between governments. Outcomes are monitored through the 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 majority of funding by the Australian Government in higher education is administered under the *Higher Education Support Act 2003*.

Engagement in CCET

In the March quarter 2015, 1.2 million children aged 12 years or younger attended an Australian Government CCB approved child care service (table 3A.18). Some of these children used more than one type of care. In 2014, 289 730 children aged 4 and 5 years were enrolled in a preschool program in the year before full time schooling (table 3A.25). Further details on ECEC activity are available in chapter 3.

In 2014, there were 3.7 million full time school students and 20 336 part time students attending 9389 schools in Australia, comprising 2.4 million students attending 6651 government schools and 1.3 million students attending 2738 non-government schools (tables 4A.1–3). Further details on school education activity are available in chapter 4.

In 2014, there were 1.4 million government funded VET students in Australia (table 5A.4). In 2014, government funded programs were delivered by 2071 registered training organisations at 31 031 locations in Australia (table 5A.3). Further details on VET activity are available in chapter 5.

There were 1.4 million students enrolled at all higher education providers in 2014. This comprised 1 025 391 domestic students and 347 839 international student enrolments. The most common course level 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 and Training 2015a). The performance indicator ‘participation’ in this sector overview provides further information.

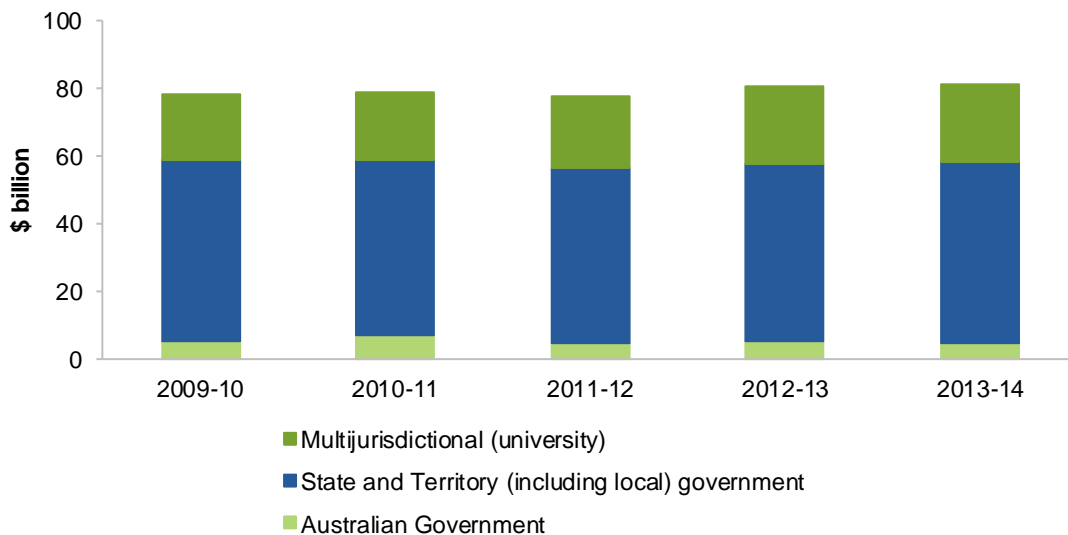
Expenditure

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 2013-14, total government operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$81.4 billion for all governments (equivalent to 5.1 per cent of gross domestic product in that year) (figure B.2; table BA.2 and ABS 2015a).

In 2013-14, total recurrent expenditure for child care services was \$6.4 billion. This was equivalent to 0.4 per cent of gross domestic product in that year (table BA.1 and ABS 2015a).

Figure B.2 **Government real operating expenses, net of transfers for education and training (2013-14 dollars)^a**



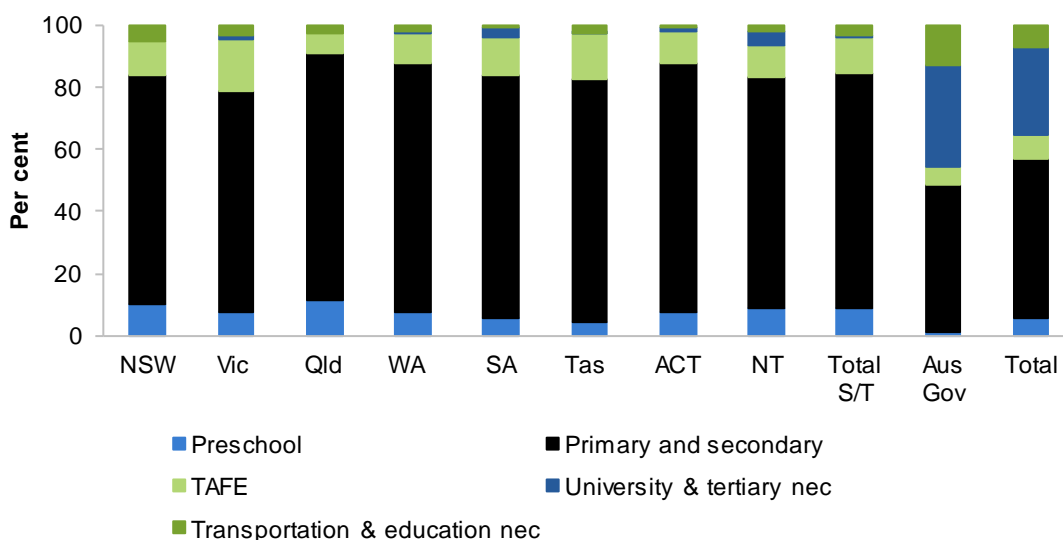
^a See table BA.2 for detailed footnotes and caveats.

Source: ABS (2015 and unpublished) *Government Finance Statistics, Education, 2013-14*, Cat. no. 5518.0.55.001; table BA.2.

Of the combined \$81.4 billion total government expenditure on CCET in 2013-14 according to the GFS (excluding child care), primary and secondary education accounted

for the highest proportion (51.3 per cent), followed by university education (28.1 per cent), TAFE (7.8 per cent) and preschool education (5.9 per cent). Proportions differed substantially between the Australian Government and the State and Territory governments (figure B.3).

Figure B.3 **Government expenditure on education and training, 2013-14^a**



nec = Not elsewhere classified. ^a See tables BA.3 and BA.4 for detailed footnotes and caveats.

Source: ABS (2015) *Government Finance Statistics, Education, 2013-14*. Cat. no. 5518.0.55.001; tables BA.3 and BA.4.

Workforce

The CCET workforce consists of early childhood educators (i.e. child care staff), preschool teachers, primary and secondary teachers, vocational education teachers and university teachers. No single source of data exists on the total number of CCET workers in Australia. Data are available by service area.

Nationally in 2013, there were 99 655 primary contact staff employed in Australian Government CCB approved child care services (table 3A.45). Nationally in 2014, there were 16 747 university qualified teachers delivering preschool programs (table 3A.52).

Nationally in 2014, primary schools employed 197 615 full time equivalent (FTE) teachers and secondary schools employed 175 686 FTE teachers (table 4A.3).

There is no single accepted measure of the VET workforce although there were an estimated 30 150 vocational education teachers in 2014-15, with 61.9 per cent employed full time (ABS 2015b).

There were 43 518 academic staff employed at Australian universities in 2014. In addition, there were 65 453 non-academic staff (non-teaching or non-research) employed by Australian universities in 2014 (Australian Government Department of Education and Training 2015b).

Social and economic impacts of education and training

Benefits of CCET

Education is a life-long activity, beginning with learning and development in the home through to formal settings. It aims to develop the capacities and talents of students, to ensure necessary knowledge, understanding, skills and values for a productive and rewarding life. Across a lifetime, education and training can provide significant economic and social benefits to the individual, in addition to wider benefits for society.

An individual's level of educational attainment can affect their employment status. Nationally in 2014, 80.8 per cent of 15–64 year olds with a non-school qualification were employed (table BA.5). Higher education levels are also associated with higher employment levels. Nationally in 2014, people whose highest non-school qualification was at least a bachelor degree (83.4 per cent) or a Certificate III or IV (81.5 per cent) were most likely to be employed, while people who had not completed secondary school (52.6 per cent) were the least likely to be employed (table BA.5).

Levels of qualifications are also associated with types of occupation. In 2014, for those aged 15–64 years, 74.6 per cent employed as professionals had at least a bachelor degree qualification and 50.9 per cent employed as technicians or trade workers had a Certificate III or IV as their highest level of non-school qualification (table BA.6).

Extensive research has investigated the effect of education on the wage levels of individuals. Shomos (2010) 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).

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.

Factors affecting engagement in CCET

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 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.

Socioeconomic disadvantage can result in poor school attendance, lower retention rates and lower completion 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 (Purdie and Buckley 2010). Attendance at school influences academic achievement. Hancock et al. (2013) found that absence from school was related to poorer academic achievement in numeracy, reading and writing in the current year and in future years.

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. 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. Post-school education and work aspirations and participation may also be limited by a range of physical and perceptual factors which kept people from engaging in opportunities outside the local and familiar neighbourhood (Webb et al. 2015).

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 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 (Purdie and Buckley 2010).

Homel and Ryan (2014) found that educational aspirations have a substantial effect on educational outcomes and that aspirations appear to have a similar effect on outcomes regardless of socioeconomic status (SES) and Indigenous status. In addition, Gemici et al. (2014) 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.

Service-sector objectives

The CCET sector has a range of objectives, some of which are common across all sector components, while others are specific to a particular sub-sector. Specific objectives of ECEC, school education, VET and higher education service areas are detailed in box B.3.

Box B.3 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 4.1), as reflected in the national goals for schooling in the *Melbourne Declaration on Educational Goals for Young Australians*, 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 objective for the VET system (box 5.5), 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.

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.4). This framework is made up of the following elements.

- Sector objectives — three sector objectives are a précis of key COAG commitments. Although these goals are based on outcomes in these commitments, wording has been amended for relevance to the CCET sector overview reporting (box B.3).
- 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.

Figure B.4 CCET sector performance indicator framework

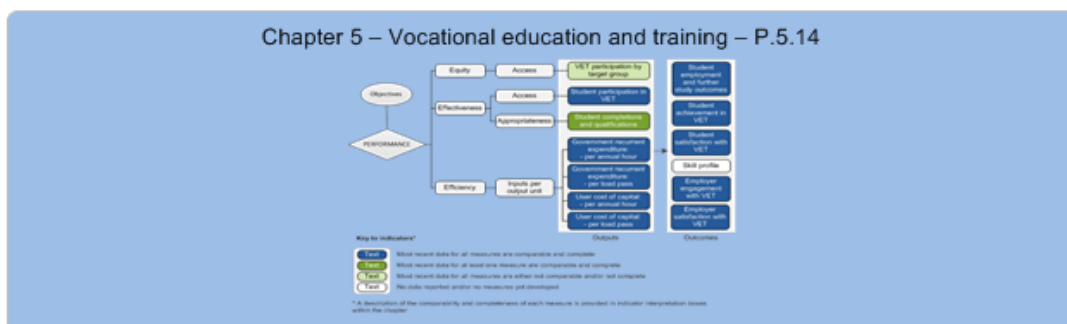
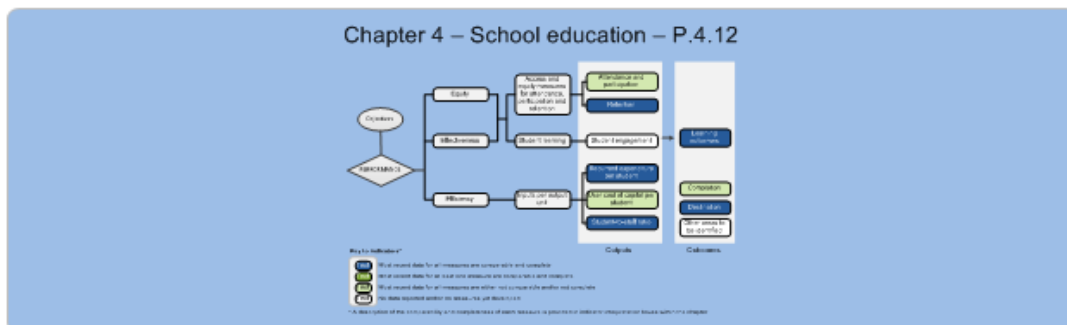
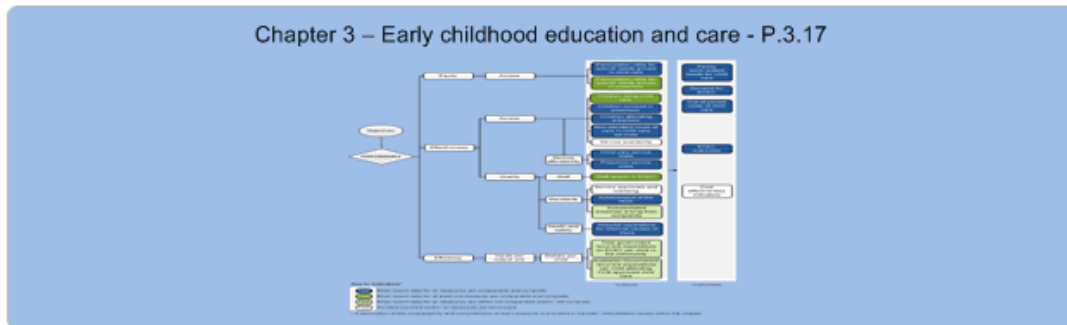
Sector objectives



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 development of appropriate policies and delivery of government services.

Data Quality Information (DQI) is included where available for performance indicators in this 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. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

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.4).

Box B.4 School readiness

‘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. It is reported using two measures:

- Transition to primary school, defined as the proportion of children developmentally on track on four or more (of five) domains of the Australian Early Development Census (AEDC) by Indigenous status.
 - 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 wellbeing; social competence; emotional maturity and communication skills; and general knowledge.
 - These domains are all inter-related aspects of school readiness (see box 3.28).
- Early learning (home based), a proxy measure, defined as the proportion of children aged 3–8 years who are involved in home-based reading activities (based on the number of days per week that a parent told stories, read to a child or listened to a child read).

Higher proportions of children developmentally on track, and involved in home-based reading activities is desirable.

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.

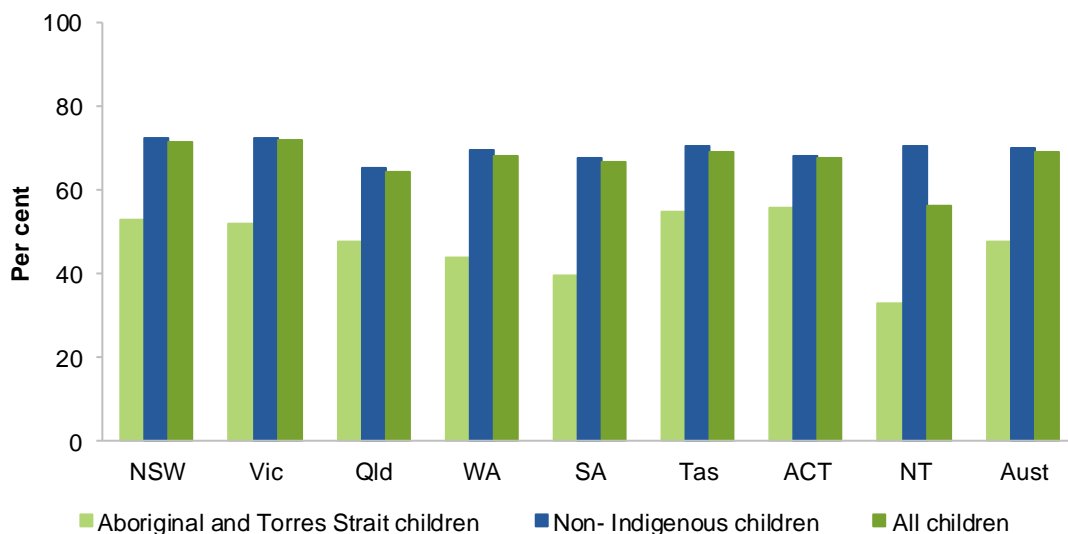
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Transition to primary school

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).

Nationally in 2012, 69.1 per cent of children were on track on four or more domains of the AEDC, as they entered school (compared with 67.4 per cent in 2009) (figure B.5 and table BA.7). The proportion was higher for non-Indigenous children (70.3 per cent) compared to the proportion for Aboriginal and Torres Strait Islander children (47.7 per cent) (figure B.5). 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.5 Proportion of children on track on four or more domains of the AEDC as they enter school, by Indigenous status, 2012^a



^a See box B.4 and table BA.7 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (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 AEDC domains — 56.8 per cent for Aboriginal and Torres Strait Islander children and 40.0 per cent for non-Indigenous children (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 — 43.2 per cent for Aboriginal and Torres Strait Islander children and 20.9 per cent for non-Indigenous children (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)

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 important 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).

Nationally in 2014, 50.0 per cent of children aged 3–8 years were told stories, read to or listened to reading each day, compared to 48.5 per cent in 2011. For children aged 0–2 years, 56.1 per cent nationally in 2014 were read to or told stories each day by a parent, compared to 57.1 per cent in 2011 (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.5).

Box B.5 Participation

'Participation' is defined by four measures:

- Participation in education and training by level of study, is defined as the proportion of 15–24 year olds participating in education and training by level of study and age groups 15–19 and 20–24 year olds
- Full time participation in education and training and/or employment, is defined as the proportion of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds participating in full time education and training and/or employment
- School leaver full time participation in education and training and/or employment, is defined as the proportion of 17–24 year old school leavers participating in full time education and training and/or employment. This is also reported by Indigenous status. [*This aligns with an indicator in the NEA*]
- Participation in higher education by selected groups, is defined as the proportion of the population participating in higher education by selected disadvantaged groups, compared with their representation in the community.

Holding other factors constant, higher or increasing participation in education, training and higher education 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 SES.

The level of participation in education, training or work can indicate the proportion of the population at risk of marginal 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 may be more likely to have difficulty making a transition to full time employment in the future.

Data for these measures include 95 per cent confidence intervals presented as error bars in figures (except for data from the Census and data for participation in higher education by selected groups, for which they are not applicable).

Data reported for these measures are:

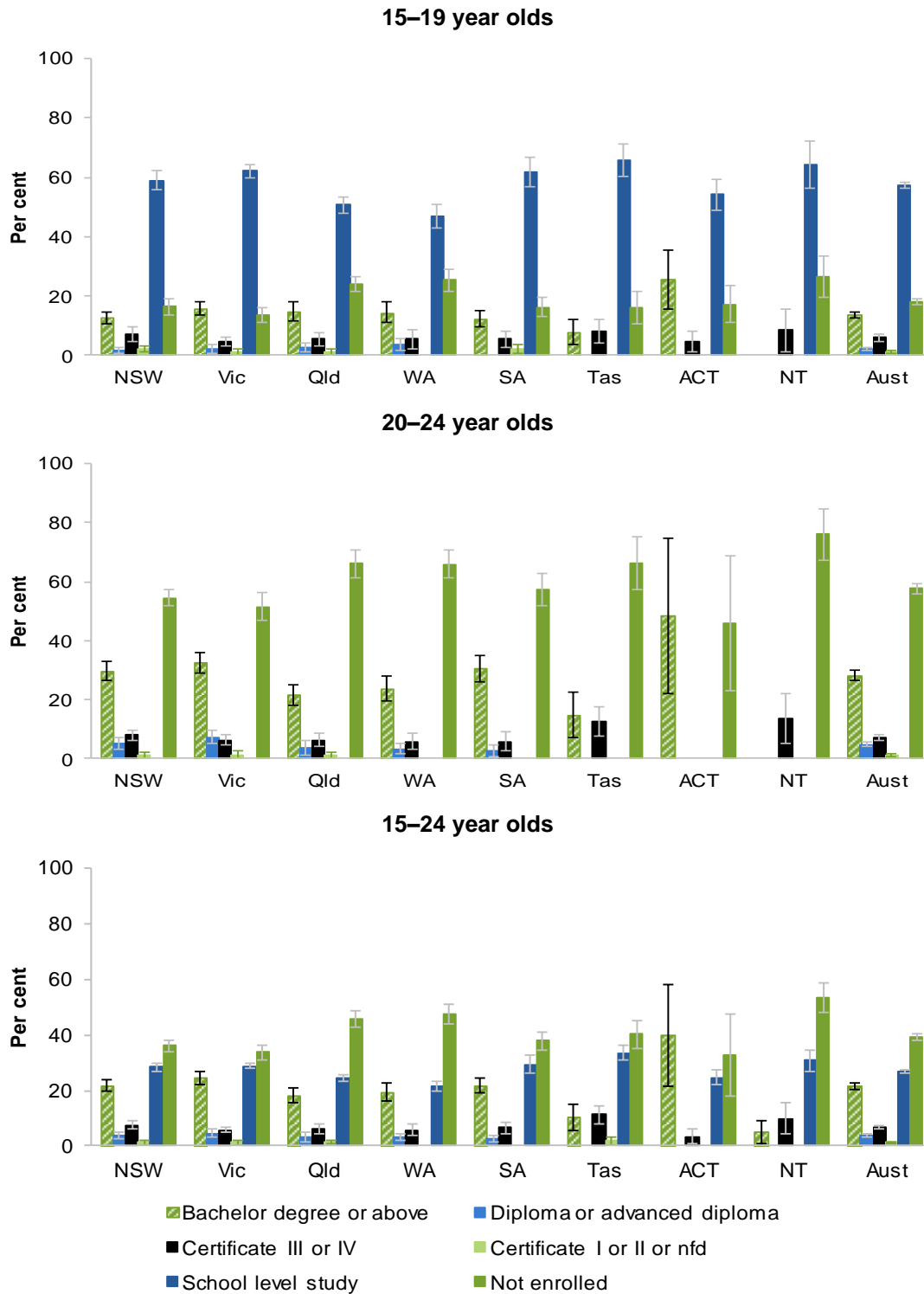
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Participation in education and training by level of study

Nationally in 2014, 81.7 per cent of 15–19 year olds were enrolled in education and training, compared with 42.2 per cent of 20–24 year olds (overall, 60.9 per cent of 15–24 year olds) (table BA.11). Among 15–19 year olds nationally in 2014, 57.3 per cent were enrolled in school level study and among 20–24 year olds, 28.2 per cent were enrolled in a bachelor degree or above qualification (figure B.6).

Figure B.6 Participation in education and training by level of study, by age groups, 2014^a



nfd = not further defined. ^a See box B.5 and table BA.11 for detailed definitions, footnotes and caveats.

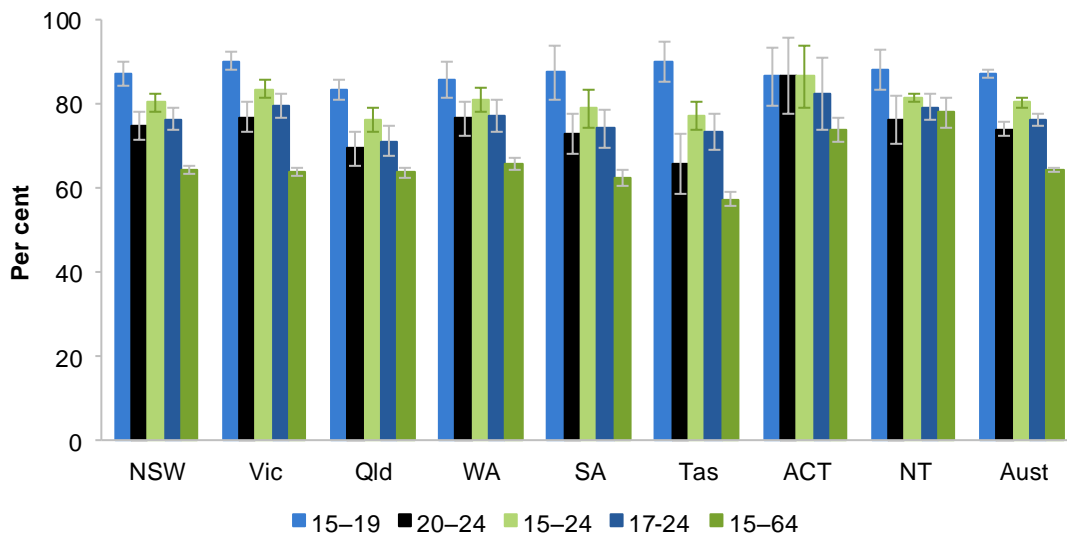
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001; table BA.11.

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 level of study 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. Data on applications to enrol in an educational institution are presented in table BA.14.

Full time participation in education and training and/or employment

Nationally in 2014, among the age groups reported the rate of full time participation in education and training and/or employment was highest for 15–19 year olds (87.4 per cent) (figure B.7). This is expected given the National Youth Participation Requirement (see chapter 4, section 4.1 for details).

Figure B.7 Full time participation in education and training and/or employment, by age groups, 2014^a



^a See box B.5 and table BA.15 for detailed definitions, footnotes and caveats.

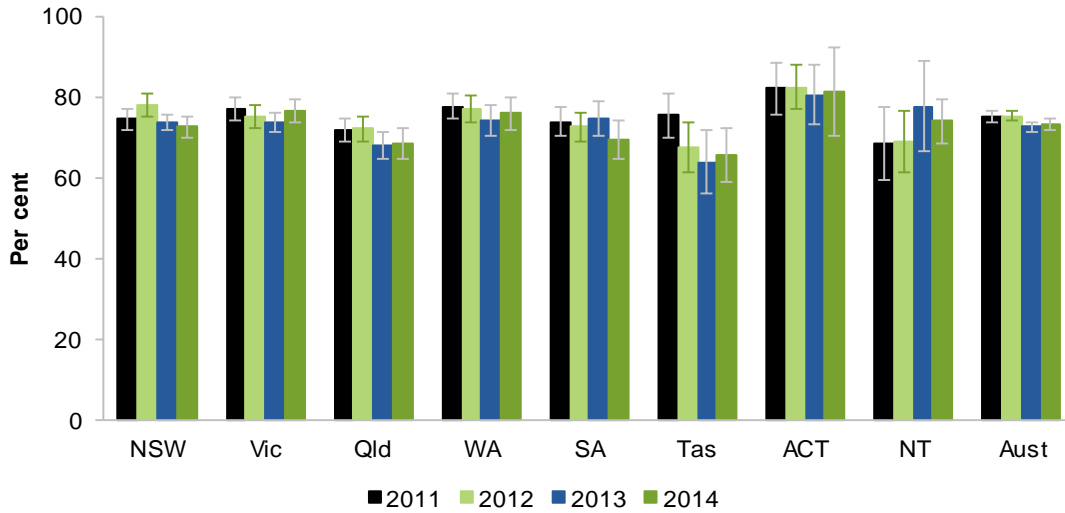
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001; table BA.15.

Participation rates in full time education and training at or above Certificate III level and/or employment are presented for various age groups in table BA.16, with data presented by SES in tables BA.17 and BA.18.

School leaver full time participation in education and training and/or employment

Nationally in 2014, 73.2 per cent of 17–24 year old school leavers were fully participating in education and training and/or employment (figure B.8).

Figure B.8 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment^a



^a See box B.5 and table BA.19 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2011, 2012, 2013 and 2014*, Cat. no. 6227.0.30.001; table BA.19.

The proportion of 17–24 year olds participating in full time education, training and/or employment decreased from 73.9 per cent in 2006 to 72.7 per cent in 2011 (figure B.9).

Figure B.9 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment^a

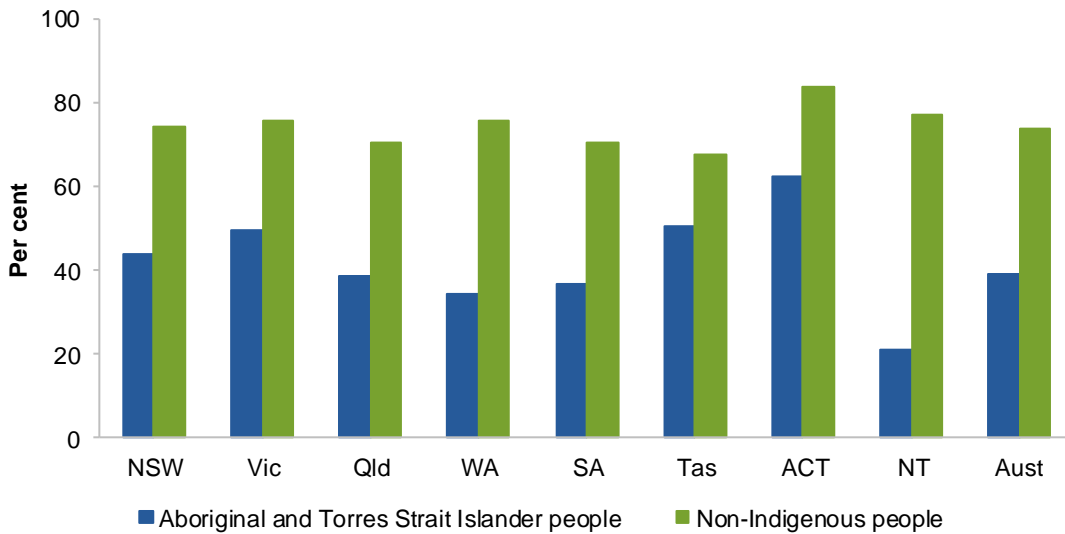


^a See box B.5 and table BA.20 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Census of Population and Housing, 2006 and 2011*; table BA.20.

Nationally in 2011, a larger proportion of non-Indigenous 17–24 year old school leavers were 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.10).

Figure B.10 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by Indigenous status, 2011^a



^a See box B.5 and table BA.21 for detailed definitions, footnotes and caveats.

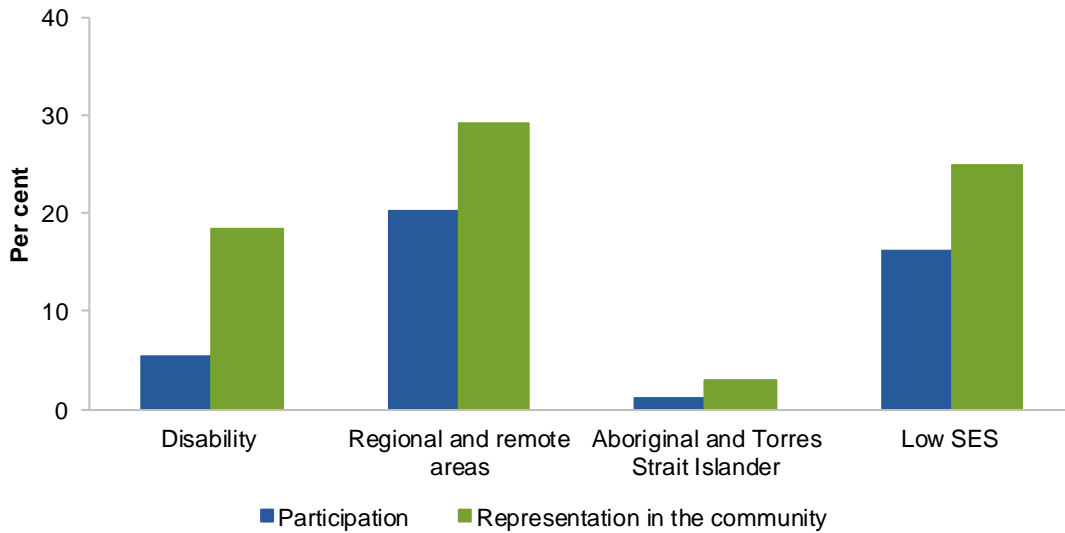
Source: ABS (unpublished) Census of Population and Housing, 2011; table BA.21.

Additional data on school leaver participation in education and training and/or employment by SES are presented in table BA.22 (survey data) and BA.23 (Census data).

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 SES backgrounds, compared with their representation in the community (figure B.11).

Figure B.11 Participation in higher education by selected groups, compared with their representation in the community, 2014^a



^a See box B.5 and table BA.24 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (2015) *Higher Education Statistics Collection, 2014 Student data*; ABS (2013) *Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0; ABS (2015) *Regional Population Growth, Australia, 2013-14*, Cat. no. 3218.0; ABS (2014) *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026*, Cat. no. 3238.0; table BA.24.

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

Box B.6 **Attainment**

'Attainment' is defined by six 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
- Population with or working towards a non-school qualification, is defined as the proportion of 20–64 year olds with or working towards a non-school qualification. [*This aligns with an indicator in the NASWD*]
- Completion of year 12 (or equivalent) or Certificate II level or above, is defined as the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above. This is also reported by Indigenous status for 20–24 year olds. [*This aligns with an indicator for 20–24 year olds in the NEA*]
- Completion of year 12 (or equivalent) or Certificate III level or above, is defined as the proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above. This is also reported by Indigenous status. [*This aligns with an indicator in the NEA*]
- Population with qualifications at Certificate III level or above, is defined as the proportion of 20–64 year olds with qualifications at Certificate III level or above. This is also reported by Indigenous status. [*This aligns with an indicator in the NASWD*]
- 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. [*This aligns with an indicator for literacy and numeracy in the NASWD*].

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 for these measures include the 95 per cent confidence intervals in the form of error bars in figures (except data from the Census, for which they are not applicable, and stacked bar figures).

Data reported for these measures are:

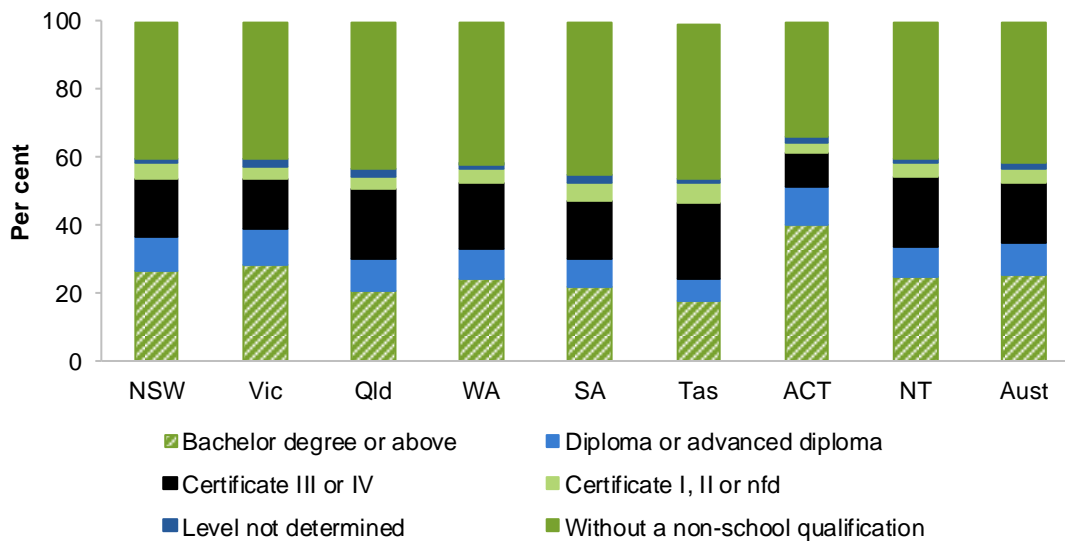
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Level of highest non-school qualification completed

Nationally in 2014, for people aged 15–64 years, a quarter had a bachelor degree qualification or above (25.3 per cent) and overall, 58.6 per cent had a non-school qualification (figure B.12).

Figure B.12 Level of highest non-school qualification completed, 15–64 year olds, 2014^a



^a See box B.6 and table BA.25 for detailed definitions, footnotes and caveats.

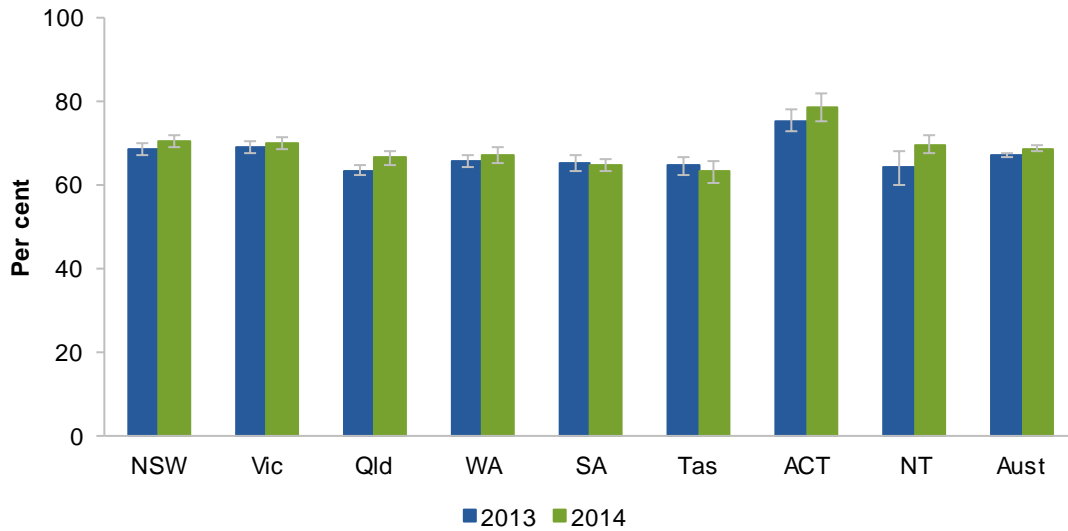
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001; table BA.25.

Population with or working towards a non-school qualification

Nationally in 2014, 68.8 per cent of 20–64 year olds had or were working towards a non-school qualification — an increase from 67.2 per cent in 2013 (figure B.13).

Census data identifies that the proportion of 20–64 year olds with a non-school qualification, or who were working towards a non-school qualification, increased nationally between 2006 (58.5 per cent) and 2011 (64.1 per cent) (table BA.27). 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 (table BA.28).

Figure B.13 **Proportion of 20–64 year olds with or working towards a non-school qualification^a**



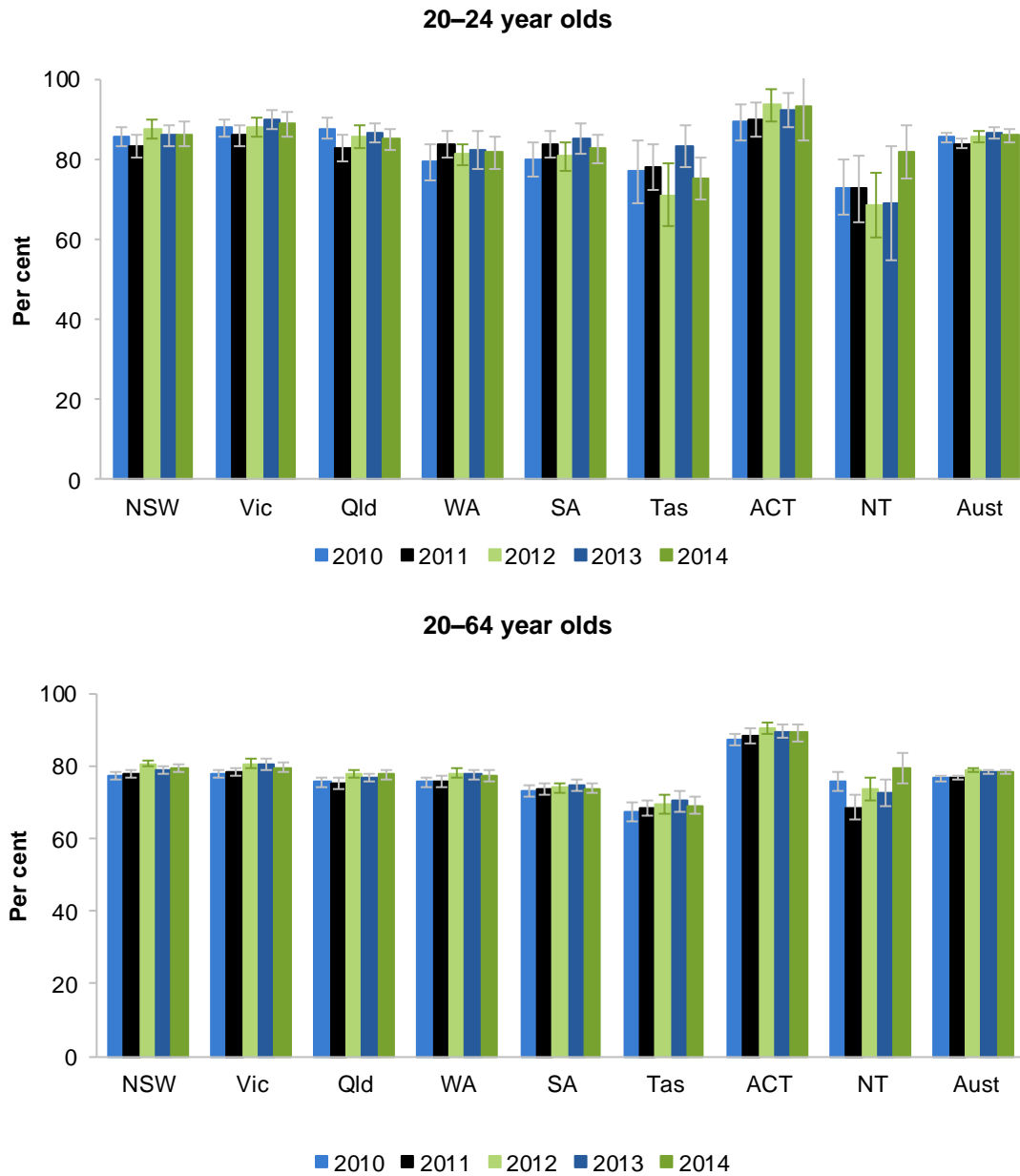
^a See box B.6 and table BA.26 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0; table BA.26.

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

Nationally in 2014, 86.1 per cent of 20–24 year olds and 78.6 per cent of 20–64 year olds had completed year 12 (or equivalent) or gained a qualification at Certificate II level or above. These proportions have remained stable since 2013 (figure B.14).

Figure B.14 **Completion of year 12 (or equivalent) or Certificate II level or above, by age groups^a**



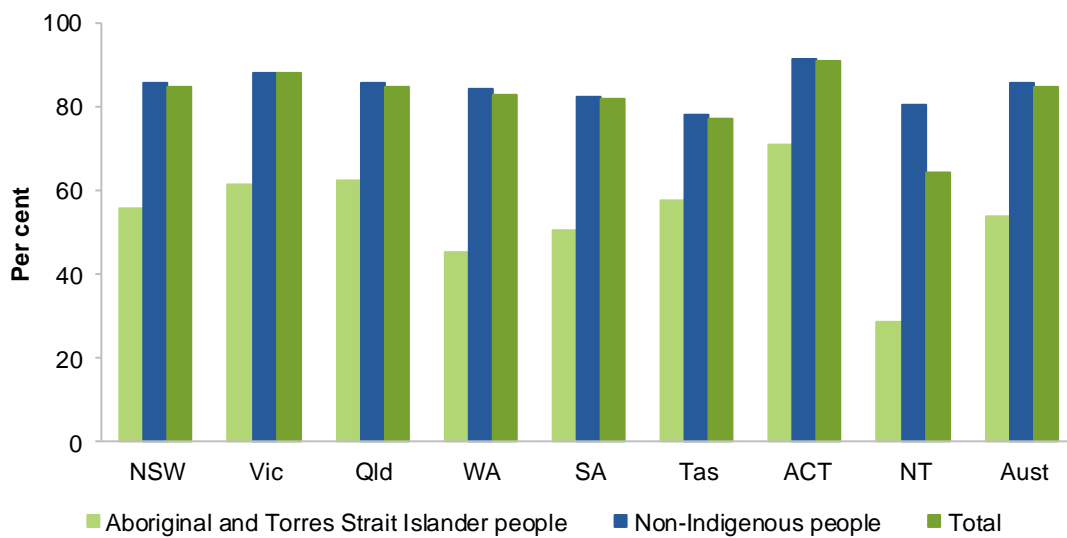
^a See box B.6 and table BA.29 for detailed definitions, footnotes and caveats.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003 and (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0, Canberra; table BA.29.

Additional data on the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES are presented in table BA.32 (survey data) and table BA.33 (Census data — 20–24 year olds only).

Census data identifies that nationally in 2011, 85.0 per cent of 20–24 year olds had completed year 12 (or equivalent) or Certificate II level or above. The percentage was higher for non-Indigenous people (86.0 per cent), compared to Aboriginal and Torres Strait Islander people (53.9 per cent) (figure B.15). Additional Census data by Indigenous status and by remoteness area are provided in table BA.31.

Figure B.15 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by Indigenous status, 2011^a



^a See box B.6 and table BA.30 for detailed definitions, footnotes and caveats.

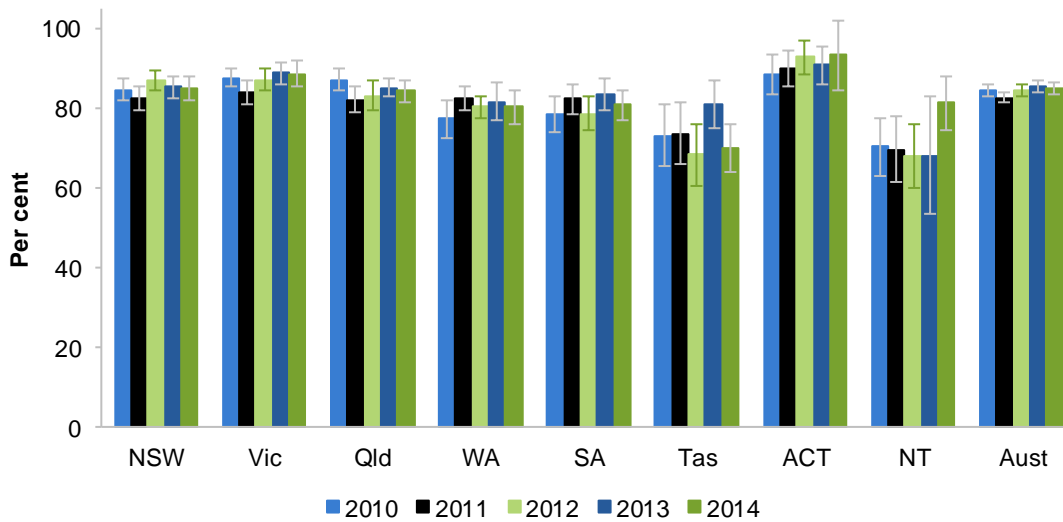
Source: ABS (unpublished) Census of Population and Housing, 2011; table BA.30.

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

Nationally in 2014, 84.9 per cent of 20–24 year olds had completed year 12 (or equivalent) or gained a qualification at Certificate III level or above (figure B.16).

Census data identifies that the proportion of 20–24 year olds nationally who had completed year 12 (or equivalent) or Certificate III level or above increased between 2006 (81.9 per cent) and 2011 (84.2 per cent) (table BA.35).

Figure B.16 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above^a



^a See box B.6 and table BA.34 for detailed definitions, footnotes and caveats.

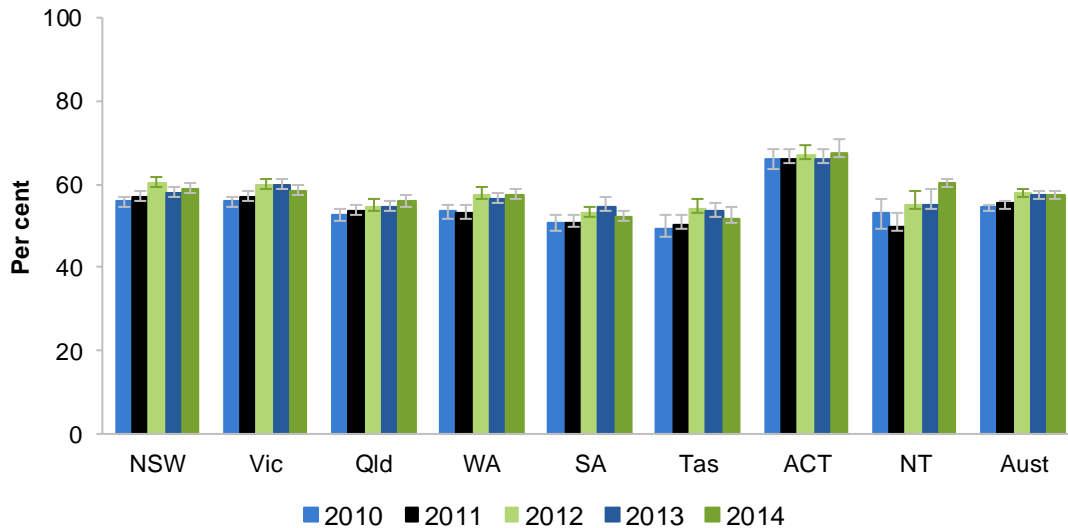
Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003 and (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0; table BA.34.

Population with qualifications at Certificate III level or above

Nationally in 2014, 57.5 per cent of 20–64 year olds had a qualification at Certificate III level or above (figure B.17).

Census data identifies that the proportion of 20–64 year olds who had Certificate III level or above qualifications increased nationally from 48.3 per cent in 2006 to 54.2 per cent in 2011 (table BA.38). Across all jurisdictions, the proportion was higher for non-Indigenous people (54.8 per cent) compared to Aboriginal and Torres Strait Islander people (29.6 per cent) (figure B.18).

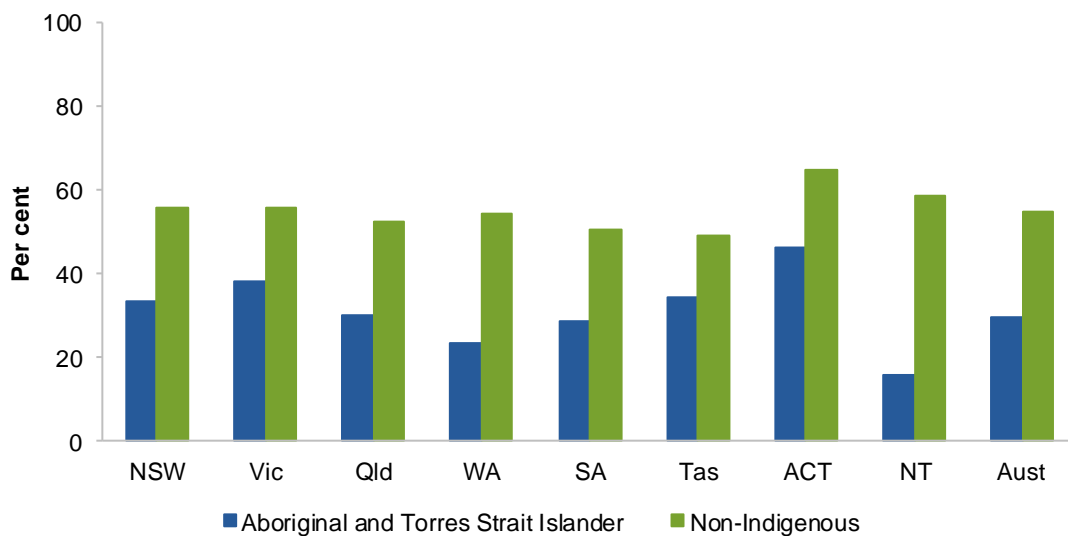
Figure B.17 Proportion of 20–64 year olds with qualifications at Certificate III level or above^a



^a See box B.6 and table BA.37 for detailed definitions, footnotes and caveats.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003 and (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0; table BA.37.

Figure B.18 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by Indigenous status, 2011^a



^a See box B.7 and table BA.39 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Census of Population and Housing, 2011*; table BA.39.

The proportion of 20–64 year olds with qualifications at Certificate III level or above by SES are presented in table BA.40. Nationally and in all jurisdictions, in 2014, 20–64 year olds from geographic areas of most socioeconomic disadvantage (Socio-Economic Indexes for Areas [SEIFA] Index of Relative Socio-economic Disadvantage [IRSD] Quintile 1) were less likely to have qualifications at Certificate III level or above 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 III level, by SES, are presented in table BA.41.

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).

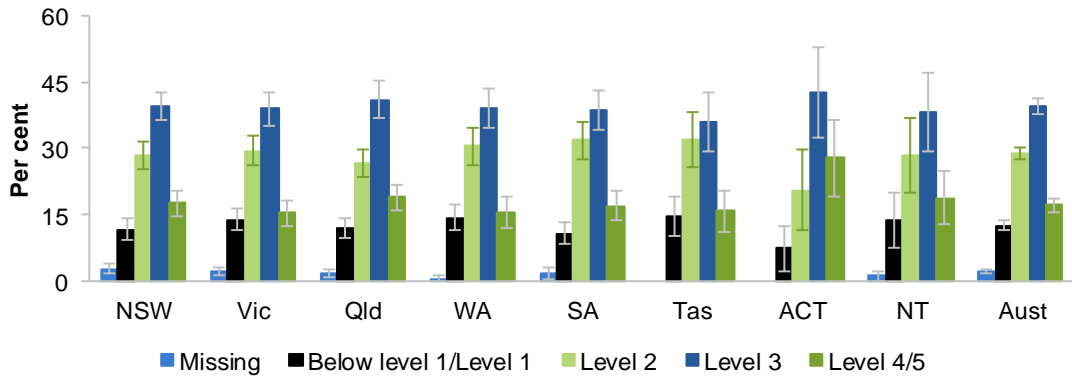
The PIAAC is an Organisation for Economic Co-operation and Development (OECD) survey that measures adult skills and competencies. Data are presented for all skill levels for literacy, numeracy and PSTRE competencies (where below level 1 represents the poorest level of skill attainment and level 5 the 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.19.

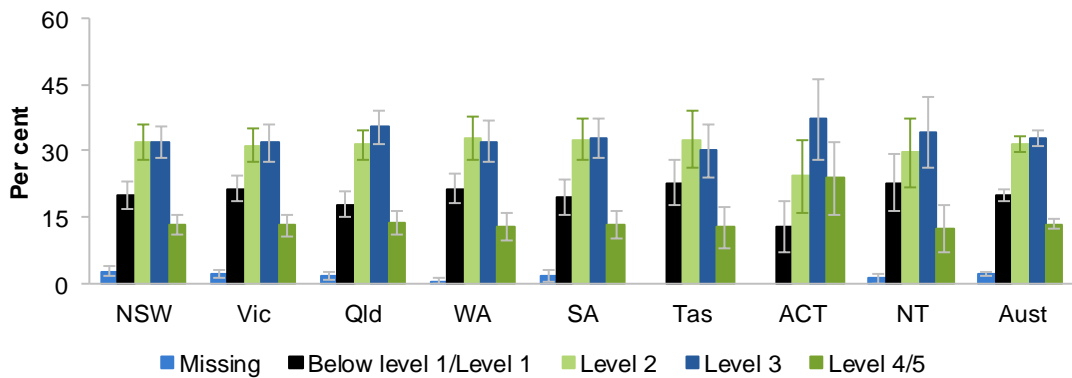
Additional data on the proportions of the population aged 15–74 years across all PIAAC literacy, numeracy, and PSTRE skill levels in 2011-12 are presented in tables BA.42–44.

Figure B.19 Proportion of 20–64 year olds across all PIAAC literacy, numeracy and PSTRE skill levels, 2011-12^a

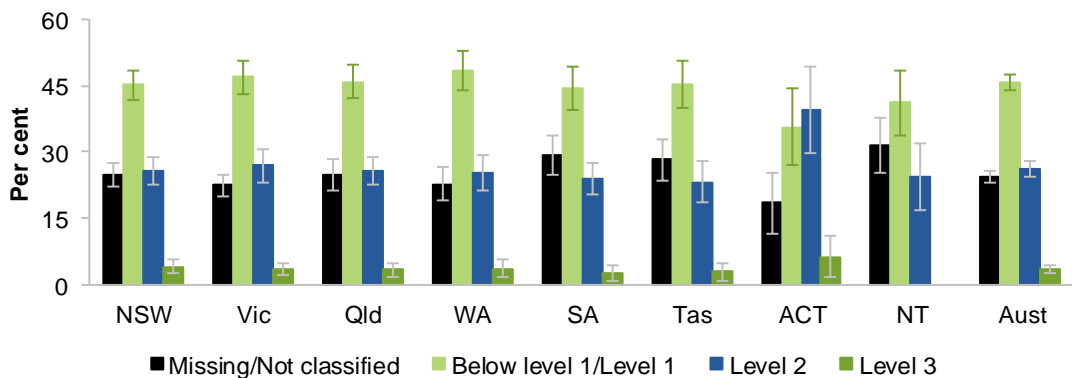
(a) PIAAC literacy results



(b) PIAAC numeracy results



(c) PIAAC PSTRE results



^a See box B.6 and tables BA.42–44 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0; tables BA.42–44.

Service-specific performance indicator frameworks

This section summarises information from the three CCET service specific indicator frameworks in chapters 3, 4 and 5.

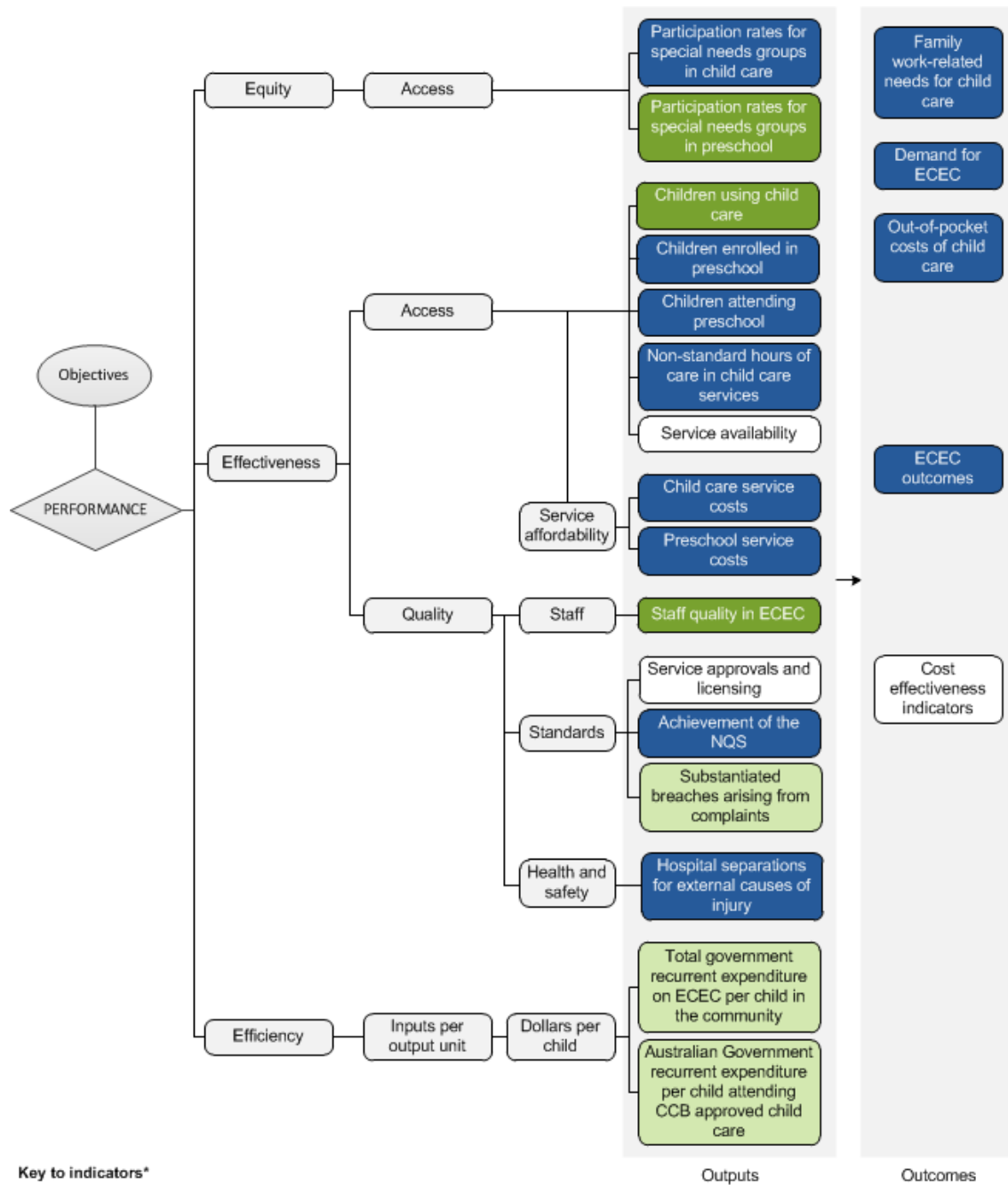
Each performance indicator framework provides comprehensive information on the equity, effectiveness and efficiency of specific government services.

Additional information is available in each chapter and associated attachment tables to assist the interpretation of these results.

ECEC

The performance indicator framework for ECEC is presented in figure B.20. An overview of the ECEC performance indicator results are presented in table B.1.

Figure B.20 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

Table B.1 Performance indicator results for ECEC^{a, b, c}

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|---|------|------|------|------|------|------|------|------|------|
| Equity — Access indicators | | | | | | | | | |
| Participation rates for special needs groups in child care | | | | | | | | | |
| Proportion of 0–12 year olds attending Australian Government CCB approved child care who are Aboriginal and Torres Strait Islander children, 2015. Compared to community proportion, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 2.2 | 0.8 | 3.1 | 2.1 | 1.4 | 4.6 | 1.1 | 7.7 | 2.1 |
| % | 5.4 | 1.6 | 7.9 | 6.3 | 4.5 | 9.4 | 2.8 | 41.4 | 5.5 |
| <i>Source:</i> Attachment table 3A.14 | | | | | | | | | |
| Proportion of 0–12 year olds attending Australian Government CCB approved child care who are from low income families, 2015. Compared to community proportion, 2013-14 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 23.7 | 27.0 | 24.8 | 21.2 | 22.4 | 25.1 | 11.2 | 13.5 | 24.0 |
| % | 17.8 | 17.6 | 16.6 | 11.9 | 18.5 | 24.8 | 6.1 | 9.0 | 16.8 |
| <i>Source:</i> Attachment table 3A.14 | | | | | | | | | |
| Proportion of 0–12 year olds attending Australian Government CCB approved child care with disability, 2013. Compared to community proportion, 2012 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (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 |
| <i>Source:</i> Attachment table 3A.14 | | | | | | | | | |
| 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, 2014. Compared to community proportion, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 4.7 | 1.4 | 4.9 | 5.9 | 6.5 | 8.6 | 2.3 | 35.4 | 4.6 |
| % | 5.3 | 1.7 | 8.0 | 6.1 | 4.6 | 9.6 | 2.9 | 38.7 | 5.5 |
| <i>Source:</i> Attachment table 3A.16 | | | | | | | | | |
| Proportion of 3–5 year olds enrolled in a preschool program who are from regional areas, 2014. Compared to community proportion, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 29.2 | 23.5 | 33.0 | 17.5 | 22.9 | 98.2 | 2.8 | 53.2 | 27.9 |
| % | 25.0 | 23.7 | 35.6 | 17.2 | 23.6 | 98.2 | 0.5 | 50.8 | 27.4 |
| <i>Source:</i> Attachment table 3A.16 | | | | | | | | | |
| Proportion of 3–5 year olds enrolled in a preschool program who are from remote areas, 2014. Compared to community proportion, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 0.8 | – | 2.8 | 7.0 | 4.0 | 1.8 | .. | 46.5 | 2.4 |
| % | 0.6 | 0.1 | 3.5 | 6.9 | 3.9 | 1.8 | .. | 49.2 | 2.6 |
| <i>Source:</i> Attachment table 3A.16 | | | | | | | | | |

(continued next page)

Table B.1 (continued)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|------|-------|-------|-------|-------|-------|-------|------|------|
| Effectiveness — Access indicators | | | | | | | | | |
| Children using child care | | | | | | | | | |
| Proportion of 0–12 year olds attending Australian Government Child Care Benefit (CCB) approved child care, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 32.2 | 31.3 | 33.2 | 21.4 | 32.0 | 27.7 | 40.7 | 19.2 | 30.6 |
| Source: Attachment table 3A.19 | | | | | | | | | |
| Children enrolled in preschool | | | | | | | | | |
| Proportion of 4 year old children who are enrolled in a preschool program in the year before full time schooling, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 74.0 | 109.3 | 102.4 | 100.8 | 105.0 | 105.8 | 112.5 | 89.7 | 95.1 |
| Source: Attachment table 3A.25 | | | | | | | | | |
| 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, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 64.5 | 92.6 | 63.2 | 102.2 | 98.7 | 94.8 | 95.2 | 80.4 | 75.4 |
| Source: Attachment table 3A.28 | | | | | | | | | |
| Children attending preschool | | | | | | | | | |
| Proportion of 4 year old children who are attending a preschool program in the year before full time schooling, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 71.3 | 103.8 | 98.8 | 97.1 | 103.4 | 104.5 | 109.9 | 81.7 | 91.4 |
| Source: Attachment table 3A.31 | | | | | | | | | |
| Non-standard hours of care in child care services | | | | | | | | | |
| Proportion of Australian Government CCB approved child care services providing non-standard hours of care, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 16.2 | 22.6 | 52.9 | 26.1 | 22.2 | 15.1 | 4.8 | 16.5 | 26.3 |
| Source: Attachment table 3A.38 | | | | | | | | | |
| Effectiveness — Access — Service affordability indicators | | | | | | | | | |
| Child care service costs | | | | | | | | | |
| Median weekly cost for 50 hours of Australian Government CCB approved long day care (LDC) and family day care (FDC), 2015 | | | | | | | | | |
| \$ LDC | 425 | 420 | 363 | 405 | 383 | 395 | 493 | 400 | 400 |
| \$ FDC | 333 | 344 | 362 | 375 | 335 | 435 | 398 | 450 | 341 |
| Source: Attachment table 3A.39 | | | | | | | | | |
| Preschool service costs | | | | | | | | | |
| Median per hour preschool program cost after subsidies per child enrolled aged 4 and 5 years, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| \$ | 3.60 | 2.20 | 1.90 | – | – | – | – | – | 2.20 |
| Source: Attachment table 3A.41 | | | | | | | | | |

(continued next page)

Table B.1 (continued)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Effectiveness — Quality — Staff indicators | | | | | | | | | |
| 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 III level, 2013 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 73.5 | 79.8 | 76.5 | 68.9 | 70.1 | 75.4 | 50.6 | 53.2 | 74.1 |
| Source: Attachment table 3A.45 | | | | | | | | | |
| Effectiveness — Quality — Standards indicators | | | | | | | | | |
| Achievement of the National Quality Standard | | | | | | | | | |
| Proportion of National Quality Framework approved services with a quality rating who met or exceeded the National Quality Standard overall, 30 June 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 57.3 | 78.7 | 72.5 | 56.1 | 71.4 | 58.3 | 46.9 | 20.5 | 66.5 |
| Source: Attachment table 3A.53 | | | | | | | | | |
| Substantiated breaches arising from complaints | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| Number of substantiated breaches arising from complaints per 100 NQF approved services, 2014-15 | | | | | | | | | |
| No. | 23 | 9 | 9 | 11 | 5 | – | 8 | 5 | 13 |
| Source: Attachment table 3A.61 | | | | | | | | | |
| Effectiveness — Quality — Health and safety indicators | | | | | | | | | |
| Hospital separations for external causes of injury | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| Proportion of hospital separations for children aged 0–4 years resulting from an external cause of injury occurring in 'school', 2013-14 | | | | | | | | | |
| % | 2.7 | 2.3 | 3.1 | 2.1 | 2.8 | 1.7 | 5.2 | 1.4 | 2.6 |
| Source: Attachment table 3A.63 | | | | | | | | | |
| Efficiency — Inputs per output unit — Dollars per child indicators | | | | | | | | | |
| 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, 2014-15 | | | | | | | | | |
| Most recent data for this measure are not comparable but are complete, subject to caveats (chapter 3) | | | | | | | | | |
| \$ | 2 078 | 2 157 | 2 298 | 1 922 | 2 590 | 2 353 | 2 851 | 2 862 | 2 188 |
| Source: Attachment table 3A.66 | | | | | | | | | |
| 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, 2014-15 | | | | | | | | | |
| Most recent data for this measure are comparable (subject to caveats) but not complete (chapter 3) | | | | | | | | | |
| \$ | 5 830 | 5 787 | 6 050 | 5 784 | 6 070 | 6 344 | 5 515 | 8 987 | 5 951 |
| Source: Attachment table 3A.67 | | | | | | | | | |

(continued next page)

Table B.1 (continued)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|---|---------------|---------------|----------------|---------------|----------------|---------------|---------------|----------------|---------------|
| Outcome indicators | | | | | | | | | |
| 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, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 4.0 ± 1.2 | 2.7 ± 0.9 | 3.1 ± 1.5 | 3.0 ± 1.3 | 3.5 ± 1.6 | 5.0 ± 2.9 | np | 4.7 ± 3.1 | 3.6 ± 0.6 |
| Source: Attachment table 3A.68 | | | | | | | | | |
| Proportion of people aged 15 years or over not in the labour force due to caring for children whose main reason is child care service related | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 49.6 ± 6.0 | 49.4 ± 6.0 | 54.8 ± 10.5 | 44.1 ± 7.8 | 52.5 ± 11.9 | na | na | 60.6 ± 12.9 | 49.0 ± 3.6 |
| Source: Attachment table 3A.69 | | | | | | | | | |
| Demand for ECEC | | | | | | | | | |
| Proportion of children aged 0–12 years for whom additional formal child care or preschool was currently required, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 10.9 ± 1.7 | 9.5 ± 1.6 | 8.4 ± 2.0 | 10.1 ± 2.4 | 10.5 ± 2.5 | 11.0 ± 3.6 | 13.4 ± 3.4 | 11.8 ± 4.4 | 10.0 ± 0.8 |
| Source: Attachment table 3A.70 | | | | | | | | | |
| Out-of-pocket costs of child care | | | | | | | | | |
| Proportion of weekly disposable income that families with \$75 000 gross annual income spend on one child for 50 hours long day care, after child subsidies, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 11.2 | 11.1 | 8.3 | 10.8 | 9.5 | 9.2 | 13.8 | 10.2 | 10.4 |
| Source: Attachment table 3A.72 | | | | | | | | | |
| Proportion of weekly disposable income that families with \$75 000 gross annual income spend on one child for 30 hours long day care, after child subsidies, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 6.4 | 6.3 | 4.6 | 6.2 | 5.3 | 5.3 | 7.9 | 5.7 | 5.9 |
| Source: Attachment table 3A.74 | | | | | | | | | |
| ECEC outcomes | | | | | | | | | |
| Proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC, 2012 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 3) | | | | | | | | | |
| % | 19.9 | 19.5 | 26.2 | 23.0 | 23.7 | 21.5 | 22.0 | 35.5 | 22.0 |
| Source: Attachment table 3A.76 | | | | | | | | | |

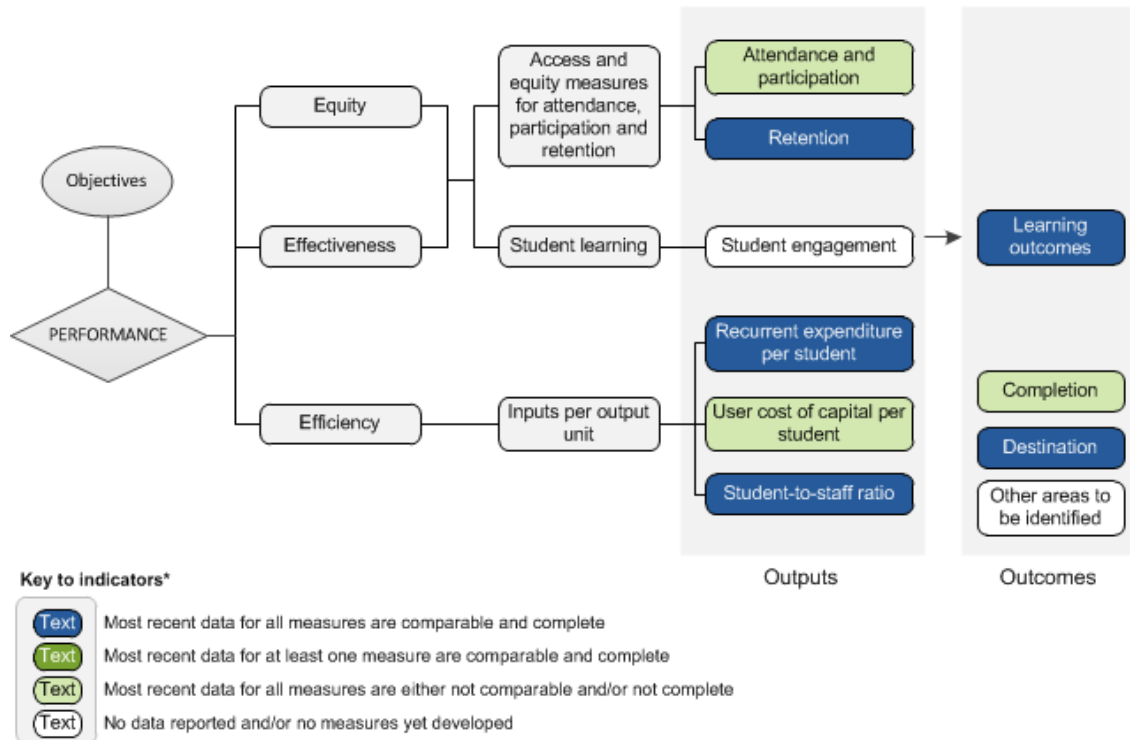
^a Caveats for these data are available in chapter 3 and attachment 3A. Refer to the indicator interpretation boxes in chapter 3 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 3 and attachment 3A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent). **na** Not available. ... 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.21. An overview of the school education performance indicator results are presented in table B.2.

Figure B.21 **School education performance indicator framework**



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

Table B.2 Performance indicator results for school education^{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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Equity — Access indicators | | | | | | | | | |
| Attendance and participation | | | | | | | | | |
| Years 7–10 attendance rate, all students, government schools, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 90.0 | 91.6 | 89.7 | 87.9 | 89.3 | 87.7 | 89.3 | 77.0 | 89.8 |
| <i>Source:</i> Attachment table 4A.131 | | | | | | | | | |
| Years 7–10 attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 80.6 | 83.3 | 81.7 | 68.0 | 76.1 | 82.0 | 79.8 | 62.9 | 77.8 |
| <i>Source:</i> Attachment table 4A.131 | | | | | | | | | |
| Years 7–10 attendance level, all students, government schools, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable, subject to caveats, but are not complete (chapter 4) | | | | | | | | | |
| % | na | 74.7 | 66.3 | 63.8 | 67.3 | 64.7 | 66.4 | 44.1 | 68.5 |
| <i>Source:</i> Attachment table 4A.137 | | | | | | | | | |
| Years 7–10 attendance level, Aboriginal and Torres Strait Islander students, government schools, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable, subject to caveats, but are not complete (chapter 4) | | | | | | | | | |
| % | na | 50.7 | 44.9 | 26.8 | 35.9 | 52.9 | 37.6 | 21.2 | 38.7 |
| <i>Source:</i> Attachment table 4A.137 | | | | | | | | | |
| Proportion of all children aged 6–15 years enrolled in school, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 99.8 | 101.2 | 100.9 | 98.8 | 101.0 | 99.3 | 110.7 | 95.3 | 100.4 |
| <i>Source:</i> Attachment table 4A.116 | | | | | | | | | |
| Participation rate, 15–19 year olds, all schools, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 57.7 | 63.1 | 51.1 | 47.7 | 63.6 | 62.6 | 72.9 | 45.1 | 57.1 |
| <i>Source:</i> Attachment table 4A.118 | | | | | | | | | |
| Proportion of the population aged 15–19 years who successfully completed at least one Unit of Competency as part of a VET qualification at AQF Certificate II or above, 2013 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 22.4 | 34.1 | 26.4 | 25.6 | 28.7 | 28.4 | 26.1 | 13.8 | 27.0 |
| <i>Source:</i> Attachment table 4A.130 | | | | | | | | | |
| Retention | | | | | | | | | |
| Apparent retention rate, year 7/8-10, full time secondary students, government schools, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 103.1 | 106.9 | 103.1 | 102.2 | 104.6 | 101.0 | 106.2 | 89.0 | 103.8 |
| <i>Source:</i> Attachment table 4A.119 | | | | | | | | | |
| Apparent retention rate, year 10-12, full time students, government schools, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 72.5 | 79.8 | 80.6 | 87.0 | 86.6 | 70.1 | 107.6 | 68.8 | 78.6 |
| <i>Source:</i> Attachment table 4A.120 | | | | | | | | | |

(continued next page)

Table B.2 (continued)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Apparent retention rate, year 10-12, full time Aboriginal and Torres Strait Islander students, government schools, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 45.6 | 59.7 | 64.3 | 57.4 | 82.9 | 53.1 | 85.3 | 49.9 | 56.8 |
| Source: Attachment table 4A.122 | | | | | | | | | |

Efficiency — Inputs per output unit indicators

Recurrent expenditure per student

Government expenditure per FTE student, government schools, 2013-14 – Includes user cost of capital

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

| | | | | | | | | | |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| \$ | 16 449 | 13 924 | 15 563 | 19 462 | 16 749 | 16 724 | 21 112 | 23 578 | 16 177 |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|

Source: Attachment table 4A.13

Government expenditure per FTE student, non-government schools, 2013-14

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

| | | | | | | | | | |
|----|-------|-------|-------|-------|-------|-------|-------|--------|-------|
| \$ | 9 275 | 8 697 | 9 790 | 9 937 | 9 034 | 9 877 | 8 163 | 16 205 | 9 327 |
|----|-------|-------|-------|-------|-------|-------|-------|--------|-------|

Source: Attachment table 4A.16

Government recurrent expenditure on staff per FTE student in government schools, 2013-14

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

| | | | | | | | | | |
|----|--------|-------|--------|--------|--------|--------|--------|--------|--------|
| \$ | 10 572 | 8 937 | 10 036 | 11 845 | 11 227 | 10 997 | 12 821 | 13 567 | 10 337 |
|----|--------|-------|--------|--------|--------|--------|--------|--------|--------|

Source: Attachment table 4A.14

User cost of capital per student

User cost of capital per FTE student, government schools, 2013-14

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

| | | | | | | | | | |
|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| \$ | 2 173 | 2 100 | 2 433 | 3 889 | 1 733 | 1 794 | 3 684 | 2 590 | 2 386 |
|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|

Source: Attachment table 4A.20

Student-to-staff ratio

Ratio of FTE students to FTE teaching staff, government primary schools, 2014

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

| | | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|------|
| No. | 15.6 | 15.3 | 15.3 | 16.2 | 14.9 | 14.8 | 13.3 | 12.2 | 15.4 |
|-----|------|------|------|------|------|------|------|------|------|

Source: Attachment table 4A.23

Ratio of FTE students to FTE teaching staff, government secondary schools, 2014

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

| | | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|------|
| No. | 12.4 | 12.5 | 12.5 | 12.6 | 13.1 | 13.1 | 12.1 | 11.5 | 12.5 |
|-----|------|------|------|------|------|------|------|------|------|

Source: Attachment table 4A.23

Outcome indicators

Learning outcomes

NAPLAN Reading performance – proportion of all year 3 students achieving at or above national minimum standard, 2015

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

| | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| % | 95.3 | 95.5 | 95.0 | 93.0 | 93.4 | 92.9 | 95.2 | 71.1 | 94.6 |
| | ± 0.3 | ± 0.4 | ± 0.4 | ± 0.6 | ± 0.8 | ± 1.2 | ± 1.2 | ± 5.7 | ± 0.2 |

Source: Attachment table 4A.36

(continued next page)

Table B.2 (continued)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 3 students achieving at or above national minimum standard, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 86.6 ± 1.3 | 85.6 ± 2.8 | 85.0 ± 1.8 | 66.6 ± 3.4 | 73.4 ± 4.4 | 87.7 ± 3.3 | 85.2 ± 5.9 | 42.5 ± 5.8 | 78.7 ± 1.3 |
| <i>Source: Attachment table 4A.36</i> | | | | | | | | | |
| NAPLAN Reading performance – proportion of all year 9 students achieving at or above national minimum standard, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 92.6 ± 0.6 | 93.5 ± 0.7 | 91.8 ± 0.7 | 93.2 ± 1.0 | 91.6 ± 1.3 | 91.4 ± 1.7 | 94.0 ± 1.8 | 66.2 ± 9.3 | 92.3 ± 0.3 |
| <i>Source: Attachment table 4A.36</i> | | | | | | | | | |
| NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 76.7 ± 1.8 | 80.2 ± 3.8 | 76.0 ± 2.6 | 66.9 ± 4.2 | 75.0 ± 4.7 | 81.8 ± 4.4 | 86.6 ± 7.9 | 32.9 ± 8.3 | 71.7 ± 1.7 |
| <i>Source: Attachment table 4A.36</i> | | | | | | | | | |
| NAPLAN Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 94.7 ± 0.3 | 95.3 ± 0.4 | 95.0 ± 0.4 | 93.7 ± 0.6 | 92.8 ± 0.9 | 94.0 ± 1.2 | 96.0 ± 1.0 | 75.0 ± 5.4 | 94.4 ± 0.2 |
| <i>Source: Attachment table 4A.64</i> | | | | | | | | | |
| NAPLAN Numeracy performance – proportion of Aboriginal and Torres Strait Islander year 3 students achieving at or above national minimum standard, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 84.4 ± 1.3 | 85.4 ± 3.1 | 82.9 ± 1.9 | 69.5 ± 3.3 | 71.1 ± 4.4 | 89.7 ± 4.0 | 85.4 ± 7.8 | 48.6 ± 6.3 | 78.2 ± 1.3 |
| <i>Source: Attachment table 4A.64</i> | | | | | | | | | |
| NAPLAN Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 95.8 ± 0.4 | 95.6 ± 0.6 | 96.3 ± 0.5 | 96.4 ± 0.6 | 95.0 ± 1.0 | 95.8 ± 1.1 | 95.2 ± 1.7 | 79.1 ± 6.9 | 95.7 ± 0.2 |
| <i>Source: Attachment table 4A.64</i> | | | | | | | | | |
| NAPLAN Numeracy performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 85.0 ± 1.5 | 85.0 ± 3.3 | 87.8 ± 1.6 | 81.3 ± 3.1 | 82.9 ± 4.5 | 90.0 ± 3.9 | 85.3 ± 8.4 | 56.9 ± 7.6 | 82.8 ± 1.3 |
| <i>Source: Attachment table 4A.64</i> | | | | | | | | | |

(continued next page)

Table B.2 (continued)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Information and Communication Technologies performance – proportion of year 6 students achieving at or above proficient standard, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 55 | 64 | 48 | 52 | 59 | 46 | 58 | 43 | 55 |
| | ± 4.9 | ± 4.5 | ± 5.8 | ± 4.8 | ± 4.3 | ± 5.4 | ± 10.6 | ± 6.3 | ± 2.5 |

Source: Attachment table 4A.88

Information and Communication Technologies performance – proportion of year 10 students achieving at or above proficient standard, 2014

| | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 50 | 55 | 47 | 57 | 57 | 51 | 60 | 43 | 52 |
| | ± 5.5 | ± 5.9 | ± 5.6 | ± 5.8 | ± 5.9 | ± 5.8 | ± 9.1 | ± 9.1 | ± 2.5 |

Source: Attachment table 4A.88

Completion

Year 12 completion rate, 2014

| | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|
| Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 4) | | | | | | | | | |
| % | 73 | 82 | 70 | 48 | 83 | 50 | 85 | 40 | 72 |

Source: Attachment table 4A.125

Destination

Proportion of 15–24 year old school leavers fully participating in education and/or training, or employment, 2014

| | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|--------|-------|-------|
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 4) | | | | | | | | | |
| % | 72.7 | 76.4 | 68.0 | 75.7 | 69.8 | 66.9 | 81.4 | 77.0 | 73.0 |
| | ± 2.6 | ± 2.8 | ± 3.9 | ± 3.9 | ± 4.7 | ± 6.6 | ± 11.0 | ± 4.9 | ± 1.4 |

Source: Attachment table 4A.127

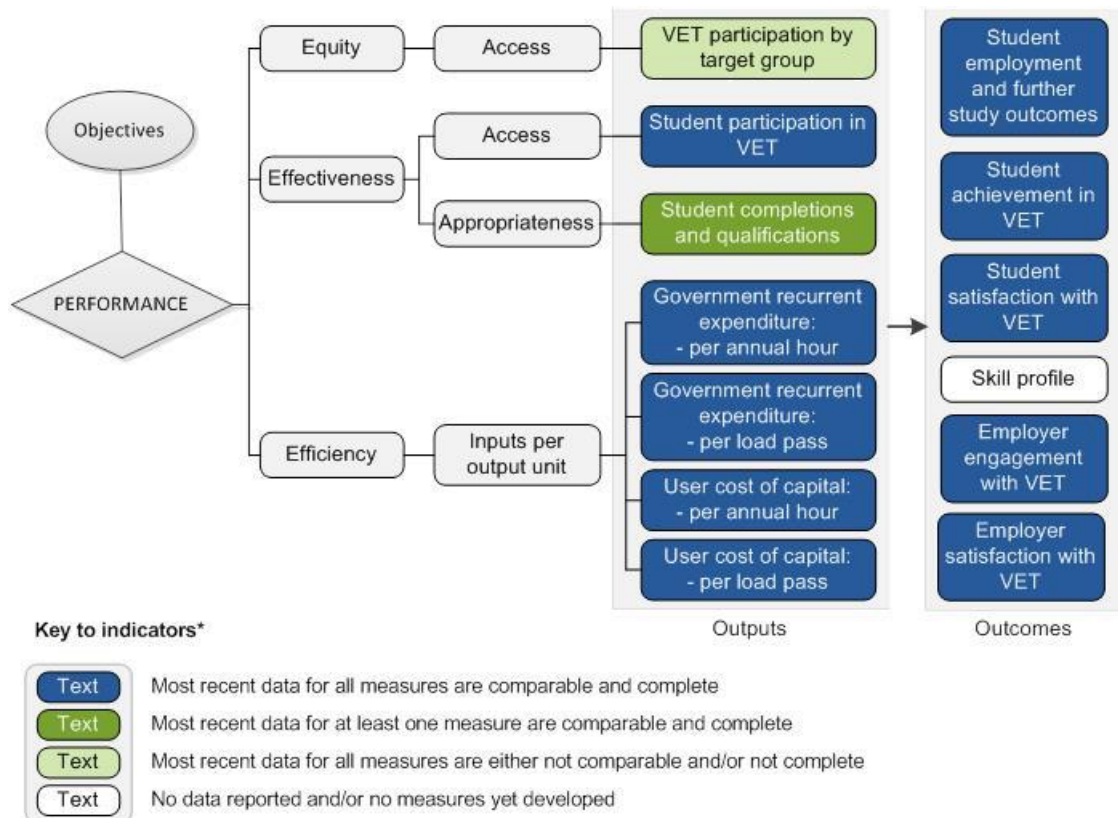
AQF = Australian Qualifications Framework. FTE = Full time equivalent. NAPLAN = National Assessment Program – Literacy and Numeracy. ^a Caveats for these data are available in chapter 4 and attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation 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.22. An overview of the VET performance indicator results are presented in table B.3.

Figure B.22 VET performance indicator framework



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

Table B.3 Performance indicator results for VET^{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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| <u>Equity — Access indicators</u> | | | | | | | | | |
| VET participation by target group | | | | | | | | | |
| Participation rate for Aboriginal and Torres Strait Islander Australians aged 15–64 years, 2014 | | | | | | | | | |
| Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 5) | | | | | | | | | |
| % | 22.0 | 20.9 | 9.9 | 19.4 | 18.4 | 11.0 | 16.4 | 18.8 | 17.2 |
| <i>Source:</i> Attachment table 5A.12 | | | | | | | | | |
| <u>Effectiveness — Access indicators</u> | | | | | | | | | |
| Student participation in VET | | | | | | | | | |
| Participation rate for the population aged 15–64 years, 2014 | | | | | | | | | |
| Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 5) | | | | | | | | | |
| % | 8.0 | 11.5 | 6.6 | 7.4 | 9.6 | 10.3 | 7.2 | 12.1 | 8.7 |
| <i>Source:</i> Attachment table 5A.12 | | | | | | | | | |
| <u>Effectiveness — Appropriateness indicators</u> | | | | | | | | | |
| Student completions and qualifications | | | | | | | | | |
| Qualifications completed by working aged VET students, per 1000 people aged 15–64 years, 2014 | | | | | | | | | |
| Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 5) | | | | | | | | | |
| no. | 28.8 | 47.3 | 35.4 | 27.2 | 40.0 | 32.3 | 33.5 | 31.4 | 35.6 |
| <i>Source:</i> Attachment table 5A.28 | | | | | | | | | |
| <u>Efficiency — Inputs per output unit indicators</u> | | | | | | | | | |
| Government recurrent expenditure — per annual hour | | | | | | | | | |
| Government recurrent expenditure per government funded annual hour, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| \$ | 12.76 | 7.80 | 13.55 | 15.08 | 13.98 | 16.67 | 17.01 | 19.25 | 11.40 |
| <i>Source:</i> Attachment table 5A.34 | | | | | | | | | |
| Government recurrent expenditure — per load pass | | | | | | | | | |
| Government recurrent expenditure per government funded load pass, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| \$ | 15.83 | 9.40 | 14.80 | 18.87 | 16.07 | 20.84 | 20.34 | 26.56 | 13.66 |
| <i>Source:</i> Attachment table 5A.35 | | | | | | | | | |
| User cost of capital — per annual hour | | | | | | | | | |
| User cost of capital per government funded annual hour, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| \$ | 2.98 | 0.87 | 0.78 | 2.35 | 2.22 | 2.79 | 2.60 | 3.16 | 1.72 |
| <i>Source:</i> Attachment table 5A.36 | | | | | | | | | |
| User cost of capital — per load pass | | | | | | | | | |
| User cost of capital per government funded load pass, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| \$ | 3.70 | 1.05 | 0.85 | 2.94 | 2.55 | 3.48 | 3.11 | 4.35 | 2.07 |
| <i>Source:</i> Attachment table 5A.36 | | | | | | | | | |

(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> |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Outcome indicators | | | | | | | | | |
| Student employment and further study outcomes | | | | | | | | | |
| Proportion of government funded VET graduates who were employed and/or continued on to further study in 2014 after completing their course in 2013 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| % | 87.6 ± 0.9 | 85.5 ± 1.0 | 87.5 ± 1.3 | 89.3 ± 1.5 | 89.0 ± 1.3 | 89.1 ± 2.3 | 91.3 ± 1.8 | 91.0 ± 3.0 | 87.4 ± 0.5 |
| <i>Source:</i> Attachment table 5A.40 | | | | | | | | | |
| Proportion of government funded VET graduates who improved their employment circumstances after training, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| % | 59.0 ± 1.4 | 55.9 ± 1.7 | 62.0 ± 1.8 | 63.0 ± 2.4 | 59.2 ± 2.1 | 62.6 ± 3.4 | 68.0 ± 3.2 | 69.1 ± 4.7 | 59.3 ± 0.8 |
| <i>Source:</i> Attachment table 5A.56 | | | | | | | | | |
| Student achievement in VET | | | | | | | | | |
| Load pass rate (government funded VET), 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| % | 80.2 | 81.3 | 92.3 | 82.4 | 85.9 | 80.2 | 85.0 | 74.6 | 82.9 |
| <i>Source:</i> Attachment table 5A.65 | | | | | | | | | |
| Proportion of graduates with improved education/training status after training, of all AQF qualifications completed, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| % | 51.1 | 76.2 | 69.7 | 58.2 | 47.6 | 61.5 | 38.6 | 61.5 | 63.6 |
| <i>Source:</i> Attachment table 5A.69 | | | | | | | | | |
| Student satisfaction in VET | | | | | | | | | |
| Proportion of government funded VET graduates who were satisfied with the quality of their completed VET course, 2014 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| % | 89.7 ± 0.9 | 84.4 ± 1.2 | 88.0 ± 1.2 | 89.0 ± 1.7 | 89.1 ± 1.3 | 90.2 ± 2.0 | 84.8 ± 2.7 | 85.9 ± 3.9 | 87.6 ± 0.5 |
| <i>Source:</i> Attachment table 5A.85 | | | | | | | | | |

(continued next page)

Table B.3 (continued)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Employer engagement with VET | | | | | | | | | |
| Proportion of employers who in the last twelve months had employees with formal vocational qualifications as a requirement of their job, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| % | 39.6 | 31.2 | 39.5 | 38.3 | 30.7 | 34.8 | 33.2 | 42.7 | 36.6 |
| | ± 3.8 | ± 3.5 | ± 4.1 | ± 4.0 | ± 3.7 | ± 4.7 | ± 3.5 | ± 4.8 | ± 1.9 |
| <i>Source:</i> Attachment table 5A.94 | | | | | | | | | |
| Employer satisfaction with VET | | | | | | | | | |
| 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 — Satisfaction with formal vocational qualifications as a job requirement, 2015 | | | | | | | | | |
| Most recent data for this measure are comparable and complete, subject to caveats (chapter 5) | | | | | | | | | |
| % | 73.7 | 79.1 | 75.9 | 78.9 | 77.7 | 79.6 | 77.9 | 76.1 | 76.2 |
| | ± 5.7 | ± 5.2 | ± 5.8 | ± 5.6 | ± 6.1 | ± 5.8 | ± 5.8 | ± 6.4 | ± 2.8 |
| <i>Source:</i> Attachment table 5A.95 | | | | | | | | | |

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

Source: Chapter 5 and attachment 5A.

B.3 Cross-cutting and interface issues

Although this Report addresses three areas of education in separate chapters, 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).
- 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, the greater their likelihood of achieving a higher educational qualification and going on to a professional career.
- 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 showed sustained benefits beyond childhood, including government savings in the justice system (Reynolds et al. 2009).
- The health benefits associated with higher levels of education have been documented in population health studies. Cutler and Lleras-Muney (2007) found a clear association between education and health that cannot be fully explained by income, the labour market, or family background. They note that whilst the mechanisms by which education influences health are likely to be complex, 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 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. Buddelmeyer et al. (2012) note that education is a powerful marker of social exclusion. Early school leavers, and people who have Certificate II level as their highest qualification, suffer from social exclusion to a 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. 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 website (www.pc.gov.au/rogs/2016).

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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 website (www.pc.gov.au/rogs/2016).

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Table BA.1 **Australian, State and Territory government real recurrent expenditure on child care services, (2013-14 dollars) (a), (b)**

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| | \$m | \$m | \$m | \$m | \$m |
| Australian Government | 4 127 | 4 464 | 4 867 | 5 437 | 6 212 |
| State and Territory government | 134 | 150 | 165 | 158 | 164 |
| Total recurrent expenditure | 4 261 | 4 614 | 5 031 | 5 595 | 6 376 |

(a) Further information on the data included in this table are provided in the Early childhood education and care (ECEC) chapter attachment tables 3A.3-5. See sources in these tables for details.

(b) 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 BA.45). See table 2A.48 and chapter 2 (section 2.5-6) for more information. The presentation of 2013-14 dollars in this sector overview differs from the data presented in the ECEC chapter, which uses 2014-15 as the base year. The base year of 2013-14 is 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, (2013-14 dollars) (a), (b), (c)**

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Average annual growth (d) |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| | \$m | \$m | \$m | \$m | \$m | % |
| Operating expenses (e) | | | | | | |
| Australian Government | 39 155 | 35 239 | 29 495 | 29 720 | 30 049 | -6.4 |
| State and Territory (including local) government | 53 856 | 52 094 | 52 379 | 53 367 | 54 481 | 0.3 |
| Multijurisdictional (university) | 20 302 | 20 830 | 21 871 | 23 243 | 23 462 | 3.7 |
| Total | 113 313 | 108 163 | 103 744 | 106 330 | 107 992 | -1.2 |
| Transfers to other levels of general government (f) | | | | | | |
| Australian Government | 33 842 | 28 132 | 24 768 | 24 666 | 25 503 | -6.8 |
| State and Territory (including local) government | 493 | 567 | 467 | 550 | 486 | -0.4 |
| Multijurisdictional (university) | 607 | 588 | 663 | 689 | 713 | 4.1 |
| Total (g) | 34 928 | 29 251 | 25 859 | 25 799 | 26 618 | -6.6 |
| Operating expenses less transfers | | | | | | |
| Australian Government | 5 313 | 7 106 | 4 727 | 5 055 | 4 546 | -3.8 |
| State and Territory (including local) government | 53 363 | 51 527 | 51 912 | 52 817 | 53 995 | 0.3 |
| Multijurisdictional (university) | 19 694 | 20 242 | 21 207 | 22 554 | 22 749 | 3.7 |
| Total (g) | 78 384 | 78 912 | 77 884 | 80 531 | 81 375 | 0.9 |

(a) Based on accrual operating expenses for education. Excludes expenditure on child care services.

(b) The ABS provided nominal figures. Real expenditure was calculated from these figures for 2009-10 to 2013-14 based on the GGFCE chain price deflator (2013-14 = 100) (table BA.45). See table 2A.48 and chapter 2 (sections 2.5-6) for more information.

(c) Data for 2009-10, 2010-11, 2011-12 and 2012-13 have been revised by ABS since the previous Report.

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

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

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

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2013-14 dollars) (a), (b), (c)**

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Average annual growth (d) |
|--|---------|---------|---------|---------|---------|---------------------------|
| | \$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) 2015 and unpublished, *Government Finance Statistics, Education, 2013-14*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2013-14 dollars) (a), (b), (c), (d)**

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------------|---------------|---------------|---------------|---------------|
| Primary and secondary education (e) | 42 874 | 41 883 | 39 770 | 41 160 | 41 763 |
| Tertiary education | | | | | |
| University education | 20 039 | 20 678 | 21 267 | 22 585 | 22 792 |
| Technical and further education (TAFE) | 6 427 | 6 541 | 6 864 | 6 749 | 6 317 |
| Tertiary education, nec | 86 | 95 | 48 | 65 | 76 |
| Total | 26 552 | 27 315 | 28 180 | 29 398 | 29 185 |
| Preschool & education not definable by level | 3 387 | 3 467 | 4 329 | 4 511 | 4 784 |
| Transportation of students | 1 482 | 1 440 | 1 438 | 1 372 | 1 547 |
| Education, n.e.c. | 4 089 | 4 807 | 4 168 | 4 089 | 4 097 |
| Total (f) | 78 384 | 78 912 | 77 884 | 80 531 | 81 375 |

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 2009-10 to 2013-14 based on the ABS GGFCE chain price deflator (2013-14 = 100) (table BA.45). See table 2A.48 and chapter 2 (sections 2.5-6) for more information.
- (c) Data for 2009-10, 2010-11, 2011-12 and 2012-13 have been revised by ABS since the previous Report.
- (d) TAFE expenditure from *ABS Government Finance Statistics* are compiled differently to the VET expenditure data presented in chapter 5 (Vocational Education and Training) and they do not reflect all VET expenditure of governments. Refer to chapter 5 for government VET expenditure data.
- (e) 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).
- (f) Totals may not add due to rounding.

Source: ABS 2015, *Government Finance Statistics, Education, 2013-14*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld</i> | <i>WA (f)</i> | <i>SA</i> | <i>Tas (g)</i> | <i>ACT</i> | <i>NT</i> | <i>Total S/T</i> | <i>Aus Gov</i> |
|--|-------------|----------------|----------------|---------------|---------------|--------------|----------------|--------------|--------------|------------------|----------------|
| 2013-14 | | | | | | | | | | | |
| Education expenditure | | | | | | | | | | | |
| Preschool & education not definable by level | % | 10.0 | 7.2 | 11.5 | 7.6 | 5.4 | 4.6 | 7.5 | 8.7 | 8.8 | 0.8 |
| Transportation of students | % | 4.8 | 2.6 | 1.7 | 1.9 | 0.7 | 2.6 | 0.5 | 1.5 | 2.8 | – |
| Education, not elsewhere classified | % | 0.4 | 0.8 | 0.5 | 0.1 | 0.1 | – | 0.2 | 0.4 | 0.5 | 12.8 |
| Primary and secondary | % | 73.8 | 71.5 | 79.7 | 80.5 | 78.5 | 78.3 | 80.4 | 74.9 | 75.8 | 47.7 |
| Total | % | 89.1 | 82.1 | 93.5 | 90.1 | 84.6 | 85.5 | 88.6 | 85.5 | 87.9 | 61.3 |
| TAFE (h) | % | 10.9 | 17.0 | 6.5 | 9.7 | 12.4 | 14.5 | 10.3 | 10.2 | 11.5 | 6.1 |
| University | % | – | 0.9 | – | 0.3 | 1.5 | – | 1.2 | 2.8 | 0.4 | 32.6 |
| Other tertiary not elsewhere classified | % | – | – | – | – | 1.4 | 0.1 | – | 1.5 | 0.1 | – |
| Total (i) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total (i) | \$m | 16 786 | 13 009 | 10 691 | 6 455 | 4 283 | 1 293 | 965 | 995 | 54 481 | 30 049 |
| 2012-13 | | | | | | | | | | | |
| Education expenditure | | | | | | | | | | | |
| Preschool & education not definable by level | % | 10.0 | 6.4 | 11.1 | 7.3 | 5.5 | 4.3 | 7.2 | 8.9 | 8.5 | 1.6 |
| Transportation of students | % | 4.8 | 1.8 | 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 | 71.1 | 79.3 | 80.5 | 80.0 | 79.8 | 79.4 | 75.6 | 75.5 | 46.9 |
| Total | % | 88.4 | 80.0 | 92.5 | 89.7 | 86.2 | 86.7 | 87.2 | 86.5 | 87.1 | 61.4 |
| TAFE | % | 11.2 | 18.9 | 7.5 | 10.0 | 12.4 | 13.2 | 11.0 | 9.2 | 12.3 | 7.0 |
| University | % | 0.4 | 1.1 | – | 0.3 | 0.2 | – | 1.8 | 2.8 | 0.5 | 31.5 |
| Other tertiary not elsewhere classified | % | – | – | – | – | 1.2 | 0.1 | – | 1.5 | 0.1 | – |
| Total (i) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total (i) | \$m | 16 310 | 12 868 | 10 610 | 6 238 | 4 119 | 1 271 | 948 | 1 002 | 53 367 | 29 720 |

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld</i> | <i>WA (f)</i> | <i>SA</i> | <i>Tas (g)</i> | <i>ACT</i> | <i>NT</i> | <i>Total S/T</i> | <i>Aus Gov</i> |
|--|-------------|----------------|----------------|---------------|---------------|--------------|----------------|--------------|--------------|------------------|----------------|
| 2011-12 | | | | | | | | | | | |
| Education expenditure | | | | | | | | | | | |
| Preschool & education not definable by level | % | 10.6 | 6.0 | 10.4 | 7.1 | 4.5 | 4.4 | 5.9 | 9.3 | 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 | 74.5 | 75.2 | 48.2 |
| Total | % | 88.4 | 79.8 | 91.5 | 89.9 | 85.4 | 88.6 | 88.3 | 85.6 | 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 (i) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total (i) | \$m | 15 963 | 12 895 | 10 339 | 6 030 | 4 040 | 1 246 | 902 | 977 | 52 379 | 29 495 |
| 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 | 0.9 |
| Transportation of students | % | 4.7 | 2.6 | 1.6 | 1.9 | 0.7 | 3.1 | 0.3 | 1.3 | 2.8 | – |
| Education, not elsewhere classified | % | 0.4 | 0.9 | 0.7 | 0.1 | 0.1 | – | – | 0.7 | 0.5 | 12.9 |
| Primary and secondary | % | 75.9 | 72.1 | 80.3 | 82.0 | 81.3 | 80.2 | 81.1 | 77.3 | 77.2 | 54.7 |
| Total | % | 88.2 | 81.3 | 92.0 | 90.0 | 85.1 | 88.2 | 87.1 | 85.1 | 87.2 | 68.4 |
| TAFE | % | 11.2 | 17.8 | 7.9 | 9.6 | 10.8 | 11.8 | 11.6 | 11.6 | 12.0 | 5.8 |
| University | % | 0.6 | 0.9 | – | 0.4 | 2.2 | 0.1 | 1.3 | 1.2 | 0.7 | 25.8 |
| Other tertiary not elsewhere classified | % | – | – | – | – | 1.9 | 0.1 | – | 2.1 | 0.2 | – |
| Total (i) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total (i) | \$m | 15 886 | 12 824 | 10 194 | 5 946 | 3 958 | 1 340 | 908 | 1 039 | 52 094 | 35 239 |

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)

| | <i>Unit</i> | NSW (d) | Vic (e) | Qld | WA (f) | SA | Tas (g) | ACT | NT | Total S/T | Aus Gov |
|--|-------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|
| 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 | 0.7 |
| Transportation of students | % | 4.8 | 2.5 | 1.5 | 1.8 | 0.7 | 3.3 | 0.3 | 1.7 | 2.8 | – |
| Education, not elsewhere classified | % | 0.4 | 0.9 | 0.7 | 0.1 | 0.1 | – | – | 0.9 | 0.5 | 9.7 |
| Primary and secondary | % | 76.9 | 74.5 | 79.7 | 83.5 | 82.0 | 77.2 | 79.3 | 79.6 | 78.1 | 58.1 |
| Total | % | 88.8 | 83.0 | 91.8 | 90.5 | 85.5 | 83.8 | 85.6 | 86.6 | 87.7 | 68.5 |
| TAFE | % | 10.8 | 16.1 | 8.1 | 9.0 | 11.3 | 16.0 | 11.8 | 8.5 | 11.5 | 5.8 |
| University | % | 0.4 | 0.9 | 0.0 | 0.5 | 1.9 | 0.1 | 2.6 | 1.6 | 0.6 | 25.7 |
| Other tertiary not elsewhere classified | % | – | – | – | – | 1.3 | – | – | 3.4 | 0.2 | – |
| Total (i) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total (i) | \$m | 16 730 | 13 096 | 10 270 | 6 197 | 4 234 | 1 382 | 959 | 990 | 53 856 | 39 155 |

- (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 2009-10 to 2013-14 based on the ABS GGFCE chain price deflator (2013-14 = 100) (table BA.45). See table 2A.48 and chapter 2 (sections 2.5-6) for more information.
- (c) TAFE expenditure from ABS Government Finance Statistics are compiled differently to the VET expenditure data presented in chapter 5 (Vocational Education and Training) and they do not reflect all VET expenditure of governments. Refer to chapter 5 for government VET expenditure data.
- (d) 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.
- (e) Expenditure for preschool education in Victoria is contained in other budget areas and not included in this table.
- (f) Special education expenditure for WA is included under 'primary and secondary'.
- (g) Expenditure for preschool and special education in Tasmania is included under 'primary and secondary'.

Table BA.4 **State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld</i> | <i>WA (f)</i> | <i>SA</i> | <i>Tas (g)</i> | <i>ACT</i> | <i>NT</i> | <i>Total S/T</i> | <i>Aus Gov</i> |
|--|-------------|----------------|----------------|------------|---------------|-----------|----------------|------------|-----------|------------------|----------------|
|--|-------------|----------------|----------------|------------|---------------|-----------|----------------|------------|-----------|------------------|----------------|

(h) Expenditure for TAFE from ABS GFS 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).

(h) Totals may not add due to rounding.

– Nil or rounded to zero.

Source: ABS 2015, *Government Finance Statistics, Education, 2013-14*, 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), (c), (d), (e)**

| Unit | Highest non-school qualification | | | | | | Highest school year | | | Total (g) | |
|-----------------------|----------------------------------|-----------------------------|-----------------------|----------------------------|----------------------|--------------------------------------|---------------------|----------------------|------------------------------|----------------|-----------------|
| | Bachelor degree or above | Diploma or advanced diploma | Certificate III or IV | Certificate I or II or nfd | Level not determined | Sub-total (non-school qualification) | Year 12 | Year 11 or below (f) | Sub-total (school completed) | | |
| 2014 | | | | | | | | | | | |
| Labour force status | | | | | | | | | | | |
| Employed | % | 83.4 | 79.3 | 81.5 | 66.9 | 80.7 | 80.8 | 69.1 | 52.6 | 59.6 | 72.0 |
| Unemployed | % | 2.8 | 4.3 | 4.3 | 8.7 | 2.7 | 3.9 | 5.0 | 5.9 | 5.5 | 4.6 |
| Not in labour force | % | 13.8 | 16.5 | 14.2 | 24.2 | 17.1 | 15.3 | 26.0 | 41.4 | 34.9 | 23.4 |
| Total (h) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Employed | '000 | 3 263.4 | 1 179.0 | 2 226.2 | 435.3 | 237.2 | 7 339.0 | 1 879.4 | 1 942.2 | 3 822.9 | 11 160.5 |
| Unemployed | '000 | 109.8 | 64.2 | 116.7 | 56.8 | 8.0 | 354.3 | 137.0 | 218.0 | 355.0 | 708.4 |
| Not in labour force | '000 | 541.8 | 245.4 | 389.4 | 157.6 | 50.2 | 1 387.5 | 706.8 | 1 529.8 | 2 235.6 | 3 620.8 |
| All people (h) | '000 | 3 914.6 | 1 486.9 | 2 732.7 | 650.3 | 294.0 | 9 078.1 | 2 719.4 | 3 690.8 | 6 413.0 | 15 491.5 |
| 2013 | | | | | | | | | | | |
| 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 (h) | % | 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 (h) | '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 |

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), (c), (d), (e)**

| Unit | Highest non-school qualification | | | | | | Highest school year | | | Total (g) | |
|-----------------------|----------------------------------|-----------------------------|-----------------------|----------------------------|----------------------|--------------------------------------|---------------------|----------------------|------------------------------|----------------|-----------------|
| | Bachelor degree or above | Diploma or advanced diploma | Certificate III or IV | Certificate I or II or nfd | Level not determined | Sub-total (non-school qualification) | Year 12 | Year 11 or below (f) | Sub-total (school completed) | | |
| 2012 | | | | | | | | | | | |
| Labour force status | | | | | | | | | | | |
| Employed | % | 85.3 | 81.5 | 83.6 | 73.4 | 83.3 | 83.1 | 71.5 | 57.6 | 63.6 | 75.1 |
| Unemployed | % | 2.5 | 3.1 | 3.8 | 7.4 | 3.1 | 3.4 | 4.6 | 5.9 | 5.3 | 4.2 |
| Not in labour force | % | 12.3 | 15.4 | 12.6 | 19.2 | 13.7 | 13.5 | 23.9 | 36.5 | 31.1 | 20.8 |
| Total (h) | % | 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 (h) | '000 | 3 768.0 | 1 480.1 | 2 597.0 | 692.2 | 179.9 | 8 717.2 | 2 621.2 | 3 495.1 | 6 116.3 | 14 833.6 |
| 2011 | | | | | | | | | | | |
| Labour force status | | | | | | | | | | | |
| Employed | % | 85.4 | 79.9 | 83.8 | 72.8 | 82.3 | 82.9 | 73.1 | 57.7 | 63.9 | 74.6 |
| Unemployed | % | 2.5 | 3.3 | 3.6 | 6.9 | 3.1 | 3.4 | 4.2 | 5.4 | 4.9 | 4.0 |
| Not in labour force | % | 12.1 | 16.8 | 12.7 | 20.2 | 14.6 | 13.8 | 22.7 | 37.0 | 31.1 | 21.3 |
| Total (h) | % | 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 (h) | '000 | 3 516.7 | 1 353.3 | 2 586.5 | 724.7 | 212.3 | 8 393.5 | 2 625.6 | 3 829.0 | 6 454.6 | 14 848.1 |

nfd = Not further defined.

Table BA.5 **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), (c), (d), (e)**

| Unit | Highest non-school qualification | | | | | Highest school year | | | Total (g) |
|------|----------------------------------|------------------------------------|------------------------------|-----------------------------------|-----------------------------|---|---------|----------------------|-----------|
| | <i>Bachelor degree or above</i> | <i>Diploma or advanced diploma</i> | <i>Certificate III or IV</i> | <i>Certificate I or II or nfd</i> | <i>Level not determined</i> | <i>Sub-total (non-school qualification)</i> | Year 12 | Year 11 or below (f) | |

- (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) is not conducted in Aboriginal and Torres Strait Islander communities.
- (c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.
- (d) 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).
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (f) Includes people who never attended school.
- (g) Includes people who never attended school and people whose level of highest educational attainment could not be determined.
- (h) Totals may not add as a result of rounding.

Source: ABS 2011, 2012 and 2013, *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0, Canberra; ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001.

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>Diploma or advanced diploma</i> | <i>Certificate III or IV</i> | <i>Certificate I or 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> | |
| 2014 | | | | | | | | | | | |
| Managers | % | 35.7 | 14.1 | 15.4 | 2.6 | 2.0 | 69.6 | 16.9 | 13.6 | 30.5 | 100.0 |
| Professionals | % | 74.6 | 10.8 | 4.3 | 1.0 | 1.6 | 92.3 | 6.0 | 1.7 | 7.7 | 100.0 |
| Technicians and Trades Workers | % | 7.8 | 8.3 | 50.9 | 4.7 | 3.2 | 74.9 | 11.0 | 13.9 | 25.0 | 100.0 |
| Community and Personal Service Workers | % | 16.9 | 16.5 | 26.2 | 4.6 | 2.3 | 66.6 | 19.7 | 13.7 | 33.4 | 100.0 |
| Clerical and Administrative Workers | % | 22.8 | 13.5 | 15.7 | 5.7 | 1.9 | 59.6 | 22.5 | 17.9 | 40.4 | 100.0 |
| Sales Workers | % | 11.7 | 8.1 | 12.0 | 5.1 | 1.3 | 38.3 | 32.0 | 29.5 | 61.7 | 100.0 |
| Machinery Operators And Drivers | % | 5.2 | 5.3 | 24.9 | 5.9 | 2.3 | 43.5 | 19.1 | 37.3 | 56.6 | 100.0 |
| Labourers | % | 6.0 | 4.1 | 18.7 | 5.5 | 2.4 | 36.9 | 22.5 | 40.8 | 63.1 | 100.0 |
| All occupations | % | 29.2 | 10.6 | 19.9 | 3.9 | 2.1 | 65.8 | 16.8 | 17.4 | 34.3 | 100.0 |
| Managers | '000 | 498.7 | 197.5 | 215.9 | 36.9 | 27.3 | 973.8 | 236.0 | 189.9 | 425.8 | 1 398.3 |
| Professionals | '000 | 1 850.3 | 268.7 | 105.8 | 26.0 | 39.7 | 2 287.8 | 148.9 | 41.4 | 191.7 | 2 479.0 |
| Technicians and Trades Workers | '000 | 128.2 | 136.1 | 838.4 | 76.8 | 53.5 | 1 234.3 | 182.0 | 228.5 | 412.2 | 1 647.5 |
| Community and Personal Service Workers | '000 | 192.1 | 187.2 | 296.8 | 52.3 | 25.9 | 755.2 | 223.0 | 155.7 | 379.2 | 1 134.3 |
| Clerical and Administrative Workers | '000 | 366.2 | 217.1 | 251.8 | 91.0 | 30.3 | 956.4 | 360.7 | 287.3 | 647.6 | 1 604.9 |
| Sales Workers | '000 | 123.9 | 85.5 | 127.4 | 54.0 | 13.6 | 406.7 | 339.5 | 312.9 | 655.0 | 1 060.8 |
| Machinery Operators And Drivers | '000 | 37.6 | 38.2 | 180.9 | 43.0 | 17.0 | 315.9 | 138.8 | 270.7 | 410.5 | 725.9 |
| Labourers | '000 | 67.2 | 45.8 | 208.0 | 61.5 | 26.8 | 410.2 | 250.6 | 454.5 | 702.3 | 1 113.0 |
| All occupations | '000 | 3 263.4 | 1 179.0 | 2 226.2 | 435.3 | 237.2 | 7 339.0 | 1 879.4 | 1 942.2 | 3 822.9 | 11 160.5 |
| 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 |

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>Diploma or advanced diploma</i> | <i>Certificate III or IV</i> | <i>Certificate I or 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> | |
| 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 |
| 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 |

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 | Diploma or advanced diploma | Certificate III or IV | Certificate I or II or nfd | Level not determined | | Year 12 | Year 11 or below (f) | Sub-total (school completed) | |
| 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 is not conducted in Aboriginal and Torres Strait Islander communities.
- (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 SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.
- (e) Totals and sub totals may not equal components due to rounding.
- (f) Includes 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 2012, *Education and Work, Australia, May 2012*, Cat. no. 6227.0, Canberra; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (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 |
| On track on no domains | % | 3.2 | 4.0 | 5.6 | 4.5 | 4.8 | 4.4 | 3.1 | 3.8 | 4.2 |

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (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 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 |
| On track on three or more domains | no. | 2 447 | 382 | 1 906 | 958 | 295 | 216 | 66 | 530 | 6 800 |

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (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 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 |
| 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

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (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 | 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) Data are reported from a population measure of young children's development based on a teacher completed checklist. 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. 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) 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 and Training unpublished, *Australian Early Development Census 2009 and 2012*.

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC, by Indigenous status (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 |
| Developmentally at risk on no domains | % | 61.9 | 62.8 | 55.7 | 57.8 | 58.0 | 60.7 | 56.2 | 59.4 | 60.0 |

TABLE BA.8

Table BA.8 Children developmentally at risk on the AEDC, by Indigenous status (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 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 |
| 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 |

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC, by Indigenous status (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 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 |
| 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

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC, by Indigenous status (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 | 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.

– Nil or rounded to zero.

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

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by Indigenous status (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 |
| Developmentally vulnerable on no domains | % | 81.0 | 80.8 | 75.1 | 78.8 | 77.4 | 79.7 | 78.5 | 79.3 | 79.1 |

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by Indigenous status (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 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 |
| 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 |

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by Indigenous status (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 | 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 |
| 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

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by Indigenous status (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 | 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 and Training unpublished, *Australian Early Development Census 2009 and 2012*.

TABLE BA.10

Table BA.10 Children engaged in informal learning activities (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> |
|--|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
| 2014 | | | | | | | | | | |
| 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 | % | 19.3 | 10.5 | 15.9 | 12.4 | 15.6 | 15.0 | 11.1 | 15.8 | 15.4 |
| 4–6 days | % | 29.0 | 28.3 | 34.1 | 30.0 | 30.5 | 31.8 | 44.9 | 36.8 | 30.5 |
| 7 days | % | 47.2 | 58.1 | 45.6 | 55.0 | 48.5 | 49.9 | 39.0 | 35.5 | 50.0 |
| Did not tell stories, read to or listen to child read | % | 3.2 | 3.3 | 4.9 | 3.5 | 5.3 | 3.6 | np | 12.5 | 4.0 |
| Total (c) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 1–3 days | '000 | 111.7 | 45.6 | 60.1 | 24.9 | 18.4 | 5.8 | 3.4 | 2.4 | 276.7 |
| 4–6 days | '000 | 167.7 | 123.1 | 129.1 | 60.4 | 36.1 | 12.3 | 13.7 | 5.6 | 548.9 |
| 7 days | '000 | 272.7 | 252.5 | 172.4 | 110.6 | 57.4 | 19.3 | 11.9 | 5.4 | 899.6 |
| Did not tell stories, read to or listen to child read | '000 | 18.5 | 14.5 | 18.5 | 7.1 | 6.3 | 1.4 | np | 1.9 | 72.3 |
| Total (c) | '000 | 577.9 | 434.3 | 378.4 | 201.0 | 118.3 | 38.7 | 30.5 | 15.2 | 1 797.6 |
| Children aged 0–2 years | | | | | | | | | | |
| Number of days each week parent read from a book or told stories to child | | | | | | | | | | |
| 1–6 days | % | 26.1 | 25.2 | 17.3 | 30.9 | 28.9 | 26.4 | 19.4 | 29.2 | 24.7 |
| 7 days | % | 52.8 | 59.6 | 58.1 | 55.6 | 55.9 | 57.1 | 54.5 | 46.1 | 56.1 |
| Did not read from book a book or tell stories | % | 21.8 | 16.3 | 21.8 | 14.9 | 16.1 | 17.0 | np | 24.7 | 19.1 |
| Total (c) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 1–6 days | '000 | 77.8 | 57.0 | 33.3 | 32.3 | 17.6 | 4.8 | 3.2 | 2.6 | 229.3 |
| 7 days | '000 | 157.1 | 134.5 | 112.1 | 58.2 | 34.0 | 10.4 | 9.0 | 4.1 | 521.4 |
| Did not read from book a book or tell stories | '000 | 64.9 | 36.9 | 42.1 | 15.6 | 9.8 | 3.1 | np | 2.2 | 177.4 |

TABLE BA.10

Table BA.10 Children engaged in informal learning activities (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 (c) | '000 | 297.6 | 225.8 | 192.8 | 104.6 | 60.8 | 18.2 | 16.5 | 8.9 | 929.3 |
| 2011 | | | | | | | | | | |
| 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 stories 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 book a book or tell stories | % | 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 |

Table BA.10 **Children engaged in informal learning activities (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> |
|---|-------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|------------|--------------|
| Did not read from book a book or tell stories | '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 |

- (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 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 or perturbation of the data.

np Not published.

Source: ABS unpublished, *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0; ABS unpublished, *Microdata: Childhood Education and Care, Australia, June 2014*, Cat. no. 4402.0.55.001.

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (a), (b), (c), (d), (e)

| | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 15–19 year olds | | | | | | | | | | |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | '000 | 58.4 | 56.9 | 45.7 | 23.1 | 12.5 | 2.6 | 6.1 | 0.4 | 202.1 |
| Diploma or advanced diploma (g) | '000 | 7.4 | 8.3 | 8.7 | 5.6 | np | – | – | – | 33.4 |
| Certificate III or IV | '000 | 33.3 | 17.4 | 17.1 | 8.7 | 5.6 | 2.7 | 1.1 | 1.3 | 86.8 |
| Certificate I or II or nfd (h) | '000 | 10.2 | 5.0 | 3.5 | np | 2.2 | np | – | – | 20.0 |
| Enrolled in school level study (i) | '000 | 272.8 | 222.2 | 155.1 | 74.8 | 62.2 | 21.8 | 12.9 | 9.9 | 834.3 |
| Total enrolled (j) | '000 | 388.1 | 309.6 | 234.5 | 118.7 | 83.3 | 28.5 | 19.3 | 11.2 | 1 190.9 |
| Not enrolled | '000 | 76.1 | 48.0 | 73.7 | 40.5 | 16.3 | 5.3 | 4.1 | 4.1 | 265.5 |
| Total | '000 | 461.6 | 357.1 | 305.8 | 159.3 | 100.4 | 33.1 | 23.8 | 15.4 | 1 456.8 |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | % | 12.7 ± 2.0 | 15.9 ± 2.2 | 14.9 ± 3.4 | 14.5 ± 3.5 | 12.5 ± 2.6 | 7.9 ± 4.2 | 25.6 ± 9.9 | np | 13.9 ± 1.0 |
| Diploma or advanced diploma (g) | % | 1.6 ± 1.0 | 2.3 ± 1.5 | 2.8 ± 1.5 | 3.5 ± 2.0 | np | np | np | np | 2.3 ± 0.5 |
| Certificate III or IV | % | 7.2 ± 2.6 | 4.9 ± 1.5 | 5.6 ± 2.3 | 5.5 ± 3.1 | 5.6 ± 2.8 | 8.2 ± 4.0 | 4.6 ± 3.5 | 8.4 ± 7.4 | 6.0 ± 1.1 |
| Certificate I or II or nfd (h) | % | 2.2 ± 1.1 | 1.4 ± 1.0 | 1.1 ± 1.0 | np | 2.2 ± 1.4 | np | np | np | 1.4 ± 0.4 |
| Enrolled in school level study (i) | % | 59.1 ± 3.2 | 62.2 ± 2.1 | 50.7 ± 2.6 | 47.0 ± 3.8 | 62.0 ± 5.0 | 65.9 ± 5.4 | 54.2 ± 5.1 | 64.3 ± 7.8 | 57.3 ± 1.1 |
| Total enrolled (j) | % | 84.1 ± 2.9 | 86.7 ± 2.4 | 76.7 ± 2.6 | 74.5 ± 3.7 | 83.0 ± 5.3 | 86.1 ± 4.8 | 81.1 ± 5.9 | 72.7 ± 5.1 | 81.7 ± 1.1 |
| Not enrolled | % | 16.5 ± 2.8 | 13.4 ± 2.5 | 24.1 ± 2.6 | 25.4 ± 3.7 | 16.2 ± 3.3 | 16.0 ± 5.3 | 17.2 ± 6.2 | 26.6 ± 6.9 | 18.2 ± 1.0 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 20–24 year olds | | | | | | | | | | |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | '000 | 151.5 | 134.5 | 71.3 | 44.4 | 34.6 | 4.7 | 15.3 | np | 460.3 |
| Diploma or advanced diploma (g) | '000 | 26.5 | 29.8 | 12.2 | 6.3 | 2.9 | np | np | np | 80.1 |
| Certificate III or IV | '000 | 40.4 | 26.4 | 21.1 | 10.9 | 6.7 | 4.0 | np | 2.2 | 118.5 |
| Certificate I or II or nfd (h) | '000 | 5.8 | 6.1 | 4.3 | np | np | np | – | – | 18.6 |
| Enrolled in school level study (i) | '000 | np | – | – | – | np | – | – | – | np |
| Total enrolled (j) | '000 | 231.1 | 199.5 | 110.7 | 61.9 | 50.2 | 10.6 | 18.1 | 4.2 | 689.2 |

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (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> |
|--|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-------------------|
| Not enrolled | '000 | 276.8 | 213.5 | 219.0 | 122.6 | 64.6 | 21.1 | 14.5 | 12.4 | 944.1 |
| Total | '000 | 507.9 | 413.6 | 331.4 | 185.8 | 112.9 | 31.8 | 31.6 | 16.3 | 1 632.9 |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | % | 29.8 ± 3.0 | 32.5 ± 3.7 | 21.5 ± 3.4 | 23.9 ± 4.2 | 30.6 ± 4.6 | 14.8 ± 7.8 | 48.4 ± 26.5 | np | 28.2 ± 1.6 |
| Diploma or advanced diploma (g) | % | 5.2 ± 2.0 | 7.2 ± 2.2 | 3.7 ± 2.5 | 3.4 ± 1.9 | 2.6 ± 2.0 | np | np | np | 4.9 ± 0.9 |
| Certificate III or IV | % | 8.0 ± 1.6 | 6.4 ± 1.8 | 6.4 ± 2.2 | 5.9 ± 2.8 | 5.9 ± 3.0 | 12.6 ± 5.1 | np | 13.5 ± 8.5 | 7.3 ± 0.8 |
| Certificate I or II or nfd (h) | % | 1.1 ± 0.8 | 1.5 ± 1.3 | 1.3 ± 1.0 | np | np | np | np | np | 1.1 ± 0.4 |
| Enrolled in school level study (i) | % | np | np | np | np | np | np | np | np | np |
| Total enrolled (j) | % | 45.5 ± 2.7 | 48.2 ± 4.7 | 33.4 ± 4.3 | 33.3 ± 4.5 | 44.5 ± 5.5 | 33.3 ± 8.9 | 57.3 ± 22.9 | 25.8 ± 9.1 | 42.2 ± 1.8 |
| Not enrolled | % | 54.5 ± 2.7 | 51.6 ± 4.5 | 66.1 ± 4.8 | 66.0 ± 4.7 | 57.2 ± 5.5 | 66.4 ± 8.8 | 45.9 ± 23.0 | 76.1 ± 8.6 | 57.8 ± 1.8 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 15–24 year olds | | | | | | | | | | |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | '000 | 210.6 | 188.0 | 115.4 | 67.1 | 46.9 | 6.8 | 22.0 | 1.6 | 661.9 |
| Diploma or advanced diploma (g) | '000 | 35.7 | 36.1 | 20.8 | 10.6 | 5.8 | np | np | np | 112.9 |
| Certificate III or IV | '000 | 73.8 | 43.4 | 38.7 | 20.0 | 13.9 | 7.3 | 1.9 | 3.2 | 204.8 |
| Certificate I or II or nfd (h) | '000 | 11.9 | 9.4 | 7.8 | np | np | 1.3 | – | – | 39.9 |
| Enrolled in school level study (i) | '000 | 275.7 | 222.2 | 155.1 | 74.8 | 62.7 | 21.8 | 13.6 | 9.9 | 835.5 |
| Total enrolled (j) | '000 | 618.0 | 510.5 | 347.3 | 179.8 | 133.2 | 38.5 | 37.1 | 15.0 | 1 880.5 |
| Not enrolled | '000 | 350.9 | 259.9 | 291.2 | 163.6 | 80.9 | 26.1 | 18.0 | 17.1 | 1 207.8 |
| Total | '000 | 972.2 | 768.6 | 638.6 | 344.2 | 213.7 | 65.0 | 55.1 | 32.1 | 3 086.4 |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | % | 21.7 ± 2.1 | 24.5 ± 2.3 | 18.1 ± 2.6 | 19.5 ± 3.1 | 21.9 ± 2.8 | 10.5 ± 4.6 | 39.9 ± 18.3 | 5.0 ± 4.4 | 21.4 ± 1.0 |
| Diploma or advanced diploma (g) | % | 3.7 ± 1.1 | 4.7 ± 1.3 | 3.3 ± 1.7 | 3.1 ± 1.2 | 2.7 ± 1.1 | np | np | np | 3.7 ± 0.6 |
| Certificate III or IV | % | 7.6 ± 1.4 | 5.6 ± 0.9 | 6.1 ± 1.6 | 5.8 ± 2.1 | 6.5 ± 2.1 | 11.2 ± 3.1 | 3.4 ± 2.6 | 10.0 ± 5.5 | 6.6 ± 0.7 |
| Certificate I or II or nfd (h) | % | 1.2 ± 0.7 | 1.2 ± 0.9 | 1.2 ± 0.6 | np | np | 2.0 ± 1.5 | np | np | 1.3 ± 0.3 |
| Enrolled in school level study (i) | % | 28.4 ± 1.6 | 28.9 ± 1.0 | 24.3 ± 1.3 | 21.7 ± 1.8 | 29.3 ± 3.3 | 33.5 ± 2.8 | 24.7 ± 2.6 | 30.8 ± 3.9 | 27.1 ± 0.6 |

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (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 enrolled (j) | % | 63.6 ± 2.1 | 66.4 ± 2.7 | 54.4 ± 2.8 | 52.2 ± 3.1 | 62.3 ± 4.8 | 59.2 ± 4.9 | 67.3 ± 14.5 | 46.7 ± 4.6 | 60.9 ± 1.2 |
| Not enrolled | % | 36.1 ± 1.9 | 33.8 ± 2.7 | 45.6 ± 3.0 | 47.5 ± 3.3 | 37.9 ± 3.2 | 40.2 ± 4.9 | 32.7 ± 14.6 | 53.3 ± 5.2 | 39.1 ± 1.1 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 17–24 year olds | | | | | | | | | | |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | '000 | 210.6 | 188.0 | 115.4 | 67.0 | 46.9 | 6.8 | 22.0 | 1.6 | 660.9 |
| Diploma or advanced diploma (g) | '000 | 33.8 | 36.1 | 20.8 | 10.6 | 5.8 | np | np | np | 112.2 |
| Certificate III or IV | '000 | 71.5 | 42.9 | 39.8 | 19.8 | 13.9 | 7.2 | 1.9 | 2.8 | 200.1 |
| Certificate I or II or nfd (h) | '000 | 10.7 | 9.0 | 7.8 | 4.6 | np | 1.3 | – | – | 36.1 |
| Enrolled in school level study (i) | '000 | 103.5 | 90.5 | 36.3 | 18.4 | 24.6 | 10.1 | 4.4 | 3.8 | 290.0 |
| Total enrolled (j) | '000 | 442.3 | 375.8 | 230.5 | 120.7 | 96.3 | 25.7 | 29.4 | 8.4 | 1 326.0 |
| Not enrolled | '000 | 350.0 | 255.8 | 288.8 | 163.2 | 80.1 | 25.6 | 18.0 | 16.1 | 1 197.1 |
| Total | '000 | 795.0 | 632.3 | 517.1 | 283.4 | 176.1 | 51.7 | 47.0 | 24.7 | 2 524.1 |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | % | 26.5 ± 2.5 | 29.7 ± 2.8 | 22.3 ± 3.2 | 23.6 ± 3.7 | 26.6 ± 3.5 | 13.2 ± 5.8 | 46.8 ± 21.5 | 6.5 ± 5.7 | 26.2 ± 1.3 |
| Diploma or advanced diploma (g) | % | 4.3 ± 1.3 | 5.7 ± 1.6 | 4.0 ± 2.0 | 3.7 ± 1.4 | 3.3 ± 1.3 | np | np | np | 4.4 ± 0.7 |
| Certificate III or IV | % | 9.0 ± 1.7 | 6.8 ± 1.1 | 7.7 ± 1.8 | 7.0 ± 2.5 | 7.9 ± 2.5 | 13.9 ± 3.9 | 4.0 ± 3.1 | 11.3 ± 6.8 | 7.9 ± 0.8 |
| Certificate I or II or nfd (h) | % | 1.3 ± 0.8 | 1.4 ± 1.0 | 1.5 ± 0.7 | 1.6 ± 1.2 | np | 2.5 ± 1.9 | np | np | 1.4 ± 0.4 |
| Enrolled in school level study (i) | % | 13.0 ± 1.4 | 14.3 ± 1.2 | 7.0 ± 1.5 | 6.5 ± 1.5 | 14.0 ± 2.3 | 19.5 ± 2.9 | 9.4 ± 2.9 | 15.4 ± 5.3 | 11.5 ± 0.6 |
| Total enrolled (j) | % | 55.6 ± 2.4 | 59.4 ± 3.5 | 44.6 ± 3.4 | 42.6 ± 3.8 | 54.7 ± 5.1 | 49.7 ± 6.3 | 62.6 ± 17.1 | 34.0 ± 7.1 | 52.5 ± 1.3 |
| Not enrolled | % | 44.0 ± 2.3 | 40.5 ± 3.3 | 55.8 ± 3.7 | 57.6 ± 4.0 | 45.5 ± 4.1 | 49.5 ± 6.1 | 38.3 ± 17.1 | 65.2 ± 5.4 | 47.4 ± 1.3 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 25–29 year olds | | | | | | | | | | |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | '000 | 62.3 | 53.0 | 25.8 | 18.6 | 11.7 | 1.9 | 7.3 | 1.0 | 180.4 |
| Diploma or advanced diploma (g) | '000 | 16.2 | 17.2 | 10.9 | 7.6 | 4.7 | 0.9 | np | 0.7 | 56.8 |
| Certificate III or IV | '000 | 19.5 | 15.3 | 13.4 | 9.0 | 5.9 | 1.7 | 1.7 | 1.4 | 70.7 |

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (a), (b), (c), (d), (e)

| | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Certificate I or II or nfd (h) | '000 | np | 3.7 | np | – | 1.7 | 0.9 | – | np | 14.9 |
| Enrolled in school level study (i) | '000 | – | – | – | – | – | – | – | – | – |
| Total enrolled (j) | '000 | 105.7 | 96.3 | 58.0 | 39.2 | 23.0 | 4.6 | 9.4 | 3.5 | 339.8 |
| Not enrolled | '000 | 427.4 | 353.8 | 282.4 | 179.8 | 92.5 | 24.8 | 24.3 | 17.0 | 1 402.6 |
| Total | '000 | 535.1 | 448.9 | 342.1 | 219.1 | 115.2 | 29.1 | 34.9 | 20.1 | 1 742.4 |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | % | 11.6 ± 2.2 | 11.8 ± 2.8 | 7.5 ± 2.4 | 8.5 ± 3.0 | 10.2 ± 3.8 | 6.5 ± 3.7 | 20.9 ± 7.7 | 5.0 ± 4.1 | 10.4 ± 1.2 |
| Diploma or advanced diploma (g) | % | 3.0 ± 1.2 | 3.8 ± 1.6 | 3.2 ± 1.6 | 3.5 ± 1.8 | 4.1 ± 2.1 | 3.1 ± 3.0 | np | 3.5 ± 2.5 | 3.3 ± 0.6 |
| Certificate III or IV | % | 3.6 ± 1.7 | 3.4 ± 1.3 | 3.9 ± 1.7 | 4.1 ± 2.2 | 5.1 ± 2.4 | 5.8 ± 3.3 | 4.9 ± 4.0 | 7.0 ± 4.4 | 4.1 ± 0.7 |
| Certificate I or II or nfd (h) | % | np | 0.8 ± 0.8 | np | np | 1.5 ± 1.3 | 3.1 ± 2.3 | np | np | 0.9 ± 0.3 |
| Enrolled in school level study (i) | % | np | np | np | np | np | np | np | np | np |
| Total enrolled (j) | % | 19.8 ± 3.2 | 21.5 ± 3.8 | 17.0 ± 2.8 | 17.9 ± 4.1 | 20.0 ± 4.3 | 15.8 ± 4.5 | 26.9 ± 6.8 | 17.4 ± 5.2 | 19.5 ± 1.4 |
| Not enrolled | % | 79.9 ± 3.1 | 78.8 ± 3.7 | 82.5 ± 2.7 | 82.1 ± 3.4 | 80.3 ± 4.3 | 85.2 ± 4.3 | 69.6 ± 6.6 | 84.6 ± 4.8 | 80.5 ± 1.4 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 15–64 year olds | | | | | | | | | | |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | '000 | 365.5 | 296.7 | 199.4 | 120.4 | 80.2 | 14.6 | 39.4 | 7.5 | 1 126.8 |
| Diploma or advanced diploma (g) | '000 | 82.3 | 86.5 | 54.7 | 27.5 | 19.9 | 4.5 | 3.6 | 2.6 | 285.6 |
| Certificate III or IV | '000 | 170.7 | 101.4 | 100.9 | 53.1 | 36.1 | 14.4 | 7.6 | 7.0 | 493.0 |
| Certificate I or II or nfd (h) | '000 | 38.3 | 27.2 | 16.4 | 11.3 | 8.1 | 4.3 | np | 1.1 | 107.4 |
| Enrolled in school level study (i) | '000 | 275.7 | 224.4 | 155.1 | 76.6 | 62.7 | 21.8 | 13.6 | 9.9 | 837.8 |
| Total enrolled (j) | '000 | 959.2 | 759.2 | 545.1 | 296.3 | 216.1 | 59.8 | 64.7 | 28.6 | 2 929.3 |
| Not enrolled | '000 | 3 949.8 | 3 121.6 | 2 562.6 | 1 452.7 | 874.2 | 267.6 | 203.2 | 131.4 | 12 561.4 |
| Total | '000 | 4 909.5 | 3 877.4 | 3 108.7 | 1 748.6 | 1 090.6 | 327.6 | 268.4 | 159.3 | 15 491.5 |
| Enrolled in a non-school qualification | | | | | | | | | | |
| Bachelor degree or above (f) | % | 7.4 ± 0.6 | 7.7 ± 0.7 | 6.4 ± 0.7 | 6.9 ± 1.0 | 7.4 ± 0.9 | 4.5 ± 1.4 | 14.7 ± 4.6 | 4.7 ± 1.2 | 7.3 ± 0.3 |
| Diploma or advanced diploma (g) | % | 1.7 ± 0.3 | 2.2 ± 0.3 | 1.8 ± 0.5 | 1.6 ± 0.4 | 1.8 ± 0.5 | 1.4 ± 0.4 | 1.3 ± 0.6 | 1.6 ± 0.7 | 1.8 ± 0.2 |

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (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> |
|------------------------------------|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Certificate III or IV | % | 3.5 ± 0.6 | 2.6 ± 0.3 | 3.2 ± 0.4 | 3.0 ± 0.6 | 3.3 ± 0.7 | 4.4 ± 0.6 | 2.8 ± 0.9 | 4.4 ± 1.3 | 3.2 ± 0.2 |
| Certificate I or II or nfd (h) | % | 0.8 ± 0.2 | 0.7 ± 0.2 | 0.5 ± 0.2 | <i>0.6 ± 0.3</i> | 0.7 ± 0.3 | 1.3 ± 0.5 | np | <i>0.7 ± 0.6</i> | 0.7 ± 0.1 |
| Enrolled in school level study (i) | % | 5.6 ± 0.3 | 5.8 ± 0.2 | 5.0 ± 0.3 | 4.4 ± 0.4 | 5.7 ± 0.7 | 6.7 ± 0.6 | 5.1 ± 0.5 | 6.2 ± 0.8 | 5.4 ± 0.1 |
| Total enrolled (j) | % | 19.5 ± 1.0 | 19.6 ± 0.8 | 17.5 ± 0.8 | 16.9 ± 1.1 | 19.8 ± 1.3 | 18.3 ± 1.6 | 24.1 ± 4.0 | 18.0 ± 1.4 | 18.9 ± 0.4 |
| Not enrolled | % | 80.5 ± 0.9 | 80.5 ± 0.8 | 82.4 ± 0.8 | 83.1 ± 0.8 | 80.2 ± 0.8 | 81.7 ± 1.6 | 75.7 ± 4.0 | 82.5 ± 2.1 | 81.1 ± 0.3 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

nfd = Not further defined.

- (a) Participation may be underestimated as data refer to enrolment in study at May, and not for the whole year.
- (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.
- (e) Totals may not add due to rounding and/or not published data.
- (f) Bachelor degree or above includes bachelor degree, graduate diploma, graduate certificate and postgraduate degree.
- (g) Diploma or advanced diploma includes diploma, advanced diploma and associate degree.
- (h) Certificate I or II or nfd includes certificate I and II and certificate nfd. The levels of study are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than school level study).
- (i) School level study includes year 8 or below, year 9, year 10, year 11 and year 12. It includes people undertaking both school level study and study for a non-school qualification.
- (j) Total enrolled includes level not determined.
– Nil or rounded to zero. **np** Not published.

Source: ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.030.001.

TABLE BA.12

Table BA.12 **Participation in education and training, by single year of age, by level of study (national only), 2014 (a), (b), (c), (d), (e)**

| | <i>Unit</i> | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|--|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Enrolled in a non-school qualification | | | | | | | | | | | |
| Bachelor degree or above (f) | '000 | – | – | 15.9 | 81.6 | 103.1 | 123.3 | 109.6 | 83.9 | 79.2 | 63.5 |
| Diploma or advanced diploma (g) | '000 | – | – | 5.3 | 19.5 | 8.6 | 20.6 | 13.3 | 14.0 | 12.1 | 16.2 |
| Certificate III or IV | '000 | – | np | 9.6 | 32.7 | 39.1 | 33.3 | 27.4 | 24.7 | 17.8 | 16.1 |
| Certificate I or II or nfd (h) | '000 | np | np | np | 6.2 | 7.8 | 3.0 | 4.1 | 4.8 | 3.9 | 4.0 |
| Enrolled in school level study (i) | '000 | 278.6 | 267.4 | 212.9 | 55.7 | 20.7 | – | – | – | – | – |
| Total enrolled (j) | '000 | 278.5 | 275.0 | 248.6 | 205.0 | 187.0 | 179.1 | 157.5 | 132.3 | 117.1 | 103.8 |
| Not enrolled | '000 | np | 9.2 | 41.9 | 93.5 | 120.6 | 131.7 | 158.2 | 189.8 | 221.2 | 244.7 |
| Total | '000 | 281.7 | 283.0 | 287.2 | 296.6 | 307.6 | 311.9 | 315.2 | 322.1 | 337.2 | 349.0 |
| Enrolled in a non-school qualification | | | | | | | | | | | |
| Bachelor degree or above (f) | % | np | np | 5.5 ± 2.0 | 27.5 ± 2.9 | 33.5 ± 2.8 | 39.5 ± 4.4 | 34.8 ± 4.2 | 26.0 ± 3.3 | 23.5 ± 3.1 | 18.2 ± 2.8 |
| Diploma or advanced diploma (g) | % | np | np | 1.8 ± 1.2 | 6.6 ± 2.4 | 2.8 ± 1.4 | 6.6 ± 2.1 | 4.2 ± 2.1 | 4.3 ± 1.8 | 3.6 ± 1.9 | 4.6 ± 1.6 |
| Certificate III or IV | % | np | np | 3.3 ± 1.8 | 11.0 ± 3.0 | 12.7 ± 2.2 | 10.7 ± 3.1 | 8.7 ± 2.0 | 7.7 ± 2.4 | 5.3 ± 2.1 | 4.6 ± 1.8 |
| Certificate I or II or nfd (h) | % | np | np | np | 2.1 ± 1.7 | 2.5 ± 1.3 | 1.0 ± 0.8 | 1.3 ± 0.9 | 1.5 ± 1.2 | 1.2 ± 0.9 | 1.1 ± 1.0 |
| Enrolled in school level study (i) | % | 98.9 ± 0.4 | 95.1 ± 2.2 | 74.1 ± 4.0 | 18.8 ± 3.3 | 6.7 ± 2.0 | np | np | np | np | np |
| Total enrolled (j) | % | 98.9 ± 0.5 | 97.2 ± 1.3 | 86.6 ± 2.8 | 69.1 ± 3.2 | 60.8 ± 3.2 | 57.4 ± 5.1 | 50.0 ± 4.4 | 41.1 ± 4.2 | 34.7 ± 4.0 | 29.7 ± 3.9 |
| Not enrolled | % | np | 3.3 ± 1.5 | 14.6 ± 2.7 | 31.5 ± 3.8 | 39.2 ± 3.8 | 42.2 ± 4.8 | 50.2 ± 4.6 | 58.9 ± 4.2 | 65.6 ± 3.9 | 70.1 ± 3.9 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

nfd = Not further defined.

- (a) Participation may be underestimated as data refer to enrolment in study at May, and not for the whole year.
- (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 was not conducted in Aboriginal and Torres Strait Islander communities.

Table BA.12 **Participation in education and training, by single year of age, by level of study (national only), 2014 (a), (b), (c), (d), (e)**

| <i>Unit</i> | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|--|----|----|----|----|----|----|----|----|----|----|
| (e) Totals may not add due to rounding and/or not published data. | | | | | | | | | | |
| (f) Bachelor degree or above includes bachelor degree, graduate diploma, graduate certificate and postgraduate degree. | | | | | | | | | | |
| (g) Diploma or advanced diploma includes diploma, advanced diploma and associate degree. | | | | | | | | | | |
| (h) Certificate I or II or nfd includes certificate I and II and certificate nfd. The levels of study are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than school level study). | | | | | | | | | | |
| (i) School level study includes year 8 or below, year 9, year 10, year 11 and year 12. It includes people undertaking both school level study and study for a non-school qualification. | | | | | | | | | | |
| (j) Total enrolled includes level not determined. | | | | | | | | | | |
| – Nil or rounded to zero. np Not published. | | | | | | | | | | |

Source: ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001.

TABLE BA.13

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

| <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> |
|------------------|------------|------------|-------------|------------|------------|------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| 15–19 | 84.1 ± 2.9 | 86.7 ± 2.4 | 76.7 ± 2.6 | 74.5 ± 3.7 | 83.0 ± 5.3 | 86.1 ± 4.8 | 81.1 ± 5.9 | 72.7 ± 5.1 | 81.7 ± 1.1 |
| 17–24 | 55.6 ± 2.4 | 59.4 ± 3.5 | 44.6 ± 3.4 | 42.6 ± 3.8 | 54.7 ± 5.1 | 49.7 ± 6.3 | 62.6 ± 17.1 | 34.0 ± 7.1 | 52.5 ± 1.3 |
| 20–24 | 45.5 ± 2.7 | 48.2 ± 4.7 | 33.4 ± 4.3 | 33.3 ± 4.5 | 44.5 ± 5.5 | 33.3 ± 8.9 | 57.3 ± 22.9 | 25.8 ± 9.1 | 42.2 ± 1.8 |
| 25–29 | 19.8 ± 3.2 | 21.5 ± 3.8 | 17.0 ± 2.8 | 17.9 ± 4.1 | 20.0 ± 4.3 | 15.8 ± 4.5 | 26.9 ± 6.8 | 17.4 ± 5.2 | 19.5 ± 1.4 |
| 15–64 | 19.5 ± 1.0 | 19.6 ± 0.8 | 17.5 ± 0.8 | 16.9 ± 1.1 | 19.8 ± 1.3 | 18.3 ± 1.6 | 24.1 ± 4.0 | 18.0 ± 1.4 | 18.9 ± 0.4 |
| 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 ± 33.9 | 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 ± 4.0 | 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 | 9.4 ± 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 | 4.9 ± 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 ± 11.5 | 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 ± 6.2 | 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 ± 6.0 | 19.5 ± 1.8 |

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

| <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 | 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 ± 1.9 | 19.7 ± 2.5 | 19.6 ± 0.5 |

- (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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (d) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Source: ABS unpublished, *Education and Work, May 2010, 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.14

Table BA.14 Applications to enrol in an educational institution, 15–19 and 17–24 year olds (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> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|-------------|------------|-------------|
| 2014 | | | | | | | | | | |
| Number of 15–19 year olds | | | | | | | | | | |
| Applied to enrol | '000 | 392.9 | 315.2 | 245.6 | 121.5 | 85.4 | 29.6 | 20.0 | 12.2 | 1 218.4 |
| Studying in May | '000 | 388.1 | 309.6 | 234.5 | 118.7 | 83.3 | 28.5 | 19.3 | 11.2 | 1 190.9 |
| Did not apply to enrol | '000 | 69.9 | 41.4 | 62.6 | 35.2 | 14.5 | 3.8 | 3.1 | 3.9 | 234.4 |
| Proportion of 15–19 year olds | | | | | | | | | | |
| Applied to enrol | % | 85.1 ± 2.9 | 88.3 ± 2.3 | 80.3 ± 2.4 | 76.3 ± 3.0 | 85.1 ± 5.1 | 89.4 ± 4.6 | 84.0 ± 5.5 | 79.2 ± 6.4 | 83.6 ± 1.1 |
| Studying in May | % | 84.1 ± 2.9 | 86.7 ± 2.4 | 76.7 ± 2.6 | 74.5 ± 3.7 | 83.0 ± 5.3 | 86.1 ± 4.8 | 81.1 ± 5.9 | 72.7 ± 5.1 | 81.7 ± 1.1 |
| Did not apply to enrol | % | 15.1 ± 2.8 | 11.6 ± 2.4 | 20.5 ± 2.4 | 22.1 ± 3.8 | 14.4 ± 3.3 | 11.5 ± 5.0 | 13.0 ± 5.8 | 25.3 ± 8.5 | 16.1 ± 1.0 |
| Number of 17–24 year olds | | | | | | | | | | |
| Applied to enrol | '000 | 457.5 | 391.3 | 251.8 | 129.6 | 99.8 | 27.8 | 30.4 | 9.5 | 1 399.8 |
| Studying in May | '000 | 442.3 | 375.8 | 230.5 | 120.7 | 96.3 | 25.7 | 29.4 | 8.4 | 1 326.0 |
| Did not apply to enrol | '000 | 333.4 | 239.3 | 266.9 | 153.0 | 76.1 | 24.1 | 16.6 | 15.9 | 1 124.7 |
| Proportion of 17–24 year olds | | | | | | | | | | |
| Applied to enrol | % | 57.5 ± 2.3 | 61.9 ± 3.7 | 48.7 ± 2.7 | 45.7 ± 3.8 | 56.7 ± 5.4 | 53.8 ± 6.7 | 64.7 ± 16.8 | 38.5 ± 7.0 | 55.5 ± 1.4 |
| Studying in May | % | 55.6 ± 2.4 | 59.4 ± 3.5 | 44.6 ± 3.4 | 42.6 ± 3.8 | 54.7 ± 5.1 | 49.7 ± 6.3 | 62.6 ± 17.1 | 34.0 ± 7.1 | 52.5 ± 1.3 |
| Did not apply to enrol | % | 41.9 ± 2.3 | 37.8 ± 3.5 | 51.6 ± 3.0 | 54.0 ± 4.3 | 43.2 ± 4.5 | 46.6 ± 6.4 | 35.3 ± 16.7 | 64.4 ± 5.6 | 44.6 ± 1.3 |
| 2013 | | | | | | | | | | |
| 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 | 5.6 | 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 |

TABLE BA.14

Table BA.14 Applications to enrol in an educational institution, 15–19 and 17–24 year olds (a), (b), (c)

| | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-------------------------------|------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 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 to enrol, 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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. In 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

Source: ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.15

Table BA.15 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 |
|-------------|------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|------------|
| 2014 | | | | | | | | | |
| 15 | 98.3 ± 3.0 | 100.0 ± 5.4 | 102.6 ± 8.2 | 101.3 ± 1.5 | 100.0 ± 15.0 | 100.0 ± 13.5 | 100.0 ± 21.3 | 100.0 ± 19.4 | 98.9 ± 0.5 |
| 16 | 99.3 ± 5.7 | 97.7 ± 4.1 | 93.1 ± 4.1 | 94.7 ± 4.5 | 104.4 ± 17.4 | 98.5 ± 5.1 | 100.0 ± 22.9 | 108.6 ± 1.4 | 97.0 ± 1.1 |
| 17 | 92.5 ± 5.9 | 94.3 ± 2.6 | 84.3 ± 6.6 | 85.0 ± 8.6 | 91.0 ± 10.5 | 90.0 ± 5.3 | 100.0 ± 17.2 | 75.8 ± 17.9 | 90.5 ± 2.5 |
| 18 | 78.8 ± 8.1 | 80.0 ± 10.0 | 72.6 ± 6.4 | 88.2 ± 8.3 | 66.5 ± 13.3 | 80.0 ± 12.6 | 78.4 ± 22.2 | 91.7 ± 24.2 | 76.6 ± 2.7 |
| 19 | 72.6 ± 8.0 | 78.2 ± 7.1 | 75.4 ± 8.8 | 67.0 ± 17.2 | 79.9 ± 13.4 | 64.3 ± 16.0 | 70.7 ± 17.5 | 78.3 ± 23.6 | 74.8 ± 3.2 |
| 20 | 70.7 ± 8.3 | 81.3 ± 8.5 | 65.1 ± 10.4 | 78.0 ± 11.3 | 74.9 ± 16.2 | 88.9 ± 12.0 | 72.0 ± 37.5 | 50.0 ± 26.4 | 73.9 ± 3.7 |
| 21 | 77.7 ± 5.7 | 72.9 ± 7.1 | 74.4 ± 10.5 | 78.9 ± 13.7 | 58.6 ± 9.8 | 72.9 ± 18.2 | 74.1 ± 16.6 | 61.3 ± 15.9 | 74.7 ± 3.9 |
| 22 | 70.4 ± 8.1 | 77.6 ± 7.5 | 65.5 ± 10.4 | 82.5 ± 10.0 | 80.0 ± 9.4 | 55.2 ± 16.9 | 94.7 ± 2.0 | 69.0 ± 17.1 | 73.3 ± 4.2 |
| 23 | 74.8 ± 6.5 | 77.8 ± 7.0 | 73.3 ± 7.7 | 73.5 ± 10.6 | 71.3 ± 8.3 | 60.3 ± 13.4 | 76.3 ± 28.3 | 97.4 ± 11.9 | 75.1 ± 3.9 |
| 24 | 75.6 ± 6.7 | 71.0 ± 6.6 | 69.8 ± 11.2 | 74.5 ± 9.4 | 73.8 ± 7.9 | 65.1 ± 13.8 | 94.5 ± 10.0 | 78.6 ± 10.1 | 73.0 ± 3.4 |
| 15–19 | 87.2 ± 2.9 | 90.2 ± 2.2 | 83.3 ± 2.5 | 85.8 ± 4.1 | 87.5 ± 6.5 | 90.0 ± 4.9 | 86.6 ± 7.0 | 88.3 ± 4.9 | 87.2 ± 1.1 |
| 20–24 | 74.9 ± 3.4 | 77.0 ± 3.7 | 69.5 ± 4.0 | 76.6 ± 4.2 | 72.9 ± 4.8 | 65.7 ± 7.0 | 86.7 ± 9.1 | 76.1 ± 5.7 | 74.1 ± 1.6 |
| 15–24 | 80.5 ± 2.2 | 83.5 ± 2.1 | 76.2 ± 2.8 | 81.1 ± 2.8 | 78.9 ± 4.5 | 77.1 ± 3.3 | 86.6 ± 7.3 | 81.6 ± 1.0 | 80.4 ± 1.0 |
| 17–24 | 76.4 ± 2.6 | 79.5 ± 2.8 | 71.3 ± 3.4 | 77.3 ± 3.7 | 74.2 ± 4.5 | 73.5 ± 4.4 | 82.3 ± 8.6 | 79.4 ± 3.1 | 76.3 ± 1.3 |
| 25–29 | 70.7 ± 2.8 | 71.8 ± 3.4 | 68.3 ± 3.4 | 76.3 ± 4.2 | 66.8 ± 4.4 | 62.9 ± 6.5 | 82.2 ± 6.5 | 80.6 ± 2.9 | 71.3 ± 1.6 |
| 15–64 | 64.4 ± 1.0 | 63.9 ± 1.1 | 63.8 ± 1.2 | 65.6 ± 1.4 | 62.3 ± 1.9 | 57.4 ± 1.7 | 73.8 ± 2.8 | 78.0 ± 3.7 | 64.3 ± 0.5 |
| 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 |

TABLE BA.15

Table BA.15 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 |
|-------------|------------|------------|-------------|------------|-------------|-------------|-------------|-------------|------------|
| 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 |
| 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

TABLE BA.15

Table BA.15 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 | 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 |
| 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) 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.
- (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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Table BA.15 **Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)**

| <i>Age (years)</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.16

Table BA.16 Full time participation in education and training at Certificate III level or above and/or employment (per cent)
(a), (b), (c), (d), (e)

| Age (years) | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| 2014 | | | | | | | | | |
| 15 | np | – | – | – | – | – | – | – | np |
| 16 | np | np | np | 9.5 ± 7.6 | – | – | – | – | 2.7 ± 2.3 |
| 17 | 10.7 ± 4.0 | 6.1 ± 5.3 | 32.8 ± 9.7 | 32.5 ± 11.0 | 12.5 ± 7.7 | np | – | 30.3 ± 21.5 | 16.5 ± 3.0 |
| 18 | 52.9 ± 10.2 | 57.9 ± 10.3 | 62.8 ± 7.9 | 80.7 ± 11.5 | 38.8 ± 12.9 | 34.3 ± 18.9 | 64.7 ± 24.2 | 87.5 ± 40.5 | 57.4 ± 3.2 |
| 19 | 69.1 ± 8.9 | 63.9 ± 5.1 | 67.8 ± 10.5 | 69.3 ± 17.2 | 72.0 ± 12.7 | 60.0 ± 19.1 | 70.7 ± 17.5 | 69.6 ± 31.1 | 67.4 ± 3.0 |
| 20 | 70.7 ± 8.3 | 79.7 ± 8.1 | 65.1 ± 10.4 | 78.3 ± 11.8 | 74.9 ± 16.2 | 77.8 ± 13.9 | 72.0 ± 37.5 | 50.0 ± 26.4 | 73.0 ± 3.6 |
| 21 | 79.0 ± 5.6 | 72.9 ± 7.1 | 75.2 ± 10.5 | 78.9 ± 13.7 | 56.1 ± 9.3 | 72.9 ± 18.2 | 74.1 ± 16.6 | 61.3 ± 15.9 | 74.5 ± 4.0 |
| 22 | 67.6 ± 8.7 | 77.6 ± 7.5 | 62.2 ± 11.0 | 75.9 ± 9.7 | 80.0 ± 9.4 | 55.2 ± 16.9 | 94.7 ± 2.0 | 69.0 ± 17.1 | 71.9 ± 4.1 |
| 23 | 74.8 ± 6.5 | 77.8 ± 7.0 | 69.6 ± 7.3 | 73.5 ± 10.6 | 64.6 ± 9.9 | 60.3 ± 13.4 | 76.3 ± 28.3 | 97.4 ± 11.9 | 74.8 ± 3.8 |
| 24 | 77.2 ± 6.8 | 69.4 ± 6.5 | 69.8 ± 11.2 | 74.5 ± 9.4 | 73.8 ± 7.9 | 65.1 ± 13.8 | 94.5 ± 10.0 | 78.6 ± 10.1 | 72.1 ± 3.5 |
| 15–19 | 28.3 ± 2.7 | 27.7 ± 2.7 | 33.7 ± 3.7 | 38.9 ± 5.2 | 26.7 ± 3.8 | 22.4 ± 5.8 | 29.8 ± 9.3 | 26.0 ± 9.3 | 29.9 ± 1.3 |
| 20–24 | 73.9 ± 3.4 | 76.5 ± 3.7 | 68.7 ± 4.0 | 75.9 ± 4.3 | 72.2 ± 4.7 | 65.7 ± 6.8 | 86.7 ± 9.1 | 76.1 ± 5.7 | 73.4 ± 1.6 |
| 15–24 | 51.8 ± 2.2 | 54.0 ± 2.2 | 51.3 ± 3.2 | 59.1 ± 3.3 | 49.8 ± 2.8 | 43.5 ± 4.6 | 61.5 ± 8.2 | 52.3 ± 5.5 | 53.0 ± 1.2 |
| 17–24 | 63.0 ± 2.7 | 65.1 ± 2.6 | 63.5 ± 3.8 | 71.1 ± 4.0 | 59.7 ± 3.9 | 54.4 ± 5.7 | 72.1 ± 9.6 | 67.6 ± 5.5 | 64.4 ± 1.4 |
| 25–29 | 70.3 ± 2.8 | 71.8 ± 3.4 | 67.6 ± 3.3 | 75.6 ± 4.3 | 65.3 ± 4.5 | 62.9 ± 6.5 | 82.2 ± 6.5 | 80.1 ± 3.0 | 71.0 ± 1.6 |
| 15–64 | 58.6 ± 1.0 | 58.1 ± 1.1 | 58.8 ± 1.3 | 61.1 ± 1.4 | 56.4 ± 1.7 | 50.5 ± 1.7 | 68.9 ± 2.9 | 71.7 ± 0.9 | 58.7 ± 0.5 |
| 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 |

TABLE BA.16

Table BA.16 Full time participation in education and training at Certificate III level or above and/or employment (per cent)
(a), (b), (c), (d), (e)

| Age (years) | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| 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 |
| 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 |

Table BA.16 **Full time participation in education and training at Certificate III level or above and/or employment (per cent) (a), (b), (c), (d), (e)**

| Age (years) | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|------------|
| 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 |
| 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 Certificate III level or above, 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) 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.
- (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.16 **Full time participation in education and training at Certificate III level or above and/or employment (per cent)**
(a), (b), (c), (d), (e)

| <i>Age (years)</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.17

Table BA.17 **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)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| Proportion of population engaged in full time education and training and/or employment | | | | | | | | | |
| 15–19 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | np | 82.8 ± 7.0 | 79.8 ± 6.8 | 81.3 ± 21.1 | 81.7 ± 12.3 | 81.7 ± 15.4 | np | np | np |
| SEIFA IRSD quintile 2 | 82.8 ± 7.8 | 89.1 ± 6.4 | np | 75.6 ± 19.4 | 86.2 ± 12.8 | 87.8 ± 11.7 | np | np | 85.8 ± 5.2 |
| SEIFA IRSD quintile 3 | 92.2 ± 8.3 | 89.1 ± 8.2 | 77.7 ± 10.5 | 75.0 ± 9.2 | 82.1 ± 14.1 | 91.2 ± 12.7 | np | np | 86.9 ± 4.6 |
| SEIFA IRSD quintile 4 | 89.3 ± 6.1 | np | 84.6 ± 4.7 | 82.8 ± 6.6 | 81.6 ± 14.3 | 80.6 ± 25.5 | np | np | np |
| SEIFA IRSD quintile 5 | np | 95.3 ± 4.1 | np | 92.8 ± 2.1 | 89.0 ± 16.3 | np | 87.4 ± 12.7 | 96.6 ± 10.6 | np |
| 15–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | np | 79.0 ± 8.8 | 61.6 ± 7.3 | 71.3 ± 14.4 | 67.5 ± 5.3 | 71.9 ± 10.0 | np | np | 70.9 ± 1.3 |
| SEIFA IRSD quintile 2 | 75.9 ± 7.5 | 82.4 ± 10.0 | 72.4 ± 1.5 | 79.6 ± 3.7 | 82.5 ± 2.4 | np | np | 83.3 ± 8.8 | 78.2 ± 4.1 |
| SEIFA IRSD quintile 3 | 78.9 ± 6.4 | 80.0 ± 8.4 | 73.7 ± 9.2 | 77.5 ± 0.9 | 80.9 ± 6.8 | 82.2 ± 11.8 | np | np | 78.7 ± 3.9 |
| SEIFA IRSD quintile 4 | np | np | 81.2 ± 3.2 | 84.9 ± 3.6 | np | 81.1 ± 22.8 | 78.9 ± 16.3 | np | 84.2 ± 0.7 |
| SEIFA IRSD quintile 5 | 89.3 ± 3.7 | 90.9 ± 3.2 | 85.6 ± 6.4 | 83.0 ± 3.3 | np | np | 88.5 ± 15.0 | 81.3 ± 14.6 | np |
| 17–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | np | 75.9 ± 10.6 | 49.6 ± 8.9 | 59.5 ± 22.4 | 59.9 ± 6.1 | 67.3 ± 13.1 | np | np | 64.0 ± 2.8 |
| SEIFA IRSD quintile 2 | 70.4 ± 8.3 | 77.3 ± 11.5 | 65.9 ± 6.7 | 76.5 ± 9.3 | np | np | np | 80.0 ± 25.1 | 73.4 ± 4.5 |
| SEIFA IRSD quintile 3 | 77.9 ± 6.8 | 74.3 ± 10.7 | 71.5 ± 10.1 | np | 74.1 ± 9.8 | 79.4 ± 13.1 | np | 71.3 ± 0.5 | 75.4 ± 4.3 |
| SEIFA IRSD quintile 4 | 82.4 ± 5.5 | np | 78.0 ± 7.1 | 80.3 ± 7.6 | np | 78.6 ± 25.6 | 73.8 ± 20.7 | 75.6 ± 9.2 | 80.9 ± 2.5 |
| SEIFA IRSD quintile 5 | 86.4 ± 3.9 | 88.6 ± 7.6 | 82.9 ± 7.8 | np | 82.1 ± 8.9 | np | 85.6 ± 17.6 | 77.6 ± 21.0 | np |
| 20–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 62.6 ± 7.4 | 73.5 ± 13.2 | 49.3 ± 7.7 | 57.0 ± 17.1 | 58.4 ± 11.7 | 57.3 ± 20.8 | np | np | 61.0 ± 4.9 |
| SEIFA IRSD quintile 2 | 66.5 ± 14.1 | 74.1 ± 11.9 | 69.1 ± 10.6 | np | np | 63.0 ± 13.4 | np | np | 71.4 ± 5.9 |
| SEIFA IRSD quintile 3 | 73.4 ± 11.6 | 70.6 ± 14.4 | 66.5 ± 11.4 | np | 77.0 ± 9.3 | 69.1 ± 23.0 | np | 64.9 ± 13.5 | 72.6 ± 5.8 |
| SEIFA IRSD quintile 4 | 84.6 ± 2.7 | 79.1 ± 7.2 | 76.0 ± 12.0 | 80.6 ± 7.9 | 72.7 ± 8.8 | 76.1 ± 33.3 | np | np | 80.0 ± 4.0 |

TABLE BA.17

Table BA.17 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)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| SEIFA IRSD quintile 5 | np | 85.1 ± 12.3 | 86.0 ± 10.3 | 75.8 ± 8.0 | 77.2 ± 11.7 | np | 87.4 ± 21.1 | 74.3 ± 15.0 | 83.5 ± 2.0 |
| 25–29 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 53.7 ± 7.9 | 56.2 ± 10.6 | 61.4 ± 12.6 | 81.2 ± 31.0 | np | 57.3 ± 5.3 | np | np | 58.0 ± 5.9 |
| SEIFA IRSD quintile 2 | 67.3 ± 10.0 | 71.2 ± 4.5 | 65.1 ± 15.5 | 80.0 ± 11.4 | 60.8 ± 13.1 | 75.0 ± 12.1 | np | 61.1 ± 33.0 | 68.2 ± 4.5 |
| SEIFA IRSD quintile 3 | 66.8 ± 11.6 | 75.4 ± 6.9 | 65.9 ± 8.0 | 72.6 ± 11.9 | 59.4 ± 17.8 | 65.8 ± 12.6 | np | 92.6 ± 5.2 | 69.1 ± 5.0 |
| SEIFA IRSD quintile 4 | 78.6 ± 8.6 | np | np | 82.7 ± 4.8 | 83.5 ± 12.1 | np | np | np | np |
| SEIFA IRSD quintile 5 | 87.7 ± 6.1 | 79.2 ± 3.5 | 74.4 ± 11.9 | 76.4 ± 19.1 | np | np | 85.1 ± 10.2 | 80.8 ± 8.6 | 82.6 ± 3.5 |
| 15–64 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 50.9 ± 3.6 | 54.5 ± 4.6 | 52.3 ± 4.8 | 56.6 ± 10.3 | np | 50.0 ± 5.4 | np | np | 52.4 ± 1.9 |
| SEIFA IRSD quintile 2 | 62.0 ± 2.8 | 62.6 ± 1.6 | np | 64.6 ± 5.1 | 62.9 ± 4.8 | 58.5 ± 4.5 | 60.0 ± 19.5 | 75.0 ± 7.1 | np |
| SEIFA IRSD quintile 3 | 65.4 ± 3.5 | 61.8 ± 3.0 | 63.3 ± 3.9 | 68.1 ± 3.2 | 64.4 ± 3.8 | 63.1 ± 2.7 | 70.8 ± 10.3 | 76.2 ± 6.9 | 64.4 ± 1.8 |
| SEIFA IRSD quintile 4 | 69.5 ± 3.1 | np | 69.3 ± 1.7 | 69.5 ± 4.8 | np | 62.3 ± 6.3 | np | np | np |
| SEIFA IRSD quintile 5 | 73.8 ± 0.9 | np | np | 63.7 ± 5.7 | 71.2 ± 5.2 | 63.1 ± 12.6 | 75.9 ± 3.4 | np | 71.0 ± 0.6 |
| 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 |

TABLE BA.17

Table BA.17 **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)**

| | <i>NSW</i> | <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 | 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 |
| 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 |

TABLE BA.17

Table BA.17 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)

| | NSW | | Vic | | Qld | | WA | | SA | | Tas | | ACT | | NT | | Aust | |
|--|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|--|-----|--|-----|--|----|--|------|--|
| 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 | | | | | | | | | |
| 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 | | | | | | | | | |

TABLE BA.17

Table BA.17 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)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| 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 |
| 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 |

TABLE BA.17

Table BA.17 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)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------|------------|------------|-------------|-------------|------------|-------------|-------------|-------------|------------|
| 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 |
| 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 |

Table BA.17 **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)**

| | <i>NSW</i> | <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 | 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 |
| 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) 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.
- (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) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (e) 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.
- (f) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

Table BA.17 **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)**

| | <i>NSW</i> | <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) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| Proportion of population engaged in full time education and training at Certificate III level or above and/or employment | | | | | | | | | |
| 15–19 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 28.4 ± 4.9 | 19.4 ± 7.6 | 22.9 ± 7.1 | np | 26.3 ± 12.3 | 15.1 ± 13.9 | np | np | 24.2 ± 3.1 |
| SEIFA IRSD quintile 2 | 24.3 ± 7.3 | 29.0 ± 8.4 | 27.1 ± 7.8 | 30.7 ± 21.9 | 29.0 ± 10.6 | 23.3 ± 13.6 | np | np | 26.9 ± 4.0 |
| SEIFA IRSD quintile 3 | 29.3 ± 8.2 | 26.0 ± 8.2 | 41.3 ± 11.0 | 31.3 ± 15.4 | 16.9 ± 9.8 | 23.7 ± 10.6 | np | 35.0 ± 19.1 | 30.4 ± 5.1 |
| SEIFA IRSD quintile 4 | 25.4 ± 8.3 | 31.0 ± 5.3 | 37.4 ± 9.7 | 39.3 ± 13.1 | 29.9 ± 14.6 | np | np | 24.1 ± 20.7 | 33.5 ± 3.6 |
| SEIFA IRSD quintile 5 | 36.1 ± 4.4 | 27.0 ± 7.8 | 40.0 ± 13.5 | 43.2 ± 6.2 | 27.2 ± 15.0 | np | 40.3 ± 12.7 | 34.5 ± 14.9 | 34.6 ± 3.1 |
| 15–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 43.3 ± 5.9 | 50.4 ± 6.9 | 32.9 ± 6.5 | 52.7 ± 16.6 | 39.6 ± 6.8 | 38.8 ± 12.7 | – | – | 42.3 ± 2.3 |
| SEIFA IRSD quintile 2 | 47.6 ± 7.6 | 53.7 ± 6.8 | 45.7 ± 7.4 | 57.4 ± 14.3 | 51.5 ± 8.5 | 44.8 ± 9.8 | np | np | 50.0 ± 4.1 |
| SEIFA IRSD quintile 3 | 53.5 ± 10.1 | 50.4 ± 6.8 | 56.4 ± 8.7 | 55.5 ± 12.1 | 50.6 ± 11.8 | 39.1 ± 12.2 | – | 54.6 ± 7.0 | 53.0 ± 5.3 |
| SEIFA IRSD quintile 4 | 55.4 ± 6.6 | 60.9 ± 2.7 | 56.8 ± 8.2 | 62.4 ± 9.9 | 54.5 ± 3.5 | 60.8 ± 20.9 | 57.7 ± 21.4 | 55.4 ± 8.9 | 58.1 ± 3.7 |
| SEIFA IRSD quintile 5 | 60.7 ± 4.6 | 55.4 ± 11.2 | 60.7 ± 10.0 | 60.2 ± 3.5 | 51.1 ± 12.9 | np | 66.7 ± 18.4 | 54.7 ± 11.1 | 59.5 ± 3.3 |
| 17–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 52.2 ± 6.0 | 60.7 ± 7.6 | 41.3 ± 6.2 | 60.1 ± 20.7 | 45.1 ± 7.6 | 48.7 ± 14.2 | – | – | 51.3 ± 2.8 |
| SEIFA IRSD quintile 2 | 59.0 ± 8.3 | 65.1 ± 8.0 | 57.7 ± 7.1 | 72.0 ± 10.9 | 65.1 ± 6.9 | 58.9 ± 10.8 | np | np | 61.1 ± 4.5 |
| SEIFA IRSD quintile 3 | 60.7 ± 11.2 | 57.3 ± 8.6 | 65.5 ± 9.5 | 70.0 ± 9.3 | 63.2 ± 12.2 | 52.7 ± 15.3 | – | 66.3 ± 25.1 | 62.4 ± 5.5 |
| SEIFA IRSD quintile 4 | 68.7 ± 5.7 | 74.4 ± 17.0 | 72.7 ± 7.3 | 72.3 ± 10.2 | 60.8 ± 3.7 | 64.3 ± 22.0 | 65.1 ± 21.6 | 71.8 ± 5.7 | 71.1 ± 2.5 |
| SEIFA IRSD quintile 5 | 73.8 ± 5.8 | 69.1 ± 11.5 | 76.5 ± 7.8 | 73.0 ± 4.9 | 63.2 ± 11.4 | np | 76.5 ± 19.9 | 65.3 ± 11.7 | 73.0 ± 3.4 |
| 20–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 59.3 ± 8.3 | 73.5 ± 13.2 | 42.7 ± 10.4 | 57.0 ± 17.1 | 58.4 ± 10.6 | 60.2 ± 19.2 | np | np | 59.7 ± 4.9 |
| SEIFA IRSD quintile 2 | 69.0 ± 13.2 | 74.1 ± 11.9 | 69.8 ± 8.3 | np | np | 63.0 ± 13.4 | np | np | 71.4 ± 5.7 |
| SEIFA IRSD quintile 3 | 74.1 ± 11.4 | 66.2 ± 15.2 | 66.5 ± 11.4 | np | 77.0 ± 8.6 | 69.1 ± 23.0 | np | 64.9 ± 13.5 | 70.8 ± 6.5 |
| SEIFA IRSD quintile 4 | 84.6 ± 2.7 | 79.1 ± 7.2 | 73.7 ± 13.0 | 79.3 ± 8.0 | 72.7 ± 8.8 | 84.8 ± 15.0 | np | np | 79.4 ± 4.2 |

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| SEIFA IRSD quintile 5 | np | 85.1 ± 12.3 | 86.0 ± 10.3 | 76.8 ± 8.2 | 77.2 ± 11.7 | np | 87.4 ± 21.1 | 74.3 ± 15.0 | 83.8 ± 2.2 |
| 25–29 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 55.7 ± 7.7 | 56.2 ± 10.6 | 61.4 ± 12.6 | 81.2 ± 31.0 | np | 57.3 ± 5.3 | np | np | 58.0 ± 5.9 |
| SEIFA IRSD quintile 2 | 67.3 ± 10.0 | 71.2 ± 4.5 | 63.3 ± 15.9 | 84.2 ± 8.8 | 60.8 ± 13.1 | 75.0 ± 12.1 | np | 61.1 ± 33.0 | 68.2 ± 4.4 |
| SEIFA IRSD quintile 3 | 66.8 ± 11.6 | 75.4 ± 6.9 | 65.9 ± 8.0 | 72.6 ± 11.9 | 59.4 ± 17.8 | 65.8 ± 12.6 | np | 92.6 ± 5.2 | 69.1 ± 5.0 |
| SEIFA IRSD quintile 4 | 78.6 ± 8.6 | np | np | 82.7 ± 4.8 | 83.5 ± 12.1 | np | np | np | np |
| SEIFA IRSD quintile 5 | 87.7 ± 6.1 | 79.2 ± 3.5 | 74.4 ± 11.9 | 76.4 ± 19.1 | np | np | 85.1 ± 10.2 | 71.2 ± 16.4 | 82.4 ± 3.6 |
| 15–64 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 44.7 ± 3.8 | 47.7 ± 3.7 | 45.8 ± 4.2 | 53.3 ± 9.4 | 47.2 ± 1.5 | 43.9 ± 4.5 | np | np | 46.4 ± 1.6 |
| SEIFA IRSD quintile 2 | 56.1 ± 2.1 | np | np | 59.7 ± 5.9 | 56.5 ± 4.8 | 51.3 ± 4.9 | 50.7 ± 7.9 | 66.5 ± 11.3 | np |
| SEIFA IRSD quintile 3 | 60.2 ± 3.6 | np | 59.2 ± 4.3 | 63.6 ± 5.3 | 57.7 ± 4.2 | np | np | 71.2 ± 6.6 | 59.1 ± 1.9 |
| SEIFA IRSD quintile 4 | 63.4 ± 2.2 | np | 64.3 ± 2.2 | 64.8 ± 4.5 | 62.7 ± 0.8 | np | np | 72.4 ± 0.8 | np |
| SEIFA IRSD quintile 5 | 68.5 ± 1.4 | np | np | 59.0 ± 5.4 | 63.1 ± 5.9 | 52.5 ± 18.9 | 71.1 ± 4.0 | np | 65.5 ± 1.3 |
| 2013 | | | | | | | | | |
| Proportion of population engaged in full time education and training at Certificate III level 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 |

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| 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 |
| 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 |

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|---------------|------------|-------------|-------------|---------------|-------------|-------------|-------------|------------|
| 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 III level 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 |
| 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 |

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| 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 |
| 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 III level 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 |

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|------------|
| 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 |
| 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 |

Table BA.18 **Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|------------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 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 |
| 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 Certificate III level or above. People with Certificate nfd and people whose level could not be determined are excluded.
- (b) 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.
- (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) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (e) There are approximately 47 communities in the NT for whom there is no ABS IRSD score due to their remoteness and small population. All but one of these communities are included in the bottom decile.

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(f) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(g) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time 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> |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| Completed year 12 | '000 | 509.2 | 437.6 | 371.4 | 187.8 | 105.9 | 26.0 | 37.8 | 14.0 | 1 690.2 |
| Fully participating in education and training (e) | % | 46.8 ± 4.2 | 50.4 ± 4.0 | 33.7 ± 4.2 | 39.3 ± 4.5 | 47.4 ± 4.8 | 30.4 ± 11.8 | 53.2 ± 26.7 | 13.6 ± 10.9 | 43.7 ± 1.9 |
| Fully participating in employment | % | 31.8 ± 3.2 | 28.3 ± 3.1 | 39.3 ± 2.9 | 38.2 ± 6.1 | 31.0 ± 6.3 | 43.8 ± 10.7 | 29.6 ± 13.4 | 72.1 ± 8.2 | 33.7 ± 1.5 |
| Total fully engaged (f) | % | 79.6 ± 2.6 | 79.3 ± 3.0 | 74.2 ± 4.0 | 79.3 ± 4.0 | 77.3 ± 5.4 | 75.8 ± 6.8 | 85.2 ± 13.6 | 83.6 ± 2.1 | 78.2 ± 1.3 |
| Completed year 11 | '000 | 37.4 | 51.7 | 40.5 | 31.0 | 21.9 | 6.2 | np | 2.8 | 192.8 |
| Fully participating in education and training (e) | % | np | np | np | 13.2 ± 11.2 | 12.8 ± 10.0 | np | np | np | 10.2 ± 4.1 |
| Fully participating in employment | % | 61.2 ± 8.9 | 54.0 ± 10.5 | 38.5 ± 13.2 | 60.6 ± 13.5 | 46.6 ± 11.0 | 35.5 ± 19.5 | np | 75.0 ± 12.4 | 50.9 ± 6.2 |
| Total fully engaged (f) | % | 65.8 ± 10.4 | 70.4 ± 7.1 | 46.9 ± 17.4 | 74.2 ± 10.7 | 59.8 ± 11.7 | 56.5 ± 11.6 | np | 75.0 ± 12.4 | 61.5 ± 6.5 |
| Completed year 10 | '000 | 120.4 | 42.8 | 53.1 | 40.3 | 18.4 | 8.6 | 2.5 | 2.4 | 290.3 |
| Fully participating in education and training (e) | % | 5.1 ± 4.9 | 9.1 ± 6.8 | 11.9 ± 5.8 | np | 7.6 ± 6.9 | 9.3 ± 7.1 | np | np | 7.0 ± 2.3 |
| Fully participating in employment | % | 53.8 ± 7.8 | 47.0 ± 11.5 | 46.3 ± 13.1 | 58.8 ± 26.2 | 53.3 ± 10.4 | 50.0 ± 18.9 | np | np | 52.1 ± 4.8 |
| Total fully engaged (f) | % | 57.5 ± 8.2 | 61.9 ± 3.1 | 59.5 ± 9.5 | 65.0 ± 24.6 | 50.5 ± 12.7 | 59.3 ± 18.0 | np | np | 59.3 ± 4.2 |
| Total (g) | '000 | 690.9 | 541.0 | 481.4 | 263.7 | 151.6 | 41.8 | 42.0 | 22.1 | 2 232.7 |
| Fully participating in education and training (e) | % | 36.0 ± 3.2 | 42.2 ± 3.9 | 28.9 ± 4.0 | 30.6 ± 3.9 | 35.5 ± 4.2 | 22.5 ± 8.0 | 48.8 ± 24.1 | 8.6 ± 6.9 | 35.2 ± 1.6 |
| Fully participating in employment | % | 36.4 ± 3.0 | 32.5 ± 3.3 | 39.5 ± 2.6 | 45.2 ± 4.7 | 34.3 ± 4.9 | 43.1 ± 7.9 | 32.6 ± 14.6 | 66.1 ± 5.6 | 37.3 ± 1.3 |
| Total fully engaged (f) | % | 72.8 ± 2.7 | 76.9 ± 2.8 | 68.7 ± 3.8 | 76.1 ± 4.0 | 69.7 ± 4.8 | 65.8 ± 6.7 | 81.4 ± 11.0 | 74.2 ± 5.4 | 73.2 ± 1.4 |

TABLE BA.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time 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.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time 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 | 4.1 ± 4.1 | 29.2 ± 3.8 | 26.4 ± 5.4 | 36.1 ± 8.0 | 9.8 ± 5.2 | 0.0 ± 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.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time 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.19 **Proportion of 17–24 year old school leavers participating in full time 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) | 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 \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors. | | | | | | | | | |
| (c) | In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia. | | | | | | | | | |
| (d) | The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years. | | | | | | | | | |
| (e) | Includes full time participation in education and training. | | | | | | | | | |
| (f) | Includes persons in full time education and training; full time employment; or both part time education and 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, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.20

Table BA.20 **Proportion of 17–24 year old school leavers participating in full time 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.20

Table BA.20 **Proportion of 17–24 year old school leavers participating in full time 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.20 **Proportion of 17–24 year old school leavers participating in full time 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 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.21 **Proportion of 17–24 year old school leavers participating in full time 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 |

Table BA.21 **Proportion of 17–24 year old school leavers participating in full time 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> |
|--|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| 2006 | | | | | | | | | | |
| 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.21 Proportion of 17–24 year old school leavers participating in full time 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 institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this table. 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 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.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time 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> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| SEIFA IRSD quintile 1 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and training and/or employment (f) | '000 | 95.1 | 62.2 | 36.5 | 18.4 | 18.6 | 8.4 | – | – | 238.7 |
| Total 17–24 year old population (g) | '000 | 155.0 | 84.2 | 74.6 | 28.0 | 37.3 | 13.7 | – | – | 398.6 |
| Proportion fully engaged in education and training and/or employment | % | 61.4 ± 3.4 | 73.9 ± 9.1 | 48.9 ± 5.1 | 65.7 ± 18.3 | 49.9 ± 7.7 | 61.3 ± 14.7 | – | – | 59.9 ± 2.8 |
| SEIFA IRSD quintile 2 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and training and/or employment (f) | '000 | 86.3 | 85.9 | 62.9 | 38.0 | 28.4 | 8.1 | np | np | 313.0 |
| Total 17–24 year old population (g) | '000 | 131.0 | 115.8 | 96.5 | 49.9 | 37.1 | 11.6 | np | 3.6 | 448.2 |
| Proportion fully engaged in education and training and/or employment | % | 65.9 ± 9.8 | 74.2 ± 10.8 | 65.2 ± 6.5 | 76.2 ± 10.4 | 76.5 ± 23.1 | 69.8 ± 6.2 | np | np | 69.8 ± 4.7 |
| SEIFA IRSD quintile 3 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and training and/or employment (f) | '000 | 104.4 | 77.9 | 76.1 | 31.8 | 23.4 | 6.4 | – | 5.3 | 326.5 |
| Total 17–24 year old population (g) | '000 | 144.9 | 109.7 | 109.1 | 43.6 | 30.4 | 8.9 | 0.8 | 7.0 | 450.7 |
| Proportion fully engaged in education and training and/or employment | % | 72.0 ± 10.8 | 71.0 ± 10.7 | 69.8 ± 10.3 | 72.9 ± 5.3 | 77.0 ± 7.3 | 71.9 ± 21.3 | – | 75.7 ± 28.7 | 72.4 ± 5.1 |
| SEIFA IRSD quintile 4 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and training and/or employment (f) | '000 | 85.4 | 121.3 | 79.9 | 68.0 | 22.8 | 4.6 | 8.2 | 4.9 | 394.6 |

TABLE BA.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time 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 | 110.6 | 149.3 | 106.4 | 85.0 | 32.1 | 6.0 | 10.6 | 6.5 | 502.2 |
| Proportion fully engaged in education and training and/or employment | % | 77.2 ± 6.9 | 81.2 ± 18.6 | 75.1 ± 7.8 | 80.0 ± 7.9 | 71.0 ± 20.3 | 76.7 ± 27.4 | 77.4 ± 18.0 | 75.4 ± 5.2 | 78.6 ± 2.7 |
| SEIFA IRSD quintile 5 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and training and/or employment (f) | '000 | 127.1 | 69.9 | 76.3 | 48.2 | 12.0 | np | 24.4 | 3.2 | 362.3 |
| Total 17–24 year old population (g) | '000 | 147.4 | 83.2 | 92.7 | 62.1 | 15.4 | np | 28.8 | 3.6 | 433.9 |
| Proportion fully engaged in education and training and/or employment | % | 86.2 ± 2.9 | 84.0 ± 10.9 | 82.3 ± 7.5 | 77.6 ± 5.5 | 77.9 ± 12.0 | np | 84.7 ± 21.2 | 88.9 ± 43.8 | 83.5 ± 0.9 |
| 2013 | | | | | | | | | | |
| SEIFA IRSD quintile 1 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and 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 and training and/or employment | % | 55.3 ± 10.8 | np ± 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 and 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 and 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 | | | | | | | | | | |

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time 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 and 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 and training and/or employment | % | 79.3 ± 11.6 | np ± 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 and training and/or employment (f) | '000 | 109.5 | 92.9 | 83.2 | 41.9 | 19.9 | 5.1 | 6.6 | 4.6 | 366.5 |
| 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 and training and/or employment | % | 80.2 ± 10.6 | np ± np | 78.1 ± 11.9 | np ± 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 and 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 and 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 and 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 |

TABLE BA.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time 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> |
|--|-------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Proportion fully engaged in education and 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 and 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 and training and/or employment | % | 70.6 ± 7.8 | 75.1 ± 7.7 | 62.5 ± 11.2 | 67.8 ± 8.3 | 70.3 ± 7.0 | 75.1 ± 10.8 | 95.5 ± 11.2 | 64.6 ± 22.9 | 70.0 ± 3.3 |
| SEIFA IRSD quintile 3 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and 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 and 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 and 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 and 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 | | | | | | | | | | |

TABLE BA.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time 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> |
|--|-------------|------------|------------|------------|-------------|-------------|-------------|------------|-------------|-------------|
| Fully engaged in education and 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 and training and/or employment | % | 90.5 ± 4.2 | 82.2 ± 5.6 | 77.7 ± 5.5 | 85.4 ± 6.0 | 76.5 ± 11.4 | 77.3 ± 31.9 | 81.4 ± 9.1 | 90.0 ± 12.2 | 84.2 ± 2.7 |
| 2011 | | | | | | | | | | |
| SEIFA IRSD quintile 1 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and 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 and 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 and 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 and 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 and 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 |

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time 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> |
|--|-------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|
| Proportion fully engaged in education and training and/or employment | % | 79.7 ± 6.5 | 77.5 ± 5.8 | 71.2 ± 7.3 | 82.7 ± 6.0 | 74.7 ± 7.6 | 86.3 ± 8.9 | 68.6 ± 15.1 | 66.6 ± 17.6 | 77.0 ± 2.9 |
| SEIFA IRSD quintile 4 | | | | | | | | | | |
| All school leavers | | | | | | | | | | |
| Fully engaged in education and 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 and 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 and 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 and training and/or employment | % | 83.0 ± 4.6 | 82.1 ± 5.5 | 78.7 ± 7.1 | 84.1 ± 4.1 | 80.8 ± 8.8 | 78.1 ± 16.7 | 91.9 ± 5.6 | 93.3 ± 14.8 | 82.2 ± 2.6 |

- (a) 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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.
- (f) Includes persons in full time education and training; full time employment; or both part time education and training and part time employment.

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (g) Total population of all school leavers aged 17–24 years. | | | | | | | | | | |

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

Source: ABS unpublished, *Education and Work, Australia, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

Table BA.23 **Proportion of 17–24 year old school leavers participating in full time 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.23 **Proportion of 17–24 year old school leavers participating in full time 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.23 **Proportion of 17–24 year old school leavers participating in full time 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.23 Proportion of 17–24 year old school leavers participating in full time 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.24 Higher education participation by selected groups, compared with their representation in the community (per cent) (a), (b)

| | <i>Disability</i> | <i>Regional and remote (c)</i> | <i>Aboriginal and Torres Strait Islander</i> | <i>Low SES (d)</i> |
|-------------------------------------|-------------------|--------------------------------|--|--------------------|
| Students | | | | |
| 2012 | 5.0 | 20.4 | 1.0 | 15.9 |
| 2013 | 5.2 | 20.3 | 1.0 | 16.1 |
| 2014 | 5.5 | 20.2 | 1.1 | 16.3 |
| Representation in the community (e) | 18.5 | 29.3 | 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) The proportion of regional and remote students includes regional and remote areas based on the 2011 Australian Statistical Geography Standard.
- (d) The proportion of low SES students in higher education is based on the 2011 SEIFA.
- (e) Data on representation in the community are sourced from ABS 2012 Disability survey (Disability) and ABS 30 June 2014 population estimates (Regional and remote and Aboriginal and Torres Strait Islander). Low SES is defined as postal areas in the bottom 25 per cent of the population.

Source: Australian Government Department of Education and Training (2015) *Higher Education Statistics Collection, 2012, 2013 and 2014 Student data*, Canberra; ABS 2013, *Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0; ABS 2015, *Regional Population Growth, Australia, 2013-14*, Cat. no. 3218.0; ABS 2014, *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026*, Cat. no. 3238.0, Canberra.

TABLE BA.25

Table BA.25 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> |
|---|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 2014 | | | | | | | | | | |
| Bachelor degree or above | '000 | 1 311.2 | 1 092.4 | 637.2 | 426.4 | 238.1 | 57.7 | 108.6 | 39.4 | 3 914.6 |
| Diploma or advanced diploma | '000 | 477.3 | 409.0 | 296.2 | 149.2 | 90.5 | 22.0 | 29.2 | 14.3 | 1 486.9 |
| Certificate III or IV | '000 | 843.8 | 571.1 | 645.7 | 345.3 | 189.3 | 73.3 | 27.5 | 32.8 | 2 732.7 |
| Certificate I, II or nfd | '000 | 224.1 | 149.2 | 117.1 | 72.6 | 54.5 | 19.7 | 8.1 | 6.9 | 650.3 |
| Level not determined | '000 | 67.5 | 89.7 | 72.8 | 23.8 | 28.4 | 3.6 | 4.0 | 1.5 | 294.0 |
| Total with non-school qualification | '000 | 2 922.6 | 2 314.1 | 1 770.6 | 1 016.5 | 603.5 | 177.6 | 177.4 | 95.3 | 9 078.1 |
| Total without non-school qualification | '000 | 1 983.3 | 1 567.7 | 1 336.6 | 732.6 | 488.0 | 149.6 | 90.6 | 63.9 | 6 413.0 |
| Total | '000 | 4 909.5 | 3 877.4 | 3 108.7 | 1 748.6 | 1 090.6 | 327.6 | 268.4 | 159.3 | 15 491.5 |
| Bachelor degree or above | % | 26.7 ± 1.1 | 28.2 ± 1.1 | 20.5 ± 1.2 | 24.4 ± 2.1 | 21.8 ± 1.3 | 17.6 ± 1.8 | 40.5 ± 4.2 | 24.7 ± 1.7 | 25.3 ± 0.4 |
| Diploma or advanced diploma | % | 9.7 ± 0.6 | 10.5 ± 0.9 | 9.5 ± 0.7 | 8.5 ± 0.8 | 8.3 ± 0.8 | 6.7 ± 1.3 | 10.9 ± 2.1 | 9.0 ± 2.0 | 9.6 ± 0.3 |
| Certificate III or IV | % | 17.2 ± 0.9 | 14.7 ± 1.0 | 20.8 ± 1.1 | 19.7 ± 1.6 | 17.4 ± 1.4 | 22.4 ± 2.0 | 10.2 ± 1.7 | 20.6 ± 2.4 | 17.6 ± 0.5 |
| Certificate I, II or nfd | % | 4.6 ± 0.5 | 3.8 ± 0.5 | 3.8 ± 0.6 | 4.2 ± 0.7 | 5.0 ± 0.9 | 6.0 ± 0.9 | 3.0 ± 1.0 | 4.3 ± 1.5 | 4.2 ± 0.2 |
| Level not determined | % | 1.4 ± 0.3 | 2.3 ± 0.4 | 2.3 ± 0.5 | 1.4 ± 0.5 | 2.6 ± 0.5 | 1.1 ± 0.5 | 1.5 ± 0.8 | 0.9 ± 0.6 | 1.9 ± 0.2 |
| Total with non-school qualification | % | 59.5 ± 1.3 | 59.7 ± 1.4 | 57.0 ± 1.5 | 58.1 ± 1.7 | 55.3 ± 1.3 | 54.2 ± 2.4 | 66.1 ± 2.6 | 59.8 ± 2.5 | 58.6 ± 0.7 |
| Total without non-school qualification | % | 40.4 ± 1.3 | 40.4 ± 1.4 | 43.0 ± 1.4 | 41.9 ± 1.9 | 44.7 ± 1.3 | 45.7 ± 2.3 | 33.8 ± 2.6 | 40.1 ± 3.0 | 41.4 ± 0.6 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2013 | | | | | | | | | | |
| Bachelor degree or above | '000 | 1 294.0 | 1 087.4 | 638.7 | 381.6 | 225.5 | 57.4 | 100.8 | 33.3 | 3 816.3 |
| Diploma or 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 |

TABLE BA.25

Table BA.25 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 | 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 above | % | 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 or 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 above | '000 | 1 277.3 | 1 053.9 | 642.9 | 376.8 | 215.7 | 66.6 | 102.1 | 32.8 | 3 768.0 |
| Diploma or 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 |
| 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 above | % | 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 or 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 |

TABLE BA.25

Table BA.25 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 | % | 1.0 ± 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 above | '000 | 1 196.6 | 990.9 | 608.1 | 319.9 | 213.6 | 59.5 | 100.0 | 28.2 | 3 516.7 |
| Diploma or 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 above | % | 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 or 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 |
| 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 above | '000 | 1 153.3 | 954.4 | 551.2 | 315.0 | 215.9 | 53.1 | 93.2 | 28.9 | 3 364.9 |

TABLE BA.25

Table BA.25 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 or 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 above | % | 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 or 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 |

nfd = Not further defined

- (a) The levels of highest non-school qualification are not necessarily higher than a school qualification (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

Table BA.25 **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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Source: ABS unpublished, *Education and Work, Australia, May 2010, 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.26

Table BA.26 Proportion of 20–64 year olds with or working towards 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> |
|---|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 2014 | | | | | | | | | | |
| With non-school qualification (d) | % | 65.1 ± 1.5 | 64.6 ± 1.5 | 61.6 ± 1.6 | 62.5 ± 1.8 | 60.0 ± 1.6 | 59.4 ± 2.5 | 71.9 ± 2.8 | 65.7 ± 2.5 | 63.6 ± 0.7 |
| Working towards a non-school qualification (e) | % | 12.8 ± 1.0 | 12.8 ± 0.8 | 11.1 ± 0.8 | 11.2 ± 1.1 | 13.4 ± 1.0 | 10.7 ± 1.6 | 18.3 ± 4.1 | 11.5 ± 1.6 | 12.4 ± 0.4 |
| With or working towards a non-school qualification (f) | % | 70.6 ± 1.4 | 70.1 ± 1.5 | 66.5 ± 1.5 | 67.1 ± 1.8 | 64.9 ± 1.5 | 63.2 ± 2.5 | 78.7 ± 3.4 | 69.8 ± 2.0 | 68.8 ± 0.7 |
| 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 |
| Working towards 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 |
| Working towards 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 |
| Working towards 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) 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.26 **Proportion of 20–64 year olds with or working towards 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> |
|-----|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (b) | In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia. | | | | | | | | | |
| (c) | The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years. | | | | | | | | | |
| (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, 2013 and 2014*, Cat. no. 6227.0.

TABLE BA.27

Table BA.27 **Proportion of 20–64 year olds with or working towards 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 |
| Working towards 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.27

Table BA.27 **Proportion of 20–64 year olds with or working towards 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 |
| Working towards 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 table. 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 calculation of the proportion. People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

Table BA.27 **Proportion of 20–64 year olds with or working towards 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> |
|-----|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| (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.28 **Proportion of 20–64 year olds with or working towards 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.29 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above (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> |
|-------------|-------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 2014 | | | | | | | | | |
| 20–24 % | 86.4 ± 3.0 | 89.0 ± 3.1 | 85.3 ± 2.6 | 81.9 ± 4.1 | 82.8 ± 3.5 | 75.3 ± 5.4 | 93.4 ± 8.6 | 82.2 ± 6.7 | 86.1 ± 1.5 |
| 20–64 % | 79.5 ± 1.1 | 79.7 ± 1.3 | 77.8 ± 1.5 | 77.5 ± 1.6 | 74.0 ± 1.2 | 69.2 ± 2.4 | 89.3 ± 2.3 | 79.4 ± 4.2 | 78.6 ± 0.6 |
| 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 ± 79.0 | 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 |

(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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Source: ABS 2011, 2012, 2013 and 2014, *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS unpublished, *Education and Work, Australia, May 2014*, Cat. no. 6227.0.

TABLE BA.30

Table BA.30 **People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II level 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 level 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 level 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.30 **People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II level 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 level 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.31

Table BA.31 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level 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 |
| Remote | % | 36.9 | 100.0 | 45.3 | 41.8 | 60.0 | 39.1 | .. | 23.9 | 36.6 |

Table BA.31 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level 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> |
|----------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| 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. – Nil or rounded to zero.

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

TABLE BA.32

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level 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> |
|-----------------------|-------------|--------------|-------------|-------------|--------------|--------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| 20–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 74.7 ± 8.5 | 92.0 ± 11.4 | 72.7 ± 10.7 | 70.9 ± 40.7 | 63.5 ± 8.1 | 78.6 ± 9.4 | – | – | 74.2 ± 5.5 |
| SEIFA IRSD quintile 2 | 81.8 ± 7.6 | 79.6 ± 10.2 | 89.2 ± 22.0 | 81.8 ± 10.3 | 83.0 ± 8.4 | 79.3 ± 8.7 | np | 76.9 ± 60.0 | 83.2 ± 4.0 |
| SEIFA IRSD quintile 3 | 89.6 ± 2.5 | 86.3 ± 5.6 | 87.7 ± 5.7 | 80.6 ± 16.5 | 87.7 ± 30.3 | 80.0 ± 9.8 | – | 61.4 ± 16.1 | 86.5 ± 5.1 |
| SEIFA IRSD quintile 4 | 92.8 ± 4.9 | 92.0 ± 3.6 | 87.5 ± 3.2 | 76.5 ± 1.7 | 85.8 ± 13.2 | 100.0 ± 60.1 | 94.2 ± 52.3 | 89.3 ± 6.1 | 89.5 ± 10.3 |
| SEIFA IRSD quintile 5 | 95.1 ± 7.2 | 102.2 ± 28.3 | 98.0 ± 25.1 | 93.7 ± 3.3 | 104.0 ± 47.8 | np | 94.4 ± 19.5 | 82.9 ± 20.9 | 94.9 ± 3.1 |
| 20–64 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 65.1 ± 3.5 | 65.9 ± 2.5 | 64.2 ± 5.2 | 60.5 ± 7.9 | 60.1 ± 2.8 | 59.5 ± 10.2 | – | np | 64.3 ± 4.1 |
| SEIFA IRSD quintile 2 | 75.2 ± 2.1 | 73.8 ± 10.7 | 71.8 ± 11.2 | 71.7 ± 12.8 | 70.6 ± 2.8 | 68.7 ± 3.0 | 66.7 ± 36.8 | 65.8 ± 31.9 | 73.1 ± 1.8 |
| SEIFA IRSD quintile 3 | 80.2 ± 13.4 | 78.6 ± 14.2 | 80.2 ± 14.7 | 74.8 ± 3.0 | 78.6 ± 0.6 | 73.0 ± 3.3 | 82.6 ± 13.7 | 77.1 ± 6.1 | 78.9 ± 6.9 |
| SEIFA IRSD quintile 4 | 83.3 ± 10.9 | 85.7 ± 12.8 | 81.9 ± 2.8 | 78.9 ± 4.2 | 82.2 ± 4.5 | 85.2 ± 31.1 | 84.9 ± 23.9 | 84.6 ± 4.0 | 82.9 ± 6.5 |
| SEIFA IRSD quintile 5 | 91.1 ± 3.1 | 91.4 ± 14.4 | 87.9 ± 1.2 | 89.7 ± 4.8 | 90.3 ± 1.3 | 90.4 ± 49.0 | 92.2 ± 12.3 | 89.1 ± 27.6 | 90.4 ± 0.6 |
| 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 |

TABLE BA.32

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level 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> |
|-----------------------|------------|------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|
| 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 |
| SEIFA IRSD quintile 4 | 85.9 ± 2.2 | 84.2 ± 1.2 | 82.8 ± 2.6 | 82.1 ± 2.7 | 80.6 ± 2.8 | 85.3 ± 4.7 | 91.7 ± 3.8 | 82.9 ± 4.5 | 84.0 ± 1.0 |
| SEIFA IRSD quintile 5 | 91.9 ± 1.7 | 89.8 ± 1.9 | 88.4 ± 3.1 | 90.5 ± 2.2 | 83.1 ± 3.8 | 82.6 ± 8.2 | 90.8 ± 2.6 | 79.2 ± 4.6 | 89.9 ± 0.9 |
| 2011 | | | | | | | | | |
| 20–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 75.0 ± 6.9 | 77.3 ± 6.9 | 69.6 ± 10.8 | 73.7 ± 11.0 | 71.4 ± 8.2 | 72.4 ± 12.8 | np | np | 74.1 ± 3.7 |
| SEIFA IRSD quintile 2 | 75.7 ± 7.2 | 85.5 ± 5.6 | 77.3 ± 8.7 | 79.1 ± 10.7 | 85.5 ± 8.4 | 69.7 ± 16.5 | – | 77.6 ± 11.6 | 79.5 ± 3.8 |
| SEIFA IRSD quintile 3 | 86.9 ± 5.1 | 82.1 ± 7.6 | 83.1 ± 6.4 | 84.2 ± 8.5 | 88.2 ± 8.6 | 83.5 ± 16.7 | 77.3 ± 19.6 | 82.2 ± 13.1 | 84.2 ± 3.2 |
| SEIFA IRSD quintile 4 | 87.4 ± 6.4 | 88.3 ± 5.1 | 86.7 ± 6.6 | 84.3 ± 8.9 | 90.4 ± 6.4 | 92.3 ± 9.5 | 89.7 ± 7.8 | 65.5 ± 27.3 | 87.3 ± 3.2 |
| SEIFA IRSD quintile 5 | 93.8 ± 4.1 | 95.2 ± 3.6 | 92.0 ± 5.5 | 94.6 ± 4.0 | 92.7 ± 7.5 | 93.0 ± 16.5 | 93.7 ± 5.7 | 92.9 ± 15.3 | 93.8 ± 1.9 |
| 20–64 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 66.0 ± 3.2 | 64.1 ± 4.2 | 63.9 ± 4.4 | 63.9 ± 5.7 | 61.9 ± 3.9 | 59.1 ± 4.4 | 89.9 ± 24.7 | 62.7 ± 7.2 | 64.3 ± 1.9 |
| SEIFA IRSD quintile 2 | 71.3 ± 2.8 | 72.5 ± 3.1 | 67.8 ± 3.8 | 69.9 ± 3.1 | 72.2 ± 3.7 | 64.8 ± 4.4 | 87.1 ± 13.2 | 58.9 ± 6.9 | 70.4 ± 1.7 |
| SEIFA IRSD quintile 3 | 78.0 ± 2.4 | 78.4 ± 2.7 | 77.1 ± 2.7 | 73.9 ± 3.2 | 76.3 ± 3.4 | 71.0 ± 8.4 | 78.9 ± 6.2 | 74.0 ± 4.5 | 77.2 ± 1.4 |

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level 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> |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 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) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, Australia, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.33

Table BA.33 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level 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.33

Table BA.33 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level 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 | | | | | | | | | | |
| 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.33

Table BA.33 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level 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.33 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|

- (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.

Source: ABS unpublished, *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 III level 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> |
|---|-------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d) | '000 | 432.8 | 367.2 | 279.5 | 149.4 | 91.5 | 22.3 | 29.5 | 13.2 | 1 387.0 |
| Total 20–24 year old population (e) | '000 | 507.9 | 413.6 | 331.4 | 185.8 | 112.9 | 31.8 | 31.6 | 16.3 | 1 632.9 |
| Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above | % | 85.2 ± 3.1 | 88.8 ± 3.4 | 84.4 ± 2.6 | 80.4 ± 4.3 | 81.0 ± 3.7 | 70.2 ± 6.0 | 93.4 ± 8.6 | 81.4 ± 6.7 | 84.9 ± 1.5 |
| 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 |

Table BA.34 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level 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> |
|---|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 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 |
| 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 |

(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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. 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 persons aged 20–24 years.

Source: ABS 2010, 2011, 2012 and 2013, *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS unpublished, *Education and Work, Australia, May 2014*, Cat. no. 6227.0.

Table BA.35 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level 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 level 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 level 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 level 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 level 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.36 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above, by SES based on SEIFA IRSD (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> |
|-----------------------|-------------|--------------|-------------|--------------------|--------------|---------------------|--------------------|-------------|-------------|
| 2014 | | | | | | | | | |
| 20–24 year olds | | | | | | | | | |
| SEIFA IRSD quintile 1 | 72.7 ± 7.5 | 85.3 ± 14.2 | 65.4 ± 15.1 | <i>70.9 ± 40.8</i> | 55.7 ± 10.3 | 60.2 ± 9.5 | – | – | 72.2 ± 5.5 |
| SEIFA IRSD quintile 2 | 79.2 ± 3.4 | 76.5 ± 10.8 | 89.2 ± 22.0 | 79.1 ± 14.5 | 83.0 ± 5.6 | 78.3 ± 10.1 | np | 76.9 ± 60.0 | 80.8 ± 3.9 |
| SEIFA IRSD quintile 3 | 91.3 ± 25.2 | 86.3 ± 5.6 | 82.2 ± 9.0 | 79.2 ± 16.2 | 85.6 ± 29.4 | 61.8 ± 23.6 | – | 61.4 ± 16.1 | 85.2 ± 4.9 |
| SEIFA IRSD quintile 4 | 92.8 ± 4.9 | 89.8 ± 6.0 | 87.5 ± 3.2 | 76.5 ± 1.7 | 85.8 ± 13.2 | <i>100.0 ± 60.1</i> | <i>94.2 ± 52.3</i> | 78.6 ± 16.4 | 89.7 ± 10.3 |
| SEIFA IRSD quintile 5 | 94.1 ± 7.5 | 102.2 ± 28.3 | 97.9 ± 3.2 | 92.7 ± 4.3 | 104.0 ± 47.8 | np | 94.4 ± 19.5 | 82.9 ± 20.9 | 94.0 ± 3.6 |

- (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 greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The SEW is not conducted in Aboriginal and Torres Strait Islander communities.
– Nil or rounded to zero. **np** not published

Source: ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001.

TABLE BA.37

Table BA.37 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (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> |
|--------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 2014 | | | | | | | | | |
| 20–24 | 39.2 ± 4.0 | 39.5 ± 3.9 | 41.2 ± 4.5 | 41.0 ± 4.9 | 35.6 ± 5.9 | 33.9 ± 10.2 | 36.9 ± 6.5 | 38.2 ± 10.9 | 39.5 ± 2.0 |
| 25–29 | 67.5 ± 4.0 | 66.2 ± 4.2 | 59.4 ± 4.5 | 63.4 ± 5.7 | 60.5 ± 6.3 | 57.8 ± 6.6 | 69.3 ± 7.1 | 64.1 ± 6.6 | 64.5 ± 1.6 |
| 30–34 | 70.3 ± 4.1 | 68.7 ± 3.3 | 65.1 ± 4.9 | 63.5 ± 5.0 | 61.3 ± 5.4 | 60.5 ± 8.2 | 81.1 ± 5.2 | 69.5 ± 7.5 | 67.4 ± 1.7 |
| 35–39 | 67.9 ± 2.9 | 65.1 ± 3.1 | 64.9 ± 3.1 | 64.5 ± 5.0 | 59.3 ± 4.9 | 67.5 ± 6.9 | 72.0 ± 5.9 | 71.4 ± 6.5 | 66.2 ± 1.3 |
| 40–44 | 64.7 ± 4.2 | 64.7 ± 3.4 | 59.9 ± 3.9 | 65.2 ± 5.4 | 57.9 ± 5.1 | 60.8 ± 6.5 | 71.5 ± 7.4 | 64.2 ± 7.5 | 63.4 ± 2.4 |
| 45–49 | 58.2 ± 3.5 | 56.2 ± 4.3 | 59.3 ± 4.1 | 55.9 ± 5.2 | 55.3 ± 4.3 | 50.9 ± 6.5 | 73.4 ± 11.2 | 59.1 ± 10.7 | 57.5 ± 2.1 |
| 50–54 | 57.6 ± 2.5 | 56.5 ± 3.2 | 50.3 ± 3.7 | 56.4 ± 3.7 | 50.1 ± 4.7 | 50.1 ± 6.8 | 66.1 ± 9.0 | 54.7 ± 7.5 | 55.1 ± 1.7 |
| 55–59 | 54.3 ± 3.6 | 54.1 ± 5.3 | 54.9 ± 5.0 | 54.9 ± 5.1 | 43.9 ± 4.1 | 48.8 ± 7.1 | 72.1 ± 10.4 | 60.2 ± 8.2 | 53.6 ± 1.8 |
| 60–64 | 46.8 ± 3.9 | 49.2 ± 3.7 | 43.0 ± 4.5 | 45.4 ± 4.0 | 44.6 ± 5.2 | 41.2 ± 7.0 | 69.5 ± 9.3 | 46.3 ± 10.9 | 46.5 ± 2.3 |
| 25–64 | 61.3 ± 1.5 | 60.8 ± 1.6 | 57.7 ± 1.9 | 59.4 ± 2.1 | 54.3 ± 1.6 | 54.2 ± 2.4 | 72.1 ± 3.4 | 63.3 ± 1.4 | 59.9 ± 0.8 |
| 20–64 | 58.8 ± 1.5 | 58.3 ± 1.6 | 55.8 ± 1.7 | 57.3 ± 1.8 | 52.1 ± 1.6 | 51.9 ± 2.8 | 67.6 ± 3.3 | 60.5 ± 1.0 | 57.5 ± 0.7 |
| 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 |

TABLE BA.37

Table BA.37 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (per cent) (a), (b), (c)

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

TABLE BA.37

Table BA.37 **Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (per cent) (a), (b), (c)**

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 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 |

- (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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Source: ABS 2010, 2011, 2012 and 2013, *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS unpublished, *Education and Work, Australia, May 2014*, Cat. no. 6227.0.

Table BA.38 Proportion of 20–64 year olds with qualifications at Certificate III level 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.39 **Proportion of 20–64 year olds with qualifications at Certificate III level 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 | % | 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 (e) | % | 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 table.

(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.40

Table BA.40 **Proportion of 20–64 year olds with qualifications at Certificate III level 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> |
|-----------------------|------------|-------------|-------------|------------|------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| SEIFA IRSD quintile 1 | 43.1 ± 3.6 | 45.0 ± 4.1 | 43.8 ± 4.1 | 40.0 ± 3.6 | 40.9 ± 4.5 | 42.3 ± 4.8 | – | np | 43.2 ± 1.6 |
| SEIFA IRSD quintile 2 | 56.3 ± 3.5 | 51.9 ± 1.5 | 50.6 ± 2.9 | 51.6 ± 3.7 | 48.0 ± 3.9 | 52.1 ± 4.5 | 50.0 ± 32.8 | 51.6 ± 4.2 | 52.4 ± 2.1 |
| SEIFA IRSD quintile 3 | 60.7 ± 9.7 | 57.8 ± 10.4 | 57.3 ± 10.7 | 56.7 ± 5.0 | 54.2 ± 3.8 | 56.2 ± 2.4 | 72.7 ± 46.7 | 59.4 ± 5.8 | 58.3 ± 0.3 |
| SEIFA IRSD quintile 4 | 61.7 ± 1.9 | 63.3 ± 2.2 | 59.2 ± 3.6 | 57.6 ± 3.9 | 60.0 ± 4.1 | 63.6 ± 2.4 | 65.5 ± 4.1 | 64.0 ± 4.2 | 61.1 ± 5.0 |
| SEIFA IRSD quintile 5 | 70.9 ± 1.7 | 71.5 ± 10.2 | 65.3 ± 11.2 | 68.5 ± 3.6 | 70.4 ± 6.1 | 71.9 ± 39.8 | 68.5 ± 2.1 | 66.7 ± 1.5 | 69.3 ± 4.6 |
| 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 |

Table BA.40 **Proportion of 20–64 year olds with qualifications at Certificate III level 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> |
|-----|--|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) | 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). | | | | | | | | |
| (b) | 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. | | | | | | | | |
| (c) | 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. | | | | | | | | |
| (d) | In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia. | | | | | | | | |
| (e) | The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years. | | | | | | | | |
| | – Nil or rounded to zero. np Not published. | | | | | | | | |

Source: ABS unpublished, *Education and Work, Australia, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

Table BA.41 **Proportion of 20–64 year olds with qualifications at Certificate III level or above, by SES based on SEIFA IRSD (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> |
|-----------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| 2012 | | | | | | | | | | |
| 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 |
| 2007 | | | | | | | | | | |
| 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) 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 table.
- (b) Not stated responses are excluded from the calculations (numerator and denominator).
- (c) 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).
- (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.42

Table BA.42 **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.43

Table BA.43 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.44

Table BA.44 **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.

Table BA.45 General Government Final Consumption Expenditure (GGFCE), chain price index

| <i>Years</i> | <i>2013-14 = 100</i> |
|--------------|----------------------|
| 2004-05 | 75.6 |
| 2005-06 | 79.2 |
| 2006-07 | 82.1 |
| 2007-08 | 85.4 |
| 2008-09 | 88.7 |
| 2009-10 | 91.2 |
| 2010-11 | 95.9 |
| 2011-12 | 97.4 |
| 2012-13 | 98.7 |
| 2013-14 | 100.0 |

Source: Review calculations based on ABS 2015, *Australian National Accounts: National Income, Expenditure and Product, Jun 2015*, Cat. no. 5206.0, Canberra; table 2A.48.

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.

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

DQI Contents

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| Completion of year 12 (or equivalent) or Certificate level III or above | 23 |
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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 and Training, with additional Steering Committee comments.

Indicator definition and description

| | |
|--------------------------------|--|
| Indicator | School readiness |
| Measure/s (computation) | <p><u>Definition</u></p> <p>The proportion of children developmentally on track on four or more (of five) domains of the Australian Early Childhood Census (AEDC) by Indigenous status.</p> <p><u>Numerator</u></p> <p>The number of children with a valid domain score who are developmentally on track on four or more domains.</p> <p><u>Denominator</u></p> <p>The number of children with a valid domain score who were assessed.</p> <p><u>Computation</u></p> <p>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.</p> |
| Data source/s | Australian Government Department of Education and Training (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 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 | <p>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.</p> <p>The AEDC data protocol details the requirements for public release of data.</p> |
| Interpretability | User guides and explanatory material are available on the AEDC website. |

Data Gaps/Issues Analysis

| | |
|------------------------------|--|
| Key data gaps /issues | <p>The Steering Committee notes the following issues:</p> <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. |
|------------------------------|--|

Early learning (home based)

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> The proportion of children aged 3–8 years who are involved in home-based reading activities (based on the number of days per week that a parent told stories, read to a child or listened to a child read) <u>Numerator</u> Number of children involved in home-based reading activities by number of days each week. <u>Denominator</u> Number of 3–8 year olds. <u>Computation</u> The number of children involved in home-based reading activities by number of days each week divided by the number of 3–8 year olds. |
| Data source/s | <u>Numerator/Denominator</u> ABS (unpublished) <i>Microdata: Childhood Education and Care, Australia, June 2014</i> , Cat. no. 4402.0.55.001. |

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 2014 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two-week period between 8-21 June 2014, with some additional follow up of just over 500 outstanding households to increase sample numbers conducted in September 2014. 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 | 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 2014 CEaCS data is June 2014 and was published in April 2015. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years. |
| Accuracy | Approximately 83 per cent of selected households were fully responding to the CEaCS in 2014, resulting in 4635 household records and 7126 children records. 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 is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15-74 years.

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 Both the numerator and denominator are from CEaCS.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from CEACS in 2011 whereas in 2014 only people living in Aboriginal and Torres Strait Islander communities were excluded.

Accessibility A range of national and state and territory level information are published in the CEaCS (cat. no. 4402.0) on the ABS website. The ABS also offers users a for-fee TableBuilder product which is used for compilation of RoGS data. Additional data can also be requested 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 The Steering Committee notes the following issues:

- this measure is only a proxy measure of school readiness
- the survey excludes people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.
- since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.

Participation

Participation in education and training by level of study

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 level of study and age groups 15–19 and 20–24 year olds <u>Numerator</u> Number of 15–19, 20–24 and 15–24 year olds participating in education and training by level of study. Level of study includes the following categories: Bachelor degree or above; Diploma or advanced diploma; Certificate III or IV; Certificate I or II or n.f.d; School level study; Not enrolled. <u>Denominator</u> Number of 15–19, 20–24 and 15–24 year olds <u>Computation</u> The number of people aged 15–19, 20–24 and 15–24 years participating in education and training by level of study divided by the number of persons aged 15–19, 20–24 and 15–24 years. |
| Data source/s | <u>Numerator/Denominator</u> ABS (unpublished) <i>Microdata: Education and Work, Australia, May 2014</i> , Cat. no. 6227.0.30.001. |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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. In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification. |
| Timeliness | The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Data from the survey are released approximately six months after they have been collected. |
| Accuracy | The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed |

interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.

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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote

parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

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) | <p><u>Definition</u></p> <p>The proportion of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds participating in full time education and training and/or employment</p> <p><u>Numerator</u></p> <p>Number of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds participating in full time education and training and/or employment</p> <p><u>Denominator</u></p> <p>Number of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds</p> <p><u>Computation</u></p> <p>The number 15–19, 20–24, 15–24, 17–24 and 15–64 of year olds participating in full time education and training and/or employment divided by the number of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds</p> |
| Data source/s | <p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) Microdata: <i>Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.30.001.</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p> |
| Timeliness | <p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p> |
| Accuracy | <p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</p> <p>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.</p> |

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the 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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

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

- the level of participation in full time education and training and/or employment varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.
- the 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
- the size of the RSEs affects the ability to identify small year to year movements.

School leaver 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 old school leavers participating in full time education and training and/or employment <u>Numerator</u> Number of 17–24 year old school leavers participating in full time education and training and/or employment <u>Denominator</u> Number of 17–24 year old school leavers. <u>Computation</u> The number of 17–24 year old school leavers participating in full time education and training and/or employment divided by the number 17–24 year old school leavers. |
| Data source/s | <u>Numerator/Denominator</u> ABS (unpublished) <i>Microdata: Education and Work, Australia, May 2014</i> , Cat. no. 6227.0.30.001. |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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. In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification. |
| Timeliness | The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected. |
| Accuracy | The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent. 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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data

collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- the level of school leaver participation in full time education and training and/or employment varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.
- the 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
- 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>Microdata: Education and Work, Australia, May 2014</i> , Cat. no. 6227.0.30.001. |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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. In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification. |
| Timeliness | The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected. |
| Accuracy | The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent. |

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.

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

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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

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

- educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes. However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report.
- the size of the RSEs affects the ability to identify small year to year movements.

Population with or working towards a non-school qualification

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 with or working towards a non-school qualification <u>Numerator</u> Number of 20–64 year olds with or working towards a non-school qualification <u>Denominator</u> Number of 20–64 year olds. <u>Computation</u> The number of 20–64 year olds with or working towards a non-school qualification divided by the number of 20–64 year olds. |
| Data source/s | <u>Numerator/Denominator</u> ABS (unpublished) <i>Microdata: Education and Work, Australia, May 2014</i> , Cat. no. 6227.0.30.001. |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p> |
| Timeliness | <p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p> |
| Accuracy | <p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</p> <p>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.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from</p> |

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.

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

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.

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Coherence

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Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

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respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes. However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report
- the 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
- the size of the RSEs affects the ability to identify small year to year movements.

Completion of year 12 (or equivalent) or Certificate II level 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) | <p><u>Definition</u></p> <p>The proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above. This is also reported by Indigenous status for 20–24 year olds.</p> <p><u>Numerator</u></p> <p>Number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above.</p> <p><u>Denominator</u></p> <p>Number of 20–24 and 20–64 year olds.</p> <p><u>Computation</u></p> <p>The number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above divided by the number of 20–24 and 20–64 year olds.</p> |
| Data source/s | <p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p> |
| Timeliness | <p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p> |
| Accuracy | <p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</p> <p>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.</p> <p>The data are event data that can be used to measure year to year changes provided</p> |

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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data

collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes. However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report
- the 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
- the size of the RSEs affects the ability to identify small year to year movements.

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) | <p><u>Definition</u></p> <p>The proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above. This is also reported by Indigenous status.</p> <p><u>Numerator</u></p> <p>Number of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above.</p> <p><u>Denominator</u></p> <p>Number of 20–24 year olds.</p> <p><u>Computation</u></p> <p>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.</p> |
| Data source/s | <p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p> |
| Timeliness | <p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p> |
| Accuracy | <p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</p> <p>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.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS</p> |

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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW

sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

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

- educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes. However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report
- the 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
- the size of the RSEs affects the ability to identify small year to year movements.

Population with qualifications at Certificate III level 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 with qualifications at Certificate III level or above. This is also reported by Indigenous status. <u>Numerator</u> The number of 20–64 year olds with qualifications at Certificate III level or above. <u>Denominator</u> Number of 20–64 year olds. <u>Computation</u> The number of 20–64 year olds with qualifications at Certificate III level or above divided by the number of 20–64 year olds. |
| Data source/s | <u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, May 2014</i> , Cat. no. 6227.0. |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p> |
| Timeliness | <p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p> |
| Accuracy | <p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</p> <p>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.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from</p> |

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.

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

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all

respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes. However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report
- the 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
- the size of the RSEs affects the ability to identify small year to year movements.

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

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website. |
| Relevance | 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: <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 | PIAAC was designed to provide reliable estimates at the national level and for each state and territory. Dwellings in each state and territory were selected at random using a multi-stage area sample. The sample included only private dwellings from the geographic areas covered by the survey. The initial sample for PIAAC consisted of 14 442 private dwellings. Of the 11 532 households that remained in the survey after sample loss, 8446 (73 per cent) were fully responding or provided sufficient detail for scores to be determined. Data were collected by trained ABS interviewers who conducted computer-assisted personal interviews. An in-scope household respondent was randomly selected to be interviewed and asked background information before undertaking a self-enumeration exercise on their literacy, numeracy and problem solving skills in technology-rich |

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

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

Two initial weighting adjustment factors were applied:

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

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

Data with a 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 The Steering Committee notes the following issues:

- educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes. However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work).

3 Early childhood education and care

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '3A' prefix (for example, table 3A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available on the website www.pc.gov.au/rogs/2016.

This chapter reports on the performance of early childhood education and care (ECEC) services, which comprised child care and preschool services. ECEC services aim to meet the care, educational and developmental needs of children.

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:

- changes to the profile section to distinguish services which are government funded from services which are approved, licensed or registered to operate
- an additional measure supporting the 'staff quality in ECEC' output indicator — the qualification level of staff in preschool teacher roles
- an additional measure supporting the 'family work-related needs for child care' outcome indicator — the proportion of persons not in the labour force due to caring for children, by child care service related reasons

- an additional basis for reporting the ‘out-of-pocket costs of child care’ outcome indicator — for families with one child using 30 hours of care per week.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

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. ECEC services provide one or more of the following broad service types:

- Child care – refers to formal child care services provided to children aged 0–12 years, including:
 - long day care
 - family day care
 - outside school hours care (OSHC)
 - occasional care
 - other care (see section 3.5 for definitions).
- Preschool – refers to services delivering a preschool program by a qualified teacher to children, mainly in the year or two before they begin full time schooling. Preschool program names and starting ages for each State and Territory are presented in table 3.1.

Table 3.1 **Preschool programs in Australia, 2014-15^a**

| <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 | 5 by 30 June |

^a See table 3A.1 for detailed footnotes and caveats.

Source: State and Territory governments (unpublished); table 3A.1.

An ECEC service may offer two different service types, such as long day care and OSHC (both child care service types) or long day care (child care) and preschool. 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 delivered within a long day care centre. According to the *National Early Childhood Education and Care Collection* (NECECC), nationally in 2014 73.6 per cent of long day care centres also delivered a preschool service.

In addition to ECEC (preschool and child care), a broader range of integrated services are provided to children and families, including maternal and child health and family support services. 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 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 solely fund some child care services or contribute to services in receipt of Australian Government funding. They may license or register child care services which are not approved under the NQF. State and Territory governments 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 licensed or registered 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 services 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 3.1).

Box 3.1 **The COAG Early Childhood Reform Agenda**

The main COAG national reform initiatives linked specifically to early childhood development, education and care and currently operating 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 covering service delivery in 2015 (replacing the NP UAECE 2013-14 and the NP ECE 2008–2013). The NP UAECE supports access to a preschool program in the 12 months prior to full time schooling. Performance measurement results published for these arrangements may differ in some cases to those presented in this Report, due to differing definitions adopted for calculating national indicators
- the *National Indigenous Reform Agreement (NIRA)* which includes a target to ensure all Aboriginal and Torres Strait Islander children aged 4 years in remote communities have access to early childhood education by 2013
- the NP NQAECEC which incorporates a 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*.

Further information is available at www.federalfinancialrelations.gov.au.

Funding

Total Australian, State and Territory government recurrent and capital expenditure on ECEC services was \$8.6 billion in 2014-15, compared with \$7.8 billion (an increase of \$745.6 million, or 9.6 per cent in real terms) in 2013-14. Nationally, the average annual growth rate of real expenditure was 10.6 per cent between 2010-11 and 2014-15 (table 3A.3).

Australian Government expenditure accounted for 83.0 per cent (\$7.1 billion) of total government expenditure on ECEC services in 2014-15 (tables 3A.3 and 3A.4). State and Territory government expenditure on ECEC services in 2014-15 was \$1.5 billion, with preschool services accounting for the majority of this expenditure (85.6 per cent, or \$1.4 billion nationally) (tables 3A.3 and 3A.5).



Australian Government expenditure of \$7.1 billion in 2014-15 does not include the \$356.2 million allocated by the Australian Government to State and Territory governments in 2014-15 through the NP UAECE (table 3A.6). Australian Government funding provided through the NP UAECE is a contribution to support states and territories to increase preschool participation and attendance rates. States and territories determine distribution of

NP UAECE funding, provided they make funding available to support children in all settings that deliver a quality preschool program. NP UAECE funding is included in the \$1.5 billion ECEC expenditure by State and Territory governments in 2014-15 (table 3A.5).

Figure 3.1 summarises services funded in 2014-15 by Australian or State and Territory governments.

Figure 3.1 Summary of ECEC service funding by Australian, State and Territory governments, 2014-15^{a, b}

| <i>Funding government</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas^c</i> | <i>ACT^c</i> | <i>NT</i> | <i>Aus Gov</i> |
|--|------------|------------|------------|-----------|-----------|------------------------|------------------------|-----------|----------------|
| Funded child care services | | | | | | | | | |
| Long day care | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Family day care | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| OSHC | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Vacation care | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Occasional care | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Other care ^d | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| In home care | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Budget Based Funded | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Funded preschool services^e | | | | | | | | | |
| Local government/community preschools | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Preschool program in for profit LDC | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Preschool program in not-for-profit LDC | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Preschool program in government school | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Preschool program in non-government school | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

 Government provides funding to at least one of these services
 Government does not provide funding to any of these services

LDC = long day care. ^a Refers to services which received any Australian, State or Territory government funding (recurrent or capital funding) in 2014-15. ^b Some services may receive funding from both the Australian and State and Territory governments. ^c In Tasmania, some child care services may receive funding under an annual, small capital grants (minor infrastructure) program. These services are not included in this table unless they also receive recurrent funding. In the ACT, childcare services and preschools outside the government sector may receive support through capital grants, rental subsidies, and funding through budget initiatives. These services are not included in this table unless they also receive recurrent funding. ^d Other care services in the NT are 3 year old kindergarten services. ^e Australian Government funding provided through the NP UAECE is a contribution to support states and territories to increase preschool participation and attendance rates. State and Territory governments are responsible for the provision of preschool education in Australia and each jurisdiction has different arrangements for regulating, funding and delivering services.

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

Funded child care services

The Australian Government provides the majority of funding to child care services in Australia. In the March quarter 2015 there were 16 966 Australian Government CCB approved child care services in Australia (table 3.2).

Table 3.2 Number of Australian Government CCB approved child care services, by service type, 2015^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 | 2 740 | 1 249 | 1 443 | 552 | 344 | 115 | 136 | 77 | 6 656 |
| Family day care | 237 | 318 | 115 | 45 | 29 | 11 | 12 | 4 | 771 |
| Vacation care | 760 | 455 | 600 | 257 | 268 | 80 | 55 | 40 | 2 515 |
| OSHC | 1 963 | 1 852 | 1 285 | 708 | 659 | 163 | 148 | 63 | 6 841 |
| Occasional care | 36 | 52 | 8 | 11 | 2 | 4 | 3 | – | 116 |
| In home care | 19 | 15 | 21 | 6 | 3 | 2 | 1 | – | 67 |
| Total | 5 755 | 3 941 | 3 472 | 1 579 | 1 305 | 375 | 355 | 184 | 16 966 |

^a See table 3A.8 for detailed footnotes and caveats. – Nil or rounded to zero.

Source: Australian Government Department of Education and Training (unpublished); table 3A.8.

All Australian Government expenditure is on CCB approved child care services with the exception of Budget Based Funded child care services (box 3.2).

Box 3.2 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 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.

In March 2015 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 available and therefore are not reported in this chapter.

Source: Australian Government Department of Education and Training (unpublished).

In addition, there are some child care services which do not receive Australian Government funding and are funded only by State and Territory governments (table 3.3).

Table 3.3 Number of State and Territory government (only) funded child care services, by service type, 30 June 2015^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 | na | 94 | 33 | 10 | 115 | 19 | .. | 2 | 273 |

^a See table 3A.9 for detailed footnotes and caveats. **na** Not available. **..** Not applicable.

Source: State and Territory governments (unpublished); table 3A.9.

There are also some child care services which operate but do not receive any State and Territory government funding. Examples include some vacation care and occasional care services in NSW, some occasional care services in Tasmania and some 3 year old kindergarten services (i.e. not delivering a preschool program by a qualified teacher) in Victoria. Data on these services are only included in this Report if they receive Australian Government funding (i.e. are CCB approved), are NQF approved or State and Territory government licensed or registered to operate.

Funded preschool services

Table 3.4 provides the number of services which deliver a preschool program and receive State and Territory government funding. Information on the type of preschool services which receive State and Territory government funding is included in figure 3.1.

Table 3.4 Number of State and Territory government funded preschool services, 30 June 2015^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 | 865 | 1 195 | 465 | 909 | 389 | 213 | 77 | 120 | 4 233 |

^a See table 3A.9 for detailed footnotes and caveats.

Source: State and Territory governments (unpublished); table 3A.9.

Not all services delivering a preschool program receive State and Territory government funding. For example, in NSW preschool programs delivered in for profit and not-for-profit long day care centres and in non-government schools do not receive NSW government funding. In WA there are some preschool programs in government schools and non-government schools, particularly for 3 year olds which do not receive WA government funding (these services receive local government funding).

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, family day care, vacation care and OSHC services are approved services that fall within the scope of the NQF. 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 occasional care and mobile preschools. In addition, some services may require State or Territory based registration to operate (instead of NQF approval or State or Territory licensing).

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.

The number of NQF approved and State and Territory government licensed or registered services by service type are reported in tables 3.5 and 3.6 respectively.

Quality improvement

Since 1 January 2012, the NQF has determined the approach to quality improvement. 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 for 18 standards. Each standard contains a number of elements that describe the outcomes that contribute to the standard being achieved.

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.

Size and scope

NQF approved ECEC services

At 30 June 2015 there were 14 910 NQF approved ECEC services in Australia, delivering 19 535 service types (table 3.5).

Table 3.5 Number of NQF approved ECEC services, by service type, 30 June 2015^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 | 2 777 | 1 259 | 1 420 | 635 | 322 | 116 | 129 | 76 | 6 734 |
| Family day care | 324 | 361 | 145 | 62 | 38 | 12 | 18 | 6 | 966 |
| Vacation care | 945 | 476 | 935 | 356 | 286 | 102 | 64 | 38 | 3 202 |
| OSHC | 1 268 | 1 098 | 972 | 419 | 362 | 133 | 102 | 50 | 4 404 |
| Occasional care | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Other care | 27 | 148 | 13 | 24 | 118 | – | 7 | 2 | 339 |
| Preschool | 864 | 1 246 | 1 145 | 18 | 437 | – | 95 | 85 | 3 890 |
| Sum of service types | 6 205 | 4 588 | 4 630 | 1 514 | 1 563 | 363 | 415 | 257 | 19 535 |
| Total individual ECEC services | 5 104 | 3 977 | 2 790 | 1 104 | 1 153 | 222 | 341 | 219 | 14 910 |

^a See table 3A.10 for detailed footnotes and caveats. .. Not applicable. – Nil or rounded to zero.

Source: ACECQA NQAITS (unpublished); table 3A.10.

State and Territory government licensed or registered ECEC services

A small number of ECEC services also exist which State and Territory governments license or register to operate, but are not approved under the NQF (table 3.6).

Table 3.6 Number of State and Territory government licensed or registered ECEC services, by service type, 30 June 2015^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 | – | 28 | 17 | 13 | .. | 4 | – | .. | 62 |
| Family day care | – | .. | – | – | .. | – | – | .. | – |
| Vacation care | – | 1 | 11 | – | .. | 6 | – | .. | 18 |
| OSHC | – | .. | 19 | – | .. | 2 | – | .. | 21 |
| Occasional care | 65 | 378 | 36 | – | 87 | 27 | – | .. | 593 |
| Other care | 91 | 25 | – | – | 28 | 2 | – | .. | 146 |
| Preschool | – | 2 | 13 | 909 | 3 | 215 | – | .. | 1 142 |
| Sum of service types | 156 | 434 | 96 | 922 | 118 | 256 | – | .. | 1 982 |
| Total individual ECEC services | 156 | 434 | 66 | 922 | 118 | 250 | – | .. | 1 946 |

^a See table 3A.11 for detailed footnotes and caveats. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments (unpublished); table 3A.11.

NQF approved 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 ECEC services are presented in table 3.7.

Table 3.7 Proportion of NQF approved ECEC services, by management type, 30 June 2015 (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> |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Community | 28.3 | 35.6 | 54.6 | 7.1 | 16.0 | 53.6 | 46.9 | 35.2 | 33.5 |
| Private | 38.9 | 41.2 | 38.5 | 64.4 | 20.3 | 28.4 | 21.1 | 16.9 | 39.0 |
| Non-government school | 1.6 | 4.2 | 4.4 | 0.1 | 11.2 | 4.5 | 9.1 | 12.3 | 3.8 |
| Total non-government | 68.7 | 81.0 | 97.4 | 71.6 | 47.5 | 86.5 | 77.1 | 64.4 | 76.3 |
| Government | 8.8 | 18.9 | 2.2 | 4.0 | 51.9 | 13.5 | 22.6 | 35.6 | 14.0 |
| Unknown management type | 22.5 | 0.1 | 0.4 | 24.5 | 0.6 | – | 0.3 | – | 9.7 |
| Total NQF approved ECEC services | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

^a See table 3A.10 for detailed footnotes and caveats. – Nil or rounded to zero.

Source: ACECQA NQAITS (unpublished); table 3A.10.

Services delivering a preschool program

The NECECC provides information on service numbers and usage of preschool programs. NECECC data are not directly comparable to data in earlier sections of this Report. Box 3.3 contains more information on the NECECC.

Box 3.3 **NECECC**

The NECECC is conducted annually. The collection date is the first Friday in August each year.

The aim of the NECECC is to provide comparable state and territory data 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. However, alignment with these standards has not yet been completely achieved by some jurisdictions, and care should be taken when making comparisons across jurisdictions.

The NECECC is derived from data provided by the Australian Government and State and Territory government departments with responsibility for early childhood education.

The scope of the NECECC 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 stand-alone 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. 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 the Child Care Management System or state and territory ECEC collections. Continuous improvements to the methodology and coverage of the NECECC are being made to capture the full range of preschool services.

All children who were aged between 3 and 6 years (inclusive) on 1 July in the collection year are included in the NECECC if they were enrolled in a preschool program during the reference period. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return. All paid employees delivering a preschool program at an in-scope service provider during the reference period are included in the collection.

Source: ABS (2015a).

Nationally in 2014 according to the NECECC there were 8989 services in Australia delivering preschool programs to children from 3 years of age. Of these services, 4709 were delivered from long day care centres and 4280 were delivered from stand-alone preschools or preschools attached to a school. While the proportion varied across jurisdictions, over half of all preschool services in Australia were delivered by long day care centres (table 3.8).

Table 3.8 Number and proportion of preschool services, by service delivery setting and management type, 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> |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Preschool services (no.) | | | | | | | | | |
| LDC with preschool | | | | | | | | | |
| Government | 214 | 74 | 9 | 15 | 47 | – | 6 | – | 365 |
| Non-government | 1 518 | 988 | 1 308 | 229 | 168 | 15 | 76 | 42 | 4 344 |
| Total LDC with preschool | 1 732 | 1 062 | 1 317 | 244 | 215 | 15 | 82 | 42 | 4 709 |
| Preschool not delivered in LDC | | | | | | | | | |
| Government | 161 | 231 | 114 | 649 | 350 | 155 | 80 | 126 | 1 866 |
| Non-government | 692 | 916 | 453 | 251 | 30 | 58 | 5 | 9 | 2 414 |
| Community | 671 | 840 | 406 | – | 3 | – | – | – | 1 920 |
| Private for profit | 3 | 10 | – | – | – | – | – | – | 13 |
| Non-government school | 18 | 66 | 47 | 251 | 27 | 58 | 5 | 9 | 481 |
| Preschool not delivered in LDC | 853 | 1 147 | 567 | 900 | 380 | 213 | 85 | 135 | 4 280 |
| Total preschool services | 2 585 | 2 209 | 1 884 | 1 144 | 595 | 228 | 167 | 177 | 8 989 |
| Preschool services (proportion) | | | | | | | | | |
| LDC with preschool | | | | | | | | | |
| Government | 8.3 | 3.3 | 0.5 | 1.3 | 7.9 | – | 3.6 | – | 4.1 |
| Non-government | 58.7 | 44.7 | 69.4 | 20.0 | 28.2 | 6.6 | 45.5 | 23.7 | 48.3 |
| Total LDC with preschool | 67.0 | 48.1 | 69.9 | 21.3 | 36.1 | 6.6 | 49.1 | 23.7 | 52.4 |
| Preschool not delivered in LDC | | | | | | | | | |
| Government | 6.2 | 10.5 | 6.1 | 56.7 | 58.8 | 68.0 | 47.9 | 71.2 | 20.8 |
| Non-government | 26.8 | 41.5 | 24.0 | 21.9 | 5.0 | 25.4 | 3.0 | 5.1 | 26.9 |
| Community | 26.0 | 38.0 | 21.5 | – | 0.5 | – | – | – | 21.4 |
| Private for profit | 0.1 | 0.5 | – | – | – | – | – | – | 0.1 |
| Non-government school | 0.7 | 3.0 | 2.5 | 21.9 | 4.5 | 25.4 | 3.0 | 5.1 | 5.4 |
| Preschool not delivered in LDC | 33.0 | 51.9 | 30.1 | 78.7 | 63.9 | 93.4 | 50.9 | 76.3 | 47.6 |
| Total preschool services | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

LDC = long day care. ^a See table 3A.12 for detailed footnotes and caveats. – Nil or rounded to zero.

Source: ABS (2015) *Preschool Education, Australia, 2014*, Cat. no. 4240.0; table 3A.12.

Child care service usage

The majority of child care service usage data in this chapter are for Australian Government CCB approved services. A limited amount of data are also available on the usage of the relatively small number of services funded solely by State and Territory governments.

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. Further, 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.

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 (only) funded child care services on the number of supported places. Data on the number of child care places available in State and Territory government (only) funded services are presented in table 3A.24.

In the March quarter of 2015, 1 188 218 children aged 12 years or younger attended Australian Government CCB approved child care services, an increase of 6.9 per cent from 2014 (table 3A.18). For jurisdictions who could report data on child care usage for State and Territory government (only) funded child care services in 2015 there were 5346 children attending these services (table 3A.21). Information on service usage in non-government funded child care services is not available to be included in this Report.

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. A child receiving both long day care and a preschool program from a long day centre is reported in this chapter in data for child care service usage and preschool service usage.

The age from which children can or must attend full time schooling, and therefore the age from which children can attend year before full time schooling (YBFS) 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 YBFS
- 3 year old children enrolled in preschool programs.

In 2014, 289 730 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) (table 3A.25).

In 2014, 44 855 children aged 3 years were enrolled in a preschool program. These data may include both 3 year old children receiving a YBFS preschool program and other

3 year old children receiving a 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.

3.2 Framework of performance indicators

The framework of performance indicators for ECEC is based on common objectives for ECEC (box 3.4).

Box 3.4 Objectives for ECEC services

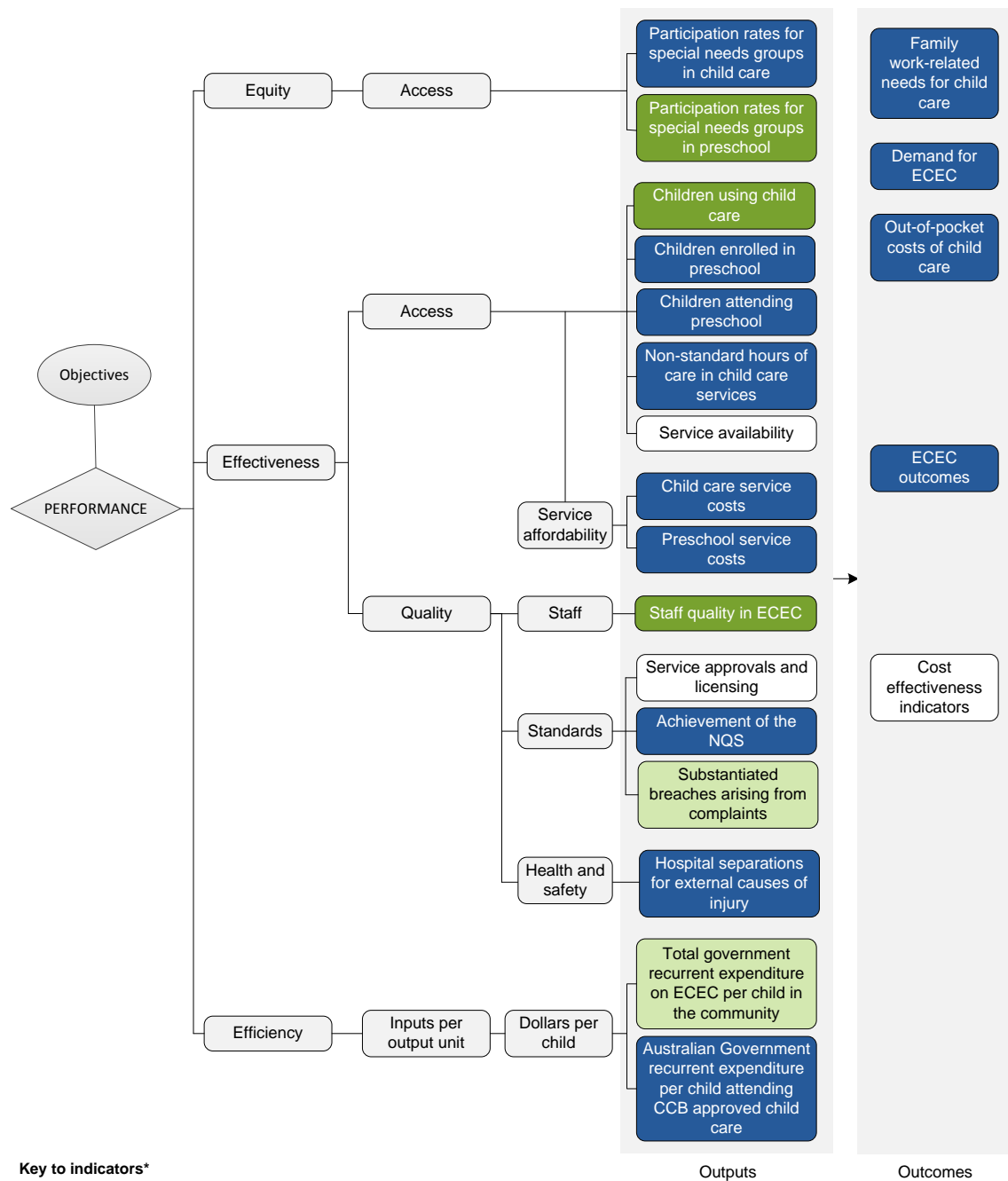
ECEC services aim to:

- 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 2016 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).

In addition to section 3.1, 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 (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.

Data Quality Information (DQI) is included where available for performance indicators in this 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. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

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). Output information is also critical for equitable, efficient and effective management of government services.

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 aged 0–5, 6–12 and 0–12 years attending Australian Government CCB approved child care services who are from targeted special needs groups, compared with the representation of these groups in the community.

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 service users is broadly similar to their representation in the community, this suggests more equitable access.

Data reported for this measure 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 2015 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

The most recent data for participation in Australian Government CCB approved child care services by children from NESB and children with disability are from the *National Early Childhood Education and Care Workforce Census (NECECWC) 2013* (box 3.6). Annual data for participation by Aboriginal and Torres Strait Islander children, children from low income families and children from regional and remote areas are available from Department of Education and Training administrative systems.

Box 3.6 Australian Government NECECWC

The NECECWC 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 NECECWC, which was an initiative of the Australian Government. The next NECECWC is scheduled to be conducted in 2016.

The NECECWC replaced the Australian Government Child Care Provider Survey and the Australian Government Census of Child Care Services, both conducted in earlier years. The NECECWC collected similar information to the previous collections, 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 and Training (unpublished).

Nationally, representation of children aged 0–12 years from special needs groups in child care services was lower than their representation in the community for all special needs groups except children from low income families (table 3.9). This was also the case for children in these groups aged 0–5 years and 6–12 years (table 3A.13). The largest

difference was for 0–12 year old children in low income families with their representation in child care around 7 percentage points higher than their representation in the community.

Table 3.9 Proportion of children aged 0–12 years attending Australian Government CCB approved child care services who are from special needs groups, compared with their representation in the community (per cent)^a

| | 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, 2015 | 2.2 | 0.8 | 3.1 | 2.1 | 1.4 | 4.6 | 1.1 | 7.7 | 2.1 |
| In the community, 2014 | 5.4 | 1.6 | 7.9 | 6.3 | 4.5 | 9.4 | 2.8 | 41.4 | 5.5 |
| <i>Children from low income families</i> | | | | | | | | | |
| In child care services, 2015 | 23.7 | 27.0 | 24.8 | 21.2 | 22.4 | 25.1 | 11.2 | 13.5 | 24.0 |
| In the community, 2013-14 | 17.8 | 17.6 | 16.6 | 11.9 | 18.5 | 24.8 | 6.1 | 9.0 | 16.8 |
| <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, 2015 | 19.6 | 16.7 | 28.6 | 13.7 | 16.8 | 100.5 | 0.3 | 81.1 | 22.0 |
| In the community, 2014 | 25.2 | 23.7 | 35.9 | 17.6 | 23.8 | 98.2 | 0.4 | 51.6 | 27.6 |
| <i>Children from remote areas</i> | | | | | | | | | |
| In child care services, 2015 | 0.2 | – | 1.1 | 3.7 | 2.3 | 0.8 | .. | 19.1 | 0.9 |
| In the community, 2014 | 0.6 | 0.1 | 3.5 | 6.8 | 3.9 | 1.8 | .. | 48.4 | 2.6 |

^a See box 3.5 and table 3A.14 for detailed definitions, footnotes and caveats. .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education and Training (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2013*; ABS (unpublished) *2011 Census of Population and Housing*; ABS (unpublished) *Household Income and Income Distribution, Australia, 2013-14*, Cat. no. 6523.0; ABS (unpublished) *Microdata: Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0.30.002; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (Series B)*, Cat. no. 3238.0; ABS (2014) *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS (unpublished) *Population by Age and Sex, Regions of Australia, 2014*, Cat. no. 3235.0; table 3A.14.

Data on representation of special needs groups in State and Territory government funded child care for children aged 0–12 years are presented in table 3A.15.

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 aged 4 and 5 years 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 2014 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/2016.

Proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups, compared with their representation in the community

Nationally, representation of 3–5 year old children from special needs groups enrolled in a preschool program was lower than their representation in the community for all groups except children from regional areas (table 3.10).

Table 3.10 Proportion of children aged 3–5 years enrolled in a preschool program who are from special needs groups, compared with their representation in the community (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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| <i>Children from NESB</i> | | | | | | | | | |
| In a preschool program, 2014 | 19.4 | 13.3 | 7.6 | na | 11.2 | 2.8 | 29.6 | na | 11.1 |
| In the community, 2011 | 23.7 | 23.4 | 13.2 | 17.7 | 15.4 | 7.4 | 19.6 | 39.3 | 20.0 |
| <i>Children with disability</i> | | | | | | | | | |
| In a preschool program, 2014 | 10.4 | 3.9 | 4.0 | 3.0 | 14.2 | 4.5 | 6.1 | 8.5 | 6.0 |
| In the community, 2012 | 6.2 | 6.9 | 4.2 | 7.1 | 9.2 | 9.0 | 4.7 | np | 6.2 |
| <i>Aboriginal and Torres Strait Islander children</i> | | | | | | | | | |
| In a preschool program, 2014 | 4.7 | 1.4 | 4.9 | 5.9 | 6.5 | 8.6 | 2.3 | 35.4 | 4.6 |
| In the community, 2014 | 5.3 | 1.7 | 8.0 | 6.1 | 4.6 | 9.6 | 2.9 | 38.7 | 5.5 |
| <i>Children from regional areas</i> | | | | | | | | | |
| In a preschool program, 2014 | 29.2 | 23.5 | 33.0 | 17.5 | 22.9 | 98.2 | 2.8 | 53.2 | 27.9 |
| In the community, 2014 | 25.0 | 23.7 | 35.6 | 17.2 | 23.6 | 98.2 | 0.5 | 50.8 | 27.4 |
| <i>Children from remote areas</i> | | | | | | | | | |
| In a preschool program, 2014 | 0.8 | – | 2.8 | 7.0 | 4.0 | 1.8 | .. | 46.5 | 2.4 |
| In the community, 2014 | 0.6 | 0.1 | 3.5 | 6.9 | 3.9 | 1.8 | .. | 49.2 | 2.6 |

^a See box 3.7 and table 3A.16 for detailed definitions, footnotes and caveats. **na** Not available. **..** Not applicable. **–** Nil or rounded to zero. **np** Not published.

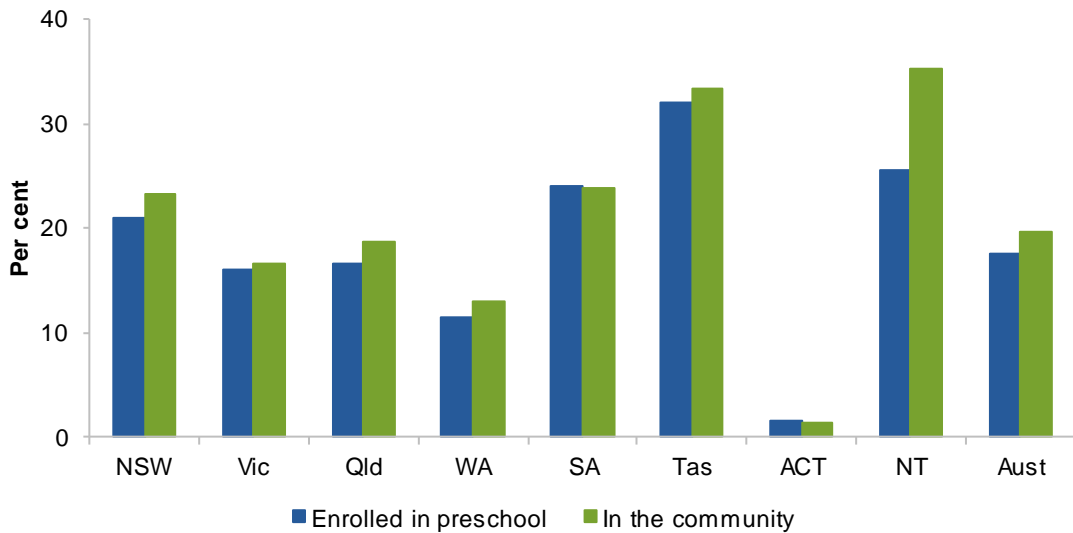
Source: ABS (unpublished) *Microdata: Preschool Education, Australia, 2014*, Cat. no. 4240.0.55.003; ABS (unpublished) *2011 Census of Population and Housing*; ABS (unpublished) *Microdata: Disability, Ageing and Carers, Australia 2012*, Cat. no. 4430.0.30.002, ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (Series B)*, Cat. no. 3238.0 and ABS (unpublished) *Population by Age and Sex, Regions of Australia, 2014*, Cat. no. 3235.0; State and Territory governments (unpublished); table 3A.16.

Data on the representation of special needs groups in a preschool program in the YBFS are presented in table 3A.16.

Proportion of children aged 4 and 5 years enrolled in a preschool program in the YBFS who are disadvantaged, compared with their representation in the community

Nationally in 2014, 17.6 per cent of 4 and 5 year old children enrolled in a preschool program in the YBFS resided in an area with a SEIFA IRSD quintile of 1. This is lower than the 19.5 per cent of 4 and 5 year olds in the community residing in an area with a SEIFA IRSD quintile of 1 (figure 3.3).

Figure 3.3 **Proportion of children aged 4 and 5 years enrolled in a preschool program in the YBFS who are disadvantaged, compared with their representation in the community, 2014^a**



^a See box 3.7 and table 3A.17 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2015) *Preschool Education, Australia, 2014*, Cat. no. 4240.0; (unpublished) *Population by Age and Sex, Regions of Australia, 2014*, Cat. no. 3235.0; table 3A.17.

Data on the proportion of children attending a preschool program who are disadvantaged are presented in table 3A.17.

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 who are attending Australian Government CCB approved child care services by age group (0–5, 6–12 and 0–12 years)
- the proportion of children who are attending Australian Government CCB approved and State and Territory government funded child care services by age group (0–5, 6–12 and 0–12 years)
- average hours of attendance per week for 0–12 year olds 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 and State and Territory government funded 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 services and average hours of attendance
- incomplete for the current reporting period. All required 2015 data were not available for State and Territory government funded child care services for NSW, Vic, WA and the NT. All required 2015 data are available for children attending Australian Government CCB approved child care services and average hours of attendance.

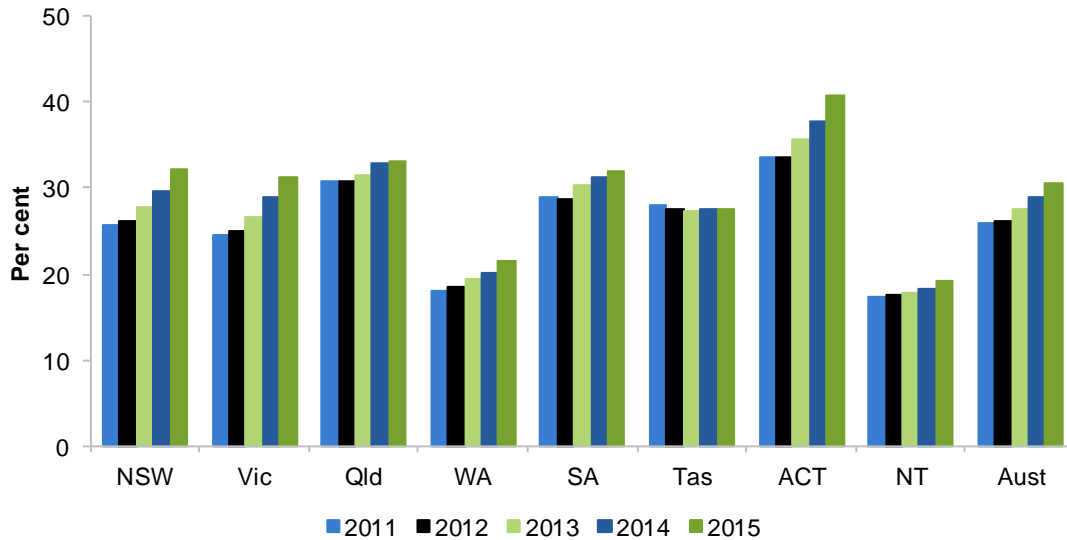
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

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 3.5 contains more detail). Details of the employment status of parents whose children use these services, for 2008, 2011 and 2014, are shown in table 3A.29.

Proportion of children who are attending Australian Government CCB approved child care services, by age group (0–5, 6–12 and 0–12 years)

Nationally in 2015, 30.6 per cent of all children aged 0–12 years attended Australian Government CCB approved child care (figure 3.4). This is an increase from 29.0 per cent in 2014. Proportions increased for both the 0–5 year olds and 6–12 year olds from 2014 to 2015 (table 3A.18). The majority of 0–12 year old children attending Australian Government CCB approved child care services in 2015 (781 426, or 65.8 per cent) were aged 0–5 years (table 3A.18). Data on attendance by single year of age up to 4 years is in table 3A.19.

Figure 3.4 **Proportion of children aged 0–12 years who are attending Australian Government CCB approved child care services^a**



^a See box 3.8 and table 3A.18 for detailed definitions, footnotes and caveats.

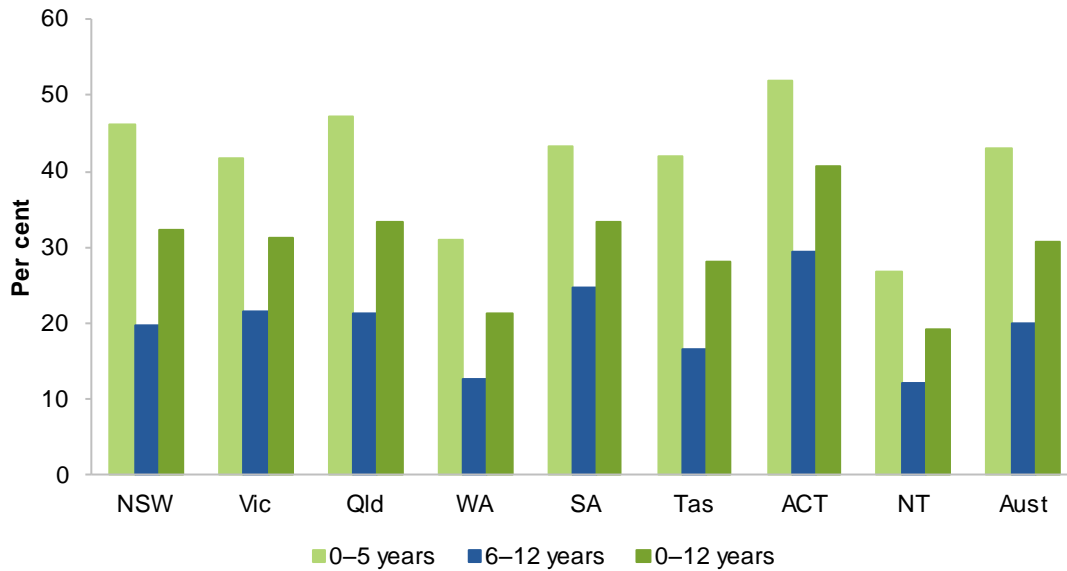
Source: Australian Government Department of Education and Training (unpublished); ABS (unpublished) *Australian Demographic Statistics, Dec 2014 (and previous editions)*, Cat. no. 3101.0; table 3A.18.

Contextual information on the breakdown of 0–12 year old children attending Australian Government CCB approved child care services by service type is provided in table 3A.20. Over half (55.6 per cent) of children attending Australian Government CCB approved child care services receive a long day care service, whilst over a quarter (27.3 per cent) receive an OSHC service.

Proportion of children who are attending Australian Government CCB approved and State and Territory government funded child care services, by age group (0–5, 6–12 and 0–12 years)

Nationally in 2015, 30.8 per cent of children aged 0–12 years attended an Australian Government CCB approved service or a State and Territory government funded service. Amongst children aged 0–5 years, 42.9 per cent attended and amongst children aged 6–12 years, 19.9 per cent attended (figure 3.5). Of those children aged 0–12 years that attended a child care service, nearly all (99.6 per cent) attended an Australian Government CCB approved child care service. This is due to the majority of child care services in Australia being Australian Government CCB approved. The state and territory proportions may be understated because some State and Territory governments cannot report the usage of services funded only by State and Territory government (table 3A.22).

Figure 3.5 Proportion of children who are attending Australian Government CCB approved and State and Territory government funded child care services, by age group, 2015^a



^a See box 3.8 and table 3A.22 for detailed definitions, footnotes and caveats.

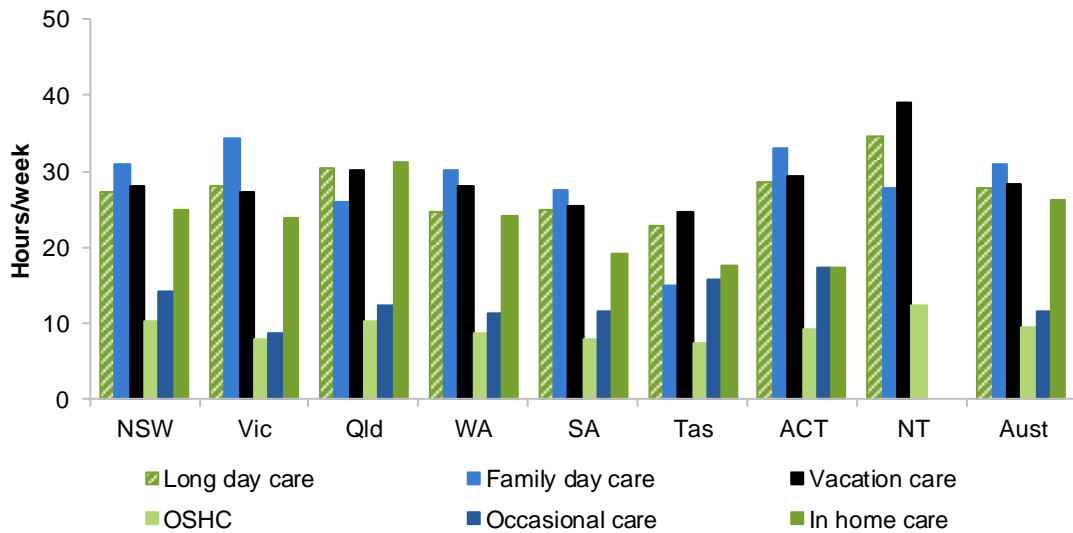
Source: Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics, Dec 2014*, Cat. no. 3101.0; table 3A.22.

Additional information is provided in table 3A.21 on children attending services which receive only State and Territory government funding (i.e. they are not Australian Government CCB approved).

Average hours of attendance per week for 0–12 year olds at Australian Government CCB approved child care services, by service type

The average hours of attendance in Australian Government CCB approved child care in 2015 varied considerably across jurisdictions, for all service types. Nationally, average attendance per child was above 25 hours per week for long day care, family day care, vacation care and in home care (27.9 hours, 30.9 hours, 28.3 hours and 26.1 hours respectively). For OSHC and occasional care average attendance was considerably less at 9.4 hours per week and 11.6 hours per week respectively (figure 3.6).

Figure 3.6 **Average hours of attendance per week for 0–12 year olds at Australian Government CCB approved child care services, by service type, 2015^{a, b}**



^a NT data for occasional care and in home care are zero. ^b See box 3.8 and table 3A.23 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished) administrative data collection; table 3A.23.

From 2014 to 2015, average hours remained fairly similar for all care types (table 3A.23).

Additional information is provided in table 3A.24 on average hours of attendance per week at services which receive only State and Territory government funding.

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 4 year old 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
- as above, for Aboriginal and Torres Strait Islander children
- as above, for Aboriginal and Torres Strait Islander children by remoteness area (national only). [*This aligns with one of two measures in the NIRA*].

YBFS data exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old (to provide an estimate of a single year cohort for the population that will transition to full time schooling in the following year). 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 estimated resident population and Aboriginal and Torres Strait Islander population estimates.

A high or increasing proportion of children enrolled in preschool 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 (see table 3A.1)
- preschool enrolment data are under-reported due to service non-response, particularly long day care centres providing a preschool program
- participation in a preschool program is not compulsory. This indicator does not provide information on parental preferences, or other factors, which can affect preschool use
- an overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) may occur as the measures are based on 4 and 5 year old enrolled population as a proportion of the 4 year old resident population. Overestimation may also result from children: moving interstate during a preschool program year; enrolled in a jurisdiction different to the one in which they live; 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.

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 enrolled in a preschool program in the YBFS, by remoteness area
- 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/2016.

Proportion of 4 year old children who are enrolled in a preschool program in the YBFS

Nationally in 2014, 95.1 per cent of 4 year old children were enrolled in a preschool program in the YBFS. This is an increase from 90.9 per cent in 2013 and 86.2 per cent in 2012 (figure 3.7).

Figure 3.7 Proportion of 4 year old children enrolled in a preschool program in the YBFS^a



^a See box 3.9 and table 3A.25 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2013, 2014 and 2015) *Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0; ABS (2012, 2013 and 2014) *Australian Demographic Statistics, Jun 2012, 2013 and 2014*, Cat. no. 3101.0; table 3A.25.

Data are included on children enrolled in a preschool program in the YBFS by weekly hour ranges. Nationally, the majority of children (84.5 per cent) were enrolled for at least 15 hours per week (table 3A.26).

Proportion of 4 year old Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS

Nationally in 2014, 75.4 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 73.9 per cent in 2013 and 65.0 per cent in 2012 (figure 3.8).

Figure 3.8 Proportion of 4 year old Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS^a



^a See box 3.9 and table 3A.28 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2013, 2014 and 2015) *Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001–2026*, Cat. no. 3238.0; table 3A.28.

Data are included on Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS by weekly hour ranges. Nationally, the majority of Aboriginal and Torres Strait Islander children enrolled in a preschool program (87.5 per cent) were enrolled for at least 15 hours per week (table 3A.29).

Proportion of 4 year old Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS, by remoteness area

In 2014, the enrolment rate was highest in remote areas (82.4 per cent), followed by regional areas (76.5 per cent) and major cities (70.0 per cent). However, the enrolment rate increased from 2013 to 2014 in major cities and regional areas (up 3.3 and 2.6 percentage points respectively), but decreased in remote areas (down 2.6 percentage points) (table 3A.27).

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 4 year old 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
- as above, for Aboriginal and Torres Strait Islander children by remoteness areas (national only). The 4 year old population data are sourced from ABS projected population estimates. [*This aligns with one of two measures in the NIRA*]
- the proportion of children enrolled in a preschool program in the YBFS who are attending by Indigenous status.

YBFS data exclude children aged 5 years old who attended a preschool program in the previous year as a 4 year old (to provide an estimate of a single year cohort for the population that will transition to full time schooling in the following year). 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. This explains similar enrolment and attendance data in some jurisdictions.

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 (see table 3A.1)
- preschool attendance data are under-reported due to service non-response, particularly long day care centres providing a preschool program
- participation in a preschool program is not compulsory. This indicator does not provide information on parental preferences, or other factors, which can affect preschool use
- an overestimation of attendance in some states and territories (for example, where attendance rates exceed 100 per cent) may occur as the measures are based on 4 and 5 year old attending population as a proportion of the 4 year old resident population. Overestimation may also result from children: moving interstate during a preschool program year; attending in a jurisdiction different to the one in which they live; 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.

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 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Proportion of 4 year old children who are attending a preschool program in the YBFS

Nationally in 2014, 91.4 per cent of 4 year old children were attending a preschool program in the YBFS. This is an increase from 88.7 per cent in 2013 and 83.8 per cent in 2012 (figure 3.9).

Figure 3.9 Proportion of 4 year old children attending a preschool program in the YBFS^a



^a See box 3.10 and table 3A.31 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2013, 2014 and 2015) *Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0; ABS (2012, 2013 and 2014) *Australian Demographic Statistics, Jun 2012, 2013 and 2014*, Cat. no. 3101.0; table 3A.31.

Across all jurisdictions in 2014, the average attendance of children at a preschool program in the YBFS was between 14.8 and 20.3 hours per week (table 3A.32). Details of the employment status of parents whose children attended preschool services are shown in table 3A.30.

Proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS, by remoteness area

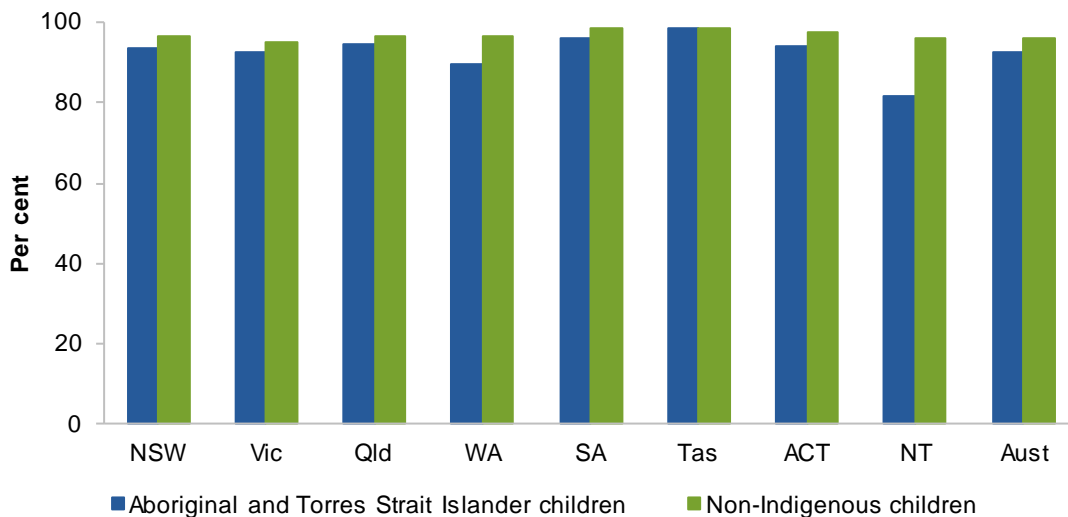
National data on the proportion of Aboriginal and Torres Strait Islander children attending a preschool program in the YBFS are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.35. In 2014, the attendance rate was highest in regional areas (72.3 per cent) followed by remote areas (70.1 per cent) and major cities (66.1 per cent) — the first of the three reporting years that the attendance rate has not been highest in remote areas, reflecting a decrease in the

attendance rate in remote areas from 74.9 per cent in 2013 and in an increase in the attendance rate in non-remote areas (table 3A.35).

Proportion of children enrolled in a preschool program in the YBFS who are attending, by Indigenous status

Nationally in 2014, 92.5 per cent of Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS were attending. In comparison, 96.3 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, 2014^a



^a See box 3.10 and table 3A.37 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Preschool Education, Australia, 2014*, Cat. no. 4240.0.55.003; table 3A.37.

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 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 proportion of Australian Government CCB approved child care services that provide non-standard hours of care, by service type. Definitions of 'standard hours' and 'non-standard hours' are provided in section 3.5.

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.

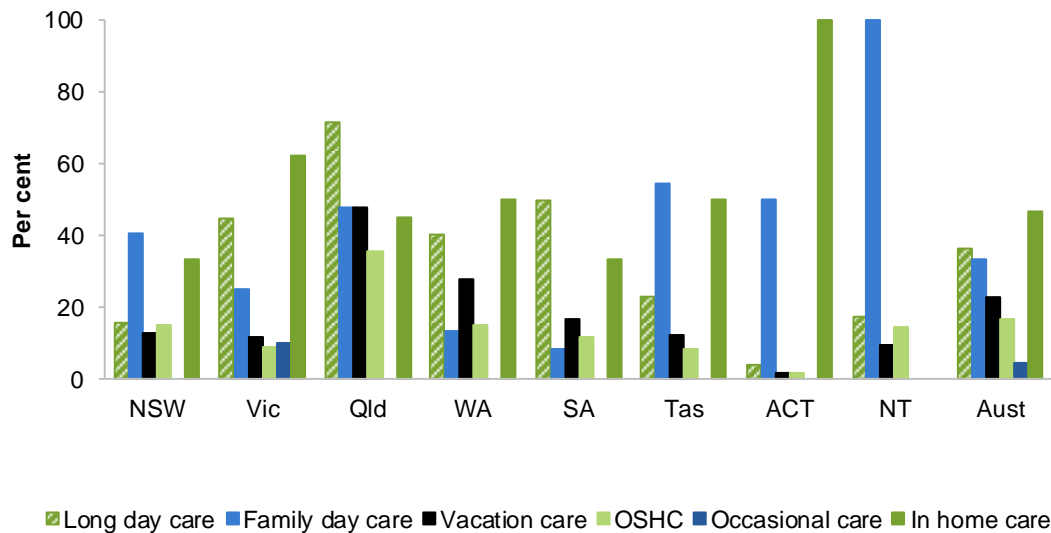
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2015 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

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. Nationally in 2015, 36.7 per cent of long day care services, 33.7 per cent of family day care services, 23.2 per cent of vacation care services, 16.8 per cent of OSHC services, 4.6 per cent of occasional care services and 47.0 per cent of in home care services provided non-standard hours of care (figure 3.11).

Figure 3.11 **Australian Government CCB approved child care services providing non-standard hours of care, by service type, 2015^{a, b}**



^a NT data for occasional care and in home care are not available. Data for occasional care are zero for NSW, Queensland, WA, SA, Tasmania and the ACT. ^b See box 3.11 and table 3A.38 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 3A.38.

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. Measures and data are yet to be identified for ‘service availability’.

Access — 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.

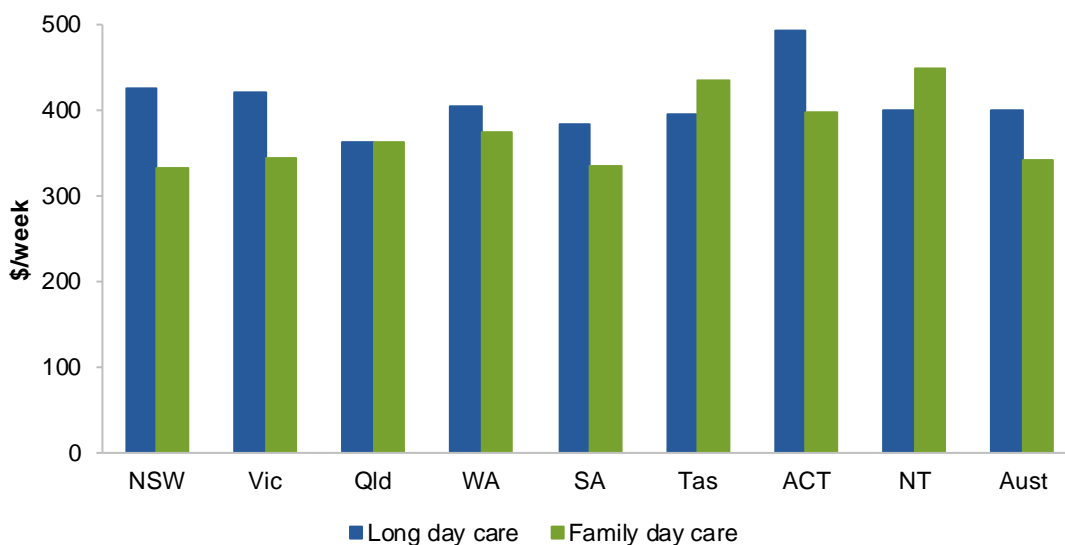
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2015 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally, the median weekly cost for 50 hours of care in 2015 was higher for long day care (\$400) than for family day care (\$341) (figure 3.12). The median weekly cost increased by 4.9 per cent in real terms for long day care from 2014 to 2015 and decreased by 0.7 per cent for family day care over the same period (table 3A.39).

Figure 3.12 Median cost of Australian Government CCB approved child care services, by selected service types, 2015^a



^a See box 3.13 and table 3A.39 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 3A.39.

Median weekly costs paid to Australian Government CCB approved long day care services, by remoteness area are presented in table 3A.40. Nationally in 2015, the median weekly cost of long day care in major cities and inner regional areas (\$400) was higher than in outer regional and remote areas (\$373).

Access — 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 hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years. 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 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 measure 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/2016.

Nationally, the median cost per hour for a preschool program (after subsidies) per child was \$2.20 in 2014, an increase from \$2.14 in 2013 (table 3.11). Preschool is free for children attending a government preschool in WA, SA, Tasmania, the ACT and the NT.

Table 3.11 Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years (2014-15 dollars)^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> |
|---------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Median cost per hour (\$) | | | | | | | | | |
| 2013 | 3.26 | 2.14 | 2.24 | – | – | – | – | – | 2.14 |
| 2014 | 3.60 | 2.20 | 1.90 | – | – | – | – | – | 2.20 |

^a See box 3.14 and table 3A.41 for detailed definitions, footnotes and caveats. – Nil or rounded to zero.

Source: ABS (unpublished) *Microdata: Preschool Education, Australia, 2013 and 2014*; Cat. no. 4240.0.55.003; tables 3A.41 and 3A.7.

Additional information on the hourly cost of preschool programs for children by cost range for 2014 is presented in table 3A.43.

Data on the median hourly cost of preschool programs by remoteness area are presented in table 3A.42. Nationally in 2014, the median hourly cost of preschool in major cities was \$2.50 (after subsidies), compared to \$1.70 in regional areas and zero in remote areas.

Quality

An important focus of Australian, State and Territory governments is to set and maintain appropriate quality standards in ECEC services.

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 three 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 are counted as early childhood qualified with the following fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related
- the proportion of teachers delivering preschool programs who are at least three year university trained and early childhood qualified. Teachers are defined using the following worker roles: principal/director/coordinator/teacher-in-charge and group leader/teacher.

At least three year university trained includes: 'Bachelor degree (3 years or equivalent)', 'Bachelor degree (4 years pass and honours)', 'Graduate diploma/certificate and above'.

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 and teachers delivering preschool programs. Data for workers delivering preschool programs 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 and 2014 data are available for all jurisdictions.

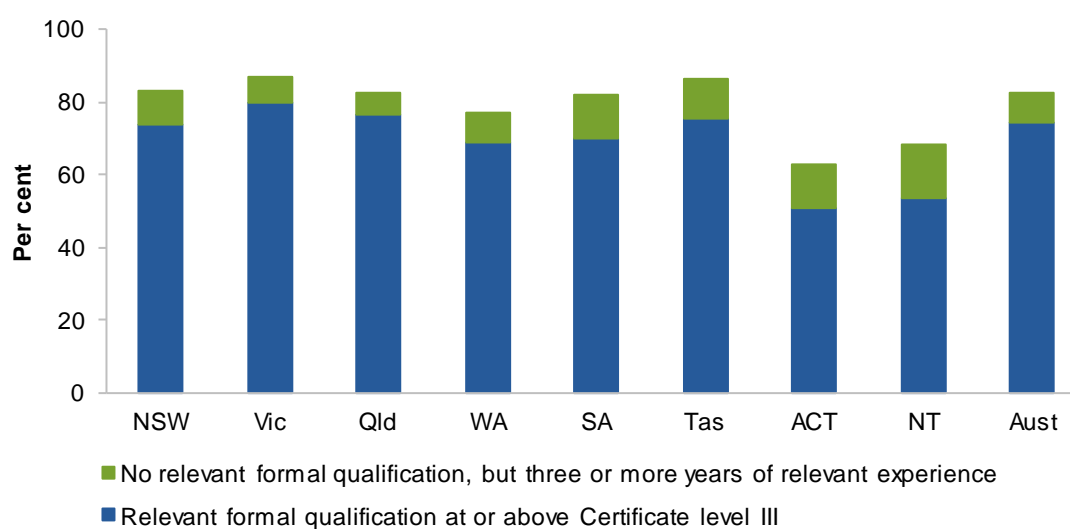
Data quality information for paid primary contact staff employed by Australian Government CCB approved child care services is under development. Data quality information for workers and teachers delivering preschool programs is at www.pc.gov.au/rogs/2016.

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 for this measure are from the NECECWC and new data are available every three years. The most recent data for this measure are for 2013. Contextual 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.44.

Nationally in 2013, there were 99 655 paid primary contact staff employed by Australian Government CCB approved child care services (table 3A.45), of whom 82.6 per cent had a relevant formal qualification or three or more years relevant experience. This comprised 74.1 per cent with a relevant formal qualification at or above Certificate level III and 8.5 per cent with no relevant formal qualification, but 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 with relevant qualification or three or more years of experience, 2013^a



^a See box 3.15 and table 3A.45 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training, *National Early Childhood Education and Care Workforce Census, 2013*; table 3A.45.

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.46). 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.46).

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 (table 3A.47).

Additional contextual data on staff tenure in Australian Government approved child care services are reported in table 3A.48. Additional contextual data on staff numbers, qualifications and in-service training in State and Territory government funded (only) child care services are available in table 3A.49 and 3A.50.

Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

Nationally in 2014, there were 43 120 workers delivering preschool programs, of whom 40.5 per cent were at least three year university trained and early childhood qualified (figure 3.14).

Figure 3.14 Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified, 2014^a



^a See box 3.15 and table 3A.51 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Preschool Education, Australia, 2014*, Cat. no. 4240.0.55.003; table 3A.51.

Data on workers who are at least early childhood certificate, diploma or advanced diploma level qualified and four year university trained and early childhood qualified are also presented in table 3A.51. Additional contextual data on staff numbers and in-service training in State and Territory funded (only) preschool services are available in tables 3A.49 and 3A.50.

Proportion of teachers delivering preschool programs who are at least three year university trained and early childhood qualified

Nationally in 2014, there were 18 993 teachers delivering preschool programs, of whom 88.2 per cent had teacher qualifications (i.e. at least three year university trained in field of early childhood) (figure 3.15).

Figure 3.15 **Proportion of teachers delivering preschool programs who are at least three year university trained and early childhood qualified, 2014^a**



^a See box 3.15 and table 3A.52 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Preschool Education, Australia, 2014*, Cat. no. 4240.0.55.003; table 3A.52.

Nationally, the proportion of teachers delivering preschool programs who are four year university trained and early childhood qualified was 61.2 per cent (table 3A.52).

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 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 NQS
- a new rating system to complement the NQS
- a streamlined regulatory system
- ACECQA — the 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: Australian Government Department of Social Services (2015 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 2016 Report.

State and Territory governments monitor and inspect NQF approved and State and Territory government licensed or registered ECEC services. Table 3.12 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 affects comparability and has hindered comparable reporting across jurisdictions for monitoring and inspection.

Table 3.12 State and Territory monitoring and inspection regimes, for NQF approved and State and Territory government licensed or registered ECEC services, 2014-15

| <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 | | na | Risk based | .. | 1-3 years depending on prior rating | na | Various based on the principle of earned autonomy | Yearly | Annual |
| Estimated share announced visits ^b | % | 33 | 42 | 80 | 31 | 55 | 70 | 75 | 70 |
| Estimated share unannounced inspections ^c | % | 68 | 58 | 20 | 69 | 45 | 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 2014-15 ^g | no. | 2 | 1 | – | 8 | 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 tables 3A.61 and 3A.62. ^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. **..** Not applicable. **–** Nil or rounded to zero.

Source: State and Territory governments (unpublished).

Standards — achievement of the NQS

'Achievement of the NQS' 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 NQS**

'Achievement of the NQS' is defined as the proportion of NQF approved services with a quality rating, whose overall rating is Meeting NQS or Exceeding NQS.

Services that receive an overall rating of Meeting NQS can be rated as Meeting NQS in all seven quality areas (see box 3.16 for areas) or have a mix of quality areas rated Meeting NQS and Exceeding NQS.

To determine a rating for each quality area within a service, first 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 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 with quality areas Meeting NQS or Exceeding NQS suggests a high quality of service to children and parents.

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required data as at 30 June 2015 are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Source: ACECQA (2013).

Data on the numbers and proportions of NQF approved services with a quality rating by service type are provided in table 3.13. Nationally, 62.7 per cent of NQF approved services had received a quality rating at 30 June 2015. A higher proportion of centre-based care services received a quality rating than family day care services.

Table 3.13 NQF approved services with a quality rating, by service type, 30 June 2015^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> |
|--|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|---------------|
| <i>NQF approved services with a quality rating</i> | | | | | | | | | | |
| Centre-based care | no. | 3 242 | 2 725 | 1 759 | 356 | 381 | 167 | 219 | 157 | 9 006 |
| Family day care | no. | 99 | 143 | 64 | 15 | 3 | 8 | 5 | 4 | 341 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| <i>NQF approved services</i> | | | | | | | | | | |
| Centre-based care | no. | 4 780 | 3 616 | 2 645 | 1 042 | 1 115 | 210 | 323 | 213 | 13 944 |
| Family day care | no. | 324 | 361 | 145 | 62 | 38 | 12 | 18 | 6 | 966 |
| Total | no. | 5 104 | 3 977 | 2 790 | 1 104 | 1 153 | 222 | 341 | 219 | 14 910 |
| <i>NQF approved services with a quality rating</i> | | | | | | | | | | |
| Centre-based care | % | 67.8 | 75.4 | 66.5 | 34.2 | 34.2 | 79.5 | 67.8 | 73.7 | 64.6 |
| Family day care | % | 30.6 | 39.6 | 44.1 | 24.2 | 7.9 | 66.7 | 27.8 | 66.7 | 35.3 |
| Total | % | 65.5 | 72.1 | 65.3 | 33.6 | 33.3 | 78.8 | 65.7 | 73.5 | 62.7 |

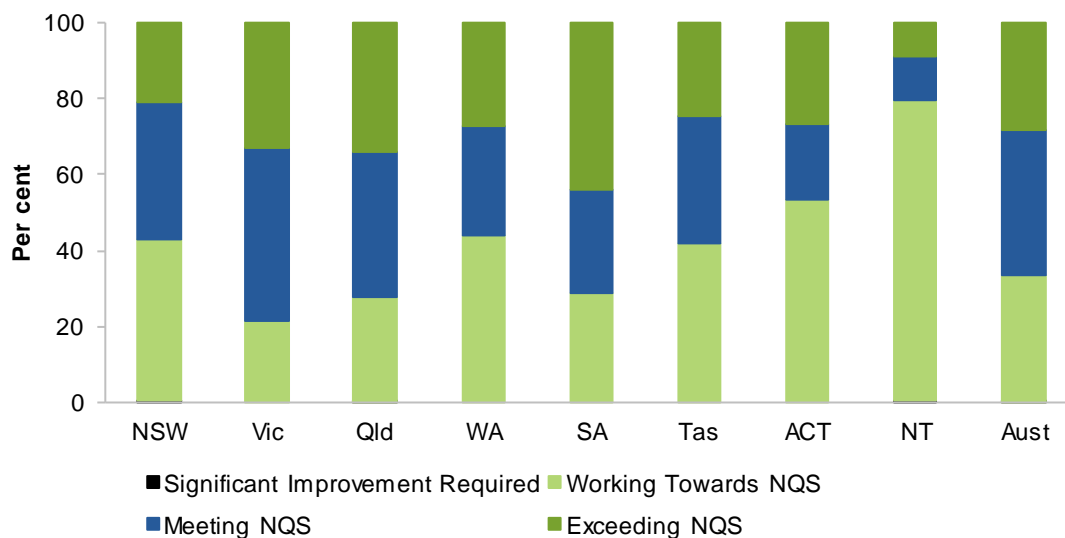
^a See box 3.18 and table 3A.53 for detailed definitions, footnotes and caveats.

Source: ACECQA (2015 and unpublished) *NQF Snapshot Q2 2015*; table 3A.53.

Proportion of NQF approved services with a quality rating, whose overall rating is Meeting NQS or Exceeding NQS

Nationally at 30 June 2015, of the 62.7 per cent of NQF approved services that received a quality rating, 66.5 per cent met or exceeded the NQS overall (38.2 per cent met, 28.3 per cent exceeded) (figure 3.16).

Figure 3.16 Proportion of NQF approved services with a quality rating, by overall quality rating level, 30 June 2015^{a, b}



^a The percentages for Significant Improvement Required are zero for Victoria, WA, SA, Tasmania and the ACT, 0.2 per cent for NSW and 0.1 per cent for Queensland and Australia. ^b See box 3.18 and table 3A.53 for detailed definitions, footnotes and caveats.

Source: ACECQA (2015) *NQF Snapshot Q2 2015*; table 3A.53.

As all seven quality areas have to have at least met the NQS for the service to receive an overall rating of having met the NQS, data are also reported by individual quality area to show differences between areas that may affect the overall rating.

Nationally at 30 June 2015, the proportion of NQF approved services with a rating level who met or exceeded the NQS was highest for quality areas 4 (staffing arrangements – 91.2 per cent), 5 (relationships with children – 90.4 per cent) and 6 (partnerships with families and communities – 89.0 per cent). The quality area with the lowest proportion of services having met or exceeded the NQS was quality area 1 (educational program and practice – 75.1 per cent) (tables 3A.54–60).

Standards — substantiated breaches arising from complaints

‘Substantiated breaches arising from complaints’ is an indicator of governments’ objective to ensure that 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 per 100 NQF approved services, 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.

In this report, a substantiated breach arising from a complaint is an expression of concern about an ECEC service, made to the regulatory authority, which constitutes a failure by the service to abide by the State or Territory legislation, regulations or conditions. This concern is investigated and subsequently considered to have substance by the regulatory body.

Breaches data need to be interpreted with care, because:

- one complaint can lead to, or be linked to, 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 measure are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2014-15 are not comparable to data for 2013-14 (in the previous Report)
- complete for the current reporting period. All required 2014-15 data were available.

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. The data for this indicator are from the National Quality Agenda Information Technology System (NQAITS) for services approved under the NQF.

Nationally in 2014-15, there were 13 substantiated breaches arising from complaints per 100 NQF approved services (table 3.14). Breaches by service type are available in table 3A.61.

Table 3.14 Substantiated breaches arising from complaints per 100 NQF approved services, 2014-15^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> |
|-----|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| No. | 23 | 9 | 9 | 11 | 5 | – | 8 | 5 | 13 |

^a See box 3.19 and table 3A.61 for detailed definitions, footnotes and caveats.

Source: ACECQA and State and Territory governments (unpublished) NQAITS; table 3A.61.

Additional data on the proportion of substantiated breaches against which action was taken are provided in table 3A.61. Nationally in 2014-15, action was taken against 65.7 per cent of substantiated breaches arising from complaints.

Data are also available on substantiated breaches arising from complaints in State and Territory government licensed or registered services in table 3A.62.

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 measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013-14 data are available for all jurisdictions.

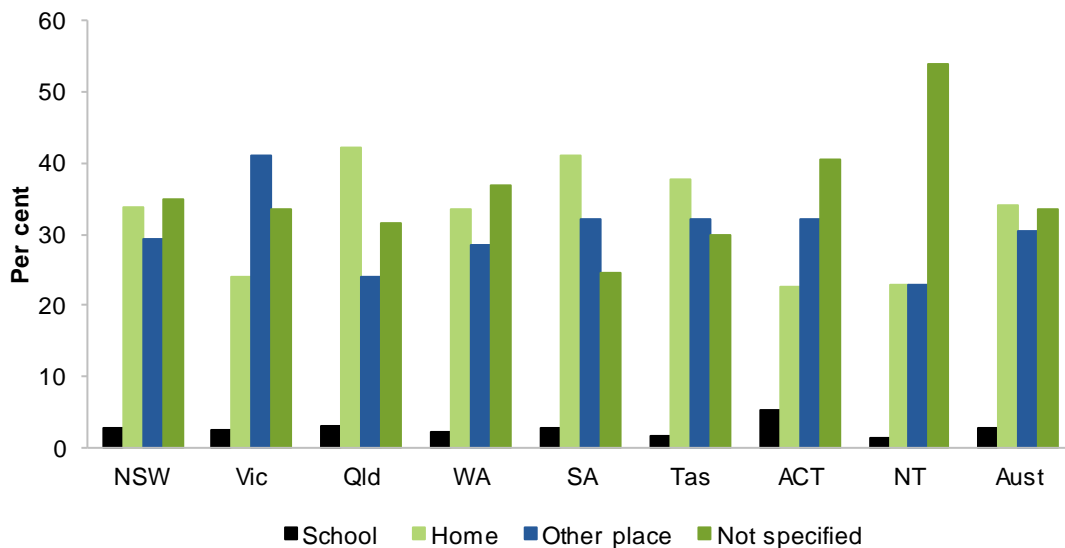
Data quality information for this indicator is under development.

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 2013-14, of the 36 835 injuries to children aged 0–4 years that resulted in a hospital admission, 2.6 per cent were reported as occurring at ‘school’ — a similar proportion to previous years (table 3A.63 and figure 3.17). The largest proportion were reported as occurring at home (34.0 per cent), reflecting that children in this age group spend the majority of their time in the home and about half do not attend formal care. For boys and girls, falls were the most common cause of hospitals separations at ‘school’, followed by exposure to mechanical forces (AIHW unpublished).

Figure 3.17 Hospital separations for external causes of injury for children aged 0–4 years, proportion by place of occurrence, 2013-14^a



^a See box 3.20 and table 3A.63 for detailed definitions, footnotes and caveats.

Source: AIHW (unpublished) *Australian Hospital Statistics 2013-14*; table 3A.63.

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 combined Australian Government 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 contain an estimate of user cost of capital.

Data reported for this measure 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 2014-15 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

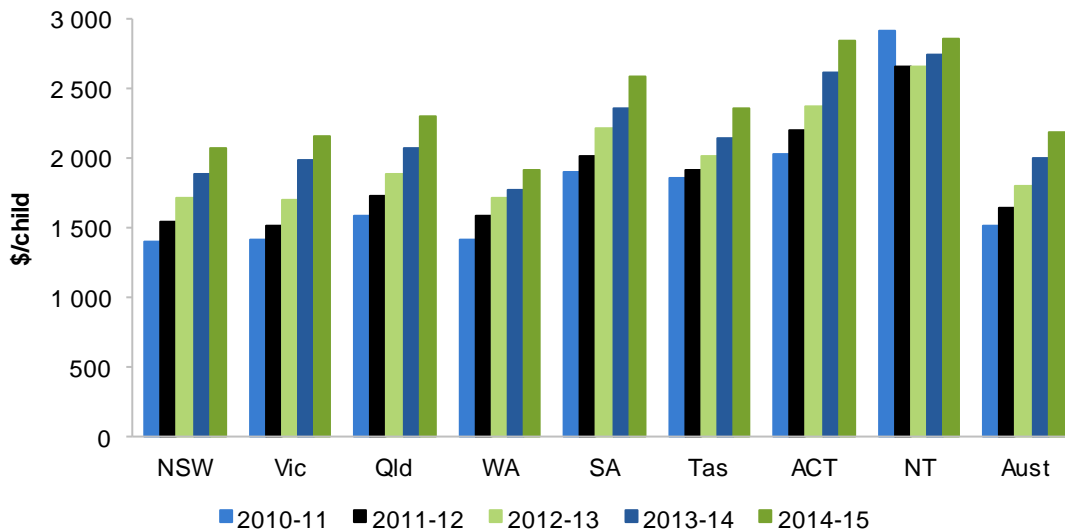
Nationally in 2014-15, Australian Government recurrent expenditure was \$1824 per child, increasing from \$1244 in 2010-11 (table 3A.64). Australian Government real recurrent

expenditure on child care per child has increased each year in the past ten years, except from 2008-09 to 2009-10 (table 3A.64).

Data were supplied by all State and Territory governments on their expenditure for ECEC (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 2014-15, State and Territory government recurrent expenditure was \$365 per child, increasing from \$275 in 2010-11 (table 3A.65).

Figure 3.18 shows the combined real recurrent expenditure on ECEC from both the Australian Government and the State and Territory governments per child in the community aged 0–12 years in 2014-15. Nationally, the combined recurrent expenditure on ECEC per child was \$2188 in 2014-15, an increase of \$670 since 2010-11 (figure 3.18).

Figure 3.18 Total government real recurrent expenditure on ECEC per child aged 0–12 years^a



^a See box 3.21 and table 3A.66 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics, Dec 2014 (and previous editions)*, Cat. no. 3101.0; tables 3A.66 and 3A.77.

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.

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 unit costs 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 measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2014-15 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2014-15, Australian Government recurrent expenditure per child attending CCB approved child care services was \$5951 (table 3A.67).

Outcomes

Outcomes are the impact of services on the status of an individual or group (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 by two measures:

- 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 mainly work-related reason for currently requiring additional care includes the categories 'work', 'looking for work' and 'work-related study or training'.

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. Expressed need for additional formal child care does not necessarily indicate whether the current additional need has been met or will be met. The data do not identify the likelihood that a parent will take steps to access the care or preschool they require, or place their child in this care or preschool. Various factors including cost, location and the perceived suitability or quality of the service will have an influence on whether parents take these steps.

- The proportion of people aged 15 years and over not in the labour force due to caring for children, by child care service related reasons

A relatively small or decreasing proportion of people not in the labour force due to caring for children who report the main reason for not being in the labour force as child care service related may indicate that services are meeting the needs of families. However, there are a number of factors which affect the labour force participation decisions of people responsible for caring for children, of which child care service related reasons are only some. Also, due to the subjective nature of self-reporting, care should be taken when interpreting the data, particularly for child care service related reasons.

Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures and percentages in tables).

Data reported for these measures 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/2016.

Proportion of children aged 0–12 years in families for whom additional formal child care was currently required for work-related reasons

Data for this measure were obtained from the ABS *Childhood Education and Care Survey* (CEaCS). Box 3.24 includes further information about the CEaCS.

Box 3.24 ABS Childhood Education and Care Survey

The *Childhood Education and Care Survey* (CEaCS) is a three-yearly survey, most recently conducted in June 2014. The CEaCS collects a range of information on children aged 0–12 years and their families living in a sample of private dwellings.

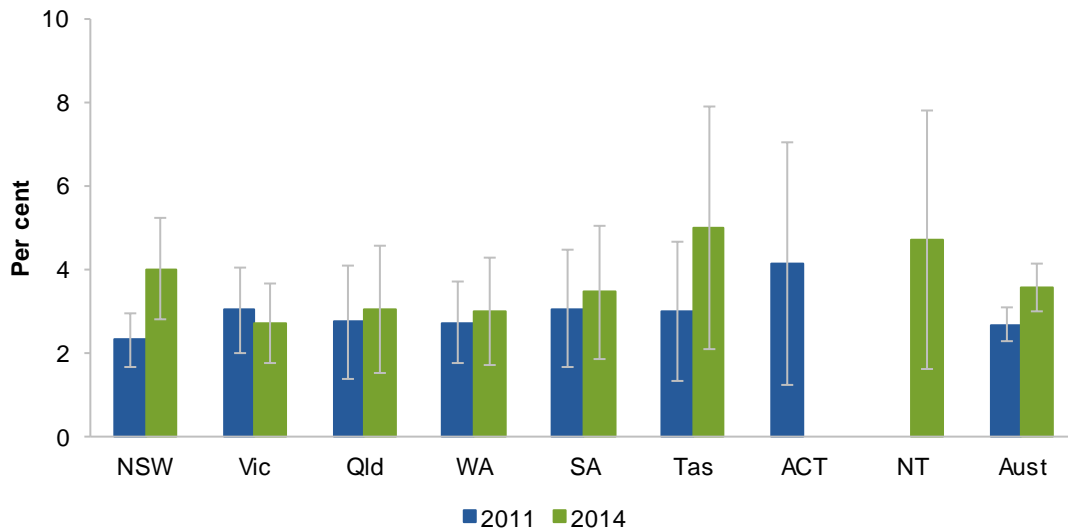
Estimates from the surveys are subject to sampling variability. Estimates for the smaller jurisdictions are based on small sample sizes and are subject to higher sampling error, in particular data for Tasmania, the ACT and the NT. Aggregated survey data also need to be interpreted with care, because 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. To ensure that parents are referring to a preschool program, state-specific wording is used in the questionnaire to reflect the common terminology for preschool, the questions are restricted to children aged 3 to 6 years, and parents are asked to state the name of the preschool their child attended.

Source: ABS (2015b).

Nationally in 2014, 3.6 per cent of 0–12 year old children currently required additional formal child care due mainly to a work-related reason of the family. This is a small increase from 2.7 per cent in 2011, but overall indicates that the majority of families with children aged 0–12 years do not require additional formal child care for work-related reasons (figure 3.19). The proportion should not be interpreted as ‘unmet demand’ because families responding that they currently require additional child care does not indicate whether they have accessed, or would take steps to access, the additional care they say they require –the required care may be accessible, but they may choose not to use it.

Figure 3.19 **Proportion of children aged 0–12 years for whom additional formal child care was currently required for mainly work-related reasons^{a, b}**



^a 2014 data for the ACT and 2011 data for the NT are not published due to small numbers, but are included in the Australian total. ^b See box 3.23 and table 3A.69 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Childhood Education and Care, Australia, June 2011 and 2014*, Cat. no. 4402.0.55.001; table 3A.69.

Proportion of people aged 15 years and over not in the labour force due to caring for children, by child care service related reasons

There are a number of factors which affect the labour force participation decisions of people responsible for caring for children, of which child care service related reasons are only some. Data from this survey provide the self-reported main reason respondents state when asked why they are not in the labour force due to caring for children.

Nationally in 2014, 280 300 people aged 15 years and over reported that they were not in the labour force due to caring for children (table 3A.70). Of these people, around half reported that a child care service related reason was why they were not in the labour force. The most common child care service related reason was cost of child care (30.8 per cent) (table 3.15). The remaining half of respondents reported a non-service related reason. In particular, 33.2 per cent said the main reason was they prefer to look after the children and 17.8 per cent reported that the children were too young or too old (table 3A.70).

Table 3.15 Proportion of persons aged 15 years and over not in the labour force due to caring for children, by child care service related reasons (per cent), 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> |
|----------------------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|----------------|----------------|------------------------------|-----------------------------|
| Cost or too expensive | 28.0 ± 5.9 | 32.2 ± 5.9 | 32.0 ± 10.7 | 30.3 ± 7.6 | 38.8 ± 12.2 | 35.1 ± 13.1 | 22.5 ± 21.9 | 39.4 ± 13.0 | 30.8 ± 3.4 |
| No child care in locality | 5.7 ± 3.6 | 3.0 ± 2.5 | 3.9 ± 5.0 | 4.5 ± 4.2 | 5.0 ± 6.0 | np | – | np | 4.4 ± 1.9 |
| No child care available at all | 2.5 ± 2.5 | 3.4 ± 2.6 | 4.9 ± 5.9 | np | – | np | – | np | 3.0 ± 1.6 |
| Booked out or no places at all | np | np | np | np | np | np | np | np | 1.8 ± 1.3 |
| Quality of child care unsuitable | np | np | np | np | np | np | np | np | 1.1 ± 1.0 |
| Other child care reasons | 7.9 ± 4.1 | 7.1 ± 3.7 | 12.4 ± 8.3 | 4.8 ± 4.3 | 5.0 ± 6.0 | np | np | – | 7.9 ± 2.4 |
| Total child care reasons | 46.9 ± 6.0 | 49.4 ± 6.0 | 54.8 ± 10.5 | 44.1 ± 7.8 | 52.5 ± 11.9 | na | na | 60.6 ± 12.9 | 49.0 ± 3.6 |

^a See box 3.23 and table 3A.70 for detailed definitions, footnotes and caveats. **na** Not available. – Nil or rounded to zero. **np** Not published.

Source: Derived from ABS (2015) *Persons Not in the Labour Force, Underemployed Workers and Job Search Experience, Australia, February 2014*, Cat. no. 6226.0.55.001; table 3A.70.

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 or preschool and parents wished for them to attend more, as well as children who did not attend any formal child care or preschool and parents wished for them to attend.

An increasing proportion of children with expressed need for additional ECEC may suggest that additional service availability will be required in the future.

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 does not necessarily indicate whether the current additional need has been met or will be met. The data do not identify the likelihood that a parent will take steps to access the care or preschool they require, or place their child in this care or preschool. Various factors including cost, location and the perceived suitability or quality of the service will have an influence on whether parents take these steps.

Data for this measure include 95 per cent confidence intervals (in the form of error bars in figures).

Data reported for this measure are:

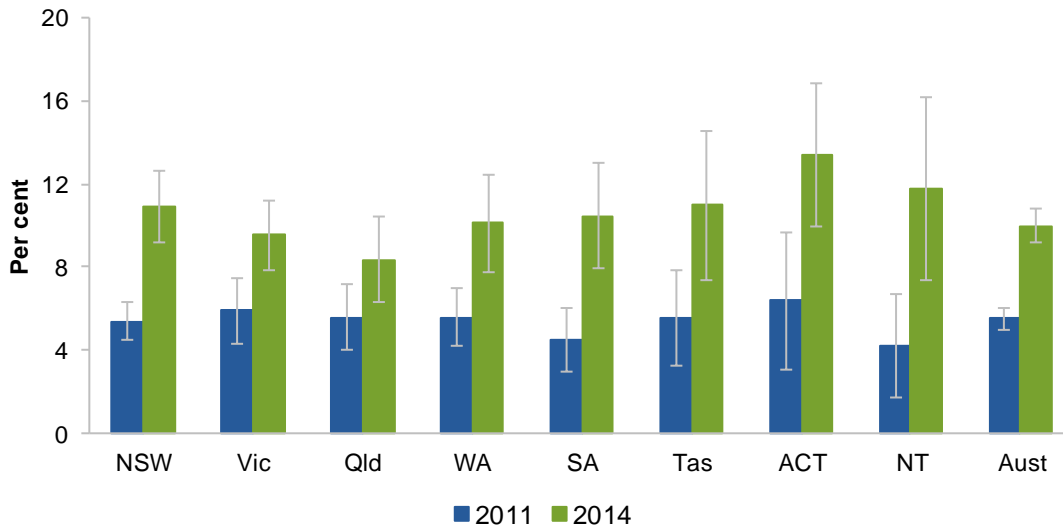
- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2014, additional formal child care or preschool was currently required for 10.0 per cent of 0–12 year olds. This is an increase from 5.5 per cent in 2011 (figure 3.20).

In 2014, the 10.0 per cent of 0–12 year olds for whom additional formal child care or preschool was currently required comprised 5.6 per cent that used formal child care or preschool in the last week, 2.3 per cent that used only informal child care, and 3.1 per cent that did not use any child care or preschool (table 3A.71). This table also provides data on additional formal child care or preschool currently required for 0–5 year olds, and their current use of care or preschool.

Figure 3.20 **Proportion of children aged 0–12 years who currently required additional formal child care or preschool^a**



^a See box 3.25 and table 3A.71 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Childhood Education and Care, Australia, June 2011 and 2014*, Cat. no. 4402.0.55.001; table 3A.71.

Data reporting the main reason for currently requiring additional formal child care or preschool in 2011 and 2014 are included in table 3A.72. This table also provides information on whether additional child care or preschool currently required was available upon application and whether would use it if it became available within the next four weeks.

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 long day care and family day care 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, \$155 000, \$175 000, \$195 000 and \$215 000. This proportion is reported for families with one child attending 50 hours (full time) long day care or family day care per week and for families with one child attending 30 hours per week long day care or family day care.

The data on a 50 hour basis do not necessarily reflect the reality for a large proportion of families who use less than 50 hours of child care per week. In the March quarter 2015 the national average for long day care was 27.9 hours attendance per week per child and 30.9 hours for family day care (see table 3A.23). Nationally in the March quarter 2015, only 7.9 per cent of children attended long day care for 50 hours or more and 10.3 per cent attended 50 hours or more family day care (Australian Government Department of Education and Training unpublished). As 30 hours of child care per week more closely reflects the average use per week than 50 hours, the analysis on the basis of 30 hours of care may provide a more meaningful measure of out-of-pocket costs currently faced by families.

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. Families who use more care per week (i.e. 50 hours rather than 30 hours) are expected to face higher out-of-pocket costs.

Care needs to be exercised when interpreting results, because a variety of factors (for example, rates, rental costs and localised costs of living) can influence child care costs. Also, data reflect particular scenarios of child care use and family income level so do not reflect out-of-pocket costs by families with different levels of income or care usage.

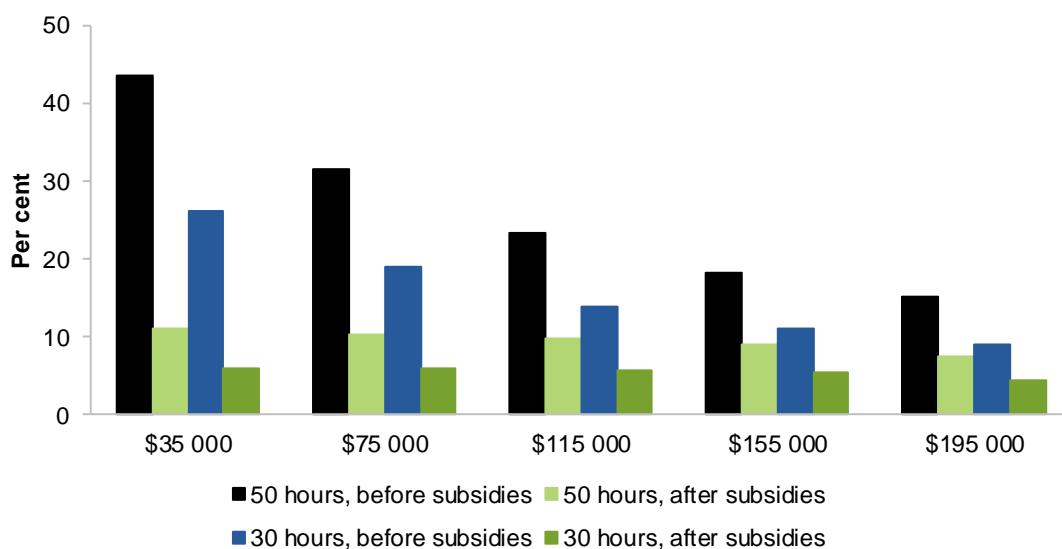
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2015 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally for both 50 and 30 hours of long day care, there was less variation in out-of-pocket costs across selected income bands after subsidies than before subsidies were taken into account. For the income levels presented in figure 3.21, the out-of-pocket costs after subsidies in 2015 were between 7.6 and 11.1 per cent of weekly disposable income for 50 hours and 4.5 and 6.0 per cent for 30 hours of long day care.

Figure 3.21 Out-of-pocket costs of Australian Government CCB approved child care for families with one child in 50 and 30 hours long day care, as a proportion of weekly disposable income, by gross annual family income, Australia, 2015^a

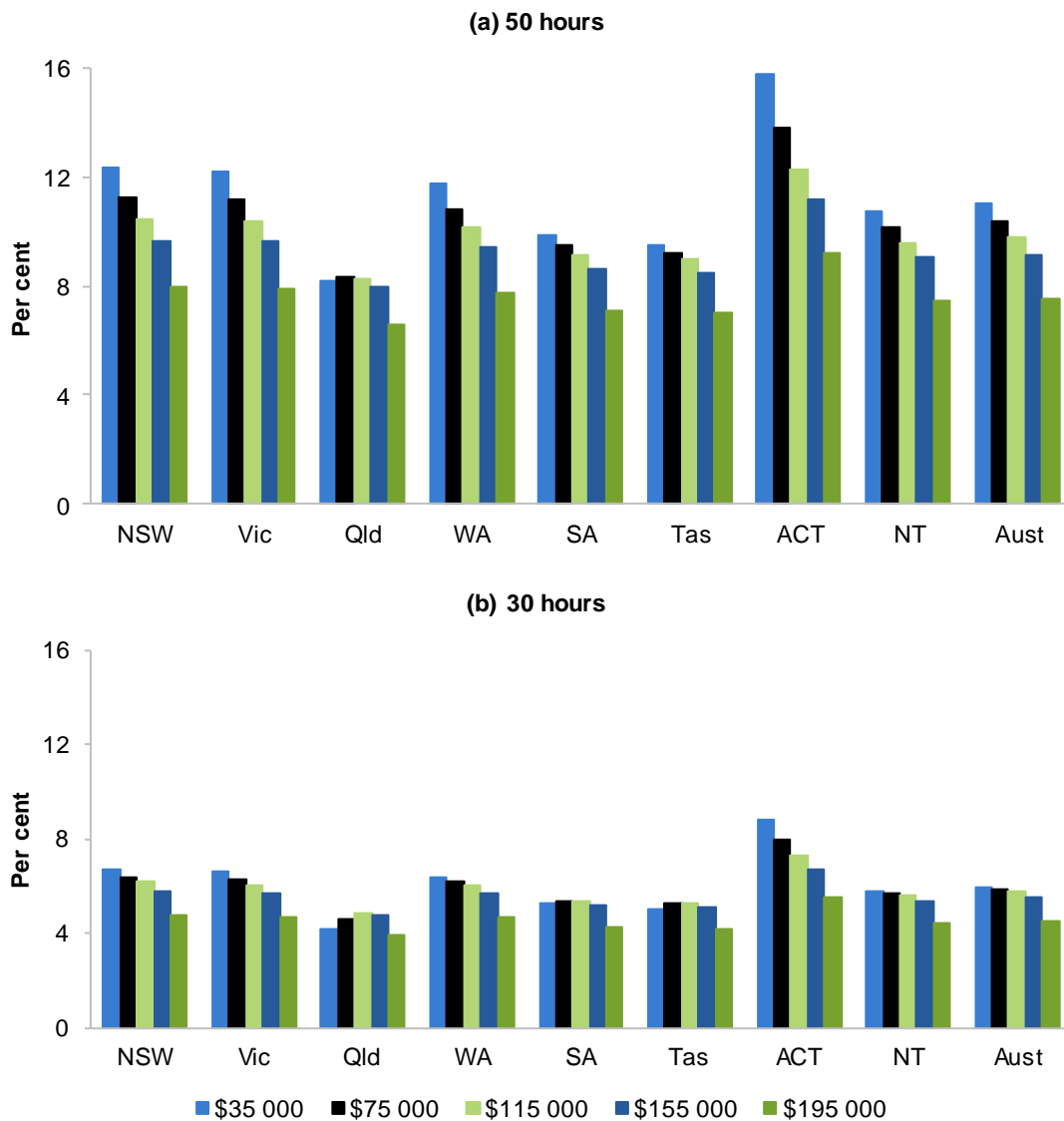


^a See box 3.26 and tables 3A.73 and 3A.75 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); tables 3A.73 and 3A.75.

In 2015, for the selected income levels presented in figure 3.22, the out-of-pocket costs after subsidies for families with one child in 50 hours long day care varied across states and territories from 6.6 to 15.8 per cent of weekly disposable income. In comparison, the out-of-pocket costs for 30 hours of long day care varied across states and territories from 3.9 to 8.8 per cent (figure 3.22).

Figure 3.22 **Out-of-pocket costs for one child in 50 and 30 hours Australian Government CCB approved long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2015^a**



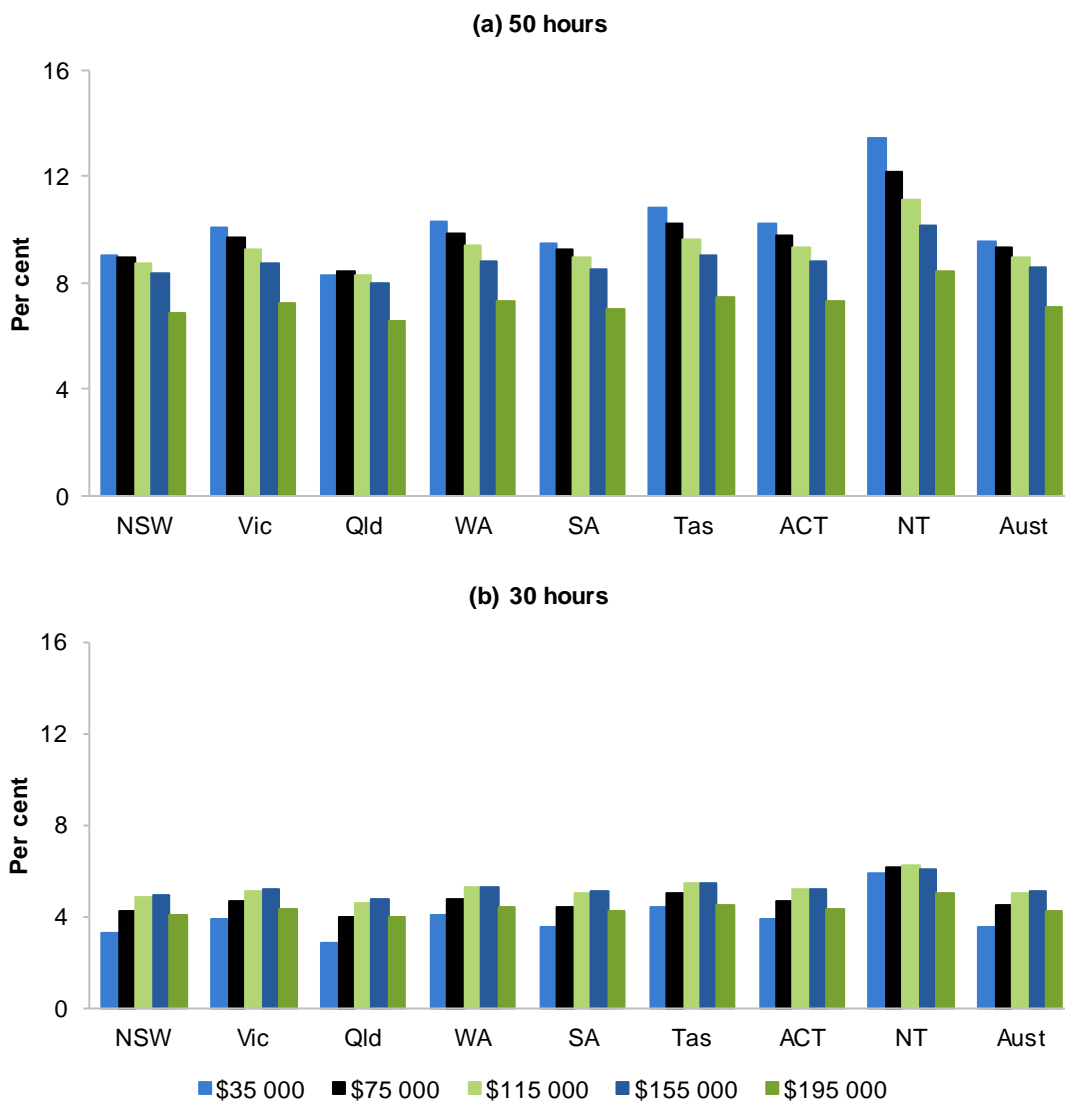
^a See box 3.26 and tables 3A.73 and 3A.75 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); tables 3A.73 and 3A.75.

Nationally, the out-of-pocket costs after subsidies for family day care in 2015 were between 7.1 and 9.6 per cent of weekly disposable income for 50 hours and 3.6 and 5.1 per cent for 30 hours family day care (figure 3.23). In 2015, for the selected income levels presented in figure 3.23, the out-of-pocket costs (after subsidies) for families with one child in 50 hours family day care varied across states and territories from 6.6 to 13.5 per cent of

weekly disposable income, and for families with one child in 30 hours of family day care varied from 2.8 to 6.3 per cent.

Figure 3.23 Out-of-pocket costs for one child in 50 and 30 hours Australian Government CCB approved family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2015^a



^a See box 3.26 and tables 3A.74 and 3A.76 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); tables 3A.74 and 3A.76.

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 with ECEC experience who are developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC).

Developmental vulnerability is an outcome reported by the AEDC. In 2009, when the AEDC was first completed nationally, a series of cut-off scores was established for each of the five domains. Children falling below the 10th percentile were considered ‘developmentally vulnerable’. These domains are: language and cognitive skills; physical health and wellbeing; social competence; emotional maturity and communications skills and general knowledge.

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 measure 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/2016.

This indicator uses data from the AEDC 2012. Box 3.28 contains information on the AEDC.

Box 3.28 **Australian Early Development Census**

The 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.

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.

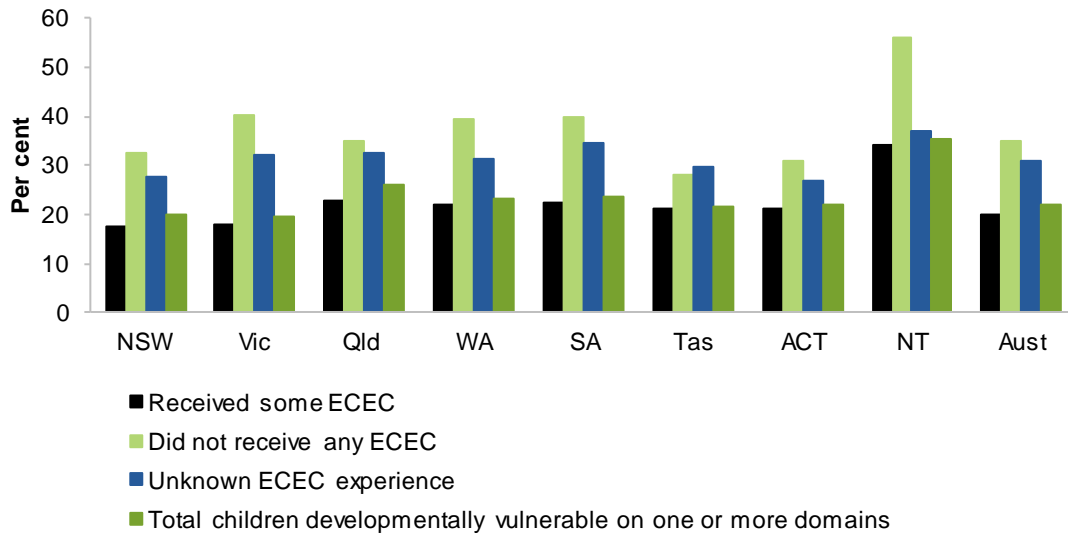
The Child care, education and training sector overview in this Report includes AEDC data on the proportion of children on track in at least four domains as they entered school in 2012.

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 (2014 and unpublished).

While ECEC experience is just one factor contributing to AEDC results, children who received some ECEC were less likely to be developmentally vulnerable on one or more domains (19.8 per cent nationally), compared to children who did not receive any ECEC (35.1 per cent nationally) (figure 3.24).

Figure 3.24 **Proportion of children developmentally vulnerable on one or more domains of the AEDC by ECEC experience, 2012^a**



^a See box 3.27 and table 3A.77 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished) *Australian Early Development Census 2012*; table 3A.77.

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 LSAC is a longitudinal study on a 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.

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 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 2016 Report.

3.4 Future directions in performance reporting

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.

Data developments in future reports may be influenced by:

- developments under the *National Information Agreement on Early Childhood Education and Care* 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
- developments under the COAG agreed NP NQAECEC development of ongoing national data collections, including the LSAC (box 3.29).

3.5 Definitions of key terms

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| 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 | A child care service approved by the Australian Government to receive Child Care Benefit (CCB) on behalf of families. |
| Child care services | The meeting of a child's care, education and developmental needs by a person other than the child's parent or guardian. The main 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, other care and in home care. |
| Children | All resident male and female Australians aged 12 years or younger at 30 June of each year (unless otherwise stated). |
| Children from low income families | Children in families with gross income (excluding Family Tax Benefit) of less than the annual income threshold for 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. |
| Family day care | Services providing small group early childhood education and care for children in the home environment of a registered carer. Family day care is primarily aimed at 0–5 year olds, but primary school children may also receive the service before and after school, and during school holidays. Staff 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). |

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| Formal child care | Organised education and care provided by a person other than the child's parent or guardian, usually outside of the child's home — includes, long day care, family day care, OSHC, vacation care, occasional care (excluding babysitting) , other care 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. |
| 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 | Education and care service 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 | Services aimed primarily at 0–5 year olds that are provided in a centre, usually by a mix of qualified and other staff. Educational, care and recreational programs are provided based on the developmental needs, interests and experience of each child. In some jurisdictions, primary school children may also receive care before and after school, and during school vacations. Some long day care centres may also provide preschool and kindergarten services (i.e. a preschool program) and OSHC (see relevant definitions). Long day care services may operate from stand-alone or shared premises, including on school grounds. |
| Management type | When the concept relates to data reported using the NQAITS: the kind of management structure the service provider has. When the concept relates to data reported using the NECECC (Preschool Education, Australia) (based on the National Minimum Data Set): the type of legal or social entity responsible for managing the delivery of an ECEC service. In both cases the management type categories are: private not for profit – community managed; private not for profit – other organisation, state and territory and local government managed; private for profit; state and territory government schools; independent schools; catholic schools and other. Some services may have a management type of not stated/inadequately described. |

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| 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 NQF:</p> <ul style="list-style-type: none"> • 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. |
| 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 education and care 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>A child care service type in this Report that does not meet any of the other child care service type definitions. It may include 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 may include 3 year old preschool (or kindergarten) services (which do not meet the preschool service definition because they are not delivered by a qualified teacher), mobile services, playschools and nannies. Usage of other care services is reported only for State and Territory government funded services (i.e. non-CCB approved services).</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 (OSHC) | <p>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.</p> |

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| Preschool program | <p>A preschool program is a structured, play-based learning program, delivered by a 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 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> |
| Primary contact staff | <p>Staff whose primary function is to provide child care and/or preschool services to children.</p> |
| Priority of access | <p>The Australian Government funds child care with a major purpose of meeting the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate available places to those families with the greatest need for child care support.</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 | <p>Actual expenditure adjusted for changes in prices. Adjustments were made using the General Government Final Consumption Expenditure price deflator and expressed in terms of final year prices.</p> |
| Recurrent expenditure | <p>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).</p> |
| Reference period | <p>The reference period refers to when data are collected during the financial year or point in time.</p> |
| Regional and remote areas | <p>Regional and remote areas refer to remoteness areas based on the ABS' Australian Statistical Geography Standard. The criteria for remoteness areas are based on the Accessibility/Remoteness Index 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.</p> |

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| Service | A service refers to an individual location or establishment providing an ECEC service or services. 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 | <p>Refers to the following categories of ECEC services:</p> <ul style="list-style-type: none"> • long day care • family day care • OSHC • before/after school care • vacation care • occasional care • in home care (for CCB approved services) • other care (for State and Territory government funded 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 | <p>Defined by service type as:</p> <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) • 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) • vacation care — service operates at 7am or later and no later than 6.30pm every day Monday to Friday • OSHC — service opens at 7am or later (before school) and closes at 6.30pm or earlier (after school) 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) • 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) <p>Also see non-standard hours of care definition.</p> |
| State/Territory government (only) funded | State and Territory government financed services — in particular, services that only receive State and Territory government contributions towards providing a specified service (i.e. excluding services which receive Australian Government funding) . |
| 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. |

3.6 List of attachment tables

Attachment tables are identified in references throughout this chapter by a ‘3A’ prefix (for example, table 3A.1). Attachment tables are available on the website (www.pc.gov.au/rogs/2016).

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3A Early childhood education and care — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.5 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/rogs/2016).

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TABLE 3A.1

Table 3A.1 **Early Childhood Education and Care (ECEC) in Australia, as at 30 June 2015 (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 | Preschool | Generally 4 and 5 year olds | Department of Education | Kindergarten | 5 by 31 July |
| Vic (d) | Department of Education and Training | Kindergarten | 4 by 30 April | Department of Education and Training | Preparatory (Prep) | 5 by 30 April |
| Qld (e) | Department of Education and Training | Kindergarten | 4 by 30 June | Department of Education and Training | Preparatory (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 | 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 2014 or 2015. 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) NSW subsidises early access to community preschool for 3 year old Aboriginal children and 3 year old children from low income families. 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.
- (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.

Table 3A.1 Early Childhood Education and Care (ECEC) in Australia, as at 30 June 2015 (a)

- (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) SA provides early access to Department funded preschool for children who are Aboriginal or under the Guardianship of the Minister after their 3rd birthday. The compulsory school starting age in SA is 6 years at the oldest.
- (g) In the ACT, private preschools are monitored and assessed by the ACT Community Services Directorate.
- (h) NT provides early access to preschool for Aboriginal and Torres Strait Islander children living in remote areas if they turn 3 by 30 June of the year they are enrolled. Children turning 4 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.

Source: State and Territory governments unpublished.

TABLE 3A.2

Table 3A.2 Estimated resident population (ERP), children aged 12 years and younger, 31 December ('000) (a)

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| New South Wales | | | | | | | | | | |
| less than 1 year | 89.4 | 91.7 | 95.2 | 97.2 | 97.5 | 95.4 | 93.6 | 95.4 | 101.0 | 93.0 |
| 1 to less than 2 years | 85.9 | 88.0 | 92.1 | 94.5 | 95.7 | 96.2 | 95.4 | 94.2 | 97.5 | 96.5 |
| 2 to less than 3 years | 85.4 | 86.1 | 88.6 | 92.3 | 94.2 | 95.1 | 95.7 | 95.8 | 97.4 | 99.8 |
| 3 to less than 4 years | 85.1 | 85.6 | 86.7 | 89.5 | 92.6 | 94.0 | 94.9 | 96.1 | 96.6 | 98.2 |
| 4 to less than 5 years | 85.7 | 85.4 | 86.2 | 87.6 | 90.5 | 93.0 | 94.1 | 95.4 | 96.9 | 97.5 |
| 5 to less than 6 years | 87.1 | 86.0 | 85.9 | 87.0 | 88.5 | 91.4 | 93.4 | 94.6 | 96.2 | 97.7 |
| 6 to 12 years old | 619.4 | 618.0 | 616.0 | 615.5 | 616.6 | 619.4 | 625.2 | 632.1 | 640.8 | 651.5 |
| Total 0–12 years | 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 | 1 234.2 |
| Victoria | | | | | | | | | | |
| less than 1 year | 63.3 | 66.6 | 69.5 | 70.4 | 71.4 | 70.9 | 70.5 | 75.9 | 74.4 | 73.1 |
| 1 to less than 2 years | 62.1 | 63.6 | 67.0 | 69.2 | 70.1 | 70.8 | 71.1 | 72.6 | 76.5 | 76.4 |
| 2 to less than 3 years | 61.8 | 62.7 | 64.6 | 67.8 | 69.5 | 70.3 | 71.4 | 71.9 | 73.9 | 77.1 |
| 3 to less than 4 years | 61.5 | 62.4 | 63.5 | 65.7 | 68.5 | 69.8 | 70.8 | 72.1 | 72.8 | 74.7 |
| 4 to less than 5 years | 61.9 | 62.2 | 63.2 | 64.6 | 66.8 | 69.1 | 70.3 | 71.6 | 73.2 | 73.7 |
| 5 to less than 6 years | 62.5 | 62.5 | 62.8 | 64.1 | 65.5 | 67.6 | 69.8 | 71.2 | 72.6 | 74.1 |
| 6 to 12 years old | 452.9 | 452.7 | 452.0 | 452.6 | 454.6 | 457.6 | 463.8 | 471.7 | 481.4 | 491.8 |
| Total 0–12 years | 826.0 | 832.8 | 842.6 | 854.4 | 866.4 | 876.2 | 887.8 | 906.9 | 924.8 | 941.0 |
| Queensland | | | | | | | | | | |
| less than 1 year | 52.9 | 55.3 | 59.2 | 61.4 | 61.2 | 59.8 | 60.9 | 62.3 | 63.1 | 62.8 |
| 1 to less than 2 years | 51.9 | 54.2 | 57.3 | 60.1 | 61.5 | 61.4 | 61.0 | 61.7 | 63.6 | 63.3 |
| 2 to less than 3 years | 51.2 | 53.1 | 55.8 | 58.6 | 60.5 | 61.3 | 61.9 | 62.1 | 63.2 | 64.5 |
| 3 to less than 4 years | 51.6 | 52.4 | 54.6 | 57.4 | 59.5 | 60.6 | 62.0 | 63.0 | 62.8 | 63.7 |
| 4 to less than 5 years | 52.9 | 52.7 | 53.7 | 56.1 | 58.6 | 60.2 | 61.3 | 63.1 | 63.7 | 63.4 |
| 5 to less than 6 years | 53.4 | 54.0 | 54.0 | 55.1 | 57.3 | 59.7 | 61.2 | 62.4 | 63.8 | 64.3 |

TABLE 3A.2

Table 3A.2 Estimated resident population (ERP), children aged 12 years and younger, 31 December ('000) (a)

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 6 to 12 years old | 384.3 | 387.7 | 392.3 | 396.8 | 400.5 | 405.0 | 412.7 | 421.5 | 428.9 | 436.1 |
| Total 0–12 years | 698.1 | 709.4 | 726.7 | 745.5 | 759.1 | 767.9 | 781.1 | 795.9 | 809.1 | 818.1 |
| Western Australia | | | | | | | | | | |
| less than 1 year | 26.0 | 27.8 | 29.5 | 30.3 | 30.7 | 30.7 | 31.8 | 33.6 | 34.5 | 34.8 |
| 1 to less than 2 years | 25.5 | 26.6 | 28.6 | 30.3 | 30.7 | 31.1 | 31.8 | 33.1 | 34.4 | 34.8 |
| 2 to less than 3 years | 25.3 | 26.1 | 27.4 | 29.5 | 30.6 | 31.0 | 31.7 | 32.9 | 33.8 | 34.7 |
| 3 to less than 4 years | 25.4 | 26.0 | 26.9 | 28.5 | 30.0 | 31.0 | 31.7 | 32.8 | 33.6 | 34.1 |
| 4 to less than 5 years | 25.9 | 26.1 | 26.7 | 27.8 | 29.2 | 30.6 | 31.7 | 32.7 | 33.6 | 33.9 |
| 5 to less than 6 years | 26.3 | 26.5 | 26.7 | 27.6 | 28.5 | 29.9 | 31.4 | 32.7 | 33.6 | 33.9 |
| 6 to 12 years old | 193.3 | 194.8 | 196.3 | 199.1 | 201.0 | 203.8 | 208.7 | 214.8 | 221.3 | 226.1 |
| Total 0–12 years | 347.7 | 354.0 | 362.1 | 373.1 | 380.8 | 388.1 | 398.9 | 412.5 | 424.7 | 432.4 |
| South Australia | | | | | | | | | | |
| less than 1 year | 17.7 | 18.3 | 19.3 | 19.7 | 19.7 | 19.4 | 19.6 | 20.2 | 20.3 | 20.2 |
| 1 to less than 2 years | 17.6 | 17.9 | 18.6 | 19.3 | 19.6 | 19.6 | 19.5 | 19.9 | 20.0 | 20.3 |
| 2 to less than 3 years | 17.7 | 17.8 | 18.2 | 18.8 | 19.3 | 19.6 | 19.7 | 19.6 | 20.0 | 20.5 |
| 3 to less than 4 years | 17.8 | 17.9 | 18.1 | 18.4 | 19.1 | 19.4 | 19.7 | 19.9 | 19.8 | 20.1 |
| 4 to less than 5 years | 18.0 | 18.0 | 18.1 | 18.3 | 18.8 | 19.3 | 19.6 | 19.9 | 20.1 | 20.0 |
| 5 to less than 6 years | 18.4 | 18.3 | 18.2 | 18.3 | 18.6 | 19.1 | 19.5 | 19.8 | 20.1 | 20.2 |
| 6 to 12 years old | 136.4 | 136.2 | 135.4 | 134.4 | 134.0 | 134.0 | 134.3 | 135.0 | 136.2 | 137.6 |
| Total 0–12 years | 243.6 | 244.4 | 246.0 | 247.3 | 249.1 | 250.4 | 251.9 | 254.3 | 256.4 | 258.9 |
| Tasmania | | | | | | | | | | |
| less than 1 year | 6.3 | 6.7 | 6.7 | 6.7 | 6.6 | 6.2 | 6.3 | 6.2 | 6.1 | 5.9 |
| 1 to less than 2 years | 5.9 | 6.2 | 6.5 | 6.6 | 6.6 | 6.4 | 6.2 | 6.3 | 6.2 | 6.1 |
| 2 to less than 3 years | 5.8 | 5.9 | 6.2 | 6.5 | 6.5 | 6.5 | 6.4 | 6.2 | 6.3 | 6.3 |
| 3 to less than 4 years | 6.0 | 5.9 | 6.0 | 6.3 | 6.5 | 6.5 | 6.5 | 6.4 | 6.2 | 6.3 |

TABLE 3A.2

Table 3A.2 Estimated resident population (ERP), children aged 12 years and younger, 31 December ('000) (a)

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 4 to less than 5 years | 6.1 | 6.0 | 5.9 | 6.1 | 6.3 | 6.4 | 6.4 | 6.5 | 6.4 | 6.2 |
| 5 to less than 6 years | 6.3 | 6.1 | 6.0 | 6.0 | 6.1 | 6.3 | 6.4 | 6.4 | 6.5 | 6.4 |
| 6 to 12 years old | 46.5 | 46.0 | 45.5 | 45.1 | 44.6 | 44.4 | 44.1 | 43.9 | 44.0 | 44.3 |
| Total 0–12 years | 82.9 | 82.8 | 82.8 | 83.3 | 83.3 | 82.9 | 82.4 | 81.8 | 81.7 | 81.5 |
| Australian Capital Territory | | | | | | | | | | |
| less than 1 year | 4.2 | 4.5 | 4.6 | 4.7 | 5.0 | 4.9 | 4.9 | 5.3 | 5.6 | 5.6 |
| 1 to less than 2 years | 4.2 | 4.4 | 4.5 | 4.6 | 4.7 | 5.0 | 5.1 | 5.1 | 5.3 | 5.6 |
| 2 to less than 3 years | 4.1 | 4.2 | 4.4 | 4.6 | 4.6 | 4.7 | 5.0 | 5.1 | 5.2 | 5.4 |
| 3 to less than 4 years | 4.0 | 4.1 | 4.3 | 4.5 | 4.6 | 4.6 | 4.8 | 5.1 | 5.2 | 5.2 |
| 4 to less than 5 years | 4.0 | 4.0 | 4.2 | 4.3 | 4.5 | 4.6 | 4.6 | 4.9 | 5.1 | 5.2 |
| 5 to less than 6 years | 4.1 | 4.0 | 4.0 | 4.2 | 4.4 | 4.6 | 4.7 | 4.7 | 4.9 | 5.1 |
| 6 to 12 years old | 29.5 | 29.4 | 29.1 | 29.0 | 29.2 | 29.5 | 30.1 | 30.9 | 31.5 | 32.1 |
| Total 0–12 years | 54.2 | 54.6 | 55.2 | 55.9 | 57.0 | 57.9 | 59.2 | 61.2 | 62.8 | 64.3 |
| Northern Territory | | | | | | | | | | |
| less than 1 year | 3.5 | 3.6 | 3.8 | 3.7 | 3.8 | 3.7 | 3.7 | 3.9 | 3.9 | 3.9 |
| 1 to less than 2 years | 3.5 | 3.5 | 3.7 | 3.8 | 3.8 | 3.8 | 3.7 | 3.8 | 4.0 | 3.9 |
| 2 to less than 3 years | 3.5 | 3.4 | 3.6 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 | 3.8 | 3.9 |
| 3 to less than 4 years | 3.5 | 3.5 | 3.5 | 3.6 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 |
| 4 to less than 5 years | 3.6 | 3.5 | 3.5 | 3.5 | 3.6 | 3.6 | 3.6 | 3.7 | 3.7 | 3.7 |
| 5 to less than 6 years | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.6 | 3.6 | 3.6 | 3.7 | 3.6 |
| 6 to 12 years old | 23.5 | 23.5 | 23.7 | 23.9 | 24.0 | 23.9 | 24.1 | 24.4 | 24.5 | 24.5 |
| Total 0–12 years | 44.6 | 44.6 | 45.2 | 45.7 | 46.1 | 46.0 | 46.2 | 46.8 | 47.2 | 47.1 |
| Australia (b) | | | | | | | | | | |
| less than 1 year | 263.3 | 274.6 | 287.9 | 294.2 | 295.8 | 291.0 | 291.5 | 302.8 | 308.8 | 299.3 |
| 1 to less than 2 years | 256.5 | 264.5 | 278.3 | 288.3 | 292.7 | 294.3 | 293.8 | 296.6 | 307.6 | 306.9 |

TABLE 3A.2

Table 3A.2 **Estimated resident population (ERP), children aged 12 years and younger, 31 December ('000) (a)**

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 2 to less than 3 years | 254.7 | 259.4 | 268.8 | 281.8 | 289.1 | 292.4 | 295.5 | 297.4 | 303.7 | 312.3 |
| 3 to less than 4 years | 255.0 | 257.7 | 263.5 | 274.0 | 284.6 | 289.5 | 294.2 | 299.0 | 300.7 | 306.1 |
| 4 to less than 5 years | 258.1 | 257.9 | 261.5 | 268.4 | 278.4 | 287.0 | 291.8 | 297.7 | 302.6 | 303.5 |
| 5 to less than 6 years | 261.7 | 261.0 | 261.3 | 265.8 | 272.4 | 282.1 | 290.0 | 295.4 | 301.4 | 305.4 |
| 6 to 12 years old | 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 | 2 044.3 |
| Total 0–12 years | 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 | 3 877.8 |

(a) Australian Bureau of Statistics (ABS) ERP at 31 December, based on the *2011 Census of Population and Housing*. ERP from 31 December 2011 are first preliminary.

(b) Includes other territories.

Source: ABS unpublished, *Australian Demographic Statistics, Dec 2014 (and previous editions)*, Cat. no. 3101.0, Canberra.

TABLE 3A.3

Table 3A.3 Total government real expenditure on ECEC (2014-15 dollars) (\$000) (a), (b)

| | Aus | State and Territory governments | | | | | | | | All | |
|---------------------------|------------------|---------------------------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|------------------|------------------|
| | Gov | NSW (c) | Vic | Qld (d) | WA (e) | SA | Tas (f) | ACT | NT | Total | govt |
| 2005-06 | | | | | | | | | | | |
| Recurrent expenditure (g) | 2 476 761 | 197 699 | 146 100 | 240 411 | 76 796 | 107 276 | 28 042 | 25 551 | 32 576 | 854 452 | 3 331 213 |
| Net capital expenditure | 8 536 | 2 213 | 16 213 | 262 | 2 540 | 2 784 | 494 | 5 692 | 14 | 30 212 | 38 748 |
| Total expenditure | 2 485 297 | 199 913 | 162 314 | 240 674 | 79 335 | 110 060 | 28 536 | 31 243 | 32 590 | 884 664 | 3 369 961 |
| 2006-07 | | | | | | | | | | | |
| Recurrent expenditure (g) | 2 812 431 | 197 776 | 161 649 | 162 536 | 77 781 | 116 387 | 29 026 | 26 656 | 34 181 | 805 992 | 3 618 423 |
| Net capital expenditure | 2 088 | – | 6 684 | 7 704 | 1 741 | 5 679 | 253 | 3 846 | 560 | 26 467 | 28 555 |
| Total expenditure | 2 814 519 | 197 776 | 168 333 | 170 240 | 79 522 | 122 067 | 29 279 | 30 502 | 34 741 | 832 459 | 3 646 978 |
| 2007-08 | | | | | | | | | | | |
| Recurrent expenditure (g) | 3 082 482 | 195 510 | 178 238 | 80 590 | 82 154 | 118 963 | 29 912 | 28 132 | 34 080 | 747 579 | 3 830 062 |
| Net capital expenditure | 9 847 | 2 217 | 15 857 | 6 635 | 3 139 | 2 571 | 310 | 2 147 | 238 | 33 115 | 42 962 |
| Total expenditure | 3 092 330 | 197 727 | 194 095 | 87 225 | 85 293 | 121 534 | 30 222 | 30 279 | 34 318 | 780 694 | 3 873 023 |
| 2008-09 | | | | | | | | | | | |
| Recurrent expenditure (g) | 4 316 372 | 208 789 | 175 712 | 83 970 | 135 097 | 117 482 | 31 896 | 28 655 | 34 284 | 815 885 | 5 132 257 |
| Net capital expenditure | 1 197 | 1 692 | 15 696 | 4 925 | 2 709 | 5 355 | 233 | 11 854 | 158 | 42 623 | 43 820 |
| Total expenditure | 4 317 569 | 210 481 | 191 408 | 88 896 | 137 806 | 122 837 | 32 128 | 40 509 | 34 442 | 858 508 | 5 176 077 |
| 2009-10 | | | | | | | | | | | |
| Recurrent expenditure (g) | 4 200 417 | 239 170 | 192 413 | 87 794 | 165 931 | 124 757 | 32 127 | 29 114 | 38 593 | 909 897 | 5 110 315 |
| Net capital expenditure | 36 993 | 3 150 | 22 275 | 23 852 | 42 827 | 14 007 | 190 | 1 859 | 5 180 | 113 338 | 150 331 |
| Total expenditure | 4 237 410 | 242 319 | 214 688 | 111 645 | 208 758 | 138 763 | 32 317 | 30 973 | 43 772 | 1 023 235 | 5 260 646 |
| 2010-11 | | | | | | | | | | | |
| Recurrent expenditure (g) | 4 544 170 | 235 844 | 204 246 | 109 988 | 213 195 | 129 171 | 35 097 | 29 206 | 47 225 | 1 003 972 | 5 548 142 |
| Net capital expenditure | 5 197 | 347 | 46 707 | 60 118 | 43 535 | 4 857 | 243 | 986 | 1 857 | 158 650 | 163 848 |
| Total expenditure | 4 549 367 | 236 191 | 250 953 | 170 106 | 256 731 | 134 028 | 35 340 | 30 192 | 49 082 | 1 162 622 | 5 711 989 |

TABLE 3A.3

Table 3A.3 Total government real expenditure on ECEC (2014-15 dollars) (\$000) (a), (b)

| | Aus | State and Territory governments | | | | | | | | All | |
|--------------------------------|------------------|---------------------------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|------------------|------------------|
| | Gov | NSW (c) | Vic | Qld (d) | WA (e) | SA | Tas (f) | ACT | NT | Total | govt |
| 2011-12 | | | | | | | | | | | |
| Recurrent expenditure (g) | 4 953 088 | 250 865 | 213 760 | 144 926 | 261 343 | 139 967 | 40 434 | 32 395 | 51 951 | 1 135 640 | 6 088 728 |
| Net capital expenditure | 31 634 | – | 42 343 | 99 037 | 33 715 | 4 641 | 795 | 10 821 | 482 | 191 833 | 223 467 |
| Total expenditure | 4 984 722 | 250 865 | 256 102 | 243 962 | 295 058 | 144 607 | 41 229 | 43 216 | 52 432 | 1 327 473 | 6 312 195 |
| 2012-13 | | | | | | | | | | | |
| Recurrent expenditure (g) | 5 532 147 | 260 655 | 261 132 | 180 353 | 282 269 | 155 302 | 43 695 | 34 056 | 56 143 | 1 273 604 | 6 805 751 |
| Net capital expenditure | 22 832 | – | 45 318 | 45 161 | 31 964 | 20 839 | 151 | 24 520 | 2 049 | 170 001 | 192 833 |
| Total expenditure | 5 554 979 | 260 655 | 306 449 | 225 513 | 314 233 | 176 141 | 43 845 | 58 575 | 58 193 | 1 443 605 | 6 998 585 |
| 2013-14 | | | | | | | | | | | |
| Recurrent expenditure (g), (h) | 6 319 350 | 241 065 | 315 198 | 209 374 | 272 211 | 155 426 | 46 621 | 35 762 | 55 271 | 1 330 928 | 7 650 279 |
| Net capital expenditure | 19 209 | na | 22 328 | 35 283 | 28 123 | 15 963 | 152 | 12 423 | 23 148 | 137 419 | 156 627 |
| Total expenditure (h) | 6 338 559 | 241 065 | 337 526 | 244 657 | 300 334 | 171 389 | 46 772 | 48 185 | 78 418 | 1 468 347 | 7 806 906 |
| 2014-15 | | | | | | | | | | | |
| Recurrent expenditure (g) | 7 071 255 | 248 808 | 326 648 | 235 610 | 295 206 | 166 846 | 48 717 | 39 058 | 53 400 | 1 414 293 | 8 485 548 |
| Net capital expenditure | 26 015 | – | 7 648 | 7 058 | 18 694 | 1 939 | 346 | 3 911 | 1 391 | 40 987 | 67 002 |
| Total expenditure | 7 097 270 | 248 808 | 334 296 | 242 668 | 313 900 | 168 784 | 49 063 | 42 969 | 54 791 | 1 455 279 | 8 552 549 |

(a) Time series financial data are adjusted to 2014-15 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.

(b) Australian Government data exclude Australian Government financial contributions to the State and Territory governments under the *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE). Funding allocated through the NP UAECE is reported by the State and Territory governments. NP UAECE funding is also separately reported in table 3A.6.

(c) For NSW, financial support to families was incorporated into other recurrent expenditure from 2009-10.

TABLE 3A.3

Table 3A.3 **Total government real expenditure on ECEC (2014-15 dollars) (\$000) (a), (b)**

| | <i>State and Territory governments</i> | | | | | | | | | | <i>All govt</i> |
|--|--|----------------|------------|----------------|---------------|-----------|----------------|------------|-----------|--------------|---------------------|
| | <i>Aus Gov</i> | <i>NSW (c)</i> | <i>Vic</i> | <i>Qld (d)</i> | <i>WA (e)</i> | <i>SA</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT</i> | <i>Total</i> | |
| (d) 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. | | | | | | | | | | | |
| (e) Data for WA exclude expenditure on non-government preschools up to and including 2008-09. | | | | | | | | | | | |
| (f) Tasmanian preschool administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government, and also includes funding for non-government preschools. Payroll tax has been excluded from 2009-10. | | | | | | | | | | | |
| (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 departmental 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 and 3A.5.

TABLE 3A.4

Table 3A.4 Australian Government real expenditure on child care services (2014-15 dollars) (\$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> |
|--|------------------|------------------|------------------|----------------|----------------|----------------|---------------|---------------|------------------|
| 2005-06 | | | | | | | | | |
| Recurrent expenditure | 725 407 | 496 658 | 728 447 | 200 461 | 184 395 | 55 408 | 32 167 | 43 158 | 2 476 761 |
| Net capital expenditure | 1 744 | 607 | 952 | 712 | 1 348 | 170 | 710 | 2 290 | 8 536 |
| Total expenditure | 727 151 | 497 265 | 729 400 | 201 173 | 185 744 | 55 577 | 32 877 | 45 449 | 2 485 297 |
| 2006-07 | | | | | | | | | |
| Recurrent expenditure (f), (g) | 826 953 | 564 647 | 822 891 | 221 722 | 216 076 | 66 844 | 33 492 | 47 819 | 2 812 431 |
| Net capital expenditure | 81 | – | – | – | – | – | – | 2 007 | 2 088 |
| Total expenditure | 827 033 | 564 647 | 822 891 | 221 722 | 216 076 | 66 844 | 33 492 | 49 827 | 2 814 519 |
| 2007-08 | | | | | | | | | |
| Recurrent expenditure (f), (h), (i), (j) | 916 174 | 630 841 | 895 734 | 230 069 | 233 044 | 71 727 | 37 108 | 54 172 | 3 082 482 |
| Net capital expenditure | 3 311 | 1 089 | 2 043 | 695 | 807 | 215 | – | 1 688 | 9 847 |
| Total expenditure | 919 485 | 631 930 | 897 777 | 230 764 | 233 851 | 71 941 | 37 108 | 55 860 | 3 092 330 |
| 2008-09 | | | | | | | | | |
| Recurrent expenditure (f) | 1 430 626 | 939 013 | 1 121 294 | 322 272 | 298 376 | 93 547 | 50 622 | 60 248 | 4 316 372 |
| Net capital expenditure | 294 | 41 | 371 | 38 | 218 | 152 | – | 83 | 1 197 |
| Total expenditure | 1 430 920 | 939 054 | 1 121 665 | 322 310 | 298 594 | 93 699 | 50 622 | 60 331 | 4 317 569 |
| 2009-10 | | | | | | | | | |
| Recurrent expenditure | 1 286 821 | 959 664 | 1 048 753 | 307 328 | 336 561 | 116 936 | 75 423 | 68 930 | 4 200 417 |
| Net capital expenditure | 11 665 | 8 306 | 9 443 | 2 704 | 2 934 | 934 | 703 | 303 | 36 993 |
| Total expenditure | 1 298 487 | 967 970 | 1 058 196 | 310 033 | 339 495 | 117 870 | 76 127 | 69 233 | 4 237 410 |
| 2010-11 | | | | | | | | | |
| Recurrent expenditure | 1 416 133 | 1 038 592 | 1 113 722 | 333 835 | 347 943 | 118 969 | 88 228 | 86 748 | 4 544 170 |
| Net capital expenditure | 1 667 | 1 176 | 1 295 | 384 | 397 | 128 | 107 | 44 | 5 197 |
| Total expenditure | 1 417 800 | 1 039 769 | 1 115 017 | 334 219 | 348 340 | 119 097 | 88 334 | 86 791 | 4 549 367 |
| 2011-12 | | | | | | | | | |

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on child care services (2014-15 dollars) (\$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> |
|------------------------------|------------------|------------------|------------------|----------------|----------------|----------------|----------------|---------------|------------------|
| Recurrent expenditure | 1 593 575 | 1 126 594 | 1 205 701 | 372 785 | 368 706 | 117 225 | 97 635 | 70 867 | 4 953 088 |
| Net capital expenditure | 10 178 | 7 235 | 7 824 | 2 390 | 2 360 | 736 | 647 | 264 | 31 634 |
| Total expenditure | 1 603 753 | 1 133 829 | 1 213 525 | 375 175 | 371 066 | 117 961 | 98 282 | 71 131 | 4 984 722 |
| 2012-13 | | | | | | | | | |
| Recurrent expenditure | 1 801 193 | 1 278 591 | 1 317 720 | 426 161 | 408 464 | 120 901 | 110 898 | 68 218 | 5 532 147 |
| Net capital expenditure | 7 355 | 5 307 | 5 543 | 1 772 | 1 699 | 493 | 481 | 183 | 22 832 |
| Total expenditure | 1 808 548 | 1 283 898 | 1 323 263 | 427 933 | 410 163 | 121 395 | 111 379 | 68 401 | 5 554 979 |
| 2013-14 | | | | | | | | | |
| Recurrent expenditure (k) | 2 066 953 | 1 520 113 | 1 472 221 | 478 255 | 451 011 | 128 358 | 128 316 | 74 123 | 6 319 350 |
| Net capital expenditure | 6 236 | 4 622 | 4 564 | 1 464 | 1 379 | 387 | 408 | 148 | 19 209 |
| Total expenditure (k) | 2 073 189 | 1 524 735 | 1 476 785 | 479 718 | 452 390 | 128 745 | 128 724 | 74 272 | 6 338 559 |
| 2014-15 | | | | | | | | | |
| Recurrent expenditure (l) | 2 315 488 | 1 703 551 | 1 643 998 | 535 918 | 503 655 | 142 951 | 144 191 | 81 503 | 7 071 255 |
| Net capital expenditure | 8 634 | 6 400 | 5 907 | 2 014 | 1 804 | 490 | 568 | 197 | 26 015 |
| Total expenditure | 2 324 122 | 1 709 951 | 1 649 905 | 537 933 | 505 458 | 143 441 | 144 760 | 81 700 | 7 097 270 |

- (a) Time series financial data are adjusted to 2014-15 dollars using the GGFCE chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.
- (b) Data exclude Australian Government financial contributions to the State and Territory governments under the NP UAECE. Funding allocated through the NP UAECE is reported by the State and Territory governments (in table 3A.3 and 3A.5). The NP UAECE funding is also separately reported in table 3A.6.
- (c) The Australian total for 2005-06 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.
- (d) Recurrent expenditure data include administration expenditure, other expenditure on service provision and financial support to families. These data include payments to families receiving child care benefit for formal services. For years 2005-06 to 2013-14, these categories of expenditure were pro-rated across states and territories, based on numbers of children attending care, except for specific purpose payments (which includes Budget Based Funded services) which are included for each state and territory.

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on child care services (2014-15 dollars) (\$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> |
|-----|---|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (e) | 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. | | | | | | | | |
| (f) | 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. | | | | | | | | |
| (g) | 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. | | | | | | | | |
| (h) | CCTR reported expenditure may include some double counting where customers were assessed for their CCTR entitlement and then later reassessed. | | | | | | | | |
| (i) | Includes an estimate of CCTR expenditure for 2007-08. | | | | | | | | |
| (j) | Due to machinery of Government changes, responsibility shifted from FaHCSIA to DEEWR (now Department of Education and Training) in 2007-08. | | | | | | | | |
| (k) | Due to machinery of Government changes, only 9.5 months of Department of Education and Training expenses are included in 2013-14 recurrent expenditure and, therefore, total expenditure. Departmental expenses are a small component of recurrent expenditure. | | | | | | | | |
| (l) | For 2014-15, due to Machinery of Government changes, there has been a change to the calculation of Australian Government expenditure by jurisdiction. – Nil or rounded to zero. | | | | | | | | |

Source: Australian Government Department of Education and Training unpublished; Department of Human Services administrative data unpublished.

TABLE 3A.5

Table 3A.5 State and Territory government real expenditure on ECEC services (2014-15 dollars) (\$000) (a), (b), (c)

| | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (f)</i> | <i>SA (g)</i> | <i>Tas (h)</i> | <i>ACT (i)</i> | <i>NT (j)</i> | <i>Aust</i> |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|------------------|
| 2010-11 | | | | | | | | | |
| Child care services | | | | | | | | | |
| Total recurrent expenditure | 57 542 | 3 684 | 47 436 | 9 809 | 14 079 | 2 229 | 5 070 | 13 289 | 153 138 |
| Net capital expenditure | 268 | 243 | 13 075 | 4 098 | 4 854 | 243 | 255 | 1 857 | 24 893 |
| Total expenditure | 57 810 | 3 927 | 60 512 | 13 907 | 18 932 | 2 472 | 5 325 | 15 146 | 178 031 |
| Preschool services | | | | | | | | | |
| Total recurrent expenditure | 178 301 | 188 186 | 62 552 | 203 386 | 115 093 | 32 867 | 24 136 | 33 936 | 838 459 |
| Net capital expenditure | 80 | 46 464 | 47 042 | 39 437 | 3 | na | 731 | na | 133 758 |
| Total expenditure | 178 381 | 234 650 | 109 594 | 242 823 | 115 097 | 32 867 | 24 867 | 33 936 | 972 216 |
| ECEC services | | | | | | | | | |
| Total recurrent expenditure | 235 844 | 204 246 | 109 988 | 213 195 | 129 171 | 35 097 | 29 206 | 47 225 | 1 003 972 |
| Net capital expenditure | 347 | 46 707 | 60 118 | 43 535 | 4 857 | 243 | 986 | 1 857 | 158 650 |
| Total expenditure | 236 191 | 250 953 | 170 106 | 256 731 | 134 028 | 35 340 | 30 192 | 49 082 | 1 162 622 |
| 2011-12 | | | | | | | | | |
| Child care services | | | | | | | | | |
| Total recurrent expenditure | 51 202 | 659 | 62 781 | 14 019 | 14 681 | 2 098 | 5 501 | 16 512 | 167 452 |
| Net capital expenditure | – | – | 27 245 | 8 025 | 4 317 | 795 | 219 | 482 | 40 532 |
| Total expenditure | 51 202 | 659 | 90 025 | 22 044 | 18 998 | 2 893 | 5 720 | 16 994 | 208 535 |
| Preschool services | | | | | | | | | |
| Total recurrent expenditure | 199 664 | 213 100 | 82 145 | 247 324 | 125 285 | 38 335 | 26 894 | 35 439 | 968 187 |
| Net capital expenditure | – | 42 343 | 71 792 | 25 690 | 324 | na | 10 602 | na | 148 730 |
| Total expenditure | 199 664 | 255 443 | 153 937 | 273 014 | 125 609 | 38 335 | 37 496 | 35 439 | 1 118 938 |
| ECEC services | | | | | | | | | |
| Total recurrent expenditure | 250 865 | 213 760 | 144 926 | 261 343 | 139 967 | 40 434 | 32 395 | 51 951 | 1 135 640 |
| Net capital expenditure | – | 42 343 | 99 037 | 33 715 | 4 641 | 795 | 10 821 | 482 | 189 262 |

TABLE 3A.5

Table 3A.5 State and Territory government real expenditure on ECEC services (2014-15 dollars) (\$000) (a), (b), (c)

| | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (f)</i> | <i>SA (g)</i> | <i>Tas (h)</i> | <i>ACT (i)</i> | <i>NT (j)</i> | <i>Aust</i> |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|------------------|
| Total expenditure | 250 865 | 256 102 | 243 962 | 295 058 | 144 607 | 41 229 | 43 216 | 52 432 | 1 327 473 |
| 2012-13 | | | | | | | | | |
| Child care services | | | | | | | | | |
| Total recurrent expenditure | 54 584 | 624 | 48 803 | 15 601 | 16 171 | 2 716 | 5 354 | 16 791 | 162 826 |
| Net capital expenditure | – | – | 17 595 | 8 207 | 17 194 | 151 | 3 135 | 2 049 | 48 331 |
| Total expenditure | 54 584 | 624 | 66 398 | 23 808 | 33 366 | 2 867 | 8 489 | 18 841 | 208 976 |
| Preschool services | | | | | | | | | |
| Total recurrent expenditure | 206 071 | 248 634 | 131 549 | 266 668 | 139 131 | 40 978 | 28 702 | 39 352 | 1 116 044 |
| Net capital expenditure | – | 45 318 | 27 566 | 23 757 | 3 644 | na | 21 385 | na | 121 669 |
| Total expenditure | 206 071 | 293 952 | 159 115 | 290 425 | 142 775 | 40 978 | 50 087 | 39 352 | 1 222 755 |
| ECEC services | | | | | | | | | |
| Total recurrent expenditure | 260 655 | 261 132 | 180 353 | 282 269 | 155 302 | 43 695 | 34 056 | 56 143 | 1 290 905 |
| Net capital expenditure | – | 45 318 | 45 161 | 31 964 | 20 839 | 151 | 24 520 | 2 049 | 170 001 |
| Total expenditure | 260 655 | 306 449 | 225 513 | 314 233 | 176 141 | 43 845 | 58 575 | 58 193 | 1 443 605 |
| 2013-14 | | | | | | | | | |
| Child care services | | | | | | | | | |
| Total recurrent expenditure | 52 980 | 13 190 | 55 931 | 2 823 | 16 715 | 2 807 | 5 841 | 16 974 | 167 260 |
| Net capital expenditure | na | – | 7 127 | 4 317 | 11 371 | 152 | 10 094 | 23 148 | 56 208 |
| Total expenditure | 52 980 | 13 190 | 63 058 | 7 140 | 28 086 | 2 958 | 15 935 | 40 121 | 223 468 |
| Preschool services | | | | | | | | | |
| Total recurrent expenditure | 188 085 | 302 008 | 153 444 | 269 388 | 138 711 | 43 814 | 30 732 | 38 297 | 1 164 480 |
| Net capital expenditure | na | 22 328 | 28 156 | 23 806 | 4 592 | na | 2 330 | na | 81 211 |
| Total expenditure | 188 084 | 324 336 | 181 599 | 293 195 | 143 303 | 43 814 | 32 250 | 38 297 | 1 244 878 |
| ECEC services | | | | | | | | | |
| Total recurrent expenditure | 241 065 | 315 198 | 209 374 | 272 211 | 155 426 | 46 621 | 35 762 | 55 271 | 1 330 928 |

TABLE 3A.5

Table 3A.5 State and Territory government real expenditure on ECEC services (2014-15 dollars) (\$000) (a), (b), (c)

| | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (f)</i> | <i>SA (g)</i> | <i>Tas (h)</i> | <i>ACT (i)</i> | <i>NT (j)</i> | <i>Aust</i> |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|------------------|
| Net capital expenditure | na | 22 328 | 35 283 | 28 123 | 15 963 | 152 | 12 423 | 23 148 | 137 419 |
| Total expenditure | 241 065 | 337 526 | 244 657 | 300 334 | 171 389 | 46 772 | 48 185 | 78 418 | 1 468 347 |
| 2014-15 | | | | | | | | | |
| Child care services | | | | | | | | | |
| Total recurrent expenditure | 49 029 | 13 211 | 72 911 | 17 643 | 20 297 | 2 949 | 5 912 | 17 813 | 199 765 |
| Net capital expenditure | – | – | 3 876 | 1 019 | 654 | 346 | 2 442 | 1 391 | 9 728 |
| Total expenditure | 49 029 | 13 211 | 76 787 | 18 662 | 20 951 | 3 295 | 8 354 | 19 204 | 209 494 |
| Preschool services | | | | | | | | | |
| Total recurrent expenditure | 199 779 | 313 437 | 162 699 | 277 562 | 146 549 | 45 768 | 33 146 | 35 587 | 1 214 527 |
| Net capital expenditure | – | 7 648 | 3 182 | 17 675 | 1 284 | na | 1 469 | na | 31 258 |
| Total expenditure | 199 779 | 321 085 | 165 881 | 295 238 | 147 833 | 45 768 | 34 615 | 35 587 | 1 245 786 |
| ECEC services | | | | | | | | | |
| Total recurrent expenditure | 248 808 | 326 648 | 235 610 | 295 206 | 166 846 | 48 717 | 39 058 | 53 400 | 1 414 293 |
| Net capital expenditure | – | 7 648 | 7 058 | 18 694 | 1 939 | 346 | 3 911 | 1 391 | 40 987 |
| Total expenditure | 248 808 | 334 296 | 242 668 | 313 900 | 168 784 | 49 063 | 42 969 | 54 791 | 1 455 279 |

- (a) Time series financial data are adjusted to 2014-15 dollars using the GGFCE chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.
- (b) Data include expenditure funded by the Australian Government via the NP UAECE. NP UAECE funding is also separately reported in table 3A.6.
- (c) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.
- (d) Victorian data for 2011-12 include actual expenditure in 2011-12 and committed unspent funds for 2011-12. Total expenditure in 2010-11 and 2012-13 includes administrative expenditure that is not able to be split by service type. As a result, the sum of child care and preschool does not add to total ECEC expenditure. Data for 2012-13 exclude funds committed in 2011-12 and expended in 2012-13. Since 2013-14 Quality Assessment and Regulation expenditure has been allocated to child care services expenditure. Prior to 2013-14 this expenditure was only included in total expenditure. 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).

Table 3A.5 **State and Territory government real expenditure on ECEC services (2014-15 dollars) (\$000) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (f)</i> | <i>SA (g)</i> | <i>Tas (h)</i> | <i>ACT (i)</i> | <i>NT (j)</i> | <i>Aust</i> |
|--|------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|-------------|
| (e) Queensland Government expenditure on child care services includes administrative expenditure involved in licensing kindergartens and administering the Young peoples Activities Program (for 13–15 year olds). It also includes capital funding to service organisations and non-government agencies. Net capital expenditure on child care services includes department capital/infrastructure and capital grants to non-government agencies and child care centres. Net capital expenditure on preschool services includes capital grant and construction costs for universal access program. | | | | | | | | | |
| (f) WA child care services expenditure is calculated by subtracting Australian Government funded occasional care from direct funding of services obtained from the financial systems. The increase in 2011-12 WA net capital expenditure on child care services is due to the construction of three Early Learning and Care Centres (ELCC) funded by the Australian Government. 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 child care for children birth to age 5. WA data for preschool service recurrent expenditure was affected by an increase in teachers, aides and salaries in 2010-11 and from 2013-14 data exclude amortisation of software. 2013-14 recurrent expenditure on preschool services has been revised since the previous Report following a review of the models utilised to apportion expenditure. | | | | | | | | | |
| (g) SA includes salaries for both preschool and child care services under preschool services, reflecting integrated corporate wide service support. | | | | | | | | | |
| (h) 2011-12 capital expenditure on child care services in Tasmania included funding for a new service, and is therefore higher than in other years. Preschool recurrent administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government and also includes funding for non-government preschools. | | | | | | | | | |
| (i) 2013-14 SA data for recurrent expenditure on preschool services have been revised since the previous Report to reflect a correction to repairs and maintenance expenditure for preschools. The decrease in SA net capital expenditure on child care services in 2014-15 is primarily due to the finalisation of the Holder Child Care Centre. The decrease in 2014-15 net capital expenditure on preschool services primarily relates to the finalisation of the COAG Universal Access to Preschools project and the Franklin Early Childhood School. | | | | | | | | | |
| (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. | | | | | | | | | |

na Not available. – Nil or rounded to zero.

Source: State and Territory governments unpublished.

TABLE 3A.6

Table 3A.6 Australian Government funding to State and Territory governments under the NP UAECE (\$000) (a), (b), (c)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--------------------------------|-------------------------------|---------|---------|--------|--------|--------|-------|-------|---------|
| Expenditure on NP UAECE | | | | | | | | | |
| | Nominal \$ | | | | | | | | |
| 2009-10 | 21 329 | 15 323 | 23 408 | 7 700 | 5 236 | 1 540 | 924 | 1 540 | 77 000 |
| 2010-11 | 26 869 | 19 303 | 29 488 | 9 700 | 6 596 | 1 940 | 1 164 | 1 940 | 97 000 |
| 2011-12 | 82 269 | 59 103 | 90 288 | 29 700 | 20 196 | 5 940 | 3 564 | 5 940 | 297 000 |
| 2012-13 | 142 655 | 113 079 | 100 674 | 49 189 | 31 915 | 10 742 | 7 313 | 6 132 | 461 699 |
| 2013-14 | 131 385 | 97 906 | 84 983 | 43 842 | 27 289 | 10 033 | 6 444 | 5 118 | 407 000 |
| 2014-15 | 114 845 | 85 857 | 74 853 | 38 756 | 23 890 | 7 856 | 5 751 | 4 441 | 356 249 |
| | Real expenditure (2014-15 \$) | | | | | | | | |
| 2009-10 | 23 805 | 17 102 | 26 125 | 8 594 | 5 844 | 1 719 | 1 031 | 1 719 | 85 938 |
| 2010-11 | 28 523 | 20 492 | 31 304 | 10 297 | 7 002 | 2 059 | 1 236 | 2 059 | 102 972 |
| 2011-12 | 85 966 | 61 759 | 94 345 | 31 034 | 21 103 | 6 207 | 3 724 | 6 207 | 310 345 |
| 2012-13 | 147 067 | 116 576 | 103 788 | 50 710 | 32 902 | 11 074 | 7 539 | 6 322 | 475 978 |
| 2013-14 | 133 657 | 99 599 | 86 453 | 44 600 | 27 761 | 10 207 | 6 555 | 5 207 | 414 039 |
| 2014-15 | 114 845 | 85 857 | 74 853 | 38 756 | 23 890 | 7 856 | 5 751 | 4 441 | 356 249 |

(a) Time series financial data are adjusted to 2014-15 dollars using the GGFCE chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.

(b) This funding is allocated to states and territories by the Australian Government under the terms of the NP UAECE (until 2013-14 it was called the *National Partnership Agreement on Early Childhood Education*). Amounts received are included in State and Territory government expenditure in table 3A.3 and 3A.4. This funding is not included in Australian Government expenditure in table 3A.3 and 3A.4. Funding amounts in this table do not necessarily reflect final amounts received by states and territories.

(c) Data for 2009-10, 2012-13 and 2013-14 have been revised since the last Report based on the allocation in the NP UAECE.

Source: Australian Government Department of Education and Training unpublished.

TABLE 3A.7

Table 3A.7 Comparability of expenditure — items included, 2014-15

| | <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 are 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. Depreciation excludes amortisation of software.

(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 **Number of Australian Government Child Care Benefit (CCB) approved child care services, by service type (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 | | | | | | | | | | |
| Number of Australian Government CCB approved child care services | | | | | | | | | | |
| Long day care | no. | 2 566 | 1 191 | 1 380 | 504 | 322 | 113 | 118 | 74 | 6 268 |
| Family day care | no. | 117 | 155 | 107 | 26 | 18 | 13 | 6 | 5 | 447 |
| Vacation care | no. | 723 | 371 | 560 | 229 | 262 | 78 | 47 | 38 | 2 308 |
| OSHC | no. | 1 762 | 1 727 | 1 211 | 519 | 614 | 162 | 146 | 56 | 6 197 |
| Occasional care | no. | 36 | 54 | 8 | 11 | 2 | 4 | 3 | – | 118 |
| In home care | no. | 21 | 16 | 20 | 6 | 3 | 3 | 1 | – | 70 |
| Total | no. | 5 225 | 3 514 | 3 286 | 1 295 | 1 221 | 373 | 321 | 173 | 15 408 |
| 2014 | | | | | | | | | | |
| Number of Australian Government CCB approved child care services | | | | | | | | | | |
| Long day care | no. | 2 670 | 1 217 | 1 406 | 517 | 334 | 111 | 123 | 72 | 6 450 |
| Family day care | no. | 185 | 268 | 113 | 34 | 21 | 12 | 7 | 4 | 644 |
| Vacation care | no. | 750 | 395 | 591 | 240 | 258 | 79 | 52 | 39 | 2 404 |
| OSHC | no. | 1 892 | 1 784 | 1 250 | 598 | 627 | 163 | 145 | 61 | 6 520 |
| Occasional care | no. | 36 | 55 | 8 | 11 | 2 | 4 | 3 | – | 119 |
| In home care | no. | 20 | 16 | 21 | 6 | 3 | 3 | 1 | – | 70 |
| Total | no. | 5 553 | 3 735 | 3 389 | 1 406 | 1 245 | 372 | 331 | 176 | 16 207 |
| 2015 | | | | | | | | | | |
| Number of Australian Government CCB approved child care services | | | | | | | | | | |
| Long day care | no. | 2 740 | 1 249 | 1 443 | 552 | 344 | 115 | 136 | 77 | 6 656 |
| Family day care | no. | 237 | 318 | 115 | 45 | 29 | 11 | 12 | 4 | 771 |
| Vacation care | no. | 760 | 455 | 600 | 257 | 268 | 80 | 55 | 40 | 2 515 |
| OSHC | no. | 1 963 | 1 852 | 1 285 | 708 | 659 | 163 | 148 | 63 | 6 841 |

TABLE 3A.8

Table 3A.8 **Number of Australian Government Child Care Benefit (CCB) approved child care services, by service type (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> |
|-----------------|-------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|---------------|
| Occasional care | no. | 36 | 52 | 8 | 11 | 2 | 4 | 3 | – | 116 |
| In home care | no. | 19 | 15 | 21 | 6 | 3 | 2 | 1 | – | 67 |
| Total | no. | 5 755 | 3 941 | 3 472 | 1 579 | 1 305 | 375 | 355 | 184 | 16 966 |

(a) Data relate to the March quarter.

(b) Each CCB approved service is assigned one service type. More than one service may exist at a single location but they are considered separate services delivering different service types, e.g. vacation care and OSHC.

– Nil or rounded to zero.

Source: Australian Government Department of Education and Training unpublished.

TABLE 3A.9

Table 3A.9 **Number of State and Territory government funded ECEC services, by service type, 30 June 2015 (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (e)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|----------------|--------------|------------|------------|------------|----------------|------------|------------|--------------|
| Number of State and Territory government (only) funded child care services, by service type (e) | | | | | | | | | | |
| Long day care | no. | na | .. | – | – | .. | .. | .. | – | – |
| Family day care | no. | .. | .. | – | – | .. | .. | .. | – | – |
| Vacation care | no. | na | .. | 14 | – | .. | 2 | .. | – | 16 |
| OSHC | no. | .. | .. | – | – | .. | .. | .. | – | – |
| Occasional care | no. | na | 94 | 19 | 10 | 87 | 17 | .. | – | 227 |
| Other care (f) | no. | na | .. | – | – | 28 | .. | .. | 2 | 30 |
| Total | no. | na | 94 | 33 | 10 | 115 | 19 | .. | 2 | 273 |
| Number of State and Territory government funded preschool services (g) | | | | | | | | | | |
| Preschool | no. | 865 | 1 195 | 465 | 909 | 389 | 213 | 77 | 120 | 4 233 |

(a) Data are as at 30 June 2015, except for NSW, Queensland and Tasmania which are for July/August 2014.

(b) Child care services which receive both Australian and State and Territory government funding are not included in these data to avoid double counting. Services which receive Australian Government funding under CCB approval and also receive some State and Territory government funding are included in Australian Government reported data in table 3A.8.

(c) Services in this table are assigned to one service type (although some services may deliver more than one service type).

(d) NSW are unable to identify which child care services only receive funding from the NSW Government.

(e) Tasmania only includes services in receipt of recurrent operational funding.

(f) Other care in SA refers to playcentres and 3 year old kindergarten services in the NT.

(g) Many of these preschool services receive funding under the NP UAECE. Australian Government funding provided to State and Territory governments through the NP UAECE is a contribution to support states and territories to increase preschool participation and attendance rates. It is a matter for states and territories to distribute NP UAECE funding, provided they make funding available to support children in all settings that deliver a quality preschool program.

na Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: State and Territory governments unpublished.

TABLE 3A.10

Table 3A.10 **NQF approved ECEC services, by service type, by management type, 30 June 2015 (a), (b), (c)**

| | NSW | | Vic | | Qld | | WA (d) | | SA | | Tas (d) | | ACT | | NT | | Aust | | |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|-----------|--------------|--------------|--------------|--|
| | no. | % | no. | % | no. | % | no. | % | no. | % | no. | % | no. | % | no. | % | no. | % | |
| 2015 | | | | | | | | | | | | | | | | | | | |
| Long day care | | | | | | | | | | | | | | | | | | | |
| Community (g) | 455 | 16.4 | 449 | 35.7 | 465 | 32.7 | 68 | 10.7 | 151 | 46.9 | 57 | 49.1 | 86 | 66.7 | 48 | 63.2 | 1 779 | 26.4 | |
| Private (g) | 1 278 | 46.0 | 679 | 53.9 | 896 | 63.1 | 384 | 60.5 | 135 | 41.9 | 39 | 33.6 | 40 | 31.0 | 16 | 21.1 | 3 467 | 51.5 | |
| Non-government school (g) | 21 | 0.8 | 23 | 1.8 | 40 | 2.8 | – | – | 20 | 6.2 | 8 | 6.9 | 2 | 1.6 | 11 | 14.5 | 125 | 1.9 | |
| Government (g) | 190 | 6.8 | 106 | 8.4 | 13 | 0.9 | 20 | 3.1 | 10 | 3.1 | 12 | 10.3 | – | – | 1 | 1.3 | 352 | 5.2 | |
| Unknown management type (g) | 833 | 30.0 | 2 | 0.2 | 6 | 0.4 | 163 | 25.7 | 6 | 1.9 | – | – | 1 | 0.8 | – | – | 1 011 | 15.0 | |
| Total | 2 777 | 100.0 | 1 259 | 100.0 | 1 420 | 100.0 | 635 | 100.0 | 322 | 100.0 | 116 | 100.0 | 129 | 100.0 | 76 | 100.0 | 6 734 | 100.0 | |
| Family day care | | | | | | | | | | | | | | | | | | | |
| Community (g) | 34 | 10.5 | 16 | 4.4 | 66 | 45.5 | 6 | 9.7 | – | – | 5 | 41.7 | 4 | 22.2 | 3 | 50.0 | 134 | 13.9 | |
| Private (g) | 232 | 71.6 | 307 | 85.0 | 75 | 51.7 | 49 | 79.0 | 26 | 68.4 | 4 | 33.3 | 14 | 77.8 | 3 | 50.0 | 710 | 73.5 | |
| Non-government school (g) | 1 | 0.3 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 1 | 0.1 | |
| Government (g) | 39 | 12.0 | 38 | 10.5 | 4 | 2.8 | 4 | 6.5 | 12 | 31.6 | 3 | 25.0 | – | – | – | – | 100 | 10.4 | |
| Unknown management type (g) | 18 | 5.6 | – | – | – | – | 3 | 4.8 | – | – | – | – | – | – | – | – | 21 | 2.2 | |
| Total | 324 | 100.0 | 361 | 100.0 | 145 | 100.0 | 62 | 100.0 | 38 | 100.0 | 12 | 100.0 | 18 | 100.0 | 6 | 100.0 | 966 | 100.0 | |
| Vacation care | | | | | | | | | | | | | | | | | | | |
| Community (g) | 375 | 39.7 | 94 | 19.7 | 603 | 64.5 | 7 | 2.0 | 26 | 9.1 | 50 | 49.0 | 35 | 54.7 | 22 | 57.9 | 1 212 | 37.9 | |
| Private (g) | 354 | 37.5 | 233 | 48.9 | 262 | 28.0 | 237 | 66.6 | 41 | 14.3 | 32 | 31.4 | 14 | 21.9 | 11 | 28.9 | 1 184 | 37.0 | |

TABLE 3A.10

Table 3A.10 **NQF approved ECEC services, by service type, by management type, 30 June 2015 (a), (b), (c)**

| | NSW | | Vic | | Qld | | WA (d) | | SA | | Tas (d) | | ACT | | NT | | Aust | |
|-----------------------------|--------------|--------------|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|-----------|--------------|--------------|--------------|
| Non-government school (g) | 25 | 2.6 | 28 | 5.9 | 49 | 5.2 | 1 | 0.3 | 61 | 21.3 | 8 | 7.8 | 15 | 23.4 | 5 | 13.2 | 192 | 6.0 |
| Government (g) | 82 | 8.7 | 121 | 25.4 | 17 | 1.8 | 22 | 6.2 | 158 | 55.2 | 12 | 11.8 | – | – | – | – | 412 | 12.9 |
| Unknown management type (g) | 109 | 11.5 | – | – | 4 | 0.4 | 89 | 25.0 | – | – | – | – | – | – | – | – | 202 | 6.3 |
| Total | 945 | 100.0 | 476 | 100.0 | 935 | 100.0 | 356 | 100.0 | 286 | 100.0 | 102 | 100.0 | 64 | 100.0 | 38 | 100.0 | 3 202 | 100.0 |
| OSHC | | | | | | | | | | | | | | | | | | |
| Community (g) | 505 | 39.8 | 108 | 9.8 | 620 | 63.8 | 6 | 1.4 | 25 | 6.9 | 70 | 52.6 | 70 | 68.6 | 24 | 48.0 | 1 428 | 32.4 |
| Private (g) | 502 | 39.6 | 619 | 56.4 | 275 | 28.3 | 306 | 73.0 | 68 | 18.8 | 38 | 28.6 | 14 | 13.7 | 18 | 36.0 | 1 840 | 41.8 |
| Non-government school (g) | 41 | 3.2 | 69 | 6.3 | 55 | 5.7 | 1 | 0.2 | 83 | 22.9 | 8 | 6.0 | 18 | 17.6 | 8 | 16.0 | 283 | 6.4 |
| Government (g) | 80 | 6.3 | 302 | 27.5 | 18 | 1.9 | 12 | 2.9 | 186 | 51.4 | 17 | 12.8 | – | – | – | – | 615 | 14.0 |
| Unknown management type (g) | 140 | 11.0 | – | – | 4 | 0.4 | 94 | 22.4 | – | – | – | – | – | – | – | – | 238 | 5.4 |
| Total | 1 268 | 100.0 | 1 098 | 100.0 | 972 | 100.0 | 419 | 100.0 | 362 | 100.0 | 133 | 100.0 | 102 | 100.0 | 50 | 100.0 | 4 404 | 100.0 |
| Occasional care (e) | | | | | | | | | | | | | | | | | | |
| Community (g) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Private (g) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Non-government school (g) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Government (g) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Unknown management type (g) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

TABLE 3A.10

Table 3A.10 **NQF approved ECEC services, by service type, by management type, 30 June 2015 (a), (b), (c)**

| | NSW | | Vic | | Qld | | WA (d) | | SA | | Tas (d) | | ACT | | NT | | Aust | | |
|-----------------------------|------------|--------------|--------------|--------------|--------------|--------------|-----------|--------------|------------|--------------|----------|----------|-----------|--------------|-----------|--------------|--------------|--------------|----|
| Total | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Other care | | | | | | | | | | | | | | | | | | | |
| Community (g) | 10 | 37.0 | 35 | 23.6 | 5 | 38.5 | – | – | 36 | 30.5 | – | – | 4 | 57.1 | 2 | 100.0 | 92 | 27.1 | |
| Private (g) | 8 | 29.6 | 96 | 64.9 | 7 | 53.8 | 22 | 91.7 | 25 | 21.2 | – | – | 3 | 42.9 | – | – | 161 | 47.5 | |
| Non-government school (g) | 2 | 7.4 | – | – | – | – | – | – | 6 | 5.1 | – | – | – | – | – | – | 8 | 2.4 | |
| Government (g) | 3 | 11.1 | 17 | 11.5 | 1 | 7.7 | – | – | 46 | 39.0 | – | – | – | – | – | – | 67 | 19.8 | |
| Unknown management type (g) | 4 | 14.8 | – | – | – | – | 2 | 8.3 | 5 | 4.2 | – | – | – | – | – | – | 11 | 3.2 | |
| Total | 27 | 100.0 | 148 | 100.0 | 13 | 100.0 | 24 | 100.0 | 118 | 100.0 | – | – | 7 | 100.0 | 2 | 100.0 | 339 | 100.0 | |
| Preschool (f) | | | | | | | | | | | | | | | | | | | |
| Community (g) | 449 | 52.0 | 846 | 67.9 | 608 | 53.1 | 3 | 16.7 | 5 | 1.1 | – | – | – | – | – | – | 1 911 | 49.1 | |
| Private (g) | 58 | 6.7 | 17 | 1.4 | 452 | 39.5 | 13 | 72.2 | 4 | 0.9 | – | – | – | – | – | – | 544 | 14.0 | |
| Non-government school (g) | 24 | 2.8 | 82 | 6.6 | 49 | 4.3 | – | – | 38 | 8.7 | – | – | 18 | 18.9 | 8 | 9.4 | 219 | 5.6 | |
| Government (g) | 130 | 15.0 | 301 | 24.2 | 34 | 3.0 | – | – | 389 | 89.0 | – | – | 77 | 81.1 | 77 | 90.6 | 1 008 | 25.9 | |
| Unknown management type (g) | 203 | 23.5 | – | – | 2 | 0.2 | 2 | 11.1 | 1 | 0.2 | – | – | – | – | – | – | 208 | 5.3 | |
| Total | 864 | 100.0 | 1 246 | 100.0 | 1 145 | 100.0 | 18 | 100.0 | 437 | 100.0 | – | – | 95 | 100.0 | 85 | 100.0 | 3 890 | 100.0 | |
| Sum of service types (g) | | | | | | | | | | | | | | | | | | | |
| Community (g) | 1 828 | 29.5 | 1 548 | 33.7 | 2 367 | 51.1 | 90 | 5.9 | 243 | 15.5 | 182 | 50.1 | 199 | 48.0 | 99 | 38.5 | 6 556 | 33.6 | |
| Private (g) | 2 432 | 39.2 | 1 951 | 42.5 | 1 967 | 42.5 | 1 011 | 66.8 | 299 | 19.1 | 113 | 31.1 | 85 | 20.5 | 48 | 18.7 | 7 906 | 40.5 | |
| Non-government school (g) | 114 | 1.8 | 202 | 4.4 | 193 | 4.2 | 2 | 0.1 | 208 | 13.3 | 24 | 6.6 | 53 | 12.8 | 32 | 12.5 | 828 | 4.2 | |

TABLE 3A.10

Table 3A.10 **NQF approved ECEC services, by service type, by management type, 30 June 2015 (a), (b), (c)**

| | NSW | | Vic | | Qld | | WA (d) | | SA | | Tas (d) | | ACT | | NT | | Aust | |
|--------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|---------------|--------------|
| Government (g) | 524 | 8.4 | 885 | 19.3 | 87 | 1.9 | 58 | 3.8 | 801 | 51.2 | 44 | 12.1 | 77 | 18.6 | 78 | 30.4 | 2 554 | 13.1 |
| Unknown management type (g) | 1 307 | 21.1 | 2 | 0.0 | 16 | 0.3 | 353 | 23.3 | 12 | 0.8 | – | – | 1 | 0.2 | – | – | 1 691 | 8.7 |
| Total | 6 205 | 100.0 | 4 588 | 100.0 | 4 630 | 100.0 | 1 514 | 100.0 | 1 563 | 100.0 | 363 | 100.0 | 415 | 100.0 | 257 | 100.0 | 19 535 | 100.0 |
| Total NQF approved ECEC services (g) | | | | | | | | | | | | | | | | | | |
| Community (g) | 1 444 | 28.3 | 1 417 | 35.6 | 1 522 | 54.6 | 78 | 7.1 | 185 | 16.0 | 119 | 53.6 | 160 | 46.9 | 77 | 35.2 | 5 002 | 33.5 |
| Private (g) | 1 984 | 38.9 | 1 638 | 41.2 | 1 074 | 38.5 | 711 | 64.4 | 234 | 20.3 | 63 | 28.4 | 72 | 21.1 | 37 | 16.9 | 5 813 | 39.0 |
| Non-government school (g) | 80 | 1.6 | 167 | 4.2 | 122 | 4.4 | 1 | 0.1 | 129 | 11.2 | 10 | 4.5 | 31 | 9.1 | 27 | 12.3 | 567 | 3.8 |
| Government (g) | 448 | 8.8 | 753 | 18.9 | 60 | 2.2 | 44 | 4.0 | 598 | 51.9 | 30 | 13.5 | 77 | 22.6 | 78 | 35.6 | 2 088 | 14.0 |
| Unknown management type (g) | 1 148 | 22.5 | 2 | 0.1 | 12 | 0.4 | 270 | 24.5 | 7 | 0.6 | – | – | 1 | 0.3 | – | – | 1 440 | 9.7 |
| Total | 5 104 | 100.0 | 3 977 | 100.0 | 2 790 | 100.0 | 1 104 | 100.0 | 1 153 | 100.0 | 222 | 100.0 | 341 | 100.0 | 219 | 100.0 | 14 910 | 100.0 |

- (a) This table includes services approved under the NQF as at 30 June. Data are sourced from the National Quality Agenda Information Technology System (NQAITS) and provided by Australian Children's Education and Care Quality Authority (ACECQA). Some services also exist which are licensed or registered to operate by State and Territory governments but are not approved under the NQF. These services are reported in table 3A.11.
- (b) Service type categories reported in RoGS (such as long day care, OSHC and preschool) are defined in the glossary. Services are reported in this table according to each service type it provides. As each individual service (i.e. establishment/location) may deliver more than one service type, e.g. long day care and preschool, or OSHC and vacation care, the sum of services by service types exceeds the total number of ECEC services. NQF approval is not based on these particular service types, rather services are approved as either a centre-based or family day care service. Service type information is self-reported at the time of application for service approval. Service providers are not obliged to update this information if it subsequently changes. As a result, counts by service type could over or under estimate the true number.
- (c) Management type in the NQAITS refers to the kind of management structure the provider has.
- (d) In WA almost all preschool services are out of scope of the NQF legislation so the number is relatively small. Preschool services in Tasmania are not covered by the NQF legislation so the number is zero.
- (e) Occasional care is not in scope of the NQF so is reported as not applicable ('..').

Table 3A.10 **NQF approved ECEC services, by service type, by management type, 30 June 2015 (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA (d)</i> | <i>SA</i> | <i>Tas (d)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----|---|------------|------------|---------------|-----------|----------------|------------|-----------|-------------|
| (f) | Counts of preschool services in this table should not be compared to counts of preschool services from the <i>National Early Childhood Education and Care Collection</i> (NECECC) in table 3A.12 due to different collection and reporting methodologies and purposes. Total counts of the preschool service type are undercounted in the NQAITS due to non-obligatory self-reporting of service type. This particularly affects services which are long day care centres and also deliver preschool. Most preschool services reported in this table are stand-alone preschool centres or attached to a school. Preschool services in this table are also undercounted compared to table 3A.12 due to exclusion of WA and Tasmanian preschools under the NQF. | | | | | | | | |
| (g) | There are nine management type categories collected in the NQAITS. They are grouped for this Report into five management type categories. Community includes private not for profit - community managed and private not for profit - other organisations. Private includes private for profit. Non-government school includes catholic schools and independent schools. Government includes state and territory and local government managed and state and territory government schools. Unknown management type includes other and not stated/inadequately described. | | | | | | | | |
| (h) | Sum of service types equals the sum of each of long day care, family day care, vacation care, OSHC, occasional care, other care and preschool. As some services provide more than one service type the number will exceed total ECEC services. The sum of service types provides information on the number and type of service programs offered by services. In comparison, total ECEC services counts services only once and represents individual establishments or locations. | | | | | | | | |

.. Not applicable. – Nil or rounded to zero.

Source: ACECQA NQAITS unpublished.

TABLE 3A.11

Table 3A.11 **State and Territory government licensed or registered ECEC services, by service type, 30 June 2015 (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas (d)</i> | <i>ACT</i> | <i>NT (e)</i> | <i>Aust</i> |
|---|-------------|------------|------------|----------------|------------|------------|----------------|------------|---------------|--------------|
| Number of State and Territory government licensed or registered ECEC services by service type | | | | | | | | | | |
| Long day care | no. | – | 28 | 17 | 13 | .. | 4 | – | .. | 62 |
| Family day care | no. | – | .. | – | – | .. | – | – | .. | – |
| Vacation care | no. | – | 1 | 11 | – | .. | 6 | – | .. | 18 |
| OSHC | no. | – | .. | 19 | – | .. | 2 | – | .. | 21 |
| Occasional care | no. | 65 | 378 | 36 | – | 87 | 27 | – | .. | 593 |
| Other care (f) | no. | 91 | 25 | – | – | 28 | 2 | – | .. | 146 |
| Preschool | no. | – | 2 | 13 | 909 | 3 | 215 | – | .. | 1 142 |
| Sum of service types (g) | no. | 156 | 434 | 96 | 922 | 118 | 256 | – | .. | 1 982 |
| Total ECEC services (h) | no. | 156 | 434 | 66 | 922 | 118 | 250 | – | .. | 1 946 |

(a) State and Territory government licensed or registered ECEC services are services not approved under the NQF (and are therefore not included in the NQAITS), but are licensed or registered to operate as at 30 June. See table 3A.10 for information on NQF approved services.

(b) Each individual service (i.e. individual establishment/location) may deliver more than one service type. Services are reported in this table according to each service type it provides but are included only once in the number of total ECEC services.

(c) Queensland data for occasional care include funded and non-funded services limited hours care services and services operating long day care but providing care primarily on a casual or ad hoc basis.

(d) Data for Tasmania are as at 1 June.

(e) NT does not operate a dual regulatory framework so all ECEC services operating in NT are regulated under the NQF.

(f) Other care refers to 36 home based and 55 mobile services in NSW. In Victoria other care services include early intervention, 3 year old services and services with short term licenses.

(g) Sum of service types may equal more than the total number of individual services due to some services delivering more than one service type.

(h) Total ECEC 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 providing multiple service types, total ECEC services may not equal the breakdown by service types. For example, a centre which delivers OSHC and vacation care, or long day care and preschool is counted separately by service type, but only once in total ECEC services.

.. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments unpublished.

TABLE 3A.12

Table 3A.12 **Preschool services, by service delivery setting, by management type (a), (b)**

| | <i>Unit</i> | <i>NSW (c)</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (d)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|----------------|--------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|
| 2013 | | | | | | | | | | |
| Number of preschool services | | | | | | | | | | |
| LDC with preschool (e) | | | | | | | | | | |
| Total LDC with preschool | no. | 1 728 | 983 | 1 203 | 130 | 203 | 12 | 79 | 33 | 4 371 |
| Preschool not delivered in LDC (f) | | | | | | | | | | |
| Government | no. | 156 | 227 | 120 | 641 | 343 | 158 | 78 | 134 | 1 857 |
| Non-government | no. | 703 | 934 | 445 | 243 | 29 | 58 | 5 | 9 | 2 426 |
| Community | no. | 677 | 838 | 421 | – | 3 | – | – | – | 1 939 |
| Private | no. | 3 | 9 | 5 | – | – | – | – | – | 17 |
| Non-government school | no. | 23 | 87 | 19 | 243 | 26 | 58 | 5 | 9 | 470 |
| Total preschool not delivered in LDC | no. | 859 | 1 161 | 565 | 884 | 372 | 216 | 83 | 143 | 4 283 |
| Total preschool services | no. | 2 587 | 2 144 | 1 768 | 1 014 | 575 | 228 | 162 | 176 | 8 654 |
| Proportion of preschool services | | | | | | | | | | |
| LDC with preschool (e) | | | | | | | | | | |
| Total LDC with preschool | % | 66.8 | 45.8 | 68.0 | 12.8 | 35.3 | 5.3 | 48.8 | 18.8 | 50.5 |
| Preschool not delivered in LDC (f) | | | | | | | | | | |
| Government | % | 6.0 | 10.6 | 6.8 | 63.2 | 59.7 | 69.3 | 48.1 | 76.1 | 21.5 |
| Non-government | % | 27.2 | 43.6 | 25.2 | 24.0 | 5.0 | 25.4 | 3.1 | 5.1 | 28.0 |
| Community | % | 26.2 | 39.1 | 23.8 | – | 0.5 | – | – | – | 22.4 |
| Private | % | 0.1 | 0.4 | 0.3 | – | – | – | – | – | 0.2 |
| Non-government school | % | 0.9 | 4.1 | 1.1 | 24.0 | 4.5 | 25.4 | 3.1 | 5.1 | 5.4 |
| Total preschool not delivered in LDC | % | 33.2 | 54.2 | 32.0 | 87.2 | 64.7 | 94.7 | 51.2 | 81.3 | 49.5 |
| Total preschool services | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

TABLE 3A.12

Table 3A.12 **Preschool services, by service delivery setting, by management type (a), (b)**

| | <i>Unit</i> | <i>NSW (c)</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (d)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|----------------|--------------|--------------|--------------|-------------|----------------|-------------|-------------|--------------|
| 2014 | | | | | | | | | | |
| Number of preschool services | | | | | | | | | | |
| LDC with preschool (e) | | | | | | | | | | |
| Government | no. | 214 | 74 | 9 | 15 | 47 | – | 6 | – | 365 |
| Non-government | no. | 1 518 | 988 | 1 308 | 229 | 168 | 15 | 76 | 42 | 4 344 |
| Total LDC with preschool | no. | 1 732 | 1 062 | 1 317 | 244 | 215 | 15 | 82 | 42 | 4 709 |
| Preschool not delivered in LDC (f) | | | | | | | | | | |
| Government | no. | 161 | 231 | 114 | 649 | 350 | 155 | 80 | 126 | 1 866 |
| Non-government | no. | 692 | 916 | 453 | 251 | 30 | 58 | 5 | 9 | 2 414 |
| Community | no. | 671 | 840 | 406 | – | 3 | – | – | – | 1 920 |
| Private | no. | 3 | 10 | – | – | – | – | – | – | 13 |
| Non-government school | no. | 18 | 66 | 47 | 251 | 27 | 58 | 5 | 9 | 481 |
| Total preschool not delivered in LDC | no. | 853 | 1 147 | 567 | 900 | 380 | 213 | 85 | 135 | 4 280 |
| Total preschool services | no. | 2 585 | 2 209 | 1 884 | 1 144 | 595 | 228 | 167 | 177 | 8 989 |
| Proportion of preschool services | | | | | | | | | | |
| LDC with preschool (e) | | | | | | | | | | |
| Government | % | 8.3 | 3.3 | 0.5 | 1.3 | 7.9 | – | 3.6 | – | 4.1 |
| Non-government | % | 58.7 | 44.7 | 69.4 | 20.0 | 28.2 | 6.6 | 45.5 | 23.7 | 48.3 |
| Total LDC with preschool | % | 67.0 | 48.1 | 69.9 | 21.3 | 36.1 | 6.6 | 49.1 | 23.7 | 52.4 |
| Preschool not delivered in LDC (f) | | | | | | | | | | |
| Government | % | 6.2 | 10.5 | 6.1 | 56.7 | 58.8 | 68.0 | 47.9 | 71.2 | 20.8 |
| Non-government | % | 26.8 | 41.5 | 24.0 | 21.9 | 5.0 | 25.4 | 3.0 | 5.1 | 26.9 |
| Community | % | 26.0 | 38.0 | 21.5 | – | 0.5 | – | – | – | 21.4 |
| Private | % | 0.1 | 0.5 | – | – | – | – | – | – | 0.1 |
| Non-government school | % | 0.7 | 3.0 | 2.5 | 21.9 | 4.5 | 25.4 | 3.0 | 5.1 | 5.4 |

TABLE 3A.12

Table 3A.12 **Preschool services, by service delivery setting, by management type (a), (b)**

| | <i>Unit</i> | <i>NSW (c)</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (d)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|----------------|--------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|
| Total preschool not delivered in LDC | % | 33.0 | 51.9 | 30.1 | 78.7 | 63.9 | 93.4 | 50.9 | 76.3 | 47.6 |
| Total preschool services | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

LDC = long day care

- (a) Preschool services deliver a preschool program. Preschool services may be delivered by stand-alone preschools, preschools attached to a school or long day care centres.
- (b) Data in this table should not be compared with counts of preschool services in table 3A.10 due to different collection and reporting methodologies and purposes.
- (c) 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.
- (d) In Tasmania almost all preschool services are delivered by services attached to a school.
- (e) School-based preschools that provide supplementary LDC services are included in the LDC with preschool category.
- (f) In response to the undercount issue, NSW completed a supplementary data report which indicated that 2136 LDC services delivered a preschool program to 55 187 children in 2013. This would increase the NSW proportion of preschool services delivered from a LDC centre to 71.3 per cent in 2013.

– Nil or rounded to zero.

Source: ABS 2014 and 2015, *Preschool Education, Australia, 2013 and 2014*, Cat. no. 4240.0.

TABLE 3A.13

Table 3A.13 Proportion of children aged 0–5 and 6–12 years attending Australian Government CCB approved child care services who are from special needs groups, compared with their representation in the community (per cent) (a), (b), (c)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Children from non-English speaking backgrounds (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 child care services, 2015 | 2.4 | 0.7 | 3.3 | 2.0 | 1.5 | 4.7 | 1.2 | 6.9 | 2.2 |
| Children aged 0–5 in the community, 2014 | 5.4 | 1.7 | 8.1 | 6.1 | 4.5 | 9.8 | 2.9 | 38.3 | 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 child care services, 2015 | 1.8 | 0.8 | 2.8 | 2.2 | 1.4 | 4.3 | 0.9 | 9.2 | 1.8 |
| Children aged 6–12 in the community, 2014 | 5.4 | 1.6 | 7.7 | 6.5 | 4.4 | 9.1 | 2.7 | 44.2 | 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 | 25.5 | 26.3 | 28.5 | 20.8 | 24.0 | 29.1 | 9.4 | 13.8 | 25.5 |
| Children aged 0–5 in child care services, 2015 | 24.4 | 25.9 | 26.6 | 21.5 | 23.0 | 27.0 | 12.0 | 14.5 | 24.5 |
| Children aged 0–5 in the community, 2013-14 | 16.9 | 19.5 | 17.3 | 14.7 | 17.5 | 24.7 | 8.4 | 4.0 | 17.3 |
| 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 | 23.0 | 29.6 | 24.8 | 22.6 | 23.1 | 26.2 | 7.5 | 11.8 | 24.5 |
| Children aged 6–12 in child care services, 2015 | 22.3 | 29.0 | 21.3 | 20.6 | 21.4 | 20.9 | 9.9 | 11.6 | 23.0 |
| Children aged 6–12 in the community, 2013-14 | 18.7 | 15.8 | 16.1 | 9.4 | 19.5 | 24.8 | 3.8 | 14.2 | 16.3 |
| Children with disability | | | | | | | | | |
| Children aged 0–5 in child care services, 2013 | 4.0 | 2.4 | 2.1 | 2.0 | 3.4 | 2.0 | 2.6 | 2.8 | 2.9 |
| Children aged 0–5 in the community, 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 | 30.2 | 15.4 | 15.9 | 99.2 | 0.6 | 78.8 | 24.4 |
| Children aged 0–5 in child care services, 2015 | 21.7 | 18.6 | 29.9 | 14.8 | 18.4 | 99.2 | 0.4 | 80.2 | 23.7 |
| Children aged 0–5 in the community, 2014 | 23.5 | 22.5 | 35.1 | 16.8 | 22.5 | 98.2 | 0.5 | 53.5 | 26.3 |
| 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 | 26.3 | 11.2 | 13.2 | 99.6 | – | 82.2 | 19.6 |
| Children aged 6–12 in child care services, 2015 | 15.0 | 13.1 | 25.9 | 10.8 | 14.3 | 99.5 | – | 83.1 | 18.4 |

TABLE 3A.13

Table 3A.13 Proportion of children aged 0–5 and 6–12 years attending Australian Government CCB approved child care services who are from special needs groups, compared with their representation in the community (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 aged 6–12 in the community, 2014 | 26.7 | 24.9 | 36.7 | 18.3 | 24.9 | 98.2 | 0.4 | 49.8 | 28.8 |
| 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 | – | 1.3 | 4.4 | 2.4 | 0.9 | .. | 21.5 | 1.1 |
| Children aged 0–5 in child care services, 2015 | 0.2 | – | 1.2 | 4.5 | 2.9 | 0.9 | .. | 20.1 | 1.1 |
| Children aged 0–5 in the community, 2014 | 0.6 | 0.1 | 3.6 | 6.7 | 3.9 | 1.8 | .. | 46.5 | 2.6 |
| 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 child care services, 2015 | 0.1 | – | 0.8 | 2.1 | 1.4 | 0.5 | .. | 17.2 | 0.6 |
| Children aged 6–12 in the community, 2014 | 0.6 | 0.1 | 3.4 | 6.9 | 3.9 | 1.8 | .. | 50.2 | 2.6 |

(a) Refer to table 3A.14 for complete footnotes.

(b) Excludes children aged 6–12 years attending occasional care services. The number of children aged 6–12 years using occasional care services were too small to be included in the calculations.

(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 and Training unpublished, *National Early Childhood Education and Care Workforce Census, 2013* and administrative data collection; ABS unpublished, *Household Income and Income Distribution, Australia, 2013-14*, Cat. no. 6523.0; ABS unpublished, *2011 Census of Population and Housing, ABS unpublished, Microdata: Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0.30.002; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (Series B)*, Cat. no. 3238.0; ABS 2014, *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2014*, Cat. no. 3235.0.

TABLE 3A.14

Table 3A.14 Proportion of children aged 0–12 years attending Australian Government CCB approved child care services who are from special needs groups, compared with their representation in the community (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Children from NESB (c), (d) | | | | | | | | | |
| 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 (d) | 23.7 | 23.4 | 13.2 | 18.0 | 15.7 | 7.3 | 19.2 | 40.0 | 20.0 |
| Aboriginal and Torres Strait Islander children (e) | | | | | | | | | |
| 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 |
| 2015 | 2.2 | 0.8 | 3.1 | 2.1 | 1.4 | 4.6 | 1.1 | 7.7 | 2.1 |
| Representation in the community, 2014 (e) | 5.4 | 1.6 | 7.9 | 6.3 | 4.5 | 9.4 | 2.8 | 41.4 | 5.5 |
| Children from low-income families (f) | | | | | | | | | |
| Representation in child care services | | | | | | | | | |
| 2011 | 24.1 | 23.0 | 25.0 | 21.9 | 25.5 | 25.1 | 8.9 | 13.7 | 23.7 |
| 2012 | 25.0 | 26.1 | 27.6 | 23.7 | 24.6 | 29.7 | 8.5 | 15.7 | 25.5 |
| 2013 | 24.4 | 26.2 | 27.5 | 22.5 | 23.6 | 28.9 | 7.6 | 14.4 | 25.0 |
| 2014 | 24.8 | 27.4 | 27.2 | 21.3 | 23.6 | 28.2 | 8.7 | 13.1 | 25.2 |
| 2015 | 23.7 | 27.0 | 24.8 | 21.2 | 22.4 | 25.1 | 11.2 | 13.5 | 24.0 |
| Representation in the community, 2013-14 (f) | 17.8 | 17.6 | 16.6 | 11.9 | 18.5 | 24.8 | 6.1 | 9.0 | 16.8 |
| Children with disability (g) | | | | | | | | | |
| 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 (g) | 6.8 | 6.3 | 6.4 | 7.4 | 6.7 | 9.3 | 7.0 | 4.0 | 6.7 |
| Children from regional and remote areas (h) | | | | | | | | | |
| Regional | | | | | | | | | |
| Representation in child care services (i) | | | | | | | | | |
| 2011 | 25.1 | 22.1 | 32.2 | 20.0 | 15.9 | 100.1 | 0.1 | 79.9 | 26.9 |
| 2012 | 24.9 | 21.1 | 32.1 | 20.9 | 16.0 | 100.3 | 0.3 | 79.1 | 26.6 |
| 2013 | 22.3 | 19.3 | 29.8 | 14.5 | 15.9 | 100.3 | 0.1 | 81.1 | 24.1 |
| 2014 | 21.4 | 17.6 | 29.0 | 14.2 | 14.8 | 100.5 | 0.4 | 79.9 | 22.9 |
| 2015 | 19.6 | 16.7 | 28.6 | 13.7 | 16.8 | 100.5 | 0.3 | 81.1 | 22.0 |

Table 3A.14 Proportion of children aged 0–12 years attending Australian Government CCB approved child care services who are from special needs groups, compared with their representation in the community (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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Representation in the community, 2014 (h) | 25.2 | 23.7 | 35.9 | 17.6 | 23.8 | 98.2 | 0.4 | 51.6 | 27.6 |
| Remote | | | | | | | | | |
| Representation in child care services | | | | | | | | | |
| 2011 | 0.2 | – | 1.0 | 3.6 | 1.8 | 1.0 | .. | 20.3 | 0.9 |
| 2012 | 0.2 | – | 1.1 | 3.7 | 1.9 | 0.9 | .. | 20.8 | 1.0 |
| 2013 | 0.2 | – | 1.0 | 3.5 | 1.5 | 0.9 | .. | 19.1 | 0.9 |
| 2014 | 0.2 | – | 1.1 | 3.7 | 1.9 | 0.7 | .. | 20.4 | 0.9 |
| 2015 | 0.2 | – | 1.1 | 3.7 | 2.3 | 0.8 | .. | 19.1 | 0.9 |
| Representation in the community, 2014 (h) | 0.6 | 0.1 | 3.5 | 6.8 | 3.9 | 1.8 | .. | 48.4 | 2.6 |

- (a) Data on representation in services for 2004 and 2006 are drawn from the respective AGCCCS, while data for 2008-09 are drawn from the AGCCPS and departmental administrative data. Data for 2008-09 are not comparable to previous years due to the change in the source for data collection. Data for 2010 and 2013 (children from NESB and children with disability) are sourced from the *National Early Childhood Education and Care Workforce Census*. Data for the other special needs groups are available on an annual basis from 2011 using departmental administrative data (except Aboriginal and Torres Strait Islander children which are available annually from 2013).
- (b) Children attending approved services are counted more than once if attending more than one service during the reference period, except for 2008-09 when children were counted once for each care type they used. The service scope of CCB approved services means Budget Based Funded services are not included. As a result, child care participation by some special needs groups, e.g. Aboriginal and Torres Strait Islander children in the NT appears lower than would be the case if usage of Budget Based Funded services could be reported.
- (c) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, as data from these service types were not available.
- (d) 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.
- (e) 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* and *Australian Demographic Statistics* for 30 June 2014.
- (f) Low income families are those with gross income (excluding Family Tax Benefit) of less than the annual income threshold for receiving the maximum rate of Child Care Benefit. The income threshold was \$36 573 in 2008-09, \$37 960 in 2009-10, \$38 763 in 2010-11, \$39 785 in 2011-12, \$41 902 in 2013-14 and \$42 997 in 2014-15. 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 from ABS 2013-14 Survey of Income and Housing. Data in italics have relative standard errors above 25 per cent, and need to be used with caution.

Table 3A.14 **Proportion of children aged 0–12 years attending Australian Government CCB approved child care services who are from special needs groups, compared with their representation in the community (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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (g) 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 <i>2013 National Early Childhood Education and Care Workforce Census</i> . 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 the ABS 2012 Survey of Disability, Ageing and Carers. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. | | | | | | | | | |
| (h) 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 2014 and are preliminary. | | | | | | | | | |
| (i) 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 and Training 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; ABS unpublished, *2011 Census of Population and Housing*, ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0.30.002; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; ABS 2014, *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2014*, Cat. no. 3235.0.

TABLE 3A.15

Table 3A.15 **Proportion of children aged 0–12 years attending State and Territory government (only) funded child care services who are from special needs groups, compared with their representation in the community (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (d)</i> | <i>WA</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT</i> | <i>Total (g)</i> |
|---|-------------|------------|------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|
| Children from NESB | | | | | | | | | | |
| Number of children attending, 2014 | no. | na | na | 96 | na | 260 | 7 | .. | na | 363 |
| Representation in child care services, 2014 | % | na | na | 7.0 | na | 7.3 | 1.5 | na | na | 6.7 |
| Number of children attending, 2015 | no. | na | na | 231 | na | 400 | 9 | .. | na | 640 |
| Representation in child care services, 2015 | % | na | na | 15.7 | na | 11.5 | 2.2 | na | na | 12.0 |
| 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 |
| Children with disability | | | | | | | | | | |
| Number of children attending, 2014 | no. | na | na | 100 | na | 140 | 8 | .. | na | 248 |
| Representation in child care services, 2014 | % | na | na | 7.2 | na | 4.0 | 1.7 | na | na | 4.6 |
| Number of children attending, 2015 | no. | na | na | 147 | na | 200 | 10 | .. | na | 357 |
| Representation in child care services, 2015 | % | na | na | 10.0 | na | 5.8 | 2.5 | na | na | 6.7 |
| 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 |
| Aboriginal and Torres Strait Islander children | | | | | | | | | | |
| Number of children attending, 2014 | no. | na | na | 227 | na | 110 | 19 | .. | na | 356 |
| Representation in child care services, 2014 | % | na | na | 16.4 | na | 3.1 | 4.1 | na | na | 6.6 |
| Number of children attending, 2015 | no. | na | na | 106 | na | 170 | 11 | .. | na | 287 |
| Representation in child care services, 2014 | % | na | na | 7.2 | na | 4.9 | 2.7 | na | na | 5.4 |
| Representation of children aged 0–12 years in the community, 2014 | % | 5.4 | 1.6 | 7.9 | 6.3 | 4.5 | 9.4 | 2.8 | 41.4 | 5.5 |
| Children from regional areas | | | | | | | | | | |
| Number of children attending, 2014 | no. | na | na | 576 | na | 1 230 | 475 | .. | na | 2 281 |

TABLE 3A.15

Table 3A.15 **Proportion of children aged 0–12 years attending State and Territory government (only) funded child care services who are from special needs groups, compared with their representation in the community (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (d)</i> | <i>WA</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT</i> | <i>Total (g)</i> |
|---|-------------|------------|------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|
| Representation in child care services, 2014 | % | na | na | 41.7 | na | 34.7 | 103.5 | na | na | 42.4 |
| Number of children attending, 2015 | no. | na | na | 737 | na | 1 040 | 406 | .. | na | 2 183 |
| Representation in child care services, 2015 | % | na | na | 53.4 | na | 29.4 | 88.5 | na | na | 40.6 |
| Representation of children aged 0–12 years in the community, 2014 | % | 25.2 | 23.7 | 35.9 | 17.6 | 23.8 | 98.2 | 0.4 | 51.6 | 27.6 |
| Children from remote areas | | | | | | | | | | |
| Number of children attending, 2014 | no. | na | na | 473 | na | 490 | – | .. | na | 963 |
| Representation in child care services, 2014 | % | na | na | 34.3 | na | 13.8 | – | .. | na | 17.9 |
| Number of children attending, 2015 | no. | na | na | 296 | na | 370 | – | .. | na | 666 |
| Representation in child care services, 2015 | % | na | na | 21.4 | na | 10.5 | – | na | na | 12.4 |
| Representation of children aged 0–12 years in the community, 2014 | % | 0.6 | 0.1 | 3.5 | 6.8 | 3.9 | 1.8 | .. | 48.4 | 2.6 |

- (a) The Australian Government funds the majority of child care services in Australia and data on these services are reported in other tables in this Report. State and Territory government (only) funded child care services refers to the relatively small number of child care services which are not Australian Government funded but are funded by the State and Territory Government. Data are requested as close to 30 June as possible.
- (b) Data on children with disability using child care services are not directly comparable because the definition of disability varies across jurisdictions. Regional and remote areas are based upon the ABS ASGS 2011. Regional areas include inner regional and outer regional areas. Remote areas include remote and very remote areas.
- (c) Data on representation in the community are sourced from ABS Census of Population and Housing (NESB children); ABS survey of disability, ageing and carers (children with disability) and ABS population estimates and projections (Aboriginal and Torres Strait Islander children and children from regional and remote areas). Data in italics (i.e. NT representation of children with disability in the community) have relative standard errors above 25 per cent, and need to be used with caution.
- (d) Queensland data refer to July/August reference period of the year before, e.g. 2015 data refer to data collected in July/August 2014. Data are based on an annual voluntary census, and response rates are variable by service type and over time. Data relate to funded vacation care and occasional care services only.

Table 3A.15 **Proportion of children aged 0–12 years attending State and Territory government (only) funded child care services who are from special needs groups, compared with their representation in the community (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (d)</i> | <i>WA</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT</i> | <i>Total (g)</i> |
|--|-------------|------------|------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|
|--|-------------|------------|------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|

(e) SA data refer to July/August reference period of the year before, e.g. 2015 data refer to data collected in July/August 2014.

(f) Tasmania data refer to August/September of the year before, e.g. 2015 data refer to data collected in August/September 2014. Tasmania only includes data for services in receipt of recurrent operational funding.

(g) The total is the sum of available data and should not be interpreted as national data.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments unpublished; ABS unpublished, *2011 Census of Population and Housing*; ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0.30.002; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; ABS unpublished, *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2014*, Cat. no. 3235.0.

TABLE 3A.16

Table 3A.16 **Proportion of children aged 3–5 years enrolled in a preschool program who are from special needs groups, compared with their representation in the community, 2014 (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Children from NESB (State and Territory government reported) | | | | | | | | | | |
| Preschool programs (State and Territory government reported) | | | | | | | | | | |
| Number of children aged 3–5 years (g) | no. | 10 210 | 9 904 | 4 266 | na | 2 060 | 191 | 1 442 | na | 28 073 |
| Representation in preschool programs | % | 19.4 | 13.3 | 7.6 | na | 11.2 | 2.8 | 29.6 | na | 11.1 |
| Number of children in the year before full time schooling (YBFS) | no. | 7 847 | 9 904 | 3 764 | na | 1 880 | 191 | 1 369 | na | 24 955 |
| Representation in preschool programs in the YBFS | % | 20.2 | 13.4 | 7.6 | na | 10.6 | 2.8 | 29.7 | na | 11.0 |
| Representation of children aged 3–5 years in the community, 2011 | % | 23.7 | 23.4 | 13.2 | 17.7 | 15.4 | 7.4 | 19.6 | 39.3 | 20.0 |
| Children with disability | | | | | | | | | | |
| Preschool programs (State and Territory government reported) | | | | | | | | | | |
| Number of children aged 3–5 years | no. | 5 454 | 2 891 | 2 217 | 1 089 | 2 600 | 303 | 298 | 285 | 15 137 |
| Representation in preschool programs | % | 10.4 | 3.9 | 4.0 | 3.0 | 14.2 | 4.5 | 6.1 | 8.5 | 6.0 |
| Number of children in the YBFS | no. | 4 360 | 2 891 | 1 965 | 999 | 2 430 | 303 | 192 | 132 | 13 272 |
| Representation in preschool programs in the YBFS | % | 11.2 | 3.9 | 4.0 | 3.0 | 13.7 | 4.5 | 4.2 | 4.3 | 5.8 |
| 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 | | | | | | | | | | |
| Preschool programs (NECECC reported) | | | | | | | | | | |
| Number of children aged 3–5 years | no. | 5 278 | 1 239 | 3 590 | 2 284 | 1 561 | 586 | 165 | 1 415 | 16 126 |
| Representation in preschool programs | % | 4.7 | 1.4 | 4.9 | 5.9 | 6.5 | 8.6 | 2.3 | 35.4 | 4.6 |
| Number of children in the YBFS | no. | 3 344 | 1 118 | 3 228 | 2 144 | 921 | 578 | 138 | 1 142 | 12 609 |

TABLE 3A.16

Table 3A.16 **Proportion of children aged 3–5 years enrolled in a preschool program who are from special needs groups, compared with their representation in the community, 2014 (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Representation in preschool programs in the YBFS | % | 4.6 | 1.4 | 4.9 | 6.3 | 4.4 | 8.7 | 2.4 | 34.2 | 4.4 |
| Representation of children aged 3–5 years in the community, 2014 | % | 5.3 | 1.7 | 8.0 | 6.1 | 4.6 | 9.6 | 2.9 | 38.7 | 5.5 |
| Children from regional areas | | | | | | | | | | |
| Preschool programs (NECECC reported) | | | | | | | | | | |
| Number of children aged 3–5 years | no. | 32 531 | 20 935 | 24 222 | 6 709 | 5 459 | 6 676 | 201 | 2 128 | 98 854 |
| Representation in preschool programs | % | 29.2 | 23.5 | 33.0 | 17.5 | 22.9 | 98.2 | 2.8 | 53.2 | 27.9 |
| Number of children in the YBFS | no. | 20 241 | 19 443 | 21 769 | 6 122 | 4 908 | 6 488 | 161 | 1 847 | 80 987 |
| Representation in preschool programs in the YBFS | % | 28.0 | 24.0 | 33.3 | 17.9 | 23.3 | 98.0 | 2.7 | 55.2 | 28.0 |
| Representation of children aged 3–5 years in the community, 2014 | % | 25.0 | 23.7 | 35.6 | 17.2 | 23.6 | 98.2 | 0.5 | 50.8 | 27.4 |
| Children from remote areas | | | | | | | | | | |
| Preschool programs (NECECC reported) | | | | | | | | | | |
| Number of children aged 3–5 years | no. | 929 | 44 | 2 069 | 2 702 | 946 | 125 | .. | 1 859 | 8 671 |
| Representation in preschool programs | % | 0.8 | – | 2.8 | 7.0 | 4.0 | 1.8 | .. | 46.5 | 2.4 |
| Number of children in the YBFS | no. | 561 | 42 | 1 785 | 2 523 | 808 | 125 | .. | 1 489 | 7 332 |
| Representation in preschool programs in the YBFS | % | 0.8 | – | 2.7 | 7.4 | 3.8 | 1.9 | .. | 44.5 | 2.5 |
| Representation of children aged 3–5 years in the community, 2014 | % | 0.6 | 0.1 | 3.5 | 6.9 | 3.9 | 1.8 | .. | 49.2 | 2.6 |

Table 3A.16 Proportion of children aged 3–5 years enrolled in a preschool program who are from special needs groups, compared with their representation in the community, 2014 (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> | |
|-----|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|--|
| (a) | Data on enrolment in preschool programs by children from special needs groups are from the ABS compiled National Early Childhood Education and Care Collection (NECECC), except for the children from from NESB and children with disability. Data on children from NESB and with disability are not available from the NECECC and are instead reported from State and Territory governments. For this reason caution should be used when making comparisons across special needs groups. The scope of the NECECC is all preschool programs, regardless of which service delivers them (i.e. a dedicated preschool or a long day care centre) and existence of government funding. Some jurisdictions cannot report children from NESB and with disability for all preschool programs. Data for NSW exclude this information for children receiving a preschool program from a long day care centre. Tasmania data for children from NESB and with disability include government enrolments only. | | | | | | | | | | |
| (b) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data. | | | | | | | | | | |
| (c) | Data on children enrolled in preschool programs are for July/August 2014 (for both NECECC and State and Territory government data). | | | | | | | | | | |
| (d) | Children in preschool programs includes children aged 3–5 years on 1 July 2014. 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. NECECC data may undercount 3 year old children as their reporting is not mandatory in all jurisdictions, as explained in Appendix 2 of Preschool Education, Australia (cat. no. 4240.0). 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 do not include 3 year old children in the Early Start Kindergarten program or in programs for 3 year olds. Data for children with disability in the NT include some children aged greater than 5 years. SA data for Aboriginal and Torres Strait Islander children and children from regional and remote areas should be used with caution as enrolment numbers in government funded preschools in 2014 were affected by the transition from a quarterly intake to a single annual intake. | | | | | | | | | | |
| (e) | State and Territory government data on children with disability are not directly comparable because the definition of disability varies across jurisdictions. Regional and remote areas are based upon the ABS ASGS 2011. Regional areas include inner regional and outer regional areas. Remote areas include remote and very remote areas. | | | | | | | | | | |
| (f) | Data on representation in the community are sourced from ABS Census of Population and Housing (NESB children); ABS survey of disability, ageing and carers (children with disability) and ABS population estimates and projections (Aboriginal and Torres Strait Islander children and children from regional and remote areas). Data in italics (i.e. Tasmania and ACT representation of children with disability in the community) have relative standard errors above 25 per cent, and need to be used with caution. | | | | | | | | | | |

Table 3A.16 **Proportion of children aged 3–5 years enrolled in a preschool program who are from special needs groups, compared with their representation in the community, 2014 (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> |
|-----|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (g) | 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. Australia data for the numerator of the proportion in preschool programs do not include WA and the NT, but data for WA and the NT are included in the denominator. | | | | | | | | | |

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

Source: ABS unpublished, *Microdata: Preschool Education, Australia, 2014*, Cat. no. 4240.0.55.003; ABS unpublished, *2011 Census of Population and Housing*; ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0.30.002; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; ABS unpublished, *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2014*, Cat. no. 3235.0; State and Territory governments unpublished.

TABLE 3A.17

Table 3A.17 Proportion of children aged 4 and 5 years enrolled in and attending a preschool program in the YBFS who are disadvantaged, compared with their representation in the community (a), (b), (c)

| | <i>Unit</i> | <i>NSW</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 |
| 2014 | | | | | | | | | | |

TABLE 3A.17

Table 3A.17 Proportion of children aged 4 and 5 years enrolled in and attending a preschool program in the YBFS who are disadvantaged, compared with their representation in the community (a), (b), (c)

| | <i>Unit</i> | <i>NSW</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> |
|---|-------------|------------|------------|---------------------|---------------|---------------|------------|----------------|-----------|-----------------|
| Children aged 4 and 5 years who are disadvantaged | | | | | | | | | | |
| Enrolled in the YBFS | no. | 15 208 | 12 899 | 10 801 | 3 932 | 5 064 | 2 124 | 94 | 853 | 50 975 |
| Attending in the YBFS | no. | 14 479 | 12 002 | 10 333 | 3 710 | 4 971 | 2 101 | 92 | 679 | 48 365 |
| Children aged 4 and 5 years | | | | | | | | | | |
| Enrolled in the YBFS | no. | 72 243 | 80 959 | 65 328 | 34 280 | 21 089 | 6 619 | 5 864 | 3 343 | 289 730 |
| Attending in the YBFS | no. | 69 583 | 76 892 | 63 001 | 33 005 | 20 770 | 6 533 | 5 728 | 3 044 | 278 553 |
| Proportion of children aged 4 and 5 years who are disadvantaged | | | | | | | | | | |
| Enrolled in the YBFS | % | 21.1 | 15.9 | 16.5 | 11.5 | 24.0 | 32.1 | 1.6 | 25.5 | 17.6 |
| Attending in the YBFS | % | 20.8 | 15.6 | 16.4 | 11.2 | 23.9 | 32.2 | 1.6 | 22.3 | 17.4 |
| Community representation of children aged 4 and 5 years old who are disadvantaged (i) | | | | | | | | | | |
| | % | 23.3 | 16.6 | 18.6 | 12.9 | 23.9 | 33.3 | 1.4 | 35.2 | 19.5 |

- (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.
- (c) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data.
- (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 and to 2012 data for other jurisdictions.

Table 3A.17 Proportion of children aged 4 and 5 years enrolled in and attending a preschool program in the YBFS who are disadvantaged, compared with their representation in the community (a), (b), (c)

| | <i>Unit</i> | <i>NSW</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> |
|-----|--|------------|------------|---------------------|---------------|---------------|------------|----------------|-----------|-----------------|
| (e) | Care should be taken when interpreting 2013 and 2014 Queensland and WA data as there may be some duplication of children. 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. Each year Queensland and WA has a large proportion of children with not stated SEIFA IRSD. | | | | | | | | | |
| (f) | SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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 and have been aggregated based on Statistical Areas Level 1. A community proportion is not included for 2012. | | | | | | | | | |

np Not published.

Source: Derived from ABS 2013, 2014 and 2015, *Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2013 and 2014*, Cat. no. 3235.0, Canberra.

TABLE 3A.18

Table 3A.18 **Proportion of children who are attending Australian Government CCB approved child care services, by age group (0–5, 6–12 and 0–12 years) (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 |
| 0–12 years | no. | 248 340 | 171 855 | 204 643 | 58 465 | 67 600 | 19 630 | 17 173 | 8 433 | 796 137 |
| Proportion of ERP | | | | | | | | | | |
| 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 |
| 0–12 years | % | 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 |
| 0–12 years | no. | 234 229 | 160 293 | 203 515 | 55 624 | 66 875 | 20 153 | 13 358 | 6 780 | 760 825 |
| Proportion of ERP | | | | | | | | | | |
| 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 |
| 0–12 years | % | 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 |
| 0–12 years | no. | 258 330 | 181 455 | 217 157 | 61 588 | 66 854 | 21 864 | 15 438 | 7 143 | 828 381 |
| Proportion of ERP | | | | | | | | | | |
| 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 |
| 0–12 years | % | 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 |
| 0–12 years | no. | 276 877 | 196 742 | 223 457 | 64 158 | 68 894 | 22 112 | 16 714 | 7 196 | 874 335 |
| Proportion of ERP | | | | | | | | | | |
| 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 |
| 0–12 years | % | 23.6 | 22.7 | 29.4 | 16.8 | 27.7 | 26.6 | 29.3 | 15.6 | 24.2 |
| 2011 | | | | | | | | | | |
| Number of children | | | | | | | | | | |

TABLE 3A.18

Table 3A.18 **Proportion of children who are attending Australian Government CCB approved child care services, by age group (0–5, 6–12 and 0–12 years) (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> |
|--------------------|-------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|--------------|------------------|
| 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 |
| 0–12 years | no. | 303 782 | 214 415 | 236 085 | 70 045 | 72 392 | 23 248 | 19 415 | 7 967 | 945 534 |
| Proportion of ERP | | | | | | | | | | |
| 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 |
| 0–12 years | % | 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 |
| 0–12 years | no. | 312 534 | 222 182 | 240 255 | 73 401 | 72 479 | 22 606 | 19 861 | 8 105 | 969 786 |
| Proportion of ERP | | | | | | | | | | |
| 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 |
| 0–12 years | % | 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 |
| 0–12 years | no. | 333 666 | 240 788 | 251 477 | 80 394 | 77 078 | 22 380 | 21 803 | 8 282 | 1 033 214 |
| Proportion of ERP | | | | | | | | | | |
| 0–5 years | % | 42.2 | 37.3 | 45.7 | 29.2 | 39.2 | 40.6 | 47.4 | 25.4 | 39.8 |
| 6–12 years | % | 14.6 | 16.6 | 19.1 | 10.5 | 22.5 | 16.0 | 24.0 | 10.7 | 16.2 |
| 0–12 years | % | 27.7 | 26.6 | 31.6 | 19.5 | 30.3 | 27.4 | 35.6 | 17.7 | 27.5 |
| 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 |
| 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 ERP | | | | | | | | | | |
| 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 |
| 2015 | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| 0–5 years | no. | 268 539 | 187 947 | 178 878 | 63 921 | 49 140 | 15 243 | 16 706 | 6 081 | 781 426 |
| 6–12 years | no. | 128 628 | 106 429 | 92 856 | 28 731 | 33 829 | 7 292 | 9 439 | 2 988 | 406 792 |

TABLE 3A.18

Table 3A.18 **Proportion of children who are attending Australian Government CCB approved child care services, by age group (0–5, 6–12 and 0–12 years) (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> |
|-------------------|-------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|--------------|------------------|
| 0–12 years | no. | 397 167 | 294 376 | 271 734 | 92 652 | 82 969 | 22 535 | 26 145 | 9 069 | 1 188 218 |
| Proportion of ERP | | | | | | | | | | |
| 0–5 years | % | 46.1 | 41.8 | 46.8 | 31.0 | 40.5 | 41.0 | 51.9 | 26.8 | 42.6 |
| 6–12 years | % | 19.7 | 21.6 | 21.3 | 12.7 | 24.6 | 16.5 | 29.4 | 12.2 | 19.9 |
| 0–12 years | % | 32.2 | 31.3 | 33.2 | 21.4 | 32.0 | 27.7 | 40.7 | 19.2 | 30.6 |

- (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, but only once in the total. Also, data for Australia may not equal the sum of states and territories because children are included only once in the Australia total but may be captured attending services in more than one jurisdiction.
- (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 data for 2010 and onwards relate to the March quarter.
- (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 calculated using ABS ERP as at 31 December of the previous calendar year.

Source: Australian Government Department of Education and Training unpublished, administrative data collection and Australian Government Census of Child Care Services 2006; ABS unpublished, *Australian Demographic Statistics, Dec 2014 (and previous editions)*, Cat. no. 3101.0; table 3A.2.

TABLE 3A.19

Table 3A.19 **Proportion of children who are attending Australian Government CCB approved child care services, by single year of age and age group, 2015 (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 | | | | | | | | | | |
| 0 years | no. | 8 883 | 8 134 | 7 149 | 2 624 | 1 904 | 651 | 856 | 271 | 30 248 |
| 1 year | no. | 37 671 | 31 400 | 28 025 | 10 998 | 7 933 | 2 535 | 3 062 | 1 073 | 121 814 |
| 2 years | no. | 58 713 | 41 924 | 38 506 | 15 224 | 10 573 | 3 159 | 3 639 | 1 356 | 171 962 |
| 3 years | no. | 66 639 | 44 195 | 42 820 | 15 950 | 11 814 | 3 683 | 3 764 | 1 457 | 189 149 |
| 4 years | no. | 61 463 | 37 057 | 38 052 | 11 474 | 10 121 | 3 054 | 3 135 | 1 147 | 164 612 |
| 5 years | no. | 35 170 | 25 237 | 24 326 | 7 651 | 6 795 | 2 161 | 2 250 | 777 | 103 641 |
| 0–5 years | no. | 268 539 | 187 947 | 178 878 | 63 921 | 49 140 | 15 243 | 16 706 | 6 081 | 781 426 |
| 6–12 years | no. | 128 628 | 106 429 | 92 856 | 28 731 | 33 829 | 7 292 | 9 439 | 2 988 | 406 792 |
| 0–12 years | no. | 397 167 | 294 376 | 271 734 | 92 652 | 82 969 | 22 535 | 26 145 | 9 069 | 1 188 218 |
| Proportion of ERP | | | | | | | | | | |
| 0 years | % | 9.5 | 11.1 | 11.4 | 7.5 | 9.4 | 11.0 | 15.3 | 7.0 | 10.1 |
| 1 year | % | 39.1 | 41.1 | 44.3 | 31.6 | 39.1 | 41.6 | 54.6 | 27.5 | 39.7 |
| 2 years | % | 58.8 | 54.4 | 59.7 | 43.8 | 51.5 | 50.3 | 67.2 | 35.1 | 55.1 |
| 3 years | % | 67.9 | 59.1 | 67.3 | 46.8 | 58.7 | 58.4 | 71.9 | 39.0 | 61.8 |
| 4 years | % | 63.1 | 50.3 | 60.0 | 33.8 | 50.7 | 49.0 | 60.4 | 31.3 | 54.2 |
| 5 years | % | 36.0 | 34.1 | 37.8 | 22.6 | 33.6 | 33.8 | 43.9 | 21.3 | 33.9 |
| 0–5 years | % | 46.1 | 41.8 | 46.8 | 31.0 | 40.5 | 41.0 | 51.9 | 26.8 | 42.6 |
| 6–12 years | % | 19.7 | 21.6 | 21.3 | 12.7 | 24.6 | 16.5 | 29.4 | 12.2 | 19.9 |
| 0–12 years | % | 32.2 | 31.3 | 33.2 | 21.4 | 32.0 | 27.7 | 40.7 | 19.2 | 30.6 |

- (a) Children can use more than one type of care and may be counted more than once for each type of care they use, but only once in the total. Also, data for Australia may not equal the sum of states and territories because children are included only once in the Australia total but may be captured attending services in more than one jurisdiction.
- (b) Attendance data relate to the March quarter 2015.
- (c) Proportion is calculated using the ABS ERP as at 31 December 2014.

Source: Australian Government Department of Education and Training unpublished, administrative data collection; ABS unpublished, *Australian Demographic Statistics, Dec 2014*, Cat. no. 3101.0; table 3A.2.

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years attending Australian Government CCB approved child care services, by service type, 2015 (a), (b), (c), (d)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|--------------|------------------|
| Number of 0–12 year old children attending Australian Government CCB approved child care services, by service type | | | | | | | | | | |
| Long day care | no. | 225 508 | 148 333 | 161 559 | 54 235 | 41 283 | 11 312 | 14 338 | 5 233 | 660 602 |
| Family day care | no. | 71 782 | 68 886 | 31 038 | 12 936 | 9 425 | 4 739 | 2 482 | 507 | 196 216 |
| Vacation care | no. | 49 849 | 35 972 | 48 996 | 16 576 | 19 160 | 4 782 | 4 117 | 1 979 | 181 363 |
| OSHC | no. | 98 721 | 75 903 | 76 558 | 23 567 | 30 690 | 6 158 | 9 181 | 3 183 | 323 913 |
| Occasional care | no. | 2 266 | 2 436 | 595 | 990 | 114 | 118 | 148 | – | 6 667 |
| In home care | no. | 1 620 | 838 | 1 542 | 410 | 229 | 244 | 14 | – | 4 897 |
| Total | no. | 397 167 | 294 376 | 271 734 | 92 652 | 82 969 | 22 535 | 26 145 | 9 069 | 1 188 218 |
| Proportion of 0–12 year old children attending Australian Government CCB approved child care services, by service type | | | | | | | | | | |
| Long day care | % | 56.8 | 50.4 | 59.5 | 58.5 | 49.8 | 50.2 | 54.8 | 57.7 | 55.6 |
| Family day care | % | 18.1 | 23.4 | 11.4 | 14.0 | 11.4 | 21.0 | 9.5 | 5.6 | 16.5 |
| Vacation care | % | 12.6 | 12.2 | 18.0 | 17.9 | 23.1 | 21.2 | 15.7 | 21.8 | 15.3 |
| OSHC | % | 24.9 | 25.8 | 28.2 | 25.4 | 37.0 | 27.3 | 35.1 | 35.1 | 27.3 |
| Occasional care | % | 0.6 | 0.8 | 0.2 | 1.1 | 0.1 | 0.5 | 0.6 | – | 0.6 |
| In home care | % | 0.4 | 0.3 | 0.6 | 0.4 | 0.3 | 1.1 | 0.1 | – | 0.4 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

- (a) Children can use more than one type of care and are counted once for each type of care they use. As a result, the sum by service type exceeds the total.
- (b) Data for Australia may not equal the sum of states and territories because children are included only once in the Australia total but may be captured attending services in more than one jurisdiction.
- (c) Attendance data relate to the March quarter 2015.
- (d) The denominator used for the proportion is the number of 0–12 year old children attending Australian Government CCB approved child care services. The numerator is the number of children attending Australian Government CCB approved child care services by service type.
- Nil or rounded to zero.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

TABLE 3A.21

Table 3A.21 Children attending State and Territory government (only) funded child care services, by 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 (g)</i> | <i>ACT</i> | <i>NT</i> | <i>Total (h)</i> |
|--|-------------|----------------|----------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|
| 2011 | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| Less than 2 years (1 year old or less) | no. | 5 900 | na | 115 | na | 250 | 22 | .. | .. | 6 265 |
| 2 to less than 4 years (2–3 year olds) | no. | 37 508 | na | 758 | na | 2 060 | 252 | .. | na | 40 326 |
| 4 to less than 5 years (4 year olds) | no. | 35 232 | na | 248 | na | 80 | 284 | .. | .. | 35 560 |
| 5 to less than 6 years (5 year olds) | no. | 12 835 | na | 49 | na | 50 | 42 | .. | .. | 12 934 |
| 6 to 12 years old (6–12 year olds) | no. | 19 118 | na | 67 | na | 40 | 86 | .. | .. | 19 225 |
| Total 0–12 years | no. | 110 593 | 2 619 | 1 237 | na | 2 480 | 686 | .. | na | 114 310 |
| Proportion of ERP | | | | | | | | | | |
| 0 to 5 years | % | 16.2 | na | 0.3 | na | 2.1 | 1.6 | .. | na | 5.5 |
| 6 to 12 years | % | 3.1 | na | – | na | – | 0.2 | .. | .. | 1.0 |
| Total 0–12 years | % | 9.3 | 0.3 | 0.2 | na | 1.0 | 0.8 | .. | na | 3.1 |
| 2012 | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| Less than 2 years (1 year old or less) | no. | na | na | 127 | na | 310 | 1 | .. | .. | 438 |
| 2 to less than 4 years (2–3 year olds) | no. | na | na | 867 | na | 2 520 | 208 | .. | na | 3 595 |
| 4 to less than 5 years (4 year olds) | no. | na | na | 342 | na | 90 | 238 | .. | .. | 670 |
| 5 to less than 6 years (5 year olds) | no. | na | na | 92 | na | 60 | 29 | .. | .. | 181 |
| 6 to 12 years old (6–12 year olds) | no. | na | na | 230 | na | 40 | 63 | .. | .. | 333 |
| Total 0–12 years | no. | na | na | 1 658 | na | 3 020 | 539 | .. | na | 5 217 |
| Proportion of ERP | | | | | | | | | | |
| 0 to 5 years | % | na | na | 0.4 | na | 2.5 | 1.2 | .. | na | 0.3 |
| 6 to 12 years | % | na | na | 0.1 | na | – | 0.1 | .. | .. | – |
| Total 0–12 years | % | na | na | 0.2 | na | 1.2 | 0.7 | .. | na | 0.1 |

TABLE 3A.21

Table 3A.21 **Children attending State and Territory government (only) funded child care services, by 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 (g)</i> | <i>ACT</i> | <i>NT</i> | <i>Total (h)</i> |
|--|-------------|----------------|----------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|
| 2013 | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| Less than 2 years (1 year old or less) | no. | na | na | 114 | na | 290 | 1 | .. | .. | 405 |
| 2 to less than 4 years (2–3 year olds) | no. | na | na | 697 | na | 2 320 | 198 | .. | na | 3 215 |
| 4 to less than 5 years (4 year olds) | no. | na | na | 307 | na | 140 | 157 | .. | .. | 604 |
| 5 to less than 6 years (5 year olds) | no. | na | na | 42 | na | 70 | 7 | .. | .. | 119 |
| 6 to 12 years old (6–12 year olds) | no. | na | na | 194 | na | 40 | 22 | .. | .. | 256 |
| Total 0–12 years | no. | na | na | 1 354 | na | 2 860 | 389 | .. | na | 4 603 |
| Proportion of ERP | | | | | | | | | | |
| 0 to 5 years | % | na | na | 0.3 | na | 2.4 | 1.0 | .. | na | 0.2 |
| 6 to 12 years | % | na | na | – | na | – | 0.1 | .. | .. | – |
| Total 0–12 years | % | na | na | 0.2 | na | 1.1 | 0.5 | .. | na | 0.1 |
| 2014 | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| Less than 2 years (1 year old or less) | no. | na | na | 151 | na | 440 | – | .. | .. | 591 |
| 2 to less than 4 years (2–3 year olds) | no. | na | na | 650 | na | 2 420 | 167 | .. | na | 3 237 |
| 4 to less than 5 years (4 year olds) | no. | na | na | 372 | na | 570 | 201 | .. | .. | 1 143 |
| 5 to less than 6 years (5 year olds) | no. | na | na | 76 | na | 70 | 14 | .. | .. | 160 |
| 6 to 12 years old (6–12 year olds) | no. | na | na | 132 | na | 40 | 77 | .. | .. | 249 |
| Total 0–12 years | no. | na | na | 1 381 | na | 3 540 | 459 | .. | na | 5 380 |
| Proportion of ERP | | | | | | | | | | |
| 0 to 5 years | % | na | na | 0.3 | na | 2.9 | 1.0 | .. | na | 0.3 |
| 6 to 12 years | % | na | na | – | na | – | 0.2 | .. | .. | – |
| Total 0–12 years | % | na | na | 0.1 | na | 0.3 | 0.2 | .. | na | 0.1 |

TABLE 3A.21

Table 3A.21 **Children attending State and Territory government (only) funded child care services, by 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 (g)</i> | <i>ACT</i> | <i>NT</i> | <i>Total (h)</i> |
|--|-------------|----------------|----------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|
| 2015 | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| Less than 2 years (1 year old or less) | no. | na | na | 153 | na | 400 | – | .. | .. | 553 |
| 2 to less than 4 years (2–3 year olds) | no. | na | na | 653 | na | 2 530 | 168 | .. | na | 3 351 |
| 4 to less than 5 years (4 year olds) | no. | na | na | 385 | na | 510 | 166 | .. | .. | 1 061 |
| 5 to less than 6 years (5 year olds) | no. | na | na | 52 | na | 30 | 15 | .. | .. | 97 |
| 6 to 12 years old (6–12 year olds) | no. | na | na | 227 | na | – | 57 | .. | .. | 284 |
| Total 0–12 years | no. | na | na | 1 470 | na | 3 470 | 406 | .. | na | 5 346 |
| Proportion of ERP | | | | | | | | | | |
| 0 to 5 years | % | na | na | 0.3 | na | 2.8 | 0.9 | .. | na | 0.3 |
| 6 to 12 years | % | na | na | 0.6 | na | 2.6 | 2.7 | .. | .. | 0.3 |
| Total 0–12 years | % | na | na | 1.0 | na | 12.6 | 2.7 | .. | na | 1.1 |

- (a) The Australian Government funds the majority of child care services in Australia and data on these services are reported in other tables in this chapter. State and Territory government (only) funded child care services refers to the relatively small number of child care services which are not Australian Government funded but are funded by the State and Territory Government. Data are provided as close to 30 June as possible.
- (b) The proportion is calculated using ERP as at 31 December of the previous calendar year.
- (c) NSW 2011 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. As a result NSW cannot report the number of children only receiving child care from a long day centre. The number using long day care services is overestimated by the number of children only receiving preschool from that long day care centre. Data on NSW government (only) funded child care services are not available from 2012.
- (d) Victorian data were not collected by age breakdown in 2011. Data on children using Victorian Government (only) funded child care services have not been collected since 2011.
- (e) Queensland data refer to July/August reference period of the year before, e.g. 2015 data refer to data collected in July/August 2014. Data are based on an annual voluntary census, and response rates are variable by service type and over time. Data relate to funded vacation care and occasional care services only.
- (f) SA data refer to July/August reference period of the year before, e.g. 2015 data refer to data collected in July/August 2014.

Table 3A.21 **Children attending State and Territory government (only) funded child care services, by 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 (g)</i> | <i>ACT</i> | <i>NT</i> | <i>Total (h)</i> |
|--|-------------|----------------|----------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|
|--|-------------|----------------|----------------|----------------|-----------|---------------|----------------|------------|-----------|------------------|

(g) Tasmania data refer to August/September of the year before, e.g. 2015 data refer to data collected in August/September 2014. Tasmania 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. Tasmania only includes data for services in receipt of recurrent operational funding.

(h) The total is the sum of available data and should not be interpreted as national data. It is possible that some children are reported by more than one jurisdiction.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments unpublished; ABS unpublished, *Australian Demographic Statistics, Dec 2014* (and previous editions) Cat. no. 3101.0; table 3A.2.

TABLE 3A.22

Table 3A.22 **Proportion of children who are attending Australian Government CCB approved and State and Territory government funded child care services, by age group (0–5, 6–12 and 0–12 years), 2015 (a), (b)**

| <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust (c)</i> | |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|-----------|
| Children attending Australian Government CCB approved child care services | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| 0–5 years | no. | 268 539 | 187 947 | 178 878 | 63 921 | 49 140 | 15 243 | 16 706 | 6 081 | 781 426 |
| 6–12 years | no. | 128 628 | 106 429 | 92 856 | 28 731 | 33 829 | 7 292 | 9 439 | 2 988 | 406 792 |
| 0–12 years | no. | 397 167 | 294 376 | 271 734 | 92 652 | 82 969 | 22 535 | 26 145 | 9 069 | 1 188 218 |
| Proportion of ERP | | | | | | | | | | |
| 0–5 years | % | 46.1 | 41.8 | 46.8 | 31.0 | 40.5 | 41.0 | 51.9 | 26.8 | 42.6 |
| 6–12 years | % | 19.7 | 21.6 | 21.3 | 12.7 | 24.6 | 16.5 | 29.4 | 12.2 | 19.9 |
| 0–12 years | % | 32.2 | 31.3 | 33.2 | 21.4 | 32.0 | 27.7 | 40.7 | 19.2 | 30.6 |
| Children attending State and Territory government funded child care services | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| 0–5 years | no. | na | na | 1 243 | na | 3 470 | 349 | .. | na | 5 062 |
| 6–12 years | no. | na | na | 227 | na | – | 57 | .. | .. | 284 |
| 0–12 years | no. | na | na | 1 470 | na | 3 470 | 406 | .. | na | 5 346 |
| Proportion of ERP | | | | | | | | | | |
| 0–5 years | % | na | na | 0.3 | na | 2.9 | 0.9 | .. | na | 0.3 |
| 6–12 years | % | na | na | 0.1 | na | – | 0.1 | .. | .. | – |
| 0–12 years | % | na | na | 0.2 | na | 1.3 | 0.5 | .. | na | 0.1 |
| Total children attending Australian Government CCB approved and State and Territory government funded child care services (e) | | | | | | | | | | |
| Number of children | | | | | | | | | | |
| 0–5 years | no. | 268 539 | 187 947 | 180 121 | 63 921 | 52 610 | 15 592 | 16 706 | 6 081 | 786 488 |
| 6–12 years | no. | 128 628 | 106 429 | 93 083 | 28 731 | 33 829 | 7 349 | 9 439 | 2 988 | 407 076 |
| 0–12 years | no. | 397 167 | 294 376 | 273 204 | 92 652 | 86 439 | 22 941 | 26 145 | 9 069 | 1 193 564 |
| Proportion of ERP | | | | | | | | | | |

TABLE 3A.22

Table 3A.22 **Proportion of children who are attending Australian Government CCB approved and State and Territory government funded child care services, by age group (0–5, 6–12 and 0–12 years), 2015 (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust (c)</i> |
|------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| 0–5 years | % | 46.1 | 41.8 | 47.2 | 31.0 | 43.4 | 41.9 | 51.9 | 26.8 | 42.9 |
| 6–12 years | % | 19.7 | 21.6 | 21.3 | 12.7 | 24.6 | 16.6 | 29.4 | 12.2 | 19.9 |
| 0–12 years | % | 32.2 | 31.3 | 33.4 | 21.4 | 33.4 | 28.2 | 40.7 | 19.2 | 30.8 |

- (a) Australian Government CCB approved child care services data are reported for the March quarter 2015. State and Territory government data for Queensland, SA and Tasmania data refer to July/August 2014. Due to these differences in data reference periods caution should be used when using the child care attendance totals.
- (b) The proportion is calculated using ERP as at 31 December of the previous calendar year.
- (c) Data for Australia for Australian Government CCB approved child care services may not equal the sum of states and territories because children are included only once in the Australia total but may be captured attending services in more than one jurisdiction. Data for Australia for State and Territory government funded services are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory governments unpublished; tables 3A.2, 3A.18 and 3A.21.

TABLE 3A.23

Table 3A.23 Average hours of attendance per week of children aged 0–12 years at Australian Government CCB approved child care services, by service type (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 | | | | | | | | | | |
| 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 | 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 | 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 | 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 | 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 |
| 2015 | | | | | | | | | | |
| Long day care | hrs/wk | 27.4 | 28.1 | 30.4 | 24.8 | 24.9 | 23.0 | 28.8 | 34.8 | 27.9 |
| Family day care | hrs/wk | 30.8 | 34.3 | 26.0 | 30.2 | 27.6 | 14.8 | 33.0 | 27.8 | 30.9 |
| Vacation care | hrs/wk | 28.1 | 27.3 | 30.0 | 28.2 | 25.5 | 24.7 | 29.3 | 39.1 | 28.3 |
| OSHC | hrs/wk | 10.3 | 7.9 | 10.3 | 8.7 | 7.8 | 7.3 | 9.2 | 12.4 | 9.4 |
| Occasional care | hrs/wk | 14.1 | 8.8 | 12.3 | 11.3 | 11.6 | 15.8 | 17.4 | – | 11.6 |
| In home care | hrs/wk | 25.0 | 23.8 | 31.3 | 24.1 | 19.0 | 17.6 | 17.4 | – | 26.1 |

(a) Average attendance hours are defined as the total hours attended within each service type divided by the number of children who attended in the reference week (excludes allowable absences).

Table 3A.23 Average hours of attendance per week of children aged 0–12 years at Australian Government CCB approved child care services, by service type (a), (b), (c)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(b) 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, but only once in the total. Also, children are included only once in the Australia total but may be captured attending services in more than one jurisdiction.

(c) Data are for the March quarter each year.

– Nil or rounded to zero.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

TABLE 3A.24

Table 3A.24 **Characteristics of State and Territory government (only) funded child care services (a)**

| | <i>Unit</i> | <i>NSW (b)</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT (g)</i> | Total (h) |
|------------------------------------|-------------|----------------|------------|----------------|---------------|---------------|----------------|------------|---------------|---------------|
| 2011 | | | | | | | | | | |
| Places available by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | no. | 23 718 | .. | .. | .. | – | .. | .. | – | 23 718 |
| Family day care | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Vacation care | no. | 9 941 | .. | .. | .. | 80 | 50 | .. | – | 10 071 |
| OSHC | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Occasional care | no. | 1 755 | na | 1 271 | 150 | 3 500 | 412 | .. | – | 7 088 |
| Other care | no. | na | .. | .. | .. | na | .. | .. | 52 | 52 |
| All child care places | no. | 35 414 | .. | 1 271 | 150 | 3 670 | 462 | .. | 52 | 41 019 |
| Average attendance by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | hrs/wk | na | .. | .. | .. | – | .. | .. | .. | – |
| Family day care | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Vacation care | hrs/wk | na | .. | na | .. | – | 12 | .. | .. | 12 |
| OSHC | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Occasional care | hrs/wk | na | na | na | na | 3 | 6 | .. | .. | 9 |
| Other care | hrs/wk | na | .. | .. | .. | na | .. | .. | na | – |
| 2012 | | | | | | | | | | |
| Places available by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | no. | na | .. | .. | .. | – | .. | .. | – | – |
| Family day care | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Vacation care | no. | na | .. | .. | .. | 80 | 50 | .. | – | 130 |
| OSHC | no. | .. | .. | .. | .. | – | .. | .. | – | – |

TABLE 3A.24

Table 3A.24 **Characteristics of State and Territory government (only) funded child care services (a)**

| | <i>Unit</i> | <i>NSW (b)</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT (g)</i> | Total (h) |
|------------------------------------|-------------|----------------|------------|----------------|---------------|---------------|----------------|------------|---------------|--------------|
| Occasional care | no. | na | na | 1 396 | 150 | 3 470 | 335 | .. | – | 5 351 |
| Other care | no. | – | .. | .. | .. | na | .. | .. | 52 | 52 |
| All child care places | no. | na | .. | 1 396 | 150 | 3 650 | 385 | .. | 52 | 5 633 |
| Average attendance by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | hrs/wk | na | .. | .. | .. | – | .. | .. | .. | – |
| Family day care | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Vacation care | hrs/wk | na | .. | na | .. | – | 21 | .. | .. | 21 |
| OSHC | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Occasional care | hrs/wk | na | na | 4 | na | 3 | 5 | .. | .. | 12 |
| Other care | hrs/wk | na | .. | .. | .. | na | .. | .. | na | – |
| 2013 | | | | | | | | | | |
| Places available by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | no. | na | .. | .. | .. | – | .. | .. | – | – |
| Family day care | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Vacation care | no. | na | .. | 376 | .. | 80 | 50 | .. | – | 506 |
| OSHC | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Occasional care | no. | na | na | 1 402 | 216 | 3 490 | 339 | .. | – | 5 447 |
| Other care | no. | – | .. | .. | .. | na | .. | .. | 52 | 52 |
| All child care places | no. | na | .. | 1 778 | 216 | 3 660 | 389 | .. | 52 | 6 095 |
| Average attendance by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | hrs/wk | na | .. | .. | .. | – | .. | .. | .. | – |
| Family day care | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |

TABLE 3A.24

Table 3A.24 **Characteristics of State and Territory government (only) funded child care services (a)**

| | <i>Unit</i> | <i>NSW (b)</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT (g)</i> | Total (h) |
|------------------------------------|-------------|----------------|------------|----------------|---------------|---------------|----------------|------------|---------------|--------------|
| Vacation care | hrs/wk | na | .. | na | .. | – | 16 | .. | .. | 16 |
| OSHC | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Occasional care | hrs/wk | na | na | 10 | na | 3 | 6 | .. | .. | 19 |
| Other care | hrs/wk | na | .. | .. | .. | na | .. | .. | na | – |
| 2014 | | | | | | | | | | |
| Places available by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | no. | na | .. | .. | .. | – | .. | .. | – | – |
| Family day care | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Vacation care | no. | na | .. | 340 | .. | 80 | 50 | .. | – | 470 |
| OSHC | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Occasional care | no. | na | na | 1 474 | 216 | 3 000 | 302 | .. | – | 4 992 |
| Other care | no. | – | .. | .. | .. | na | .. | .. | 46 | 46 |
| All child care places | no. | na | .. | 1 644 | 216 | 3 170 | 352 | .. | 46 | 5 428 |
| Average attendance by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | hrs/wk | na | .. | .. | .. | – | .. | .. | .. | – |
| Family day care | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Vacation care | hrs/wk | na | .. | na | .. | – | 11 | .. | .. | 11 |
| OSHC | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Occasional care | hrs/wk | na | na | 11 | na | 3 | 5 | .. | .. | 19 |
| Other care | hrs/wk | na | .. | .. | .. | 3 | .. | .. | na | 3 |
| 2015 | | | | | | | | | | |
| Places available by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |

TABLE 3A.24

Table 3A.24 **Characteristics of State and Territory government (only) funded child care services (a)**

| | <i>Unit</i> | <i>NSW (b)</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT (g)</i> | <i>Total (h)</i> |
|------------------------------------|-------------|----------------|------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| Long day care | no. | na | .. | .. | .. | – | .. | .. | – | – |
| Family day care | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Vacation care | no. | na | .. | 584 | .. | – | 47 | .. | – | 631 |
| OSHC | no. | .. | .. | .. | .. | – | .. | .. | – | – |
| Occasional care | no. | na | na | 1 286 | 190 | 2 880 | 278 | .. | – | 4 634 |
| Other care | no. | – | .. | .. | .. | na | .. | .. | 46 | 46 |
| All child care places | no. | na | .. | 1 870 | 190 | 2 880 | 325 | .. | 46 | 5 311 |
| Average attendance by service type | | | | | | | | | | |
| Child care services | | | | | | | | | | |
| Long day care | hrs/wk | na | .. | .. | .. | – | .. | .. | .. | – |
| Family day care | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Vacation care | hrs/wk | na | .. | na | .. | – | 9 | .. | .. | 9 |
| OSHC | hrs/wk | .. | .. | .. | .. | – | .. | .. | .. | – |
| Occasional care | hrs/wk | na | na | 11 | na | 3 | 5 | .. | .. | 19 |
| Other care | hrs/wk | na | .. | .. | .. | 3 | .. | .. | na | 3 |

- (a) The Australian Government funds the majority of child care services in Australia and data on these services are reported in other tables in this chapter. State and Territory government (only) funded child care services refers to the relatively small number of child care services which are not Australian Government funded but are funded by State and Territory government. Data are requested as close to 30 June as possible.
- (b) Data on NSW Government funded child care places are not available from 2012. The number of places for 2011 refers to the maximum licensed places per day (not week) for funded licensed child care services operating in August. NSW does not fund any family day care services and OSHC services are registered by NSW but not funded or licensed.
- (c) Queensland data for child care places refer to licensed capacity of funded services and do not include State funded unlicensed services. Vacation care places are based on maximum capacity (service level). Average hours of attendance at vacation care are not available as hours of care used are not collected for these services.
- (d) WA data for occasional care places represent maximum funded capacity at a point in time. More than one child may occupy an occasional care place over a period. The 2012 figure is an approximation due to a change in data collection arising from changes in funding policy.

Table 3A.24 **Characteristics of State and Territory government (only) funded child care services (a)**

| | <i>Unit</i> | <i>NSW (b)</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas (f)</i> | <i>ACT</i> | <i>NT (g)</i> | <i>Total (h)</i> |
|-----|--|----------------|------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| (e) | Data on places in SA occasional care services reflects the 2015 required ratio of 1:4 and 1:8. 2014 was a transitional year from 1:5 and 1:10. SA data on average hours is for May 2015 (rather than June 2015). Average hours of attendance at other care refers to playcentres. | | | | | | | | | |
| (f) | Tasmania data refer to August/September reference period of the year before, e.g. 2015 data refer to data collected in August/September 2014. 2013 data for Tasmania 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. For 2011, 2012 and 2013, 30 of the 50 vacation care places were funded. In 2011, 298 of the 412 occasional care places were funded. In 2012, 245 of the 335 were funded. In 2013, 233 of the 339 places were funded. In 2014, 221 of the 302 places were funded. Tasmania only includes data for services in receipt of recurrent operational funding. | | | | | | | | | |
| (g) | NT other care refers to 3 year old kindergarten. These services are regulated in the NT and receive NT Government funding through the Education and Care Services Subsidy. | | | | | | | | | |
| (h) | The total is the sum of available data and should not be interpreted as national data. | | | | | | | | | |

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments unpublished.

TABLE 3A.25

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (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 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 (j) | 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 4 year old children enrolled in a preschool program in the YBFS (k) | | | | | | | | | | |
| 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 (j) | % | 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 (l) | | | | | | | | | | |
| 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 (j) | 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 (l), (m) | | | | | | | | | | |
| 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 (j) | % | 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 |

TABLE 3A.25

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (e)</i> | <i>SA (f)</i> | <i>Tas</i> | <i>ACT (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|---|-------------|---------------|----------------|----------------|---------------|---------------|--------------|----------------|--------------|-----------------|
| Children enrolled in a preschool program, by age | | | | | | | | | | |
| 3 year olds | no. | 36 971 | 3 741 | 5 517 | 1 351 | 5 100 | 221 | 720 | 351 | 53 972 |
| 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 |
| ERP 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 (j) | no. | 37 607 | 27 086 | 41 665 | 651 | 4 345 | 302 | 1 455 | 164 | 113 269 |
| Total (k) | no. | 69 667 | 76 048 | 62 047 | 32 834 | 16 684 | 6 741 | 5 425 | 3 374 | 272 810 |
| Proportion of 4 year old 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 (j) | % | 39.2 | 37.6 | 65.4 | 2.0 | 21.7 | 4.6 | 29.0 | 4.5 | 37.8 |
| Total (o) | % | 72.6 | 105.5 | 97.4 | 99.3 | 83.5 | 103.8 | 108.0 | 92.8 | 90.9 |

TABLE 3A.25

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (e)</i> | <i>SA (f)</i> | <i>Tas</i> | <i>ACT (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|--|-------------|---------------|----------------|----------------|---------------|---------------|------------|----------------|-------------|-----------------|
| Children aged 3 years enrolled in a preschool program (l) | | | | | | | | | | |
| Government preschool | no. | 777 | 6 | 28 | 181 | 902 | – | 215 | 286 | 2 397 |
| 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 (j) | no. | 15 481 | 3 308 | 4 617 | 919 | 1 622 | 123 | 692 | 37 | 26 797 |
| Total (o) | 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 (j) | % | 16.0 | 4.5 | 7.3 | 2.7 | 8.1 | 2.0 | 13.3 | 1.0 | 8.9 |
| Total (o) | % | 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 | 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 (m) | | | | | | | | | | |
| 3 year olds | % | 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 |
| ERP at 30 June, by age (n) | | | | | | | | | | |
| 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 |

2014

TABLE 3A.25

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (e)</i> | <i>SA (f)</i> | <i>Tas</i> | <i>ACT (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|---|-------------|---------------|----------------|----------------|---------------|---------------|--------------|----------------|--------------|-----------------|
| Children aged 4 and 5 years enrolled in a preschool program in the YBFS | | | | | | | | | | |
| Government preschool | no. | 4 899 | 10 264 | 1 089 | 22 438 | 13 137 | 4 739 | 3 361 | 2 517 | 62 440 |
| Non-government preschool | no. | 24 945 | 35 291 | 17 819 | 8 466 | 1 059 | 1 420 | 216 | 202 | 89 418 |
| Total preschool (i) | no. | 30 338 | 45 627 | 19 122 | 30 912 | 14 263 | 6 157 | 3 617 | 2 739 | 152 776 |
| Preschool program within a long day care centre (j) | no. | 39 823 | 32 646 | 44 809 | 1 248 | 5 388 | 398 | 1 692 | 324 | 126 332 |
| Total (o) | no. | 72 243 | 80 959 | 65 328 | 34 280 | 21 089 | 6 619 | 5 864 | 3 343 | 289 730 |
| Proportion of 4 year old children enrolled in a preschool program in the YBFS (k) | | | | | | | | | | |
| Government preschool | % | 5.0 | 13.9 | 1.7 | 66.0 | 65.4 | 75.8 | 64.5 | 67.6 | 20.5 |
| Non-government preschool | % | 25.6 | 47.6 | 27.9 | 24.9 | 5.3 | 22.7 | 4.1 | 5.4 | 29.3 |
| Total preschool (i) | % | 31.1 | 61.6 | 30.0 | 90.9 | 71.0 | 98.4 | 69.4 | 73.5 | 50.1 |
| Preschool program within a long day care centre (j) | % | 40.8 | 44.1 | 70.3 | 3.7 | 26.8 | 6.4 | 32.5 | 8.7 | 41.4 |
| Total (o) | % | 74.0 | 109.3 | 102.4 | 100.8 | 105.0 | 105.8 | 112.5 | 89.7 | 95.1 |
| Children aged 3 years enrolled in a preschool program (l) | | | | | | | | | | |
| Government preschool | no. | 725 | 6 | 38 | 88 | 835 | – | – | 261 | 1 949 |
| Non-government preschool | no. | 11 955 | 51 | 922 | 2 745 | 43 | – | 5 | 82 | 15 809 |
| Total preschool (i) | no. | 12 827 | 60 | 962 | 2 837 | 880 | – | 5 | 347 | 17 915 |
| Preschool program within a long day care centre (j) | no. | 15 078 | 3 406 | 4 542 | 1 066 | 1 429 | 91 | 795 | 141 | 26 544 |
| Total (o) | no. | 28 233 | 3 465 | 5 511 | 3 941 | 2 328 | 91 | 797 | 490 | 44 855 |
| Proportion of 3 year old children enrolled in a preschool program (l), (m) | | | | | | | | | | |
| Government preschool | % | 0.8 | 0.0 | 0.1 | 0.3 | 4.2 | – | – | 7.2 | 0.7 |
| Non-government preschool | % | 12.4 | 0.1 | 1.5 | 8.2 | 0.2 | – | 0.1 | 2.3 | 5.3 |
| Total preschool (i) | % | 13.3 | 0.1 | 1.5 | 8.4 | 4.5 | – | 0.1 | 9.5 | 6.0 |
| Preschool program within a long day care centre (j) | % | 15.6 | 4.7 | 7.3 | 3.2 | 7.2 | 1.5 | 15.5 | 3.9 | 8.9 |
| Total (o) | % | 29.3 | 4.8 | 8.8 | 11.7 | 11.8 | 1.5 | 15.5 | 13.5 | 15.0 |
| Children enrolled in a preschool program, by age | | | | | | | | | | |

TABLE 3A.25

Table 3A.25 **Children enrolled in a preschool program, by sector, by age (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA (e)</i> | <i>SA (f)</i> | <i>Tas</i> | <i>ACT (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|--|-------------|------------|----------------|----------------|---------------|---------------|------------|----------------|-----------|-----------------|
| 3 year olds (m) | no. | 28 233 | 3 465 | 5 511 | 3 941 | 2 328 | 91 | 797 | 490 | 44 855 |
| 4 year olds | no. | 66 411 | 61 256 | 63 546 | 33 639 | 18 030 | 3 429 | 4 980 | 3 243 | 254 533 |
| 5 year olds | no. | 16 874 | 24 278 | 4 317 | 831 | 3 500 | 3 280 | 1 307 | 263 | 54 656 |
| Proportion of children enrolled in a preschool program, by age (m) | | | | | | | | | | |
| 3 year olds (m) | % | 29.3 | 4.8 | 8.8 | 11.7 | 11.8 | 1.5 | 15.5 | 13.5 | 15.0 |
| 4 year olds | % | 68.1 | 82.7 | 99.6 | 98.9 | 89.7 | 54.8 | 95.5 | 87.0 | 83.5 |
| 5 year olds | % | 17.4 | 33.2 | 6.7 | 2.5 | 17.3 | 50.4 | 26.0 | 7.3 | 18.0 |
| ERP at 30 June, by age (n) | | | | | | | | | | |
| 3 year olds | no. | 96 425 | 72 369 | 62 456 | 33 633 | 19 736 | 6 194 | 5 142 | 3 636 | 299 613 |
| 4 year olds | no. | 97 590 | 74 097 | 63 785 | 34 004 | 20 091 | 6 254 | 5 213 | 3 726 | 304 792 |
| 5 year olds | no. | 96 972 | 73 220 | 64 304 | 33 609 | 20 243 | 6 505 | 5 028 | 3 587 | 303 497 |

- (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). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children enrolled in a preschool program.
- (c) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data.
- (d) 2012 Victorian YBFS 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.

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c)

| | Unit | NSW | Vic (d) | Qld (e) | WA (e) | SA (f) | Tas | ACT (g) | NT | Aust (h) |
|-----|--|-----|---------|---------|--------|--------|-----|---------|----|----------|
| (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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data for Queensland and WA as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. | | | | | | | | | |
| (f) | SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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) | Preschool within a long day care centre includes students who are enrolled in school-based preschools that provide supplementary long day care services. | | | | | | | | | |
| (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 ERP 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 in each jurisdiction (using ABS ERP at 30 June). | | | | | | | | | |
| (n) | ERP at 30 June based on the <i>2011 Census of Population and Housing</i> . | | | | | | | | | |
| (o) | 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, *Preschool Education, Australia*, 2012, Cat. no. 4240.0; ABS unpublished, *Microdata: Preschool Education, Australia, 2013 and 2014*, Cat. no. 4240.0.55.003; ABS 2012, 2013 and 2014, *Australian Demographic Statistics, Jun 2012, 2013 and 2014*, Cat. no. 3101.0, Canberra.

TABLE 3A.26

Table 3A.26 **Children aged 4 and 5 years enrolled in a preschool program in the YBFS, by weekly hours, by sector, 2014 (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA</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. | 431 | 5 | – | 67 | 136 | – | 10 | 9 | 653 |
| Non-government preschool | no. | 2 691 | 37 | – | 76 | 22 | 5 | – | – | 2 829 |
| Total preschool (e) | no. | 3 127 | 44 | – | 143 | 158 | 5 | 10 | 11 | 3 487 |
| Preschool program within a long day care centre | no. | 5 624 | 2 821 | 1 483 | 512 | 678 | 35 | 114 | 71 | 11 337 |
| Total children enrolled in a preschool program (f) | no. | 8 755 | 2 863 | 1 483 | 655 | 830 | 37 | 123 | 79 | 14 827 |
| Proportion of children enrolled less than 10 hours | | | | | | | | | | |
| Government preschool | % | 0.6 | – | – | 0.2 | 0.6 | – | 0.2 | 0.3 | 0.2 |
| Non-government preschool | % | 3.7 | 0.0 | – | – | 0.1 | 0.1 | – | – | 1.0 |
| Total preschool (e) | % | 4.3 | 0.1 | – | – | 0.7 | 0.1 | 0.2 | 0.3 | 1.2 |
| Preschool program within a long day care centre | % | 7.8 | 3.5 | 2.3 | 1.5 | 3.2 | 0.5 | 1.9 | 2.1 | 3.9 |
| Total children enrolled in a preschool program (f) | % | 12.1 | 3.5 | 2.3 | 1.9 | 3.9 | 0.6 | 2.1 | 2.4 | 5.1 |
| Number of children enrolled 10-14 hours | | | | | | | | | | |
| Government preschool | no. | 759 | 100 | – | 1 584 | 712 | – | – | 38 | 3 194 |
| Non-government preschool | no. | 8 023 | 365 | – | 104 | 39 | – | 28 | 7 | 8 562 |
| Total preschool (e) | no. | 8 832 | 463 | – | 1 689 | 756 | – | 28 | 38 | 11 815 |
| Preschool program within a long day care centre | no. | 11 018 | 4 616 | 1 355 | 308 | 553 | 54 | 207 | 40 | 18 151 |
| Total children enrolled in a preschool program (f) | no. | 19 973 | 5 080 | 1 355 | 2 009 | 1 331 | 54 | 238 | 79 | 30 121 |
| Proportion of children enrolled 10-14 hours | | | | | | | | | | |
| Government preschool | % | 1.1 | 0.1 | – | 4.6 | 3.4 | – | – | 1.1 | 1.1 |
| Non-government preschool | % | 11.1 | 0.5 | – | 0.3 | 0.2 | – | 0.5 | 0.2 | 3.0 |
| Total preschool (e) | % | 12.2 | 0.6 | – | 4.9 | 3.6 | – | 0.5 | 1.1 | 4.1 |
| Preschool program within a long day care centre | % | 15.3 | 5.7 | 2.1 | 0.9 | 2.6 | 0.8 | 3.5 | 1.2 | 6.3 |
| Total children enrolled in a preschool program (f) | % | 27.6 | 6.3 | 2.1 | 5.9 | 6.3 | 0.8 | 4.1 | 2.4 | 10.4 |

TABLE 3A.26

Table 3A.26 **Children aged 4 and 5 years enrolled in a preschool program in the YBFS, by weekly hours, by sector, 2014 (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA (d)</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|---------------|---------------|----------------|---------------|---------------|--------------|--------------|--------------|----------------|
| Number of children enrolled 15 hours or more | | | | | | | | | | |
| Government preschool | no. | 3 707 | 10 159 | 1 089 | 20 787 | 12 294 | 4 739 | 3 351 | 2 474 | 58 586 |
| Non-government preschool | no. | 14 239 | 34 887 | 17 819 | 8 289 | 996 | 1 417 | 188 | 195 | 78 031 |
| Total preschool (e) | no. | 18 378 | 45 122 | 19 122 | 29 075 | 13 349 | 6 155 | 3 578 | 2 690 | 137 477 |
| Preschool program within a long day care centre | no. | 23 183 | 25 208 | 41 972 | 428 | 4 160 | 308 | 1 374 | 212 | 96 845 |
| Total children enrolled in a preschool program (f) | no. | 43 515 | 73 013 | 62 497 | 31 620 | 18 928 | 6 523 | 5 507 | 3 184 | 244 778 |
| Proportion of children enrolled 15 hours or more | | | | | | | | | | |
| Government preschool | % | 5.1 | 12.5 | 1.7 | 60.6 | 58.3 | 71.6 | 57.1 | 74.0 | 20.2 |
| Non-government preschool | % | 19.7 | 43.1 | 27.3 | 24.2 | 4.7 | 21.4 | 3.2 | 5.8 | 26.9 |
| Total preschool (e) | % | 25.4 | 55.7 | 29.3 | 84.8 | 63.3 | 93.0 | 61.0 | 80.5 | 47.5 |
| Preschool program within a long day care centre | % | 32.1 | 31.1 | 64.2 | 1.2 | 19.7 | 4.7 | 23.4 | 6.3 | 33.4 |
| Total children enrolled in a preschool program (f) | % | 60.2 | 90.2 | 95.7 | 92.2 | 89.8 | 98.5 | 93.9 | 95.2 | 84.5 |
| Total number of children enrolled | | | | | | | | | | |
| Government preschool | no. | 4 899 | 10 264 | 1 089 | 22 438 | 13 137 | 4 739 | 3 361 | 2 517 | 62 440 |
| Non-government preschool | no. | 24 945 | 35 291 | 17 819 | 8 466 | 1 059 | 1 420 | 216 | 202 | 89 418 |
| Total preschool (e) | no. | 30 338 | 45 627 | 19 122 | 30 912 | 14 263 | 6 157 | 3 617 | 2 739 | 152 776 |
| Preschool program within a long day care centre | no. | 39 823 | 32 646 | 44 809 | 1 248 | 5 388 | 398 | 1 692 | 324 | 126 332 |
| Total children enrolled in a preschool program (f) | no. | 72 243 | 80 959 | 65 328 | 34 280 | 21 089 | 6 619 | 5 864 | 3 343 | 289 730 |
| Proportion of total children enrolled | | | | | | | | | | |
| Government preschool | % | 6.8 | 12.7 | 1.7 | 65.5 | 62.3 | 71.6 | 57.3 | 75.3 | 21.6 |
| Non-government preschool | % | 34.5 | 43.6 | 27.3 | 24.7 | 5.0 | 21.5 | 3.7 | 6.0 | 30.9 |
| Total preschool (e) | % | 42.0 | 56.4 | 29.3 | 90.2 | 67.6 | 93.0 | 61.7 | 81.9 | 52.7 |
| Preschool program within a long day care centre | % | 55.1 | 40.3 | 68.6 | 3.6 | 25.5 | 6.0 | 28.9 | 9.7 | 43.6 |
| 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 |

Table 3A.26 **Children aged 4 and 5 years enrolled in a preschool program in the YBFS, by weekly hours, by sector, 2014 (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA (d)</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----|---|------------|------------|----------------|-----------|---------------|------------|------------|-----------|-------------|
| (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) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data. | | | | | | | | | |
| (c) | For Queensland data provided in aggregate, hours were calculated using averages at the provider level. Care needs to be taken when interpreting Queensland data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. | | | | | | | | | |
| (d) | SA data should be used with caution as enrolment numbers in government funded preschools in 2014 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 2015, *Preschool Education, Australia, 2014*, Cat. no. 4240.0, Canberra.

TABLE 3A.27

Table 3A.27 **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), (c)**

| | <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 (d) | 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 (e) | % | 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 (d) | 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 (e) | % | 66.7 | 73.9 | 85.0 |
| 2014 | | | | |
| Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS | no. | 3 973 | 5 991 | 2 642 |
| Projected number of Aboriginal and Torres Strait Islander children aged 4 years (d) | no. | 5 679 | 7 829 | 3 206 |
| Proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS (e) | % | 70.0 | 76.5 | 82.4 |

(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) 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 from 2013 data. Remoteness area for 2013 data onwards are based on the ABS ASGS 2011.

Table 3A.27 **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), (c)**

| | <i>Unit</i> | <i>Major cities</i> | <i>Inner/outer regional areas</i> | <i>Remote/very remote areas</i> |
|---------|--|---------------------|-----------------------------------|---------------------------------|
| (c) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. | | | |
| (d) | ABS projected population data by age and remoteness area are based on the <i>2011 Census of Population and Housing</i> . | | | |
| (e) | 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 some jurisdictions, including undercount. See ABS source publication cat. no. 3238.0 for further details. | | | |
| Source: | Derived from ABS unpublished, 2014 and 2015, <i>Preschool Education, Australia, 2012, 2013 and 2014</i> , Cat. no. 4240.0; ABS 2014, <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> , Cat. no. 3238.0, Canberra. | | | |

TABLE 3A.28

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (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 (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 4 year olds 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 4 year olds 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 | | | | | | | | | | |

TABLE 3A.28

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (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 (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|--|-------------|--------------|--------------|----------------|---------------|---------------|-------------|----------------|--------------|-----------------|
| 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 |
| 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 4 year olds 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 4 year olds 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 |
| 2014 | | | | | | | | | | |
| Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program, by sector | | | | | | | | | | |
| Government preschool | no. | 539 | 166 | 568 | 1 764 | 739 | 482 | 95 | 1 038 | 5 388 |
| Non-government preschool | no. | 1 929 | 668 | 974 | 266 | 11 | 86 | – | 108 | 4 049 |

TABLE 3A.28

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (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 (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|--|-------------|--------------|--------------|----------------|---------------|---------------|-------------|----------------|--------------|-----------------|
| Total preschool (g) | no. | 2 555 | 843 | 1 566 | 2 032 | 760 | 571 | 123 | 1 162 | 9 606 |
| Preschool program within a long day care centre | no. | 1 030 | 326 | 1 695 | 41 | 143 | 6 | 16 | 31 | 3 295 |
| Total (n) | no. | 3 738 | 1 216 | 3 334 | 2 156 | 932 | 582 | 155 | 1 225 | 13 331 |
| 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. | 1 299 | 477 | 962 | 823 | 499 | – | 147 | – | 4 211 |
| Inner/outer regional Australia | no. | 2 185 | 739 | 1 706 | 544 | 306 | 567 | 7 | 295 | 6 353 |
| Remote/very remote Australia | no. | 251 | – | 659 | 787 | 127 | 12 | – | 926 | 2 766 |
| Total (i) | no. | 3 738 | 1 216 | 3 334 | 2 156 | 932 | 582 | 155 | 1 225 | 13 331 |
| Projected population of 4 year olds (j) | no. | 5 187 | 1 207 | 5 108 | 2 097 | 933 | 610 | 145 | 1 420 | 16 714 |
| Proportion of 4 year olds who are enrolled in a preschool program (k) | % | 72.1 | 100.7 | 65.3 | 102.8 | 99.9 | 95.4 | 106.9 | 86.3 | 79.8 |
| 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. | 1 166 | 432 | 932 | 821 | 487 | – | 131 | – | 3 973 |
| Inner/outer regional Australia | no. | 1 947 | 686 | 1 660 | 539 | 303 | 560 | 6 | 287 | 5 991 |
| Remote/very remote Australia | no. | 228 | – | 642 | 782 | 127 | 12 | – | 851 | 2 642 |
| Total (m) | no. | 3 344 | 1 118 | 3 228 | 2 144 | 921 | 578 | 138 | 1 142 | 12 609 |
| Projected population of 4 year olds (j) | no. | 5 187 | 1 207 | 5 108 | 2 097 | 933 | 610 | 145 | 1 420 | 16 714 |
| Proportion of 4 year olds who are enrolled in a preschool program in the YBFS (k) | % | 64.5 | 92.6 | 63.2 | 102.2 | 98.7 | 94.8 | 95.2 | 80.4 | 75.4 |

(a) Data include Aboriginal and Torres Strait Islander children aged 4 and 5 years on 1 July.

(b) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data.

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (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 (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|-----|---|------------|------------|----------------|---------------|---------------|------------|----------------|-----------|-----------------|
| (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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data for Queensland and WA as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. | | | | | | | | | |
| (d) | SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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 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 ASGC 2006. Remoteness area for 2013 data are based on the ABS 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 for 4 and 5 year olds (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 some jurisdictions, including undercount. See ABS source publication cat. no. 3238.0 for further details. | | | | | | | | | |
| (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. | | | | | | | | | |

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (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 (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|--|-------------|------------|------------|----------------|---------------|---------------|------------|----------------|-----------|-----------------|
|--|-------------|------------|------------|----------------|---------------|---------------|------------|----------------|-----------|-----------------|

(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 in a preschool program across both preschool and long day care settings.

.. Not applicable. – Nil or rounded to zero.

Source: ABS unpublished, *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS unpublished, *Microdata: Preschool Education, Australia, 2013 and 2014*, Cat. no. 4240.0.55.003; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0, Canberra.

TABLE 3A.29

Table 3A.29 **Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS, by weekly hours, 2014 (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA (d)</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|--------------|--------------|----------------|--------------|---------------|--------------|--------------|--------------|--------------|
| Aboriginal and Torres Strait Islander children enrolled in the YBFS less than 10 hours | | | | | | | | | | |
| Total children enrolled in a preschool program | no. | 337 | 59 | 53 | 11 | 29 | 6 | – | 9 | 499 |
| Total children enrolled in a preschool program | % | 10.1 | 5.3 | 1.6 | 0.5 | 3.1 | 1.0 | – | 0.8 | 4.0 |
| Aboriginal and Torres Strait Islander children enrolled in the YBFS 10-14 hours | | | | | | | | | | |
| Total children enrolled in a preschool program | no. | 769 | 40 | 68 | 87 | 80 | – | – | 24 | 1 072 |
| Total children enrolled in a preschool program | % | 23.0 | 3.6 | 2.1 | 4.1 | 8.7 | – | – | 2.1 | 8.5 |
| Aboriginal and Torres Strait Islander children enrolled in the YBFS 15 hours or more | | | | | | | | | | |
| Total children enrolled in a preschool program | no. | 2 241 | 1 028 | 3 108 | 2 044 | 808 | 572 | 132 | 1 109 | 11 036 |
| Total children enrolled in a preschool program | % | 67.0 | 91.9 | 96.3 | 95.3 | 87.7 | 99.0 | 95.7 | 97.1 | 87.5 |
| Total number of Aboriginal and Torres Strait Islander children enrolled in the YBFS | | | | | | | | | | |
| Total children enrolled in a preschool program | no. | 3 344 | 1 118 | 3 228 | 2 144 | 921 | 578 | 138 | 1 142 | 12 609 |
| Total children enrolled in a preschool program | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

- (a) 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) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data.
- (c) For Queensland data provided in aggregate, hours were calculated using averages at the provider level. Care should be taken when interpreting Queensland data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers.
- (d) SA data should be used with caution as enrolment numbers in government funded preschools in 2014 were affected by the transition from a quarterly intake to a single annual intake.
- Nil or rounded to zero.

Source: Derived from ABS 2015, *Preschool Education, Australia, 2014*, Cat. no. 4240.0, Canberra.

TABLE 3A.30

Table 3A.30 **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 (d) | | | | | | | | | |
| Child care services (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| 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 (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| 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 (d) | | | | | | | | | |
| Child care services (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| Both parents in employment | 52.6 ± 11.2 | 54.0 ± 9.1 | 56.1 ± 11.7 | 47.4 ± 11.9 | 62.6 ± 11.8 | 42.0 ± 17.4 | 50.2 ± 22.4 | 52.6 ± 28.9 | 53.3 ± 5.0 |

TABLE 3A.30

Table 3A.30 **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> |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| At least one parent not in employment | 45.8 ± 10.9 | 45.0 ± 9.0 | 43.9 ± 11.7 | 52.6 ± 11.9 | 36.0 ± 11.8 | 58.0 ± 17.4 | 49.8 ± 22.4 | 42.3 ± 28.1 | 45.8 ± 4.8 |
| One parent families | | | | | | | | | |
| Child care services (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| 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 |
| 2014 | | | | | | | | | |
| Couple families (d) | | | | | | | | | |
| Child care services (e) | | | | | | | | | |
| Both parents in employment | 76.9 ± 6.5 | 77.0 ± 4.7 | 70.0 ± 7.1 | 72.2 ± 10.2 | 81.2 ± 10.9 | 69.8 ± 13.5 | 78.2 ± 13.9 | 75.8 ± 14.1 | 75.6 ± 3.3 |
| At least one parent not in employment | 20.1 ± 4.6 | 21.9 ± 6.5 | 30.1 ± 7.5 | 25.1 ± 7.7 | 12.2 ± 6.7 | 28.6 ± 14.1 | 18.6 ± 16.4 | np | 22.8 ± 2.4 |
| Preschool services (f) | | | | | | | | | |
| Both parents in employment | 57.9 ± 8.7 | 54.6 ± 7.7 | 53.4 ± 12.7 | 49.8 ± 15.9 | 55.5 ± 15.3 | 57.7 ± 21.0 | 57.5 ± 27.9 | np | 55.1 ± 5.2 |
| At least one parent not in employment | 40.9 ± 11.8 | 40.7 ± 11.1 | 42.9 ± 16.1 | 52.3 ± 17.2 | 40.1 ± 18.4 | 39.7 ± 16.7 | np | np | 45.1 ± 4.6 |
| One parent families | | | | | | | | | |
| Child care services (e) | | | | | | | | | |
| Parent in employment | 45.9 ± 22.5 | 51.4 ± 20.0 | 76.7 ± 13.7 | 63.3 ± 30.5 | 62.9 ± 17.3 | 59.4 ± 30.8 | 67.9 ± 50.9 | 78.9 ± 31.4 | 60.6 ± 9.1 |
| Parent not in employment | 49.0 ± 7.8 | 48.6 ± 18.7 | 21.5 ± 15.4 | 37.4 ± 21.4 | 47.4 ± 29.0 | 43.8 ± 29.1 | np | np | 40.2 ± 5.8 |
| Preschool services (f) | | | | | | | | | |

TABLE 3A.30

Table 3A.30 **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> |
|--------------------------|------------|--------------------|------------|--------------------|--------------------|--------------------|------------|-----------|--------------------|
| Parent in employment | np | <i>40.0 ± 23.1</i> | np | np | np | <i>53.8 ± 36.9</i> | np | np | <i>34.3 ± 10.2</i> |
| Parent not in employment | np | <i>63.9 ± 21.2</i> | np | <i>85.7 ± 36.4</i> | <i>57.7 ± 42.4</i> | np | np | np | <i>69.1 ± 15.1</i> |

(a) As data are from a sample survey, the Childhood Education and Care Survey (CEaCS), they are subject to error. 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. 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 published due to small numbers are included in the total for Australia.

(c) Data are based on usual formal child care and preschool service arrangements.

(d) The components of couple families may not equal 100 per cent as it does not include the category could not be determined.

(e) All children in formal child care, including those using both formal and informal care.

(f) All children using preschool services, including those who also used formal care, informal care or both.

(g) The components of one parent families may not equal 100 per cent due to rounding in ABS TableBuilder.

np Not published.

Source: ABS unpublished, *Childhood Education and Care, June 2008 and 2011*, Cat. no. 4402.0; ABS unpublished, *Microdata: Childhood Education and Care, June 2014*, Cat. no. 4402.0.55.001.

TABLE 3A.31

Table 3A.31 Children aged 4 and 5 years attending a preschool program in the YBFS, by sector (a), (b), (c)

| | <i>Unit</i> | <i>NSW</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 4 year old 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 4 year old 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 | – | 5.6 | 28.9 |

TABLE 3A.31

Table 3A.31 **Children aged 4 and 5 years attending a preschool program in the YBFS, by sector (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</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> |
|---|-------------|---------------|---------------|----------------|---------------|---------------|--------------|----------------|--------------|-----------------|
| Total preschool (h) | % | 30.9 | 61.0 | 28.9 | 94.1 | 56.6 | 96.0 | 65.8 | 72.0 | 48.9 |
| Preschool program within a long day care centre | % | 38.5 | 36.3 | 64.4 | 1.9 | 21.5 | 4.4 | 28.7 | 4.4 | 37.0 |
| Total (k) | % | 71.3 | 101.0 | 95.2 | 99.3 | 82.5 | 101.5 | 106.3 | 81.9 | 88.7 |
| 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 |
| 2014 | | | | | | | | | | |
| Children aged 4 and 5 years attending a preschool program in the YBFS | | | | | | | | | | |
| Government preschool | no. | 4 733 | 9 704 | 1 077 | 21 533 | 12 957 | 4 685 | 3 286 | 2 257 | 60 233 |
| Non-government preschool | no. | 24 382 | 33 332 | 17 073 | 8 179 | 1 056 | 1 414 | 218 | 179 | 85 822 |
| Total preschool (h) | no. | 29 601 | 43 110 | 18 369 | 29 716 | 14 074 | 6 096 | 3 541 | 2 455 | 146 964 |
| Preschool program within a long day care centre | no. | 37 916 | 31 141 | 43 250 | 1 189 | 5 262 | 377 | 1 634 | 309 | 121 081 |
| Total (k) | no. | 69 583 | 76 892 | 63 001 | 33 005 | 20 770 | 6 533 | 5 728 | 3 044 | 278 553 |
| Proportion of 4 year old children attending a preschool program in the YBFS (i) | | | | | | | | | | |
| Government preschool | % | 4.8 | 13.1 | 1.7 | 63.3 | 64.5 | 74.9 | 63.0 | 60.6 | 19.8 |
| Non-government preschool | % | 25.0 | 45.0 | 26.8 | 24.1 | 5.3 | 22.6 | 4.2 | 4.8 | 28.2 |
| Total preschool (h) | % | 30.3 | 58.2 | 28.8 | 87.4 | 70.1 | 97.5 | 67.9 | 65.9 | 48.2 |
| Preschool program within a long day care centre | % | 38.9 | 42.0 | 67.8 | 3.5 | 26.2 | 6.0 | 31.3 | 8.3 | 39.7 |
| Total (k) | % | 71.3 | 103.8 | 98.8 | 97.1 | 103.4 | 104.5 | 109.9 | 81.7 | 91.4 |
| Estimated resident population at 30 June (j) | | | | | | | | | | |
| 4 year olds | no. | 97 590 | 74 097 | 63 785 | 34 004 | 20 091 | 6 254 | 5 213 | 3 726 | 304 792 |

(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.

Table 3A.31 Children aged 4 and 5 years attending a preschool program in the YBFS, by sector (a), (b), (c)

| | Unit | NSW | Vic | Qld (d) | WA | SA (e) | Tas | ACT (f) | NT | Aust (g) |
|-----|---|-----|-----|---------|----|--------|-----|---------|----|----------|
| (c) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data. | | | | | | | | | |
| (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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. | | | | | | | | | |
| (e) | SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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 ERP at 30 June). As a result the total proportion may exceed 100 per cent. | | | | | | | | | |
| (j) | ERP is 30 June and is based on the <i>2011 Census of Population and Housing</i> . | | | | | | | | | |
| (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, *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS unpublished, *Microdata: Preschool Education, Australia, 2013 and 2014*, Cat. no. 4240.0.55.003; ABS 2012, 2013 and 2014, *Australian Demographic Statistics, Jun 2012, 2013 and 2014*, Cat. no. 3101.0, Canberra.

TABLE 3A.32

Table 3A.32 **Average number of hours of attendance at a preschool program per week, by sector (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</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 |
| 2014 | | | | | | | | | | |
| Children aged 4 and 5 years attending a preschool program in the YBFS | | | | | | | | | | |
| Government preschool | hrs | 13.4 | 13.4 | 15.2 | 14.2 | 13.4 | 15.5 | 13.5 | 13.7 | 13.9 |
| Non-government preschool | hrs | 15.0 | 14.2 | 14.3 | 16.7 | 14.4 | 16.9 | 22.1 | 16.7 | 14.7 |
| Total preschool (h) | hrs | 14.8 | 14.0 | 14.5 | 14.9 | 13.5 | 15.9 | 14.2 | 13.9 | 14.4 |
| Preschool program within a long day care centre | hrs | 17.9 | 20.3 | 22.5 | 13.6 | 15.6 | 19.8 | 20.7 | 15.1 | 20.1 |
| Total (i) | hrs | 16.8 | 16.9 | 20.3 | 15.5 | 14.8 | 16.2 | 17.2 | 15.2 | 17.3 |

(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.

Table 3A.32 **Average number of hours of attendance at a preschool program per week, by sector (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT</i> | <i>Aust (g)</i> |
|-----|---|------------|------------|----------------|---------------|---------------|------------|----------------|-----------|-----------------|
| (b) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data. | | | | | | | | | |
| (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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. About 40 per cent of 2012 data for hours were calculated using averages at the provider level. | | | | | | | | | |
| (d) | About 8 per cent of 2012 data for hours in WA were calculated using averages at the provider level. Also, 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 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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) | 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, *Microdata: Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0.55.003.

TABLE 3A.33

Table 3A.33 All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (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 (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 | | | | | | | | | | |

TABLE 3A.33

Table 3A.33 All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (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 (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|---|-------------|---------------|---------------|----------------|---------------|---------------|--------------|----------------|--------------|-----------------|
| 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 |
| 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 |
| 2014 | | | | | | | | | | |
| Number of children enrolled | | | | | | | | | | |
| Preschool | | | | | | | | | | |
| Government | no. | 5 206 | 10 743 | 1 102 | 22 476 | 13 169 | 4 753 | 3 487 | 2 652 | 63 585 |
| Non-government | no. | 28 950 | 36 972 | 18 414 | 8 478 | 1 100 | 1 428 | 242 | 209 | 95 793 |
| Total preschool (g) | no. | 34 824 | 47 803 | 19 738 | 30 960 | 14 329 | 6 186 | 3 775 | 2 889 | 160 491 |
| Preschool program within a long day care centre | no. | 45 832 | 34 369 | 46 675 | 1 387 | 5 581 | 435 | 1 855 | 329 | 136 467 |
| Total enrolled (h) | no. | 83 286 | 85 534 | 67 864 | 34 471 | 21 531 | 6 709 | 6 287 | 3 510 | 309 185 |
| Number of children attending | | | | | | | | | | |
| Preschool | | | | | | | | | | |
| Government | no. | 5 039 | 10 157 | 1 086 | 21 571 | 12 983 | 4 697 | 3 406 | 2 374 | 61 321 |
| Non-government | no. | 28 318 | 34 944 | 17 646 | 8 183 | 1 093 | 1 425 | 236 | 186 | 92 036 |
| Total preschool (g) | no. | 34 017 | 45 184 | 18 957 | 29 760 | 14 137 | 6 123 | 3 694 | 2 585 | 154 454 |
| Preschool program within a long day care centre | no. | 43 705 | 32 793 | 45 054 | 1 324 | 5 450 | 414 | 1 788 | 320 | 130 847 |
| Total attending (h) | no. | 80 334 | 81 288 | 65 450 | 33 194 | 21 198 | 6 628 | 6 130 | 3 189 | 297 405 |

(a) Data includes all children aged 4 and 5 years as at 1 July.

Table 3A.33 All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (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 (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|-----|---|------------|------------|----------------|---------------|---------------|------------|----------------|-----------|-----------------|
| (b) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data. | | | | | | | | | |
| (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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. | | | | | | | | | |
| (d) | SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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, 2014 and 2015, *Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0, Canberra.

TABLE 3A.34

Table 3A.34 Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (a), (b)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</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 |

TABLE 3A.34

Table 3A.34 **Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT (g)</i> | <i>Aust (h)</i> |
|---|-------------|---------------|---------------|----------------|---------------|---------------|--------------|----------------|---------------|-----------------|
| 2013 | | | | | | | | | | |
| Number of children attending less than 10 hours | | | | | | | | | | |
| Government preschool | no. | 1 454 | 1 171 | 11 | – | 1 100 | 366 | 362 | 466 | 4 925 |
| 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 |

TABLE 3A.34

Table 3A.34 Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (a), (b)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT (g)</i> | <i>Aust (h)</i> |
|---|-------------|---------------|---------------|----------------|---------------|---------------|--------------|----------------|---------------|-----------------|
| 2014 | | | | | | | | | | |
| Number of children attending less than 10 hours | | | | | | | | | | |
| Government preschool | no. | 1 280 | 1 236 | 13 | 1 389 | 1 532 | 342 | 401 | 408 | 6 593 |
| Non-government preschool | no. | 5 141 | 3 435 | 1 057 | 448 | 138 | 73 | 6 | 12 | 10 303 |
| Total preschool (i) | no. | 6 471 | 4 672 | 1 067 | 1 830 | 1 671 | 412 | 407 | 418 | 16 949 |
| Preschool program within a long day care centre | no. | 6 245 | 3 479 | 3 185 | 536 | 966 | 47 | 171 | 78 | 14 710 |
| Total (j) | no. | 12 813 | 8 219 | 4 261 | 2 384 | 2 666 | 459 | 598 | 503 | 31 909 |
| Number of children attending 10–14 hours | | | | | | | | | | |
| Government preschool | no. | 1 088 | 1 547 | 12 | 6 772 | 2 660 | 503 | 728 | 333 | 13 650 |
| Non-government preschool | no. | 5 302 | 5 362 | 5 373 | 926 | 168 | 104 | 35 | 22 | 17 288 |
| Total preschool (i) | no. | 6 469 | 6 910 | 5 387 | 7 700 | 2 840 | 609 | 760 | 359 | 31 037 |
| Preschool program within a long day care centre | no. | 9 385 | 3 369 | 3 112 | 205 | 782 | 74 | 219 | 44 | 17 188 |
| Total (j) | no. | 16 006 | 10 348 | 8 520 | 7 960 | 3 668 | 686 | 993 | 403 | 48 583 |
| Number of children attending 15 hours or more | | | | | | | | | | |
| Government preschool | no. | 2 542 | 7 376 | 1 064 | 13 337 | 7 857 | 3 644 | 2 284 | 1 618 | 39 718 |
| Non-government preschool | no. | 14 187 | 26 053 | 11 068 | 6 747 | 709 | 1 224 | 198 | 155 | 60 332 |
| Total preschool (i) | no. | 17 230 | 33 508 | 12 353 | 20 095 | 8 603 | 4 869 | 2 525 | 1 789 | 100 963 |
| Preschool program within a long day care centre | no. | 25 255 | 23 904 | 37 332 | 464 | 3 478 | 295 | 1 333 | 194 | 92 244 |
| Total (j) | no. | 44 777 | 60 566 | 51 074 | 22 575 | 13 593 | 5 246 | 4 475 | 2 255 | 204 553 |
| Total number of children attending (k) | | | | | | | | | | |
| Government preschool | no. | 5 039 | 10 157 | 1 086 | 21 571 | 12 983 | 4 697 | 3 406 | 2 374 | 61 321 |
| Non-government preschool | no. | 28 318 | 34 944 | 17 646 | 8 183 | 1 093 | 1 425 | 236 | 186 | 92 036 |
| Total preschool (i) | no. | 34 017 | 45 184 | 18 957 | 29 760 | 14 137 | 6 123 | 3 694 | 2 585 | 154 454 |
| Preschool program within a long day care centre | no. | 43 705 | 32 793 | 45 054 | 1 324 | 5 450 | 414 | 1 788 | 320 | 130 847 |
| Total (j) | no. | 80 334 | 81 288 | 65 450 | 33 194 | 21 198 | 6 628 | 6 130 | 3 189 | 297 405 |

Table 3A.34 **Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT (g)</i> | <i>Aust (h)</i> |
|-----|---|------------|------------|----------------|---------------|---------------|------------|----------------|---------------|-----------------|
| (a) | Data include children aged 4 and 5 years as at 1 July. | | | | | | | | | |
| (b) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data. | | | | | | | | | |
| (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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. About 40 per cent of 2012 data for hours were calculated using averages at the provider level. | | | | | | | | | |
| (d) | About 8 per cent of 2012 data for hours in WA were calculated using averages at the provider level. 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, attendance rates were applied to enrolment counts to estimate the number of children attending and the hours of attendance. | | | | | | | | | |
| (e) | SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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, *Preschool Education, Australia, 2012*, Cat. no. 4240.0 and ABS unpublished, *Microdata: Preschool Education, Australia, 2013 and 2014*, Cat. no. 4240.0.55.003.

TABLE 3A.35

Table 3A.35 **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), (c)**

| | <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 (d) | no. | 5 592 | 7 782 | 3 177 |
| Proportion of 4 year old Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS (e) | % | 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 (d) | no. | 5 704 | 7 858 | 3 215 |
| Proportion of 4 year old Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS (e) | % | 65.1 | 70.7 | 74.9 |
| 2014 | | | | |
| Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS | no. | 3 756 | 5 658 | 2 249 |
| Projected population of Aboriginal and Torres Strait Islander children aged 4 years (d) | no. | 5 679 | 7 829 | 3 206 |
| Proportion of 4 year old Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS (e) | % | 66.1 | 72.3 | 70.1 |

(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 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 ASGS 2011.

Table 3A.35 **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), (c)**

| | <i>Unit</i> | <i>Major cities</i> | <i>Inner/outer regional areas</i> | <i>Remote/very remote areas</i> |
|---------|--|---------------------|-----------------------------------|---------------------------------|
| (c) | Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. | | | |
| (d) | ABS projected population data by age and remoteness area are based on the <i>2011 Census of Population and Housing</i> . | | | |
| (e) | 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 some jurisdictions, including undercount. See ABS source publication cat. no. 3238.0 for further details. | | | |
| Source: | ABS unpublished and 2014 and 2015, <i>Preschool Education, Australia, 2012, 2013 and 2014</i> , Cat. no. 4240.0; ABS 2014, <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> , Cat. no. 3238.0, Canberra. | | | |

TABLE 3A.36

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b)**

| | <i>Unit</i> | <i>NSW</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 4 year olds 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 4 year olds 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 | | | | | | | | | | |

TABLE 3A.36

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b)**

| | <i>Unit</i> | <i>NSW</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> |
|--|-------------|--------------|-------------|----------------|--------------|---------------|-------------|----------------|--------------|-----------------|
| 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 |
| 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 4 year olds 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 4 year olds 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 |
| 2014 | | | | | | | | | | |
| Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program, by sector | | | | | | | | | | |
| Government preschool | no. | 505 | 152 | 559 | 1 582 | 715 | 477 | 90 | 842 | 4 916 |
| Non-government preschool | no. | 1 808 | 622 | 895 | 231 | 11 | 85 | – | 86 | 3 740 |

TABLE 3A.36

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b)**

| | <i>Unit</i> | <i>NSW</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> |
|--|-------------|--------------|--------------|----------------|--------------|---------------|-------------|----------------|-------------|-----------------|
| Total preschool (g) | no. | 2 398 | 779 | 1 473 | 1 814 | 733 | 563 | 117 | 940 | 8 814 |
| Preschool program within a long day care centre | no. | 964 | 298 | 1 612 | 39 | 136 | 9 | 16 | 31 | 3 093 |
| Total (n) | no. | 3 503 | 1 126 | 3 153 | 1 930 | 899 | 578 | 148 | 995 | 12 335 |
| 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. | 1 230 | 439 | 911 | 781 | 480 | – | 142 | – | 3 985 |
| Inner/outer regional Australia | no. | 2 052 | 682 | 1 618 | 507 | 299 | 562 | 6 | 272 | 5 999 |
| Remote/very remote Australia | no. | 224 | – | 625 | 642 | 126 | 12 | – | 728 | 2 355 |
| Total (j) | no. | 3 503 | 1 126 | 3 153 | 1 930 | 899 | 578 | 148 | 995 | 12 335 |
| Projected population of 4 year olds (i) | no. | 5 187 | 1 207 | 5 108 | 2 097 | 933 | 610 | 145 | 1 420 | 16 714 |
| Proportion of 4 year olds who are attending a preschool program (k) | % | 67.5 | 93.3 | 61.7 | 92.0 | 96.4 | 94.8 | 102.1 | 70.1 | 73.8 |
| 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. | 1 102 | 405 | 879 | 777 | 467 | – | 124 | – | 3 756 |
| Inner/outer regional Australia | no. | 1 826 | 634 | 1 570 | 501 | 298 | 553 | 7 | 263 | 5 658 |
| Remote/very remote Australia | no. | 200 | – | 612 | 635 | 122 | 12 | – | 668 | 2 249 |
| Total (m) | no. | 3 123 | 1 033 | 3 061 | 1 919 | 885 | 570 | 130 | 930 | 11 665 |
| Projected population of 4 year olds (j) | no. | 5 187 | 1 207 | 5 108 | 2 097 | 933 | 610 | 145 | 1 420 | 16 714 |
| Proportion of 4 year olds who are attending a preschool program in the YBFS (k) | % | 60.2 | 85.6 | 59.9 | 91.5 | 94.9 | 93.4 | 89.7 | 65.5 | 69.8 |

(a) Data include Aboriginal and Torres Strait Islander children aged 4 and 5 years on 1 July.

(b) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data.

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b)**

| | <i>Unit</i> | <i>NSW</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> |
|-----|---|------------|------------|----------------|-----------|---------------|------------|----------------|-----------|-----------------|
| (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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. | | | | | | | | | |
| (d) | SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 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. | | | | | | | | | |
| (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 ASGC 2006. For 2013 data, remoteness area is based on the ABS 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 some jurisdictions, including undercount. See ABS source publication cat. no. 3238.0 for further details. | | | | | | | | | |
| (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. | | | | | | | | | |

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b)**

| | <i>Unit</i> | <i>NSW</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> |
|--|-------------|------------|------------|----------------|-----------|---------------|------------|----------------|-----------|-----------------|
|--|-------------|------------|------------|----------------|-----------|---------------|------------|----------------|-----------|-----------------|

(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, *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS unpublished, *Microdata: Preschool Education, Australia, 2013 and 2014*, Cat. no. 4240.0.55.003; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Cat. no. 3238.0), Canberra.

TABLE 3A.37

Table 3A.37 **Proportion of enrolled children aged 4 and 5 years attending a preschool program in the YBFS, by Indigenous status (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (d)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|---------------|---------------|----------------|---------------|---------------|--------------|--------------|--------------|----------------|
| 2013 | | | | | | | | | | |
| 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 (f) | no. | 65 691 | 74 813 | 58 339 | 30 362 | 15 292 | 5 355 | 5 262 | 2 080 | 257 195 |
| All children (g) | 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 (f) | no. | 64 569 | 71 699 | 57 013 | 30 347 | 15 141 | 5 254 | 5 180 | 1 979 | 251 183 |
| All children (g) | 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 (f) | % | 98.3 | 95.8 | 97.7 | 100.0 | 99.0 | 98.1 | 98.4 | 95.1 | 97.7 |
| All children (g) | % | 98.2 | 95.8 | 97.7 | 100.0 | 98.8 | 97.8 | 98.3 | 88.3 | 97.5 |
| 2014 | | | | | | | | | | |
| Number of children enrolled | | | | | | | | | | |
| Aboriginal and Torres Strait Islander children | no. | 3 344 | 1 118 | 3 228 | 2 144 | 921 | 578 | 138 | 1 142 | 12 609 |
| Non-Indigenous children (f) | no. | 67 965 | 79 616 | 61 748 | 31 810 | 19 528 | 5 688 | 5 678 | 2 187 | 274 219 |
| All children (g) | no. | 72 243 | 80 959 | 65 328 | 34 280 | 21 089 | 6 619 | 5 864 | 3 343 | 289 730 |
| Number of children attending | | | | | | | | | | |
| Aboriginal and Torres Strait Islander children | no. | 3 123 | 1 033 | 3 061 | 1 919 | 885 | 570 | 130 | 930 | 11 665 |
| Non-Indigenous children (f) | no. | 65 567 | 75 649 | 59 611 | 30 774 | 19 242 | 5 616 | 5 542 | 2 099 | 264 098 |
| All children (g) | no. | 69 583 | 76 892 | 63 001 | 33 005 | 20 770 | 6 533 | 5 728 | 3 044 | 278 553 |
| Proportion of enrolled children who are attending | | | | | | | | | | |
| Aboriginal and Torres Strait Islander children | % | 93.4 | 92.4 | 94.8 | 89.5 | 96.1 | 98.6 | 94.2 | 81.4 | 92.5 |

Table 3A.37 **Proportion of enrolled children aged 4 and 5 years attending a preschool program in the YBFS, by Indigenous status (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld (d)</i> | <i>WA (d)</i> | <i>SA (e)</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----------------------------|-------------|-------------|-------------|----------------|---------------|---------------|-------------|-------------|-------------|-------------|
| Non-Indigenous children (f) | % | 96.5 | 95.0 | 96.5 | 96.7 | 98.5 | 98.7 | 97.6 | 96.0 | 96.3 |
| All children (g) | % | 96.3 | 95.0 | 96.4 | 96.3 | 98.5 | 98.7 | 97.7 | 91.1 | 96.1 |

- (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) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured in the NECECC. This particularly affects children undertaking a preschool program in a long day care setting and children undertaking a preschool program at some non-government schools which do not receive State and Territory government funding. Information on preschool programs delivered in long day care settings was primarily provided by the Australian Government from the CCMS. All services approved for the purposes of CCB were required to provide data through the CCMS. However, long day care centres delivering preschool programs were not mandated to complete the preschool program component, which has resulted in under-coverage due to levels of non-response. Under-coverage is a particular issue for NSW data.
- (c) 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 for 2013, children were only counted as enrolled if they had attended during the reference period, resulting in a 100 per cent attending rate.
- (d) Care should be taken when interpreting 2013 and 2014 data for Queensland and WA as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers.
- (e) SA 2013 and 2014 data may not be fully comparable with 2012 data. Enrolment numbers in government funded preschools in 2013 and 2014 were affected by the transition from a quarterly intake to a single annual intake.
- (f) Excludes children for whom Indigenous status is not stated/indadequately described.
- (g) Includes children for whom Indigenous status is not stated/indadequately described.

Source: ABS unpublished, *Microdata: Preschool Education, Australia, 2013 and 2014* Cat. No. 4240.0.55.003.

TABLE 3A.38

Table 3A.38 **Service availability during non-standard hours for Australian Government CCB approved child care services, by service type (per cent), 2015 (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> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|
| Proportion of CCB approved services operating before 7am on any day Monday to Friday | | | | | | | | | |
| Long day care | 13.7 | 43.2 | 71.0 | 40.1 | 48.8 | 23.1 | 2.1 | 16.2 | 35.4 |
| Family day care | 6.5 | 5.1 | 28.0 | – | – | – | – | – | 8.7 |
| Vacation care | 12.4 | 11.5 | 47.6 | 27.1 | 16.5 | 9.8 | – | 6.5 | 22.6 |
| OSHC | 14.8 | 8.7 | 35.1 | 15.1 | 11.6 | 8.2 | 0.7 | 11.3 | 16.3 |
| Occasional care | – | – | – | – | – | – | – | na | – |
| In home care | 16.7 | 31.3 | 15.0 | 16.7 | 33.3 | – | 100.0 | na | 21.2 |
| Total services | 13.6 | 19.9 | 51.5 | 25.3 | 21.5 | 12.5 | 1.4 | 12.2 | 24.2 |
| Proportion of CCB approved services operating after 6.30pm on any day Monday to Friday | | | | | | | | | |
| Long day care | 1.6 | 1.7 | 0.6 | 0.4 | 1.7 | – | 1.4 | 1.5 | 1.3 |
| Family day care | 3.9 | 4.7 | 20.8 | – | 4.3 | – | 16.7 | – | 7.0 |
| Vacation care | 0.9 | 0.5 | 0.2 | 0.9 | 0.4 | 2.4 | – | 3.2 | 0.7 |
| OSHC | 0.5 | 0.4 | 0.1 | – | 0.2 | 0.6 | – | 3.2 | 0.3 |
| Occasional care | – | – | – | – | – | – | – | na | – |
| In home care | 11.1 | 18.8 | 15.0 | – | 33.3 | – | – | na | 13.6 |
| Total services | 1.2 | 1.3 | 1.2 | 0.3 | 0.8 | 0.8 | 1.1 | 2.4 | 1.1 |
| Proportion of CCB approved services operating on weekends (either day) | | | | | | | | | |
| Long day care | 1.1 | 0.8 | 0.1 | 0.4 | 0.7 | – | 0.7 | – | 0.7 |
| Family day care | 36.6 | 23.1 | 41.6 | 13.6 | 8.7 | 54.5 | 41.7 | 100.0 | 30.5 |
| Vacation care | 0.3 | 0.3 | 0.3 | – | – | – | 1.9 | – | 0.3 |
| OSHC | – | – | – | – | – | – | – | – | – |
| Occasional care | – | – | – | – | – | – | – | na | – |
| In home care | 22.2 | 56.3 | 35.0 | 33.3 | 33.3 | 50.0 | 100.0 | na | 37.9 |
| Total services | 2.1 | 2.4 | 1.8 | 0.7 | 0.4 | 1.9 | 2.2 | 1.8 | 1.9 |
| Proportion of CCB approved services operating overnight on any day | | | | | | | | | |
| Long day care | – | – | – | 0.2 | – | – | – | – | – |
| Family day care | 0.4 | 1.0 | 22.4 | – | – | – | 8.3 | – | 4.4 |
| Vacation care | – | – | – | – | – | – | – | – | – |
| OSHC | – | – | – | – | – | – | – | – | – |
| Occasional care | – | 10.0 | – | – | – | – | – | na | 4.6 |
| In home care | – | – | – | – | – | – | 100.0 | na | 1.5 |
| Total services | – | 0.2 | 0.8 | 0.1 | – | – | 0.6 | – | 0.2 |
| Proportion of CCB approved services providing non-standard hours | | | | | | | | | |
| Long day care | 15.7 | 44.8 | 71.5 | 40.3 | 49.8 | 23.1 | 4.2 | 17.6 | 36.7 |
| Family day care | 40.5 | 25.1 | 48.0 | 13.6 | 8.7 | 54.5 | 50.0 | 100.0 | 33.7 |
| Vacation care | 13.1 | 12.1 | 47.8 | 28.1 | 16.9 | 12.2 | 1.9 | 9.7 | 23.2 |
| OSHC | 15.3 | 9.3 | 35.7 | 15.1 | 11.9 | 8.8 | 2.1 | 14.5 | 16.8 |
| Occasional care | – | 10.0 | – | – | – | – | – | na | 4.6 |

Table 3A.38 **Service availability during non-standard hours for Australian Government CCB approved child care services, by service type (per cent), 2015 (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 home care | 33.3 | 62.5 | 45.0 | 50.0 | 33.3 | 50.0 | 100.0 | na | 47.0 |
| Total services | 16.2 | 22.6 | 52.9 | 26.1 | 22.2 | 15.1 | 4.8 | 16.5 | 26.3 |

(a) Data are as at 15 September 2015.

na Not available. – Nil or rounded to zero.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

Table 3A.39 **Median weekly cost of 50 hours of Australian Government CCB approved child care services, by selected service types (\$/week) (2014-15 dollars) (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 | | | | | | | | | |
| 2008 | 328 | 316 | 292 | 298 | 310 | 284 | 358 | 292 | 310 |
| 2009 | 344 | 335 | 310 | 323 | 327 | 298 | 373 | 296 | 327 |
| 2010 | 346 | 324 | 301 | 318 | 301 | 301 | 385 | 307 | 318 |
| 2011 | 356 | 329 | 303 | 324 | 303 | 318 | 398 | 313 | 318 |
| 2012 | 385 | 369 | 323 | 352 | 333 | 341 | 428 | 337 | 356 |
| 2013 | 404 | 390 | 339 | 376 | 350 | 362 | 455 | 359 | 375 |
| 2014 | 408 | 402 | 351 | 378 | 371 | 387 | 483 | 381 | 381 |
| 2015 | 425 | 420 | 363 | 405 | 383 | 395 | 493 | 400 | 400 |
| Family day care (b), (c) | | | | | | | | | |
| 2008 | 288 | 297 | 291 | 284 | 274 | 312 | 340 | 207 | 286 |
| 2009 | 305 | 310 | 306 | 327 | 281 | 287 | 357 | 305 | 306 |
| 2010 | 301 | 301 | 318 | 318 | 285 | 313 | 352 | 307 | 301 |
| 2011 | 308 | 287 | 318 | 329 | 276 | 324 | 377 | 340 | 297 |
| 2012 | 329 | 331 | 354 | 366 | 307 | 369 | 386 | 347 | 338 |
| 2013 | 337 | 348 | 360 | 378 | 319 | 376 | 415 | 380 | 350 |
| 2014 | 343 | 341 | 343 | 356 | 352 | 381 | 421 | 429 | 344 |
| 2015 | 333 | 344 | 362 | 375 | 335 | 435 | 398 | 450 | 341 |

(a) Median costs are based on 50 hours of care in the March quarter. 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) Excludes in home care. In home care carers employed by family day care services have been excluded from the fees calculation.

(c) Family day care costs includes the parent levy.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

TABLE 3A.40

Table 3A.40 **Median weekly cost of 50 hours of Australian Government CCB approved long day care services, by remoteness area (2014-15 dollars) (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (e)</i> | <i>ACT (f)</i> | <i>NT (g)</i> | <i>Aust</i> |
|---|-------------|------------|----------------|------------|-----------|-----------|----------------|----------------|---------------|-------------|
| 2014 | | | | | | | | | | |
| Median costs | | | | | | | | | | |
| Major cities and inner regional Australia | \$/week | 412 | 402 | 352 | 376 | 373 | 392 | 483 | .. | 387 |
| Outer regional and remote areas (h) | \$/week | 343 | 376 | 344 | 422 | 356 | 341 | .. | 381 | 356 |
| All areas | \$/week | 408 | 402 | 351 | 378 | 371 | 387 | 483 | 381 | 381 |
| 2015 | | | | | | | | | | |
| Median costs | | | | | | | | | | |
| Major cities and inner regional Australia | \$/week | 426 | 420 | 365 | 400 | 383 | 400 | 493 | .. | 400 |
| Outer regional and remote areas (h) | \$/week | 360 | 392 | 358 | 442 | 375 | 333 | .. | 400 | 373 |
| All areas | \$/week | 425 | 420 | 363 | 405 | 383 | 395 | 493 | 400 | 400 |

(a) Median costs are based on 50 hours of care in the March quarter. 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) Based on fee information for children aged 0–12 years old.

(c) Remoteness area is based upon the ABS ASGS 2011.

(d) There are no ASGS classified very remote areas in Victoria.

(e) There are no ASGS classified major cities in Tasmania.

(f) There are no ASGS classified outer regional, remote or very remote areas in the ACT.

(g) There are no ASGS classified major cities or inner regional areas in the NT.

(h) Includes ASGS classifications of outer regional Australia, remote Australia and very remote Australia.

.. Not applicable.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

TABLE 3A.41

Table 3A.41 **Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years, by sector (\$/hour) (2014-15 dollars) (a), (b)**

| | NSW (c) | Vic | Qld (d) | WA (d) | SA | Tas | ACT (e) | NT | Aust (d) |
|---|-------------|-------------|-------------|----------|----------|----------|----------|----------|-------------|
| 2012 | | | | | | | | | |
| Preschool | | | | | | | | | |
| Government | np | 1.67 | np | – | – | – | – | – | – |
| Non-government | 4.86 | 1.88 | np | 1.63 | 2.14 | 1.94 | na | – | 2.34 |
| Total preschool (f) | 4.86 | 1.82 | np | – | – | – | – | – | 1.29 |
| Preschool program within a long day care centre (g) | 2.84 | 3.95 | np | 1.81 | 0.69 | 1.81 | 4.20 | 0.67 | 3.04 |
| Total with a preschool program | 3.58 | 2.01 | np | – | – | – | – | – | 1.88 |
| 2013 | | | | | | | | | |
| Preschool | | | | | | | | | |
| Government | 1.73 | 1.53 | – | – | – | – | – | – | – |
| Non-government | 4.07 | 1.93 | 4.17 | 2.14 | 1.42 | 2.03 | 10.68 | – | 2.54 |
| Total preschool (f) | 3.76 | 1.73 | 4.07 | – | – | – | – | – | 1.63 |
| Preschool program within a long day care centre (g) | 2.95 | 3.76 | 2.03 | 3.46 | 2.24 | 3.46 | 4.58 | 2.64 | 2.64 |
| Total with a preschool program | 3.26 | 2.14 | 2.24 | – | – | – | – | – | 2.14 |
| 2014 | | | | | | | | | |
| Preschool | | | | | | | | | |
| Government | 2.50 | 1.60 | – | – | – | – | – | – | – |
| Non-government | 4.70 | 1.90 | 2.00 | 2.80 | 1.50 | 2.20 | 10.20 | – | 2.30 |
| Total preschool (g) | 4.40 | 1.70 | 2.00 | – | – | – | – | – | 1.70 |
| Preschool program within a long day care centre (g) | 3.30 | 4.20 | 1.80 | 3.60 | 2.80 | 3.80 | 4.80 | 3.10 | 3.00 |
| Total with a preschool program | 3.60 | 2.20 | 1.90 | – | – | – | – | – | 2.20 |

(a) Median costs were 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 as at 1 July.

Table 3A.41 **Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years, by sector (\$/hour) (2014-15 dollars) (a), (b)**

| | <i>NSW</i> (c) | <i>Vic</i> | <i>Qld</i> (d) | <i>WA</i> (d) | <i>SA</i> | <i>Tas</i> | <i>ACT</i> (e) | <i>NT</i> | <i>Aust</i> (d) |
|-----|--|------------|----------------|---------------|-----------|------------|----------------|-----------|-----------------|
| (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 and 2014 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. | | | | | | | | |

Source: ABS unpublished, *Microdata: Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0.55.003.

TABLE 3A.42

Table 3A.42 **Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years, by remoteness area (\$/hour) (2014-15 dollars) (a), (b), (c)**

| | NSW (d) | Vic | Qld (e) | WA (e) | SA | Tas | ACT (f) | NT | Aust (e) |
|--------------------------------|---------|------|---------|--------|----|-----|---------|----|----------|
| 2012 | | | | | | | | | |
| Major cities of Australia | 4.01 | 2.20 | np | – | – | .. | – | .. | 2.34 |
| Inner/outer regional Australia | 2.92 | 1.37 | np | – | – | – | – | np | 1.61 |
| Remote/very remote Australia | 1.72 | 2.06 | np | – | – | – | .. | – | – |
| 2013 | | | | | | | | | |
| Major cities of Australia | 3.76 | 2.24 | 2.44 | – | – | .. | – | .. | 2.44 |
| Inner/outer regional Australia | 2.24 | 1.42 | 2.14 | – | – | – | 3.46 | – | 1.63 |
| Remote/very remote Australia | 0.92 | 1.73 | 0.81 | – | – | – | .. | – | – |
| 2014 | | | | | | | | | |
| Major cities of Australia | 4.00 | 2.30 | 2.00 | – | – | .. | – | .. | 2.50 |
| Inner/outer regional Australia | 2.80 | 1.60 | 1.70 | – | – | – | 4.10 | – | 1.70 |
| Remote/very remote Australia | 1.20 | 1.30 | 0.40 | – | – | – | .. | – | – |

- (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 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 and 2014 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 were not published and were 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, *Microdata: Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0.55.003, Canberra.

TABLE 3A.43

Table 3A.43 **Hourly cost of a preschool program after subsidies per child enrolled aged 4 and 5 years, 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 |
| 2014 | | | | | | | | | | |

TABLE 3A.43

Table 3A.43 **Hourly cost of a preschool program after subsidies per child enrolled aged 4 and 5 years, 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> |
|--|-------------|---------------|---------------|----------------|---------------|---------------|--------------|----------------|--------------|-----------------|
| Number of children aged 4 and 5 years enrolled in a preschool program, by cost range | | | | | | | | | | |
| No cost | no. | 2 628 | 19 094 | 15 638 | 23 056 | 15 298 | 4 780 | 3 733 | 2 815 | 87 042 |
| \$1–4 | no. | 55 268 | 47 332 | 47 858 | 9 393 | 4 354 | 1 634 | 1 100 | 585 | 167 532 |
| \$5–9 | no. | 24 898 | 9 187 | 4 314 | 1 621 | 654 | 234 | 1 150 | 11 | 42 079 |
| \$10–14 | no. | 411 | 6 453 | 48 | 331 | 491 | 57 | 276 | – | 8 077 |
| \$15–19 | no. | 77 | 2 333 | – | 36 | 322 | – | 25 | – | 2 791 |
| \$20 or more | no. | – | 1 133 | – | 38 | 408 | – | – | – | 1 572 |
| Not stated | no. | – | – | – | 3 | – | – | – | 91 | 93 |
| Total | no. | 83 286 | 85 534 | 67 864 | 34 471 | 21 531 | 6 709 | 6 287 | 3 510 | 309 185 |
| Proportion of children aged 4 and 5 years enrolled in a preschool program, by cost range | | | | | | | | | | |
| No cost | % | 3.2 | 22.3 | 23.0 | 66.9 | 71.1 | 71.2 | 59.4 | 80.2 | 28.2 |
| \$1–4 | % | 66.4 | 55.3 | 70.5 | 27.2 | 20.2 | 24.4 | 17.5 | 16.7 | 54.2 |
| \$5–9 | % | 29.9 | 10.7 | 6.4 | 4.7 | 3.0 | 3.5 | 18.3 | 0.3 | 13.6 |
| \$10–14 | % | 0.5 | 7.5 | 0.1 | 1.0 | 2.3 | 0.8 | 4.4 | – | 2.6 |
| \$15–19 | % | 0.1 | 2.7 | – | 0.1 | 1.5 | – | 0.4 | – | 0.9 |
| \$20 or more | % | – | 1.3 | – | 0.1 | 1.9 | – | – | – | 0.5 |
| Not stated | % | – | – | – | – | – | – | – | 2.6 | – |
| 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.

(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 and to 2012 data for other jurisdictions. Care should also be taken when interpreting 2013 and 2014 data for Queensland and WA as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers. 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, 2014 and 2015, *Preschool Education, Australia, 2012, 2013 and 2014*, Cat. no. 4240.0, Canberra.

TABLE 3A.44

Table 3A.44 **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 | no. | 1 360 | 340 | 220 | 160 | 140 | 30 | 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 | no. | 451 | 165 | 154 | 98 | 32 | 2 | 16 | 7 | 926 |

Table 3A.44 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 | no. | 325 | 114 | 102 | 31 | 51 | 11 | 12 | 3 | 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 22–28 March 2008. The weeks in which vacation care attendance were measured varied for these years due to different vacation care periods across Australia. The reference week for 2010 data except vacation care was 31 May to 6 June 2010 (except for Tasmania where the reference week was 21–27 June). The reference week for vacation care was 5–11 July 2010 (except Tasmania, where the reference week was 7–13 June 2010). 2013 data were collected from all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (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.

Source: Australian Government Department of Education and Training (unpublished) *National Early Childhood Education and Care Workforce Census, 2010 and 2013*; *Australian Government Child Care Provider Survey 2008-09*; *Australian Government Census of Child Care Services 2006 and Australian Government Census of Child Care Services 2004*.

TABLE 3A.45

Table 3A.45 **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 |

TABLE 3A.45

Table 3A.45 **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. | 25 093 | 18 860 | 21 901 | 6 122 | 6 833 | 1 807 | 2 400 | 1 102 | 84 117 |
| 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.45

Table 3A.45 **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 (i) | | | | | | | | | | |
| 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 |

TABLE 3A.45

Table 3A.45 **Paid primary contact staff employed by Australian Government CCB approved child care services, by qualification (a), (c), (b), (d), (e)**

| | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|---|------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|---------------|
| 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 |
| 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 22–28 March 2008. The weeks in which vacation care attendance were measured varied for these years due to different vacation care periods across Australia. The reference week for 2010 data except vacation care was 31 May to 6 June 2010 (except for Tasmania where the reference week was 21–27 June). The reference week for vacation care was 5–11 July 2010 (except Tasmania, where the reference week was 7–13 June 2010). 2013 data were collected from all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (e) Excludes Aboriginal play groups and enrichment programs and occasional care neighbourhood model, for which data were not available.
- (f) 2004 and 2008-09 data exclude in home care.
- (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.

Table 3A.45 **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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (i) 2010 and 2013 data exclude family day care and in home care. | | | | | | | | | | |

Source: Australian Government Department of Education and Training unpublished, *National Early Childhood Education and Care Workforce Census, 2010 and 2013*; *Australian Government Child Care Provider Survey 2008-09*; *Australian Government Census of Child Care Services 2006* and *Australian Government Census of Child Care Services 2004*.

TABLE 3A.46

Table 3A.46 **Qualified paid primary contact staff employed by Australian Government CCB approved child care services, by level of qualification, by 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 |

TABLE 3A.46

Table 3A.46 **Qualified paid primary contact staff employed by Australian Government CCB approved child care services, by level of qualification, by 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> |
|--|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| All paid primary contact staff with a bachelor degree and above | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

- (a) Data are weighted data drawn from the *2013 National Early Childhood Education and Care Workforce Census*. 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) 2013 data were collected from all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (d) 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 childrens services related fields of tertiary education.

Source: Australian Government Department of Education and Training unpublished, *National Early Childhood Education and Care Workforce Census, 2013*.

Table 3A.47 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 (f) | | | | | | | | | | |
| 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 (g) | | | | | | | | | | |
| 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 (g) | | | | | | | | | | |
| 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*. The weighted estimates should be used with caution.

Table 3A.47 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 22–28 March 2004, 8–14 May 2006 and 22–28 March 2008. The weeks in which vacation care attendance were measured varied for these years due to different vacation care periods across Australia. The reference week for 2010 data except vacation care was 31 May to 6 June 2010 (except for Tasmania where the reference week was 21–27 June). The reference week for vacation care was 5–11 July 2010 (except Tasmania, where the reference week was 7–13 June 2010). 2013 data were collected from all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).

(e) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.

(f) 2004 and 2008-09 data exclude in home care.

(g) 2010 and 2013 data exclude family day care and in home care.

Source: Australian Government Department of Education and Training unpublished, *National Early Childhood Education and Care Workforce Census, 2010 and 2013*; *Australian Government Child Care Provider Survey 2008-09*; *Australian Government Census of Child Care Services 2006 and Australian Government Census of Child Care Services 2004*.

TABLE 3A.48

Table 3A.48 **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 |

TABLE 3A.48

Table 3A.48 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> |
|------------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| 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 |
| 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 |

TABLE 3A.48

Table 3A.48 **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> |
|------------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 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 |
| 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 |

TABLE 3A.48

Table 3A.48 **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> |
|----------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|---------------|
| 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 |
| 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.

Table 3A.48 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> |
|-----|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (b) | Data are weighted data drawn from the <i>National Early Childhood Education and Care Workforce Census 2013</i> . | | | | | | | | | |
| (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 and Training unpublished, *National Early Childhood Education and Care Workforce Census, 2013*.

TABLE 3A.49

Table 3A.49 Staff employed by State and Territory government funded ECEC services (a), (b), (c)

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
| 2011 | | | | | | | | | | |
| Staff in State and Territory government funded child care services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | 5 514 | na | 57 | na | na | 29 | .. | na | 5 600 |
| Administrative staff | FTE | 614 | na | 2 | na | na | 2 | .. | na | 618 |
| Other staff | FTE | 473 | na | 6 | na | na | 1 | .. | na | 480 |
| All FTE staff | FTE | 6 601 | na | 65 | na | na | 32 | .. | na | 6 698 |
| Family day carers | | | | | | | | | | |
| Employed as employees | FTE | na | na | na | .. | na | na | .. | na | na |
| Employed as contractors | FTE | na | na | na | .. | na | na | .. | na | na |
| All family day carers | FTE | na | na | na | na | na | na | .. | na | na |
| Total paid staff | | | | | | | | | | |
| Primary contact staff | no. | 6 317 | na | 101 | na | na | 68 | .. | na | 6 486 |
| Administrative staff | no. | 1 136 | na | 5 | na | na | 8 | .. | na | 1 149 |
| Other staff | no. | 1 074 | na | 11 | na | na | 5 | .. | na | 1 090 |
| All paid staff | no. | 8 527 | na | 117 | na | na | 81 | .. | na | 8 725 |
| Total unpaid staff | | | | | | | | | | |
| All unpaid staff | no. | na | na | 1 | na | na | na | .. | na | 1 |
| Staff in State and Territory government funded preschool services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | 3 757 | 3 438 | 1 076 | 1 390 | 1 050 | 226 | na | 223 | 11 160 |
| Administrative staff | FTE | 498 | na | 45 | na | na | 22 | na | 12 | 577 |
| Other staff | FTE | 197 | na | 73 | na | na | na | na | na | 270 |
| All FTE staff | FTE | 4 452 | 3 438 | 1 194 | 1 390 | 1 050 | 248 | na | 235 | 12 007 |
| Total paid staff (full-time and part time) | | | | | | | | | | |

TABLE 3A.49

Table 3A.49 Staff employed by State and Territory government funded ECEC services (a), (b), (c)

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
| Primary contact staff | no. | 6 298 | 5 601 | 1 421 | 1 764 | 1 670 | na | na | 264 | 17 018 |
| Administrative staff | no. | 797 | na | 147 | na | na | na | na | 120 | 1 064 |
| Other staff | no. | 316 | na | 147 | na | na | na | na | na | 463 |
| All paid staff | no. | 7 411 | 5 601 | 1 715 | 1 764 | 1 670 | na | na | 384 | 18 545 |
| 2012 | | | | | | | | | | |
| Staff in State and Territory government funded child care services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | na | na | 75 | na | na | 12 | .. | na | 87 |
| Administrative staff | FTE | 614 | na | 2 | na | na | 2 | .. | na | 618 |
| Other staff | FTE | na | na | 8 | na | na | 1 | .. | na | 9 |
| All FTE staff | FTE | na | na | 87 | na | na | 14 | .. | na | 101 |
| Family day carers | | | | | | | | | | |
| Employed as employees | FTE | na | na | na | .. | na | na | .. | na | na |
| Employed as contractors | FTE | na | na | na | .. | na | na | .. | na | na |
| All family day carers | FTE | na | na | na | na | na | na | .. | na | na |
| Total paid staff | | | | | | | | | | |
| Primary contact staff | no. | na | na | 132 | na | na | 48 | .. | na | 180 |
| Administrative staff | no. | na | na | 7 | na | na | 7 | .. | na | 14 |
| Other staff | no. | na | na | 1 | na | na | 3 | .. | na | 4 |
| All paid staff | no. | na | na | 140 | na | na | 58 | .. | na | 198 |
| Total unpaid staff | | | | | | | | | | |
| All unpaid staff | no. | na | na | 9 | na | na | na | .. | na | 9 |
| Staff in State and Territory government funded preschool services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | 3 757 | 3 438 | 1 076 | 1 390 | 1 050 | 226 | na | 223 | 11 160 |

TABLE 3A.49

Table 3A.49 Staff employed by State and Territory government funded ECEC services (a), (b), (c)

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
| Administrative staff | FTE | 498 | na | 45 | na | na | 22 | na | 12 | 577 |
| Other staff | FTE | 197 | na | 73 | na | na | na | na | na | 270 |
| All FTE staff | FTE | 4 452 | 3 438 | 1 194 | 1 390 | 1 050 | 248 | na | 235 | 12 007 |
| Total paid staff (full-time and part time) | | | | | | | | | | |
| Primary contact staff | no. | 6 298 | 5 601 | 1 421 | 1 764 | 1 670 | na | na | 264 | 17 018 |
| Administrative staff | no. | 797 | na | 147 | na | na | na | na | 120 | 1 064 |
| Other staff | no. | 316 | na | 147 | na | na | na | na | na | 463 |
| All paid staff | no. | 7 411 | 5 601 | 1 715 | 1 764 | 1 670 | na | na | 384 | 18 545 |
| 2013 | | | | | | | | | | |
| Staff in State and Territory government funded child care services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | na | na | 72 | na | na | 12 | .. | na | 84 |
| Administrative staff | FTE | na | na | 5 | na | na | 1 | .. | na | 6 |
| Other staff | FTE | na | na | 5 | na | na | – | .. | na | 5 |
| All FTE staff | FTE | na | na | 82 | na | na | 13 | .. | na | 95 |
| Family day carers | | | | | | | | | | |
| Employed as employees | FTE | na | na | na | .. | na | na | .. | na | na |
| Employed as contractors | FTE | na | na | na | .. | na | na | .. | na | na |
| All family day carers | FTE | na | na | na | na | na | na | .. | na | na |
| Total paid staff | | | | | | | | | | |
| Primary contact staff | no. | na | na | 124 | na | na | 45 | .. | na | 169 |
| Administrative staff | no. | na | na | 7 | na | na | 7 | .. | na | 14 |
| Other staff | no. | na | na | 8 | na | na | 3 | .. | na | 11 |
| All paid staff | no. | na | na | 139 | na | na | 55 | .. | na | 194 |
| Total unpaid staff | | | | | | | | | | |

TABLE 3A.49

Table 3A.49 **Staff employed by State and Territory government funded ECEC services (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
| All unpaid staff | no. | na | na | 8 | na | na | na | .. | na | 8 |
| Staff in State and Territory government funded preschool services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | 3 757 | 3 438 | 1 076 | 1 390 | 1 050 | 226 | na | 223 | 11 160 |
| Administrative staff | FTE | 498 | na | 45 | na | na | 22 | na | 12 | 577 |
| Other staff | FTE | 197 | na | 73 | na | na | na | na | na | 270 |
| All FTE staff | FTE | 4 452 | 3 438 | 1 194 | 1 390 | 1 050 | 248 | na | 235 | 12 007 |
| Total paid staff (full-time and part time) | | | | | | | | | | |
| Primary contact staff | no. | 6 298 | 5 601 | 1 421 | 1 764 | 1 670 | na | na | 264 | 17 018 |
| Administrative staff | no. | 797 | na | 147 | na | na | na | na | 120 | 1 064 |
| Other staff | no. | 316 | na | 147 | na | na | na | na | na | 463 |
| All paid staff | no. | 7 411 | 5 601 | 1 715 | 1 764 | 1 670 | na | na | 384 | 18 545 |
| 2014 | | | | | | | | | | |
| Staff in State and Territory government funded child care services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | na | na | 103 | na | na | 12 | .. | na | 115 |
| Administrative staff | FTE | na | na | 6 | na | na | 1 | .. | na | 7 |
| Other staff | FTE | na | na | 2 | na | na | – | .. | na | 2 |
| All FTE staff | FTE | na | na | 111 | na | na | 13 | .. | na | 124 |
| Family day carers | | | | | | | | | | |
| Employed as employees | FTE | na | na | na | .. | na | .. | .. | na | na |
| Employed as contractors | FTE | na | na | na | .. | na | .. | .. | na | na |
| All family day carers | FTE | na | na | na | na | na | .. | .. | na | na |
| Total paid staff | | | | | | | | | | |
| Primary contact staff | no. | na | na | 173 | na | na | 31 | .. | na | 204 |

TABLE 3A.49

Table 3A.49 **Staff employed by State and Territory government funded ECEC services (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
| Administrative staff | no. | na | na | 9 | na | na | 6 | .. | na | 15 |
| Other staff | no. | na | na | 4 | na | na | 3 | .. | na | 7 |
| All paid staff | no. | na | na | 186 | na | na | 40 | .. | na | 226 |
| Total unpaid staff | | | | | | | | | | |
| All unpaid staff | no. | na | na | 13 | na | na | na | .. | na | 13 |
| Staff in State and Territory government funded preschool services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | 3 909 | 4 863 | 8 955 | 1 842 | 1 220 | na | na | 246 | 21 035 |
| Administrative staff | FTE | na | na | 1 057 | na | na | na | na | 12 | 1 069 |
| Other staff | FTE | na | na | 242 | na | na | na | na | na | 242 |
| All FTE staff | FTE | 3 909 | 4 863 | 10 254 | 1 842 | 1 220 | na | na | 258 | 22 346 |
| Total paid staff (full-time and part time) | | | | | | | | | | |
| Primary contact staff | no. | 6 326 | 6 802 | 14 460 | 2 352 | 1 880 | 1 125 | na | 306 | 33 251 |
| Administrative staff | no. | 779 | na | 1 420 | na | na | na | na | 121 | 2 320 |
| Other staff | no. | 279 | na | 433 | na | na | na | na | na | 712 |
| All paid staff | no. | 7 384 | 6 802 | 16 313 | 2 352 | 1 880 | 1 125 | na | 427 | 36 283 |
| 2015 | | | | | | | | | | |
| Staff in State and Territory government funded child care services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | na | na | 102 | na | na | 12 | .. | na | 114 |
| Administrative staff | FTE | na | na | 5 | na | na | 1 | .. | na | 6 |
| Other staff | FTE | na | na | 2 | na | na | .. | .. | na | 2 |
| All FTE staff | FTE | na | na | 109 | na | na | 13 | .. | na | 122 |
| Family day carers | | | | | | | | | | |
| Employed as employees | FTE | na | na | na | .. | na | .. | .. | na | na |

TABLE 3A.49

Table 3A.49 **Staff employed by State and Territory government funded ECEC services (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
| Employed as contractors | FTE | na | na | na | .. | na | .. | .. | na | na |
| All family day carers | FTE | na | na | na | na | na | .. | .. | na | na |
| Total paid staff | | | | | | | | | | |
| Primary contact staff | no. | na | na | 181 | na | na | 44 | .. | na | 225 |
| Administrative staff | no. | na | na | 8 | na | na | 10 | .. | na | 18 |
| Other staff | no. | na | na | 4 | na | na | 3 | .. | na | 7 |
| All paid staff | no. | na | na | 193 | na | na | 57 | .. | na | 250 |
| Total unpaid staff | | | | | | | | | | |
| All unpaid staff | no. | na | na | 20 | na | na | na | .. | na | 20 |
| Staff in State and Territory government funded preschool services | | | | | | | | | | |
| Full time equivalent staff | | | | | | | | | | |
| Primary contact staff | FTE | 3 928 | 5 334 | 10 983 | 1 938 | 1 260 | na | na | 221 | 23 664 |
| Administrative staff | FTE | na | na | 1 335 | na | na | na | na | 12 | 1 347 |
| Other staff | FTE | na | na | 305 | na | na | na | na | na | 305 |
| All FTE staff | FTE | 3 928 | 5 334 | 12 623 | 1 938 | 1 260 | na | na | 233 | 25 316 |
| Total paid staff (full-time and part time) | | | | | | | | | | |
| Primary contact staff | no. | 6 341 | 7 658 | 19 594 | 2 492 | 1 880 | 1 092 | na | 272 | 39 329 |
| Administrative staff | no. | 788 | na | 1 751 | na | na | na | na | 120 | 2 659 |
| Other staff | no. | 293 | na | 616 | na | na | na | na | na | 909 |
| All paid staff | no. | 7 422 | 7 658 | 21 961 | 2 352 | 1 880 | 1 092 | na | 392 | 42 757 |

FTE = Full time equivalent.

(a) The Australian Government funds the majority of child care services in Australia and data on these services are reported in other tables in this Report. State and Territory Government funded child care services refers to the relatively small number of child care services which are not Australian Government funded but are funded by State and Territory government. Data are requested as close to 30 June as possible. Preschool services data are now collected in August each year for all jurisdictions i.e. 2015 data refer to data collected in August 2014.

Table 3A.49 **Staff employed by State and Territory government funded ECEC services (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|-----|--|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
| (b) | Primary contact staff are staff whose primary function is to provide care and/or preschool services to children. Preschool teachers aides are included in counts of preschool services primary contact staff. Administrative staff are staff whose primary function is to provide administrative support to the service. Other staff are staff not involved in caring for children or providing administrative support (for example, cooks, cleaners, gardeners). | | | | | | | | | |
| (c) | FTE calculated using 38 hours as the standard working week, except for ACT which uses 36.45 hours per week for staff preschool services. Queensland derives FTE by calculating the number of full time staff plus part time staff. Part time staff assumed to equal 0.5 FTE. | | | | | | | | | |
| (d) | NSW data refer to the number of licensed services operating during the survey week in August the year before i.e. 2015 data were collected in August 2014. NSW data on State funded child care services are unavailable from 2012. FTE staff in preschool services includes both NSW Government preschools and NSW Government funded preschool services. | | | | | | | | | |
| (e) | Victorian data for 2012 preschool services are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2013 are also from 30 June 2012. Data on staff in State Government funded preschool services relate to paid primary contact staff in stand-alone kindergartens and includes primary contact staff in long day care services and non-government schools responsible for the planning and delivery of the State funded kindergarten program. | | | | | | | | | |
| (f) | Queensland data for staff in State Government funded and/or provided child care services 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'. The count of all paid staff in child care services refers to Limited Hours Care (LHC) (known as occasional care in this Report) and Vacation Access Care (VAC) services (known as vacation care in this Report). Staff in Child Care Hubs are not included. The count of all paid staff in State Government funded and/or provided preschool services refers to funded kindergarten services. | | | | | | | | | |
| (g) | WA data for staff in State Government funded preschool services 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). Public sector staffing ratios are apportioned to estimate primary contact staff in private sector preschools. WA data refer to the staff in August of the year before i.e. 2015 data were collected in August 2014. | | | | | | | | | |
| (h) | SA data on staff in preschool services are as at 30 June 2014. | | | | | | | | | |
| (i) | Tasmania data refer to August/September reference period of the year before, e.g. 2015 data refer to data collected in August/September 2014. Since 2013, data include government and non-government funded preschools. Prior to 2013, data only include government staff. | | | | | | | | | |
| (j) | ACT administrative preschool staff are employed through ACT Government primary schools. | | | | | | | | | |

Table 3A.49 **Staff employed by State and Territory government funded ECEC services (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT (k)</i> | <i>Total (l)</i> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|
|--|-------------|----------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|------------------|

(k) NT data for staff in Territory Government funded preschool services include remote Catholic preschools funded by the NT Government. All other non-government preschools are excluded. Preschool primary contact staff includes preschool teachers, preschool teacher aides and preschool assistant teachers. Preschool administrative staff 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).

(l) The total is the sum of available data and should not be interpreted as national data.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments (unpublished).

TABLE 3A.50

Table 3A.50 **Paid staff employed by State and Territory government funded ECEC services, by qualification, by experience (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT</i> | <i>NT (j)</i> | <i>Total (k)</i> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| 2011 | | | | | | | | | | |
| Primary contact staff in child care services | | | | | | | | | | |
| Primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | no. | 5 326 | na | 79 | na | na | 35 | .. | na | 5 440 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | no. | 852 | na | 11 | na | na | 22 | .. | na | 885 |
| Fewer than 3 years relevant experience | no. | 568 | na | 11 | na | na | 11 | .. | na | 590 |
| All staff without formal qualification | no. | 1 420 | na | 22 | na | na | 33 | .. | na | 1 475 |
| All primary contact staff | no. | 6 746 | na | 101 | na | na | 68 | .. | na | 6 915 |
| Proportion of primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | % | 79.0 | na | 78.2 | na | na | 51.5 | na | na | 78.7 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | % | 12.6 | na | 10.9 | na | na | 32.4 | na | na | 12.8 |
| Fewer than 3 years relevant experience | % | 8.4 | na | 10.9 | na | na | 16.2 | na | na | 8.5 |
| All staff without formal qualification | % | 21.0 | na | 21.8 | na | na | 48.5 | na | na | 21.3 |
| All primary contact staff | % | 100.0 | na | 100.0 | na | na | 100.0 | na | na | 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. | 4 359 | na | 75 | na | na | 60 | .. | na | 4 494 |
| Proportion of primary contact staff | % | 64.6 | na | 74.3 | na | na | 88.2 | na | na | 65.0 |
| All paid staff in child care services | no. | 8 527 | na | 117 | na | na | 81 | .. | na | 8 725 |
| 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. | 4 747 | 4 415 | 1 144 | na | na | na | na | na | 10 306 |
| Proportion of primary contact staff | % | 75.4 | 78.8 | 80.5 | na | na | na | na | na | 60.6 |
| All paid staff in preschool services | no. | 7 411 | 5 601 | 1 715 | 1 764 | 1 670 | na | na | 384 | 18 545 |

TABLE 3A.50

Table 3A.50 **Paid staff employed by State and Territory government funded ECEC services, by qualification, by experience (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT</i> | <i>NT (j)</i> | <i>Total (k)</i> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| 2012 | | | | | | | | | | |
| Primary contact staff in child care services | | | | | | | | | | |
| Primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | no. | na | na | 98 | na | na | 38 | .. | na | 136 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | no. | na | na | 7 | na | na | 12 | .. | na | 19 |
| Fewer than 3 years relevant experience | no. | na | na | 20 | na | na | 4 | .. | na | 24 |
| All staff without formal qualification | no. | na | na | 27 | na | na | 16 | .. | na | 43 |
| All primary contact staff | no. | na | na | 125 | na | na | 54 | .. | na | 179 |
| Proportion of primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | % | na | na | 78.4 | na | na | 70.4 | na | na | 76.0 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | % | na | na | 5.6 | na | na | 22.2 | na | na | 10.6 |
| Fewer than 3 years relevant experience | % | na | na | 16.0 | na | na | 7.4 | na | na | 13.4 |
| All staff without formal qualification | % | na | na | 21.6 | na | na | 29.6 | na | na | 24.0 |
| All primary contact staff | % | na | na | 100.0 | na | na | 100.0 | na | na | 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. | na | na | 91 | na | na | 40 | .. | na | 131 |
| Proportion of primary contact staff | % | na | na | 72.8 | na | na | 74.1 | na | na | 73.2 |
| All paid staff in child care services | no. | na | na | 140 | na | na | 58 | .. | na | 198 |
| 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. | 5 088 | 5 310 | 3 873 | na | na | na | na | na | 14 271 |
| Proportion of primary contact staff | % | 84.6 | 86.0 | 82.4 | na | na | na | na | na | 67.6 |
| All paid staff in preschool services | no. | 6 946 | 6 174 | 5 285 | 2 240 | 1 690 | na | na | 415 | 22 750 |

TABLE 3A.50

Table 3A.50 **Paid staff employed by State and Territory government funded ECEC services, by qualification, by experience (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT</i> | <i>NT (j)</i> | <i>Total (k)</i> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| 2013 | | | | | | | | | | |
| Primary contact staff in child care services | | | | | | | | | | |
| Primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | no. | na | na | 98 | na | na | 30 | .. | na | 128 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | no. | na | na | 10 | na | na | 14 | .. | na | 24 |
| Fewer than 3 years relevant experience | no. | na | na | 16 | na | na | 1 | .. | na | 17 |
| All staff without formal qualification | no. | na | na | 26 | na | na | 15 | .. | na | 41 |
| All primary contact staff | no. | na | na | 124 | na | na | 45 | .. | na | 169 |
| Proportion of primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | % | na | na | 79.0 | na | na | 66.7 | na | na | 75.7 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | % | na | na | 8.1 | na | na | 31.1 | na | na | 14.2 |
| Fewer than 3 years relevant experience | % | na | na | 12.9 | na | na | 2.2 | na | na | 10.1 |
| All staff without formal qualification | % | na | na | 21.0 | na | na | 33.3 | na | na | 24.3 |
| All primary contact staff | % | na | na | 100.0 | na | na | 100.0 | na | na | 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. | na | na | 77 | na | na | 39 | .. | na | 116 |
| Proportion of primary contact staff | % | na | na | 62.1 | na | na | 86.7 | na | na | 68.6 |
| All paid staff in child care services | no. | na | na | 139 | na | na | 55 | .. | na | 194 |
| 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. | 5 226 | 5 310 | 7 353 | na | na | na | na | na | 17 889 |
| Proportion of primary contact staff | % | 87.0 | 86.0 | 83.3 | na | na | na | na | na | 67.6 |
| All paid staff in preschool services | no. | 7 140 | 6 174 | 9 907 | 2 368 | 1 840 | 921 | na | 466 | 28 816 |

TABLE 3A.50

Table 3A.50 **Paid staff employed by State and Territory government funded ECEC services, by qualification, by experience (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT</i> | <i>NT (j)</i> | <i>Total (k)</i> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| 2014 | | | | | | | | | | |
| Primary contact staff in child care services | | | | | | | | | | |
| Primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | no. | na | na | 117 | na | na | 31 | .. | na | 148 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | no. | na | na | 23 | na | na | 6 | .. | na | 29 |
| Fewer than 3 years relevant experience | no. | na | na | 33 | na | na | 3 | .. | na | 36 |
| All staff without formal qualification | no. | na | na | 56 | na | na | 9 | .. | na | 65 |
| All primary contact staff | no. | na | na | 173 | na | na | 40 | .. | na | 213 |
| Proportion of primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | % | na | na | 67.6 | na | na | 77.5 | na | na | 69.5 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | % | na | na | 13.3 | na | na | 15.0 | na | na | 13.6 |
| Fewer than 3 years relevant experience | % | na | na | 19.1 | na | na | 7.5 | na | na | 16.9 |
| All staff without formal qualification | % | na | na | 32.4 | na | na | 22.5 | na | na | 30.5 |
| All primary contact staff | % | na | na | 100.0 | na | na | 100.0 | na | na | 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. | na | na | 115 | na | na | 32 | .. | na | 147 |
| Proportion of primary contact staff | % | na | na | 66.5 | na | na | 80.0 | na | na | 69.0 |
| All paid staff in child care services | no. | na | na | 186 | na | na | 40 | .. | na | 226 |
| 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. | 5 336 | 5 374 | 13 674 | na | 203 | na | na | na | 24 587 |
| Proportion of primary contact staff | % | 84.4 | 79.0 | 94.6 | na | 10.8 | na | na | na | 73.9 |
| All paid staff in preschool services | no. | 7 384 | 6 802 | 16 313 | 2 352 | 1 880 | 1 125 | na | 427 | 36 283 |

TABLE 3A.50

Table 3A.50 **Paid staff employed by State and Territory government funded ECEC services, by qualification, by experience (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT</i> | <i>NT (j)</i> | <i>Total (k)</i> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| 2015 | | | | | | | | | | |
| Primary contact staff in child care services | | | | | | | | | | |
| Primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | no. | na | na | 121 | na | na | 32 | .. | na | 153 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | no. | na | na | 29 | na | na | 7 | .. | na | 36 |
| Fewer than 3 years relevant experience | no. | na | na | 31 | na | na | 5 | .. | na | 36 |
| All staff without formal qualification | no. | na | na | 60 | na | na | 12 | .. | na | 72 |
| All primary contact staff | no. | na | na | 181 | na | na | 44 | .. | na | 225 |
| Proportion of primary contact staff by qualification and experience | | | | | | | | | | |
| With a formal qualification | % | na | na | 66.9 | na | na | 72.7 | na | na | 68.0 |
| Without a formal qualification | | | | | | | | | | |
| Three years or more relevant experience | % | na | na | 16.0 | na | na | 15.9 | na | na | 16.0 |
| Fewer than 3 years relevant experience | % | na | na | 17.1 | na | na | 11.4 | na | na | 16.0 |
| All staff without formal qualification | % | na | na | 33.1 | na | na | 27.3 | na | na | 32.0 |
| All primary contact staff | % | na | na | 100.0 | na | na | 100.0 | na | na | 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. | na | na | 121 | na | na | 30 | .. | na | 151 |
| Proportion of primary contact staff | % | na | na | 66.9 | na | na | 68.2 | na | na | 67.1 |
| All paid staff in child care services | no. | na | na | 193 | na | na | 57 | .. | na | 250 |
| 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. | 5 359 | 4 149 | 18 680 | na | na | na | na | na | 28 188 |
| Proportion of primary contact staff | % | 84.5 | 54.2 | 95.3 | na | na | na | na | na | 71.7 |
| All paid staff in preschool services | no. | 7 422 | 7 658 | 21 961 | 2 352 | 1 880 | 1 092 | na | 392 | 42 757 |

Table 3A.50 **Paid staff employed by State and Territory government funded ECEC services, by qualification, by experience (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <i>Vic (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (h)</i> | <i>Tas (i)</i> | <i>ACT</i> | <i>NT (j)</i> | <i>Total (k)</i> |
|-----|---|----------------|----------------|----------------|---------------|---------------|----------------|------------|---------------|------------------|
| (a) | The Australian Government funds the majority of child care services in Australia and data on these services are reported in other tables in this Report. State and Territory Government funded child care services refers to the relatively small number of child care services which are not Australian Government funded but are funded by State and Territory government. Data are requested as close to 30 June as possible. Preschool services data are now collected in August each year for all jurisdictions i.e. 2015 data refer to data collected in August 2014. | | | | | | | | | |
| (b) | Primary contact staff are staff whose primary function is to provide care and/or preschool services to children. Preschool teachers aides are included in counts of preschool services primary contact staff. | | | | | | | | | |
| (c) | Formal qualifications include an early childhood related teaching degree (bachelor degree or above); a child care certificate (AQF Certificate III or above) or associated diploma (2 years) or other relevant qualifications (for example, a diploma or degree in child care of three years). Qualifications in a field other than early childhood are not included. | | | | | | | | | |
| (d) | NSW data refer to the number of licensed services operating during the survey week in August the year before i.e. 2015 data were collected in August 2014. NSW data on State funded child care services are unavailable from 2012. Data on staff in preschool services who have undertaken training are based only on community funded preschools. | | | | | | | | | |
| (e) | Victorian data for 2012 preschool services are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2013 are also from 30 June 2012. Data on staff in State Government funded preschool services relate to primary contact staff in stand-alone kindergartens and includes primary contact staff in long day care services and non-government schools responsible for the planning and delivery of the State funded kindergarten program. | | | | | | | | | |
| (f) | Queensland data for staff in child care services 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'. Primary contact staff include staff in Limited Hours Care (LHC) (known as occasional care in this Report) and Vacation Access Care (VAC) services (known as vacation care in this Report). Staff in Child Care Hubs are not included. | | | | | | | | | |
| (g) | WA data refer to the staff in August of the year before i.e. 2015 data were collected in August 2014. | | | | | | | | | |
| (h) | SA data on staff in preschool services are as at 30 June 2014. SA Government introduced a new program of preschool service training in 2014. | | | | | | | | | |
| (i) | Tasmania data refer to August/September reference period of the year before, e.g. 2015 data refer to data collected in August/September 2014. | | | | | | | | | |
| (j) | The NT is not able to disaggregate data by qualifications or experience. | | | | | | | | | |
| (k) | The total is the sum of available data and should not be interpreted as national data. | | | | | | | | | |
| | na Not available. .. Not applicable. | | | | | | | | | |

Source: State and Territory governments (unpublished).

TABLE 3A.51

Table 3A.51 **Workers delivering preschool programs, by level of qualification, by field of early childhood qualification, 2014 (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <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. | 13 973 | 9 328 | 8 246 | 4 975 | 4 135 | 1 481 | 651 | 340 | 43 120 |
| Workers delivering preschool programs who are at least early childhood certificate, diploma or advanced diploma level qualified (f) | | | | | | | | | | |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | no. | 5 465 | 4 382 | 2 971 | 1 685 | 1 663 | 242 | 391 | 117 | 16 913 |
| Teaching (primary) | no. | 225 | 132 | 496 | 532 | 40 | 534 | 38 | 44 | 2 039 |
| Teaching (other) | no. | 149 | 33 | 276 | 583 | 38 | 157 | 3 | 12 | 1 257 |
| Other early childhood related | no. | 2 940 | 3 875 | 3 081 | 1 769 | 1 219 | 264 | 49 | 89 | 13 284 |
| Total | no. | 8 773 | 8 422 | 6 829 | 4 567 | 2 963 | 1 194 | 482 | 267 | 33 498 |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | % | 39.1 | 47.0 | 36.0 | 33.9 | 40.2 | 16.3 | 60.1 | 34.4 | 39.2 |
| Teaching (primary) | % | 1.6 | 1.4 | 6.0 | 10.7 | 1.0 | 36.1 | 5.8 | 12.9 | 4.7 |
| Teaching (other) | % | 1.1 | 0.4 | 3.3 | 11.7 | 0.9 | 10.6 | 0.5 | 3.5 | 2.9 |
| Other early childhood related | % | 21.0 | 41.5 | 37.4 | 35.6 | 29.5 | 17.8 | 7.5 | 26.2 | 30.8 |
| Total | % | 62.8 | 90.3 | 82.8 | 91.8 | 71.7 | 80.6 | 74.0 | 78.5 | 77.7 |
| Workers delivering preschool programs who are at least three year university trained and early childhood qualified (g) | | | | | | | | | | |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | no. | 3 647 | 4 348 | 2 785 | 1 562 | 1 616 | 237 | 362 | 106 | 14 670 |
| Teaching (primary) | no. | 182 | 128 | 426 | 481 | 36 | 530 | 33 | 43 | 1 861 |
| Teaching (other) | no. | 87 | 29 | 255 | 97 | 31 | 151 | 5 | 7 | 660 |
| Other early childhood related | no. | 98 | 19 | 73 | 36 | 17 | 8 | 4 | 7 | 270 |
| Total | no. | 4 019 | 4 524 | 3 541 | 2 182 | 1 700 | 930 | 403 | 159 | 17 456 |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | % | 26.1 | 46.6 | 33.8 | 31.4 | 39.1 | 16.0 | 55.6 | 31.2 | 34.0 |

TABLE 3A.51

Table 3A.51 **Workers delivering preschool programs, by level of qualification, by field of early childhood qualification, 2014 (a), (b), (c)**

| | <i>Unit</i> | <i>NSW (d)</i> | <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) | % | 1.3 | 1.4 | 5.2 | 9.7 | 0.9 | 35.8 | 5.1 | 12.6 | 4.3 |
| Teaching (other) | % | 0.6 | 0.3 | 3.1 | 1.9 | 0.7 | 10.2 | 0.8 | 2.1 | 1.5 |
| Other early childhood related | % | 0.7 | 0.2 | 0.9 | 0.7 | 0.4 | 0.5 | 0.6 | 2.1 | 0.6 |
| Total | % | 28.8 | 48.5 | 42.9 | 43.9 | 41.1 | 62.8 | 61.9 | 46.8 | 40.5 |

Workers delivering preschool programs who are four year university trained or above and early childhood qualified (h)

Field of early childhood qualification

| | | | | | | | | | | |
|------------------------------------|------------|--------------|--------------|--------------|--------------|------------|------------|------------|------------|---------------|
| Teaching (early childhood related) | no. | 1 936 | 2 916 | 2 308 | 1 318 | 819 | 232 | 343 | 105 | 9 975 |
| Teaching (primary) | no. | 115 | 44 | 358 | 382 | 20 | 527 | 27 | 44 | 1 515 |
| Teaching (other) | no. | 58 | 21 | 53 | 84 | 16 | 152 | 5 | 7 | 393 |
| Other early childhood related | no. | 23 | 6 | 25 | 29 | 3 | 6 | 5 | – | 96 |
| Total | no. | 2 131 | 2 987 | 2 740 | 1 817 | 861 | 917 | 372 | 153 | 11 983 |

Field of early childhood qualification

| | | | | | | | | | | |
|------------------------------------|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Teaching (early childhood related) | % | 13.9 | 31.3 | 28.0 | 26.5 | 19.8 | 15.7 | 52.7 | 30.9 | 23.1 |
| Teaching (primary) | % | 0.8 | 0.5 | 4.3 | 7.7 | 0.5 | 35.6 | 4.1 | 12.9 | 3.5 |
| Teaching (other) | % | 0.4 | 0.2 | 0.6 | 1.7 | 0.4 | 10.3 | 0.8 | 2.1 | 0.9 |
| Other early childhood related | % | 0.2 | 0.1 | 0.3 | 0.6 | 0.1 | 0.4 | 0.8 | – | 0.2 |
| Total | % | 15.3 | 32.0 | 33.2 | 36.5 | 20.8 | 61.9 | 57.1 | 45.0 | 27.8 |

(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. Also, 2013 *National Early Childhood Education and Care Workforce Census* data were used for imputation of worker data for 2014 CCMS input to the NECECC, therefore impacting the reliability and validity of worker estimates.

(b) Workers delivering preschool programs include the following worker roles: principal/director/coordinator/teacher in charge, group leader/teacher, assistant/aide and other contact worker. Only contact workers are included i.e. non-contact workers are not included.

Table 3A.51 **Workers delivering preschool programs, by level of qualification, by field of early childhood qualification, 2014**
(a), (b), (c)

| | <i>Unit</i> | <i>NSW (d)</i> | <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) | Workers are counted as early childhood qualified with the following fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related. Workers who have a non-early childhood related qualification are not included. | | | | | | | | | |
| (d) | In comparison to other jurisdictions, the composition of workers in NSW includes a higher proportion of workers classified as 'other contact workers'. This may affect comparability of data by qualification level across jurisdictions as 'other contact workers' are less likely to be at least 3 year university qualified. | | | | | | | | | |
| (e) | The total number of workers delivering preschool programs is the total of all episodes of contact workers delivering preschool programs in scope of the NECECC, irrespective of workers' qualifications. | | | | | | | | | |
| (f) | At least certificate, diploma or advanced diploma level includes 'Certificate level', 'Advanced diploma/diploma level', 'Bachelor degree (3 years or equivalent)', 'Bachelor degree (4 years pass and honours)', 'Graduate diploma/certificate and above'. | | | | | | | | | |
| (g) | At least three year university trained includes 'Bachelor degree (3 years or equivalent)', 'Bachelor degree (4 years pass and honours)', 'Graduate diploma/certificate and above'. | | | | | | | | | |
| (h) | Four year university trained or above includes 'Bachelor degree (4 years pass and honours)' and 'Graduate diploma/certificate and above'. | | | | | | | | | |
| | – Nil or rounded to zero. | | | | | | | | | |

Source: ABS unpublished, *Microdata: Preschool Education, Australia, 2014*, Cat. no. 4240.0.55.003, Canberra.

TABLE 3A.52

Table 3A.52 **Teachers delivering preschool programs, by level of qualification, by field of early childhood qualification, 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> |
|---|-------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|---------------|
| Teachers delivering preschool programs (e) | | | | | | | | | | |
| Total | no. | 5 244 | 4 449 | 3 974 | 2 286 | 1 674 | 875 | 331 | 161 | 18 993 |
| Teachers delivering preschool programs who are at least three year university trained and early childhood qualified (d) | | | | | | | | | | |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | no. | 3 565 | 4 224 | 2 773 | 1 535 | 1 559 | 231 | 258 | 105 | 14 251 |
| Teaching (primary) | no. | 152 | 54 | 425 | 465 | 18 | 511 | 28 | 43 | 1 692 |
| Teaching (other) | no. | 84 | 29 | 255 | 82 | 11 | 129 | 5 | 7 | 600 |
| Other early childhood related | no. | 89 | 19 | 71 | 18 | 3 | 4 | 3 | 3 | 204 |
| Total | no. | 3 886 | 4 330 | 3 520 | 2 095 | 1 593 | 875 | 295 | 152 | 16 747 |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | % | 68.0 | 94.9 | 69.8 | 67.1 | 93.1 | 26.4 | 77.9 | 65.2 | 75.0 |
| Teaching (primary) | % | 2.9 | 1.2 | 10.7 | 20.3 | 1.1 | 58.4 | 8.5 | 26.7 | 8.9 |
| Teaching (other) | % | 1.6 | 0.7 | 6.4 | 3.6 | 0.7 | 14.7 | 1.5 | 4.3 | 3.2 |
| Other early childhood related | % | 1.7 | 0.4 | 1.8 | 0.8 | 0.2 | 0.5 | 0.9 | 1.9 | 1.1 |
| Total | % | 74.1 | 97.3 | 88.6 | 91.6 | 95.2 | 100.0 | 89.1 | 94.4 | 88.2 |
| Teachers delivering preschool programs who are four year university trained or above and early childhood qualified (e) | | | | | | | | | | |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | no. | 1 908 | 2 916 | 2 292 | 1 306 | 776 | 228 | 238 | 103 | 9 770 |
| Teaching (primary) | no. | 95 | 44 | 357 | 370 | 14 | 511 | 25 | 43 | 1 455 |
| Teaching (other) | no. | 53 | 21 | 53 | 74 | 3 | 133 | 5 | 7 | 345 |
| Other early childhood related | no. | 19 | 6 | 25 | 9 | – | – | 5 | – | 62 |
| Total | no. | 2 076 | 2 987 | 2 727 | 1 758 | 793 | 868 | 269 | 151 | 11 632 |
| Field of early childhood qualification | | | | | | | | | | |
| Teaching (early childhood related) | % | 36.4 | 65.5 | 57.7 | 57.1 | 46.4 | 26.1 | 71.9 | 64.0 | 51.4 |

Table 3A.52 **Teachers delivering preschool programs, by level of qualification, by field of early childhood qualification, 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> |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Teaching (primary) | % | 1.8 | 1.0 | 9.0 | 16.2 | 0.8 | 58.4 | 7.6 | 26.7 | 7.7 |
| Teaching (other) | % | 1.0 | 0.5 | 1.3 | 3.2 | 0.2 | 15.2 | 1.5 | 4.3 | 1.8 |
| Other early childhood related | % | 0.4 | 0.1 | 0.6 | 0.4 | – | – | 1.5 | – | 0.3 |
| Total | % | 39.6 | 67.1 | 68.6 | 76.9 | 47.4 | 99.2 | 81.3 | 93.8 | 61.2 |

- (a) Teacher level data in the NECECC do not include a unique identifier and as a consequence they can only be reported as episodes of teachers delivering preschool programs. These data should be used with caution as there is a high likelihood of duplication across and within source data files, due to the same teacher delivering preschool programs at multiple service providers during the reference period. Also, 2013 *National Early Childhood Education and Care Workforce Census* data were used for imputation of worker data for 2014 CCMS input to the NECECC, therefore impacting the reliability and validity of worker and teacher estimates.
- (b) Teachers are defined using a subset of contact worker roles in the NECECC. The worker roles defined as teachers are: principal/director/coordinator/teacher-in-charge and group leader/teacher. All contact workers are reported in 3.
- (c) Teachers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related
- (d) At least three year university trained includes 'Bachelor degree (3 years or equivalent)', 'Bachelor degree (4 years pass and honours)', 'Graduate diploma/certificate and above'.
- (e) Four year university trained or above includes 'Bachelor degree (4 years pass and honours)' and 'Graduate diploma/certificate and above'.
- Nil or rounded to zero.

Source: ABS unpublished, *Microdata: Preschool Education, Australia, 2014*, Cat. no. 4240.0.55.003, Canberra.

TABLE 3A.53

Table 3A.53 **National Quality Framework (NQF) approved services, by service type, by quality rating, 30 June 2015 (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 NQF approved services | | | | | | | | | | |
| Centre-based care (d) | no. | 4 780 | 3 616 | 2 645 | 1 042 | 1 115 | 210 | 323 | 213 | 13 944 |
| Family day care (e) | no. | 324 | 361 | 145 | 62 | 38 | 12 | 18 | 6 | 966 |
| Total | no. | 5 104 | 3 977 | 2 790 | 1 104 | 1 153 | 222 | 341 | 219 | 14 910 |
| Proportion of NQF approved services | | | | | | | | | | |
| Centre-based care (d) | % | 34.3 | 25.9 | 19.0 | 7.5 | 8.0 | 1.5 | 2.3 | 1.5 | 100.0 |
| Family day care (e) | % | 33.5 | 37.4 | 15.0 | 6.4 | 3.9 | 1.2 | 1.9 | 0.6 | 100.0 |
| Total | % | 34.2 | 26.7 | 18.7 | 7.4 | 7.7 | 1.5 | 2.3 | 1.5 | 100.0 |
| Number of NQF approved services with a quality rating | | | | | | | | | | |
| Centre-based care (d) | no. | 3 242 | 2 725 | 1 759 | 356 | 381 | 167 | 219 | 157 | 9 006 |
| Family day care (e) | no. | 99 | 143 | 64 | 15 | 3 | 8 | 5 | 4 | 341 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating (f) | | | | | | | | | | |
| Centre-based care (d) | % | 67.8 | 75.4 | 66.5 | 34.2 | 34.2 | 79.5 | 67.8 | 73.7 | 64.6 |
| Family day care (e) | % | 30.6 | 39.6 | 44.1 | 24.2 | 7.9 | 66.7 | 27.8 | 66.7 | 35.3 |
| Total | % | 65.5 | 72.1 | 65.3 | 33.6 | 33.3 | 78.8 | 65.7 | 73.5 | 62.7 |
| Number of NQF approved services with a quality rating, by quality rating level | | | | | | | | | | |
| Significant Improvement Required | no. | 7 | – | 1 | – | – | – | – | 1 | 9 |
| Working Towards National Quality Standard (NQS) | no. | 1 421 | 610 | 500 | 163 | 110 | 73 | 119 | 127 | 3 123 |
| Meeting NQS | no. | 1 209 | 1 318 | 705 | 108 | 106 | 59 | 45 | 19 | 3 569 |
| Exceeding NQS (g) | no. | 704 | 940 | 617 | 100 | 168 | 43 | 60 | 14 | 2 646 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating, by quality rating level | | | | | | | | | | |
| Significant Improvement Required | % | 0.2 | – | 0.1 | – | – | – | – | 0.6 | 0.1 |

Table 3A.53 **National Quality Framework (NQF) approved services, by service type, by quality rating, 30 June 2015 (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> |
|---------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Working Towards NQS | % | 42.5 | 21.3 | 27.4 | 43.9 | 28.6 | 41.7 | 53.1 | 78.9 | 33.4 |
| Meeting NQS | % | 36.2 | 46.0 | 38.7 | 29.1 | 27.6 | 33.7 | 20.1 | 11.8 | 38.2 |
| Exceeding NQS (g) | % | 21.1 | 32.8 | 33.8 | 27.0 | 43.8 | 24.6 | 26.8 | 8.7 | 28.3 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.
- (c) 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.
- (d) 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.
- (e) 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.
- (f) The proportion of services with a quality rating in Western Australia is lower than other jurisdictions due to the later commencement of the NQF.
- (g) Exceeding NQS includes services rated 'Excellent'. In contrast to the other rating levels which result from the assessment and ratings process, the 'Excellent' rating can only be awarded by ACECQA, on application by the Approved Provider. Nationally, 36 services were rated 'Excellent' by ACECQA as at 30 June 2015.

– Nil or rounded to zero.

Source: ACECQA 2015 and unpublished, *NQF Snapshot Q2 2015*, Sydney.

TABLE 3A.54

Table 3A.54 **NQF approved services with a quality rating, by rating level**
Quality Area 1: Educational program and practice, 30 June 2015 (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. | 2 | – | – | – | – | – | – | – | 2 |
| Working Towards NQS | no. | 1 057 | 405 | 383 | 132 | 87 | 50 | 109 | 103 | 2 326 |
| Meeting NQS | no. | 1 642 | 1 569 | 943 | 148 | 131 | 95 | 76 | 36 | 4 640 |
| Exceeding NQS | no. | 640 | 894 | 497 | 91 | 166 | 30 | 39 | 22 | 2 379 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating for Quality Area 1 | | | | | | | | | | |
| Significant Improvement Required | % | 0.1 | – | – | – | – | – | – | – | – |
| Working Towards NQS | % | 31.6 | 14.1 | 21.0 | 35.6 | 22.7 | 28.6 | 48.7 | 64.0 | 24.9 |
| Meeting NQS | % | 49.1 | 54.7 | 51.7 | 39.9 | 34.1 | 54.3 | 33.9 | 22.4 | 49.6 |
| Exceeding NQS | % | 19.2 | 31.2 | 27.3 | 24.5 | 43.2 | 17.1 | 17.4 | 13.7 | 25.5 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.

– Nil or rounded to zero.

Source: ACECQA 2015 and unpublished, *NQF Snapshot Q2 2015*, Sydney.

TABLE 3A.55

Table 3A.55 **NQF approved services with a quality rating, by rating level**
Quality Area 2: Children's health and safety, 30 June 2015 (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. | 6 | – | 1 | – | – | – | – | 1 | 8 |
| Working Towards NQS | no. | 907 | 305 | 286 | 93 | 50 | 44 | 60 | 97 | 1 842 |
| Meeting NQS | no. | 1 893 | 1 928 | 930 | 168 | 227 | 96 | 107 | 54 | 5 403 |
| Exceeding NQS | no. | 535 | 635 | 606 | 110 | 107 | 35 | 57 | 9 | 2 094 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating for Quality Area 2 | | | | | | | | | | |
| Significant Improvement Required | % | 0.2 | – | 0.1 | – | – | – | – | 0.6 | 0.1 |
| Working Towards NQS | % | 27.1 | 10.6 | 15.7 | 25.1 | 13.0 | 25.1 | 26.8 | 60.2 | 19.7 |
| Meeting NQS | % | 56.7 | 67.2 | 51.0 | 45.3 | 59.1 | 54.9 | 47.8 | 33.5 | 57.8 |
| Exceeding NQS | % | 16.0 | 22.1 | 33.2 | 29.6 | 27.9 | 20.0 | 25.4 | 5.6 | 22.4 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.

– Nil or rounded to zero.

Source: ACECQA 2014 and unpublished, *NQF Snapshot Q2 2014*, Sydney.

TABLE 3A.56

Table 3A.56 **NQF approved services with a quality rating, by rating level**
Quality Area 3: Physical environment, 30 June 2015 (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. | 5 | – | 1 | – | – | – | – | – | 6 |
| Working Towards NQS | no. | 932 | 260 | 349 | 104 | 61 | 50 | 94 | 80 | 1 930 |
| Meeting NQS | no. | 1 777 | 1 694 | 980 | 199 | 186 | 90 | 82 | 58 | 5 066 |
| Exceeding NQS | no. | 627 | 914 | 493 | 68 | 137 | 35 | 48 | 23 | 2 345 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating for Quality Area 3 | | | | | | | | | | |
| Significant Improvement Required | % | 0.1 | – | 0.1 | – | – | – | – | – | 0.1 |
| Working Towards NQS | % | 27.9 | 9.1 | 19.1 | 28.0 | 15.9 | 28.6 | 42.0 | 49.7 | 20.6 |
| Meeting NQS | % | 53.2 | 59.1 | 53.8 | 53.6 | 48.4 | 51.4 | 36.6 | 36.0 | 54.2 |
| Exceeding NQS | % | 18.8 | 31.9 | 27.0 | 18.3 | 35.7 | 20.0 | 21.4 | 14.3 | 25.1 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.

– Nil or rounded to zero.

Source: ACECQA 2015 and unpublished, *NQF Snapshot Q2 2015*, Sydney.

TABLE 3A.57

Table 3A.57 **NQF approved services with a quality rating, by rating level**
Quality Area 4: Staffing arrangements, 30 June 2015 (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. | 4 | – | 1 | – | – | – | – | – | 5 |
| Working Towards NQS | no. | 407 | 147 | 104 | 36 | 29 | 16 | 17 | 58 | 814 |
| Meeting NQS | no. | 2 076 | 1 883 | 1 055 | 224 | 213 | 122 | 120 | 78 | 5 771 |
| Exceeding NQS | no. | 854 | 838 | 663 | 111 | 142 | 37 | 87 | 25 | 2 757 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating for Quality Area 4 | | | | | | | | | | |
| Significant Improvement Required | % | 0.1 | – | 0.1 | – | – | – | – | – | 0.1 |
| Working Towards NQS | % | 12.2 | 5.1 | 5.7 | 9.7 | 7.6 | 9.1 | 7.6 | 36.0 | 8.7 |
| Meeting NQS | % | 62.1 | 65.7 | 57.9 | 60.4 | 55.5 | 69.7 | 53.6 | 48.4 | 61.7 |
| Exceeding NQS | % | 25.6 | 29.2 | 36.4 | 29.9 | 37.0 | 21.1 | 38.8 | 15.5 | 29.5 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.
- Nil or rounded to zero.

Source: ACECQA 2015 and unpublished, *NQF Snapshot Q2 2015*, Sydney.

TABLE 3A.58

Table 3A.58 **NQF approved services with a quality rating, by rating level**
Quality Area 5: Relationships with children, 30 June 2015 (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 |
| Working Towards NQS | no. | 390 | 154 | 190 | 31 | 34 | 16 | 44 | 39 | 898 |
| Meeting NQS | no. | 1 953 | 1 428 | 858 | 191 | 114 | 113 | 87 | 73 | 4 817 |
| Exceeding NQS | no. | 997 | 1 286 | 775 | 149 | 236 | 46 | 93 | 49 | 3 631 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating for Quality Area 5 | | | | | | | | | | |
| Significant Improvement Required | % | – | – | – | – | – | – | – | – | – |
| Working Towards NQS | % | 11.7 | 5.4 | 10.4 | 8.4 | 8.9 | 9.1 | 19.6 | 24.2 | 9.6 |
| Meeting NQS | % | 58.5 | 49.8 | 47.1 | 51.5 | 29.7 | 64.6 | 38.8 | 45.3 | 51.5 |
| Exceeding NQS | % | 29.8 | 44.8 | 42.5 | 40.2 | 61.5 | 26.3 | 41.5 | 30.4 | 38.8 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.

– Nil or rounded to zero.

Source: ACECQA 2015 and unpublished, *NQF Snapshot Q2 2015*, Sydney.

TABLE 3A.59

Table 3A.59 **NQF approved services with a quality rating, by rating level**
Quality Area 6: Partnerships with families and communities, 30 June 2015 (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. | 482 | 102 | 222 | 59 | 35 | 25 | 69 | 36 | 1 030 |
| Meeting NQS | no. | 1 903 | 1 576 | 884 | 189 | 176 | 85 | 85 | 89 | 4 987 |
| Exceeding NQS | no. | 954 | 1 190 | 717 | 123 | 173 | 65 | 70 | 36 | 3 328 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating Quality Area 6 | | | | | | | | | | |
| Significant Improvement Required | % | 0.1 | – | – | – | – | – | – | – | – |
| Working Towards NQS | % | 14.4 | 3.6 | 12.2 | 15.9 | 9.1 | 14.3 | 30.8 | 22.4 | 11.0 |
| Meeting NQS | % | 57.0 | 55.0 | 48.5 | 50.9 | 45.8 | 48.6 | 37.9 | 55.3 | 53.4 |
| Exceeding NQS | % | 28.6 | 41.5 | 39.3 | 33.2 | 45.1 | 37.1 | 31.3 | 22.4 | 35.6 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.

– Nil or rounded to zero.

Source: ACECQA 2015 and unpublished, *NQF Snapshot Q2 2015*, Sydney.

TABLE 3A.60

Table 3A.60 **NQF approved services with a quality rating, by rating level**
Quality Area 7: Leadership and service management, 30 June 2015 (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. | 4 | – | – | – | – | – | – | – | 4 |
| Working Towards NQS | no. | 892 | 358 | 284 | 82 | 65 | 45 | 46 | 87 | 1 859 |
| Meeting NQS | no. | 1 727 | 1 592 | 870 | 176 | 173 | 65 | 96 | 56 | 4 755 |
| Exceeding NQS | no. | 718 | 918 | 669 | 113 | 146 | 65 | 82 | 18 | 2 729 |
| Total | no. | 3 341 | 2 868 | 1 823 | 371 | 384 | 175 | 224 | 161 | 9 347 |
| Proportion of NQF approved services with a quality rating for Quality Area 7 | | | | | | | | | | |
| Significant Improvement Required | % | 0.1 | – | – | – | – | – | – | – | – |
| Working Towards NQS | % | 26.7 | 12.5 | 15.6 | 22.1 | 16.9 | 25.7 | 20.5 | 54.0 | 19.9 |
| Meeting NQS | % | 51.7 | 55.5 | 47.7 | 47.4 | 45.1 | 37.1 | 42.9 | 34.8 | 50.9 |
| Exceeding NQS | % | 21.5 | 32.0 | 36.7 | 30.5 | 38.0 | 37.1 | 36.6 | 11.2 | 29.2 |
| 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 2015 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2015 this represents 62.7 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. Caution should also be taken when making comparisons between jurisdictions.

– Nil or rounded to zero.

Source: ACECQA 2015 and unpublished, *NQF Snapshot Q2 2015*, Sydney.

TABLE 3A.61

Table 3A.61 **Substantiated breaches arising from complaints about NQF approved ECEC services, by service type, 2014-15 (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> |
|--|-------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|---------------|
| Substantiated breaches arising from complaints (c) | | | | | | | | | | |
| NQF approved services | | | | | | | | | | |
| Long day care | no. | 883 | 252 | 193 | 96 | 46 | – | 22 | 8 | 1 500 |
| Family day care | no. | 176 | 34 | 36 | 7 | 9 | – | 3 | 2 | 267 |
| Vacation care | no. | – | – | – | – | – | – | – | – | – |
| OSHC | no. | 77 | 19 | 32 | 16 | – | – | 2 | – | 146 |
| Occasional care | no. | – | – | – | .. | – | .. | .. | .. | – |
| Other care | no. | – | – | – | – | – | – | – | – | – |
| Preschool | no. | 19 | 48 | 1 | – | 1 | .. | – | – | 69 |
| Total | no. | 1 155 | 353 | 262 | 119 | 56 | – | 27 | 10 | 1 982 |
| Number of services (d) | | | | | | | | | | |
| NQF approved services | | | | | | | | | | |
| Long day care | no. | 2 777 | 1 259 | 1 420 | 635 | 322 | 116 | 129 | 76 | 6 734 |
| Family day care | no. | 324 | 361 | 145 | 62 | 38 | 12 | 18 | 6 | 966 |
| Vacation care | no. | 945 | 476 | 935 | 356 | 286 | 102 | 64 | 38 | 3 202 |
| OSHC | no. | 1 268 | 1 098 | 972 | 419 | 362 | 133 | 102 | 50 | 4 404 |
| Occasional care | no. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Other care | no. | 27 | 148 | 13 | 24 | 118 | – | 7 | 2 | 339 |
| Preschool | no. | 864 | 1 246 | 1 145 | 18 | 437 | – | 95 | 85 | 3 890 |
| Total (e) | no. | 5 104 | 3 977 | 2 790 | 1 104 | 1 153 | 222 | 341 | 219 | 14 910 |
| Substantiated breaches arising from complaints per 100 NQF approved services | | | | | | | | | | |
| NQF approved services | | | | | | | | | | |
| Long day care | no. | 32 | 20 | 14 | 15 | 14 | – | 17 | 11 | 22 |
| Family day care | no. | 54 | 9 | 25 | 11 | 24 | – | 17 | 33 | 28 |

TABLE 3A.61

Table 3A.61 **Substantiated breaches arising from complaints about NQF approved ECEC services, by service type, 2014-15 (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> |
|---|-------------|-------------|-------------|-------------|-------------|--------------|------------|-------------|-------------|-------------|
| Vacation care | no. | – | – | – | – | – | – | – | – | – |
| OSHC | no. | 6 | 2 | 3 | 4 | – | – | 2 | – | 3 |
| Occasional care | no. | – | – | – | .. | – | .. | .. | .. | – |
| Other care | no. | – | – | – | – | – | – | – | – | – |
| Preschool | no. | 2 | 4 | – | – | – | .. | – | – | 2 |
| Total | no. | 23 | 9 | 9 | 11 | 5 | – | 8 | 5 | 13 |
| Proportion of substantiated breaches arising from complaints against which action was taken | | | | | | | | | | |
| NQF approved services | | | | | | | | | | |
| Long day care | % | 72.9 | 25.0 | 80.3 | 47.9 | 100.0 | – | 95.5 | 62.5 | 65.3 |
| Family day care | % | 76.7 | 20.6 | 97.2 | 42.9 | 100.0 | – | 100.0 | – | 71.9 |
| Vacation care | % | – | – | – | – | – | – | – | – | – |
| OSHC | % | 87.0 | – | 100.0 | 37.5 | – | – | 100.0 | – | 73.3 |
| Occasional care | % | – | – | – | .. | – | .. | .. | .. | – |
| Other care | % | – | – | – | – | – | – | – | – | – |
| Preschool | % | 63.2 | 18.8 | 100.0 | – | 100.0 | – | – | – | 33.3 |
| Total | % | 74.3 | 22.4 | 85.1 | 46.2 | 100.0 | – | 96.3 | 50.0 | 65.7 |

- (a) In this Report a substantiated breach arising from a complaint is an expression of concern about an ECEC service, made orally, in writing or in person to the regulatory authority, which constitutes a failure by the service to abide by the state or territory legislation, regulations or conditions. This concern is investigated and subsequently considered to have substance by the regulatory body. Data in this table are sourced from the NQAITS. In NQAITS, data are referred to as confirmed breaches. Also, breaches can be identified and substantiated through various processes, of which complaints is just one. Data reflect the 2014-15 financial year.
- (b) The scope of services in this table is NQF approved services. Data on substantiated breaches arising from complaints in State and Territory government licensed or registered services are available in table 3A.62.
- (c) Substantiated breaches arising from complaints are reported only once per service type.

Table 3A.61 **Substantiated breaches arising from complaints about NQF approved ECEC services, by service type, 2014-15**
(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> |
|--|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (d) | NQF approved services are reported in this table according to each service type it provides. As each individual service establishment/location may deliver more than one service type the sum of services by service type may exceed the total (individual) number of ECEC services. The number of services is as at 30 June 2015. These data are reported in 3A.10. | | | | | | | | | |
| (e) | Total services refers to the number of individual services. | | | | | | | | | |
| | .. Not applicable. – Nil or rounded to zero. | | | | | | | | | |
| <i>Source:</i> ACECQA and State and Territory governments unpublished, NQAITS. | | | | | | | | | | |

TABLE 3A.62

Table 3A.62 **Substantiated breaches arising from complaints about State and Territory government licensed or registered ECEC services, by service type, 2014-15 (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 (d)</i> |
|--|-------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------------|
| Substantiated breaches arising from complaints (c) | | | | | | | | | | |
| State and Territory government licensed or registered services | | | | | | | | | | |
| Long day care | no. | – | – | na | 5 | – | – | .. | .. | 5 |
| Family day care | no. | – | .. | na | .. | – | .. | .. | .. | – |
| Vacation care | no. | – | – | na | .. | – | – | .. | .. | – |
| OSHC | no. | – | .. | na | .. | – | – | .. | .. | – |
| Occasional care | no. | 4 | 3 | na | .. | – | – | .. | .. | 7 |
| Other care | no. | 1 | – | na | .. | – | – | .. | – | 1 |
| Preschool | no. | – | – | na | na | – | na | .. | .. | – |
| Total | no. | 5 | 3 | na | 5 | – | – | – | – | 13 |
| Number of services | | | | | | | | | | |
| State and Territory government licensed or registered services (d) | | | | | | | | | | |
| Long day care | no. | – | 28 | 17 | 13 | .. | 4 | 129 | – | 191 |
| Family day care | no. | – | .. | – | – | .. | – | 18 | – | 18 |
| Vacation care | no. | – | 1 | 11 | – | .. | 6 | na | – | 18 |
| OSHC | no. | – | .. | 19 | – | .. | 2 | 99 | – | 120 |
| Occasional care | no. | 65 | 378 | 36 | – | 87 | 27 | na | – | 593 |
| Other care | no. | 91 | 25 | – | – | 28 | 2 | 15 | – | 161 |
| Preschool | no. | – | 2 | 13 | 909 | 3 | 215 | 95 | – | 1 237 |
| Total (e) | no. | 156 | 434 | 66 | 922 | 118 | 35 | 356 | – | 2 087 |
| Substantiated breaches arising from complaints per 100 NQF approved services | | | | | | | | | | |
| State and Territory government licensed or registered services | | | | | | | | | | |
| Long day care | no. | – | – | na | 39 | – | – | .. | .. | 3 |
| Family day care | no. | – | .. | na | .. | – | .. | .. | .. | – |

TABLE 3A.62

Table 3A.62 **Substantiated breaches arising from complaints about State and Territory government licensed or registered ECEC services, by service type, 2014-15 (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 (d)</i> |
|---|-------------|-------------|------------|------------|--------------|-----------|------------|------------|-----------|-----------------|
| Vacation care | no. | – | – | na | .. | – | – | .. | .. | – |
| OSHC | no. | – | .. | na | .. | – | – | .. | .. | – |
| Occasional care | no. | 6 | 1 | na | .. | – | – | .. | .. | 1 |
| Other care | no. | 1 | – | na | .. | – | – | .. | – | 1 |
| Preschool | no. | – | – | na | na | – | na | .. | .. | – |
| Total | no. | 3 | 1 | na | 1 | – | – | – | – | 1 |
| Proportion of substantiated breaches arising from complaints against which action was taken | | | | | | | | | | |
| State and Territory government licensed or registered services | | | | | | | | | | |
| Long day care | % | – | – | na | 100.0 | – | – | .. | .. | 100.0 |
| Family day care | % | – | .. | na | na | – | .. | .. | .. | – |
| Vacation care | % | – | – | na | na | – | – | .. | .. | – |
| OSHC | % | – | .. | na | na | – | – | .. | .. | – |
| Occasional care | % | 75.0 | – | na | na | – | – | .. | .. | 42.9 |
| Other care | % | 100.0 | – | na | na | – | – | .. | – | 100.0 |
| Preschool | % | – | – | na | na | – | na | .. | .. | – |
| Total | % | 80.0 | – | na | 100.0 | – | – | – | – | 69.2 |

- (a) In this Report a substantiated breach arising from a complaint is an expression of concern about an ECEC service, made orally, in writing or in person to the regulatory authority, which constitutes a failure by the service to abide by the state or territory legislation, regulations or conditions. This concern is investigated and subsequently considered to have substance by the regulatory body. Data reflect the 2014-15 financial year.
- (b) The scope of services in this table is State and Territory government licensed or registered services. Data on substantiated breaches arising from complaints in NQF approved services are available in table 3A.61.
- (c) Substantiated breaches arising from complaints are reported only once per service type.
- (d) State and Territory government licensed or registered services are reported in this table according to each service type it provides. As each individual service establishment/location may deliver more than one service type the sum of services by service type may exceed the total (individual) number of ECEC services. The number of services is as at 30 June 2015. These data are reported in 3A.11.

Table 3A.62 **Substantiated breaches arising from complaints about State and Territory government licensed or registered ECEC services, by service type, 2014-15 (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 (d)</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|

(e) Total services refers to the number of individual services.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments unpublished.

TABLE 3A.63

Table 3A.63 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (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> |
|--|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| 2009-10 | | | | | | | | | | |
| Place of occurrence | | | | | | | | | | |
| School (e) | 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 (f) | no. | 9 306 | 7 603 | 8 733 | 3 699 | 2 548 | 509 | 422 | 612 | 33 432 |
| Proportion of separations by place of occurrence | | | | | | | | | | |
| School (e) | % | 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 (f) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2010-11 | | | | | | | | | | |
| Place of occurrence | | | | | | | | | | |
| School (e) | 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 (f) | no. | 9 048 | 7 992 | 8 558 | 4 120 | 2 557 | 482 | 436 | 608 | 33 801 |
| Proportion of separations by place of occurrence | | | | | | | | | | |
| School (e) | % | 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 (f) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2011-12 | | | | | | | | | | |
| Place of occurrence | | | | | | | | | | |
| School (e) | 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 (f) | no. | 9 270 | 8 434 | 8 273 | 4 308 | 2 592 | 468 | 476 | 615 | 34 436 |
| Proportion of separations by place of occurrence | | | | | | | | | | |
| School (e) | % | 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 (f) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table 3A.63 Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (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> |
|--|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| 2012-13 (g) | | | | | | | | | | |
| Place of occurrence | | | | | | | | | | |
| School (e) | 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 (f) | no. | 9 758 | 7 544 | 9 070 | 4 433 | 2 615 | 546 | 512 | 673 | 35 151 |
| Proportion of separations by place of occurrence | | | | | | | | | | |
| School (e) | % | 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 (f) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2013-14 | | | | | | | | | | |
| Place of occurrence | | | | | | | | | | |
| School (e) | no. | 264 | 190 | 309 | 90 | 74 | 9 | 26 | 10 | 972 |
| Home | no. | 3 352 | 1 948 | 4 219 | 1 462 | 1 078 | 204 | 114 | 164 | 12 541 |
| Other place | no. | 2 908 | 3 332 | 2 393 | 1 248 | 844 | 174 | 161 | 164 | 11 224 |
| Not specified | no. | 3 481 | 2 725 | 3 164 | 1 609 | 647 | 162 | 204 | 385 | 12 377 |
| Total (f) | no. | 9 952 | 8 136 | 9 998 | 4 371 | 2 621 | 542 | 502 | 713 | 36 835 |
| Proportion of separations by place of occurrence | | | | | | | | | | |
| School (e) | % | 2.7 | 2.3 | 3.1 | 2.1 | 2.8 | 1.7 | 5.2 | 1.4 | 2.6 |
| Home | % | 33.7 | 23.9 | 42.2 | 33.4 | 41.1 | 37.6 | 22.7 | 23.0 | 34.0 |
| Other place | % | 29.2 | 41.0 | 23.9 | 28.6 | 32.2 | 32.1 | 32.1 | 23.0 | 30.5 |
| Not specified | % | 35.0 | 33.5 | 31.6 | 36.8 | 24.7 | 29.9 | 40.6 | 54.0 | 33.6 |
| Total (f) | % | 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) Due to the high levels of non-reporting for place of occurrence, all hospital separations data need to be interpreted with care.
- (c) 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.
- (d) 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.
- (e) The definition of school will include a range of different formal ECEC services settings including kindergarten, preschool and child care services.

Table 3A.63 Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(f) As more than one external cause can be reported for each separation, the totals are not the sums of the rows of the table.

(g) 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.

Source: AIHW unpublished, *Australian Hospital Statistics*.

Table 3A.64 **Australian Government real recurrent expenditure on child care services per child aged 0–12 years (\$/child) (2014-15 dollars) (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 | 637 | 601 | 1 043 | 577 | 757 | 669 | 594 | 968 | 721 |
| 2006-07 | 725 | 678 | 1 160 | 626 | 884 | 807 | 613 | 1 072 | 812 |
| 2007-08 | 796 | 749 | 1 233 | 635 | 947 | 866 | 673 | 1 198 | 878 |
| 2008-09 | 1 229 | 1 099 | 1 504 | 864 | 1 207 | 1 124 | 905 | 1 319 | 1 209 |
| 2009-10 | 1 095 | 1 108 | 1 382 | 807 | 1 351 | 1 404 | 1 323 | 1 494 | 1 161 |
| 2010-11 | 1 196 | 1 185 | 1 450 | 860 | 1 390 | 1 435 | 1 524 | 1 885 | 1 244 |
| 2011-12 | 1 337 | 1 269 | 1 544 | 935 | 1 464 | 1 423 | 1 649 | 1 533 | 1 339 |
| 2012-13 | 1 497 | 1 410 | 1 656 | 1 033 | 1 606 | 1 479 | 1 813 | 1 459 | 1 470 |
| 2013-14 (d) | 1 685 | 1 644 | 1 820 | 1 126 | 1 759 | 1 571 | 2 044 | 1 571 | 1 648 |
| 2014-15 (e) | 1 876 | 1 810 | 2 010 | 1 240 | 1 945 | 1 755 | 2 243 | 1 729 | 1 824 |

- (a) ABS ERP as at 31 December is used as the denominator. The Australian total includes children in other territories.
- (b) Time series financial data are adjusted to 2014-15 dollars using the GGFCE chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.
- (c) See source tables for further footnotes.
- (d) For 2013-14, due to machinery of Government changes, only 9.5 months of Department of Education expenses are included in recurrent expenditure. Departmental expenses are a small component of recurrent expenditure.
- (e) For 2014-15, due to Machinery of Government changes, there has been a change to the calculation of Australian Government expenditure by jurisdiction.

Source: Tables 3A.2 and 3A.4.

Table 3A.65 **State and Territory government real recurrent expenditure on ECEC per child aged 0–12 years (\$/child) (2014-15 dollars) (a), (b), (c), (d)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld (e)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---------|------------|------------|----------------|-----------|-----------|------------|------------|-----------|-------------|
| 2005-06 | 174 | 177 | 344 | 221 | 440 | 338 | 472 | 731 | 249 |
| 2006-07 | 173 | 194 | 229 | 220 | 476 | 351 | 488 | 766 | 233 |
| 2007-08 | 170 | 212 | 111 | 227 | 484 | 361 | 510 | 753 | 213 |
| 2008-09 | 179 | 206 | 113 | 362 | 475 | 383 | 513 | 750 | 229 |
| 2009-10 | 203 | 222 | 116 | 436 | 501 | 386 | 511 | 837 | 252 |
| 2010-11 | 199 | 233 | 143 | 549 | 516 | 423 | 504 | 1 026 | 275 |
| 2011-12 | 210 | 241 | 186 | 655 | 556 | 491 | 547 | 1 124 | 307 |
| 2012-13 | 217 | 288 | 227 | 684 | 611 | 534 | 557 | 1 200 | 338 |
| 2013-14 | 197 | 341 | 259 | 641 | 606 | 571 | 570 | 1 171 | 347 |
| 2014-15 | 202 | 347 | 288 | 683 | 644 | 598 | 608 | 1 133 | 365 |

- (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) ABS ERP as at 31 December is used as the denominator. The Australian total includes children in other territories.
- (c) Time series financial data are adjusted to 2014-15 dollars using the GGFCE chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.
- (d) See source tables for other footnotes.
- (e) 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.66 Total government real recurrent expenditure on ECEC per child aged 0–12 years (\$/child) (2014-15 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</i> | <i>NT</i> | <i>Aust</i> |
|---------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2005-06 | 811 | 778 | 1 388 | 797 | 1 198 | 1 007 | 1 066 | 1 699 | 970 |
| 2006-07 | 898 | 872 | 1 389 | 846 | 1 361 | 1 158 | 1 101 | 1 838 | 1 045 |
| 2007-08 | 966 | 960 | 1 344 | 862 | 1 431 | 1 227 | 1 183 | 1 951 | 1 091 |
| 2008-09 | 1 409 | 1 305 | 1 617 | 1 226 | 1 682 | 1 507 | 1 418 | 2 069 | 1 438 |
| 2009-10 | 1 298 | 1 330 | 1 497 | 1 243 | 1 852 | 1 790 | 1 834 | 2 331 | 1 413 |
| 2010-11 | 1 395 | 1 418 | 1 594 | 1 410 | 1 905 | 1 858 | 2 028 | 2 911 | 1 518 |
| 2011-12 | 1 547 | 1 510 | 1 729 | 1 590 | 2 020 | 1 914 | 2 196 | 2 657 | 1 646 |
| 2012-13 | 1 713 | 1 698 | 1 882 | 1 717 | 2 217 | 2 013 | 2 369 | 2 659 | 1 808 |
| 2013-14 | 1 882 | 1 985 | 2 078 | 1 767 | 2 365 | 2 142 | 2 614 | 2 742 | 1 996 |
| 2014-15 | 2 078 | 2 157 | 2 298 | 1 922 | 2 590 | 2 353 | 2 851 | 2 862 | 2 188 |

- (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) ABS ERP as at 31 December is used as the denominator. The Australian total includes children in other territories.
- (c) Time series financial data are adjusted to 2014-15 dollars using the GGFCE chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.
- (d) For 2014-15, due to Machinery of Government changes, there has been a change to the calculation of Australian Government expenditure by jurisdiction.
- (e) See source tables for other footnotes.

Source: Tables 3A.2, 3A.3 and 3A.4.

Table 3A.67 Australian Government recurrent expenditure per child aged 0–12 years attending CCB approved child care services (\$/child) (2014-15 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 | | | | | | | | | |
| 2010-11 | 4 662 | 4 844 | 4 717 | 4 766 | 4 806 | 5 117 | 4 544 | 10 888 | 4 806 |
| 2011-12 | 5 099 | 5 071 | 5 018 | 5 079 | 5 087 | 5 186 | 4 916 | 8 744 | 5 107 |
| 2012-13 | 5 398 | 5 310 | 5 240 | 5 301 | 5 299 | 5 402 | 5 086 | 8 237 | 5 354 |
| 2013-14 (e) | 5 702 | 5 657 | 5 549 | 5 621 | 5 625 | 5 704 | 5 410 | 8 588 | 5 685 |
| 2014-15 (f) | 5 830 | 5 787 | 6 050 | 5 784 | 6 070 | 6 344 | 5 515 | 8 987 | 5 951 |

- (a) Recurrent expenditure data include administration expenditure, other expenditure on service provision and financial support to families. These data include payments to families receiving child care benefit for formal services. For years 2010-11 to 2013-14, these categories of expenditure were pro-rated across states and territories, based on numbers of children attending care, except for specific purpose payments (which includes Budget Based Funded services) which were included for each state and territory. Expenditure is included 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 care type they use, but only once in the total. Also, children are included only once in the Australia total but may be captured attending services in more than one jurisdiction.
- (c) Attendance data relate to the March quarter.
- (d) Time series financial data are adjusted to 2014-15 dollars using the GGFCE chain price deflator (2014-15 = 100) (table 3A.77). See table 2A.48 and chapter 2 (section 2.5-6) for more information.
- (e) Due to machinery of Government changes, only 9.5 months of Department of Education and Training expenses are included in 2013-14 recurrent expenditure. Departmental expenses are a small component of recurrent expenditure.
- (f) For 2014-15, due to Machinery of Government changes, there has been a change to the calculation of Australian Government expenditure by jurisdiction.

na Not available.

Source: Tables 3A.4 and 3A.19.

TABLE 3A.68

Table 3A.68 **Children for whom additional formal child care was currently required for mainly work-related reasons (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 | | | | | | | | | | |
| 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 | <i>21.2</i> | 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 |
| 2014 | | | | | | | | | | |
| Number of children aged 0–12 years | | | | | | | | | | |
| Children for whom additional formal child care was currently required for mainly work-related reasons | '000 | 49.6 | 25.3 | <i>24.8</i> | 13.0 | 8.9 | <i>4.1</i> | np | 1.6 | 137.5 |
| All children | '000 | 1234.7 | 932.5 | 811.5 | 431.6 | 257.4 | 81.9 | 63.3 | 33.9 | 3843.8 |
| Proportion of children aged 0–12 years for whom additional formal child care was currently required for mainly work-related reasons | % | 4.0 ± 1.2 | 2.7 ± 0.9 | 3.1 ± 1.5 | 3.0 ± 1.3 | 3.5 ± 1.6 | 5.0 ± 2.9 | np | 4.7 ± 3.1 | 3.6 ± 0.6 |

- (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'. These ABS data do not identify children whose parents state that they currently require additional formal child care but could not receive it. Also, they may not use additional care if it was available, but this is not collected in these data.
- (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 sample survey 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 that were not published due to small numbers are included in the total for Australia.

Table 3A.68 **Children for whom additional formal child care was currently required for mainly work-related reasons (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (e) The 2014 CEaCS was conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander Communities. This exclusion is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the population aged 15–74 years. In comparison, the 2011 CEaCS excluded people living in Aboriginal and Torres Strait Islander Communities or in very remote parts of Australia. | | | | | | | | | | |
| np Not published. | | | | | | | | | | |

Source: ABS unpublished, *Microdata: Childhood Education and Care, Australia, June 2011 and 2014*, Cat. no. 4402.0.55.001.

TABLE 3A.69

Table 3A.69 **Persons aged 15 years and over not in the labour force due to caring for children, by main reason not working due to caring for children, 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 persons aged 15 years and over not in the labour force due to caring for children, by main reason | | | | | | | | | | |
| Child care service related reasons | | | | | | | | | | |
| Cost or too expensive | '000 | 29.2 | 20.1 | 15.7 | 10.8 | 6.2 | 2.0 | 0.9** | 1.3 | 86.2 |
| No child care in locality | '000 | 5.9 | 1.9 | 1.9** | 1.6 | 0.8** | np | – | np | 12.4 |
| No child care available at all | '000 | 2.6** | 2.1 | 2.4** | np | – | np | – | np | 8.4 |
| Booked out or no places at all | '000 | np | np | np | np | np | np | np | np | 5.1 |
| Quality of child care unsuitable | '000 | np | np | np | np | np | – | np | np | 3.0 |
| Other child care reasons | '000 | 8.2 | 4.4 | 6.1 | 1.7 | 0.8** | np | np | – | 22.2 |
| Total child care service related reasons (d) | '000 | 48.8 | 30.8 | 26.9 | 15.7 | 8.4 | na | na | 2.0 | 137.4 |
| Non-child care service related reasons | | | | | | | | | | |
| Prefers to look after children | '000 | 32.9 | 20.7 | 16.5 | 12.2 | 5.4 | 2.2 | 2.5 | 0.7 | 93.1 |
| Children too young or too old | '000 | 22.4 | 10.9 | 5.7 | 7.7 | 2.2 | np | np | 0.6 | 49.8 |
| Total (d) | '000 | 104.1 | 62.4 | 49.1 | 35.6 | 16.0 | 5.7 | 4.0 | 3.3 | 280.3 |
| Proportion of persons aged 15 years and over not in the labour force due to caring for children, by main reason | | | | | | | | | | |
| Child care service related reasons | | | | | | | | | | |
| Cost or too expensive | % | 28.0 ± 5.9 | 32.2 ± 5.9 | 32.0 ± 10.7 | 30.3 ± 7.6 | 38.8 ± 12.2 | 35.1 ± 13.1 | 22.5 ± 21.9 | 39.4 ± 13.0 | 30.8 ± 3.4 |
| No child care in locality | % | 5.7 ± 3.6 | 3.0 ± 2.5 | 3.9** ± 5.0 | 4.5 ± 4.2 | 5.0** ± 6.0 | np | – | np | 4.4 ± 1.9 |
| No child care available at all | % | 2.5** ± 2.5 | 3.4 ± 2.6 | 4.9** ± 5.6 | np | – | np | – | np | 3.0 ± 1.6 |
| Booked out or no places at all | % | np | np | np | np | np | np | np | np | 1.8 ± 1.3 |
| Quality of child care unsuitable | % | np | np | np | np | np | – | np | np | 1.1 ± 1.0 |
| Other child care reasons | % | 7.9 ± 4.1 | 7.1 ± 3.7 | 12.4 ± 8.3 | 4.8 ± 4.3 | 5.0** ± 6.0 | np | np | – | 7.9 ± 2.4 |
| Total child care service related reasons (d) | % | 46.9 ± 6.0 | 49.4 ± 6.0 | 54.8 ± 10.5 | 44.1 ± 7.8 | 52.5 ± 11.9 | na | na | 60.6 ± 12.9 | 49.0 ± 3.6 |
| Non-child care service related reasons | | | | | | | | | | |

Table 3A.69 **Persons aged 15 years and over not in the labour force due to caring for children, by main reason not working due to caring for children, 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> |
|--------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Prefers to look after children | % | 31.6 ± 5.9 | 33.2 ± 5.9 | 33.6 ± 10.7 | 34.3 ± 7.7 | 33.8 ± 11.9 | 38.6 ± 12.7 | 62.5 ± 22.1 | 21.2 ± 10.6 | 33.2 ± 3.4 |
| Children too young or too old | % | 21.5 ± 5.6 | 17.5 ± 5.1 | 11.6 ± 8.1 | 21.6 ± 7.4 | 13.8 ± 9.3 | np | np | 18.2 ± 9.9 | 17.8 ± 3.0 |
| Total (d) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

- (a) Data are from the ABS' Persons Not in the Labour Force survey. Data include persons aged 15 years and over. The survey is conducted in both urban and rural areas in all states and territories, but excludes people living in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (b) As data are from a survey they are subject to error. 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 identified by '***' and are considered too unreliable for general use. Data which are not published ('np') are not available for publication but included in totals where applicable, unless otherwise stated. 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) There are a number of factors which affect the labour force participation decisions of people responsible for caring for children, of which child care service related reasons are only some. Also, due to the subjective nature of self-reporting, care should be taken when interpreting the data, particularly for child care service related reasons.
- (d) The sum of components may not equal the total due to not published data.

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

Source: Derived from ABS 2015, *Persons Not in the Labour Force, Underemployed Workers and Job Search Experience, Australia, February 2014*, Cat. no. 6226.0.55.001, Canberra.

TABLE 3A.70

Table 3A.70 **Children aged 0–5 and 0–12 years by whether additional formal child care or preschool was currently required, by current use (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 | | | | | | | | | | |
| Number of children aged 0–5 years | | | | | | | | | | |
| Children for whom additional formal child care was currently required (e) | '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 (f) | '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 (g) | '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 0–5 year old children | '000 | 550.8 | 428.0 | 371.7 | 181.3 | 118.0 | 41.4 | 29.3 | 15.2 | 1735.2 |
| Proportion of all 0–5 year old 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 (h) | % | 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 (i) | % | 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 (j) | % | 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 (h) | % | 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 (i) | % | 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 |

TABLE 3A.70

Table 3A.70 **Children aged 0–5 and 0–12 years by whether additional formal child care or preschool was currently required, by current use (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> |
|--|-------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Children who used preschool (j) | % | 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 |
| All 0–5 year old 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 (e) | '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 (f) | '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 (g) | '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 0–12 year old children | '000 | 1176.9 | 888.4 | 773.5 | 380.7 | 251.2 | 86.3 | 58.1 | 33.2 | 3647.6 |
| Proportion of all 0–12 year old 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 (h) | % | 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 (i) | % | 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 (j) | % | 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 |

TABLE 3A.70

Table 3A.70 **Children aged 0–5 and 0–12 years by whether additional formal child care or preschool was currently required, by current use (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> |
|---|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 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 (h) | % | 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 (i) | % | 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 (j) | % | 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 |
| 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 0–12 year old children | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2014 | | | | | | | | | | |
| Number of children aged 0–5 years | | | | | | | | | | |
| Children for whom additional formal child care was currently required (e) | '000 | 67.5 | 39.8 | 34.3 | 15.2 | 8.9 | 4.7 | 3.6 | 1.9 | 178.8 |
| Children for whom additional preschool was currently required (f) | '000 | 61.3 | 43.2 | 26.9 | 22.0 | 16.5 | 3.7 | 4.0 | 1.8 | 175.5 |
| All children for whom additional formal child care or preschool was currently required (g) | '000 | 108.8 | 76.0 | 55.2 | 34.3 | 23.3 | 7.7 | 6.7 | 3.5 | 316.2 |
| All children for whom additional formal child care or preschool was not currently required | '000 | 479.2 | 371.2 | 327.3 | 175.8 | 98.5 | 30.2 | 22.8 | 13.4 | 1517.5 |
| All 0–5 year old children | '000 | 589.5 | 448.6 | 379.9 | 209.1 | 120.1 | 37.1 | 29.7 | 16.9 | 1833.7 |
| Proportion of all 0–5 year old children | | | | | | | | | | |
| Children for whom additional formal child care or preschool was currently required | % | 18.5 ± 3.2 | 16.9 ± 3.0 | 14.5 ± 3.5 | 16.4 ± 3.6 | 19.4 ± 4.6 | 20.8 ± 5.9 | 22.6 ± 7.2 | 20.7 ± 7.7 | 17.2 ± 1.4 |

TABLE 3A.70

Table 3A.70 **Children aged 0–5 and 0–12 years by whether additional formal child care or preschool was currently required, by current use (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> |
|---|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Children who used formal child care (h) | % | 9.9 ± 2.2 | 3.9 ± 1.4 | 6.3 ± 2.2 | 3.3 ± 2.1 | 4.6 ± 2.6 | 4.6 ± 2.6 | 4.7 ± 4.5 | 8.9 ± 6.0 | 6.3 ± 0.8 |
| Children who used informal care only (i) | % | 3.3 ± 1.3 | 4.1 ± 1.9 | 1.6 ± 1.2 | 1.7 ± 1.6 | 3.9 ± 2.1 | 6.5 ± 3.7 | 8.4 ± 7.0 | np | 2.9 ± 0.7 |
| Children who used preschool (j) | % | 3.4 ± 1.3 | 5.9 ± 1.9 | 3.1 ± 1.6 | 8.1 ± 2.5 | 8.2 ± 3.6 | 7.8 ± 3.3 | 15.2 ± 6.0 | 3.6 ± 3.2 | 5.0 ± 0.7 |
| Children who did not use any child care or preschool | % | 3.4 ± 1.6 | 5.4 ± 1.9 | 5.6 ± 2.0 | 3.8 ± 2.0 | 4.7 ± 2.3 | 5.7 ± 4.4 | np | 5.9 ± 4.5 | 4.5 ± 0.8 |
| Children for whom additional formal child care or preschool was not currently required | % | 81.3 ± 3.1 | 82.7 ± 2.9 | 86.2 ± 3.4 | 84.1 ± 3.9 | 82.0 ± 4.5 | 81.4 ± 5.8 | 76.8 ± 8.2 | 79.3 ± 7.4 | 82.8 ± 1.4 |
| Children who used formal child care (h) | % | 28.8 ± 3.2 | 26.1 ± 2.9 | 30.9 ± 4.4 | 20.2 ± 4.3 | 21.7 ± 5.2 | 21.6 ± 6.3 | 32.3 ± 8.7 | 30.2 ± 10.2 | 27.1 ± 1.4 |
| Children who used informal care only (i) | % | 17.4 ± 2.7 | 14.6 ± 3.0 | 12.6 ± 3.5 | 16.6 ± 4.1 | 19.1 ± 6.1 | 15.6 ± 5.4 | 9.1 ± 8.0 | 10.7 ± 8.4 | 15.8 ± 1.3 |
| Children who used preschool (j) | % | 7.5 ± 1.7 | 14.8 ± 2.5 | 8.7 ± 2.1 | 10.0 ± 2.6 | 9.5 ± 3.2 | 18.3 ± 5.5 | np | 5.9 ± 5.1 | 10.1 ± 1.1 |
| Children who did not use any child care or preschool | % | 35.6 ± 3.8 | 32.3 ± 3.2 | 40.5 ± 3.4 | 45.2 ± 4.6 | 37.4 ± 5.0 | 35.0 ± 7.0 | 36.4 ± 8.6 | 41.4 ± 8.3 | 36.9 ± 1.8 |
| All 0–5 year old 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 (e) | '000 | 94.4 | 54.6 | 48.2 | 22.2 | 14.1 | 6.4 | 4.4 | 2.7 | 248.6 |
| Children for whom additional preschool was currently required (f) | '000 | 61.3 | 43.2 | 26.9 | 22.0 | 16.5 | 3.7 | 4.0 | 1.8 | 175.5 |
| All children for whom additional formal child care or preschool was currently required (g) | '000 | 134.9 | 88.9 | 67.8 | 43.7 | 26.9 | 9.0 | 8.5 | 4.0 | 384.4 |
| All children for whom additional formal child care or preschool was not currently required | '000 | 1097.7 | 843.0 | 744.4 | 387.9 | 230.5 | 72.9 | 55.8 | 29.9 | 3461.1 |
| All 0–12 year old children | '000 | 1234.7 | 932.5 | 811.5 | 431.6 | 257.4 | 81.9 | 63.3 | 33.9 | 3843.8 |

TABLE 3A.70

Table 3A.70 **Children aged 0–5 and 0–12 years by whether additional formal child care or preschool was currently required, by current use (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> |
|---|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Proportion of all 0–12 year old children | | | | | | | | | | |
| Children for whom additional formal child care or preschool was currently required | % | 10.9 ± 1.7 | 9.5 ± 1.6 | 8.4 ± 2.0 | 10.1 ± 2.4 | 10.5 ± 2.5 | 11.0 ± 3.6 | 13.4 ± 3.4 | 11.8 ± 4.4 | 10.0 ± 0.8 |
| Children who used formal child care (h) | % | 5.1 ± 1.0 | 1.9 ± 0.7 | 2.6 ± 1.1 | 2.0 ± 1.1 | 2.6 ± 1.3 | 2.1 ± 1.2 | 3.5 ± 2.0 | 4.1 ± 3.0 | 3.2 ± 0.4 |
| Children who used informal care only (i) | % | 2.4 ± 0.8 | 2.6 ± 1.2 | 1.4 ± 1.0 | 2.4 ± 1.0 | 2.1 ± 1.3 | 4.0 ± 2.9 | np | np | 2.3 ± 0.4 |
| Children who used preschool (j) | % | 1.6 ± 0.6 | 2.9 ± 0.9 | 1.4 ± 0.8 | 3.9 ± 1.2 | 3.8 ± 1.7 | 3.5 ± 1.5 | 7.1 ± 2.8 | 1.8 ± 1.6 | 2.4 ± 0.4 |
| Children who did not use any child care or preschool | % | 2.5 ± 1.0 | 3.4 ± 1.1 | 3.2 ± 1.1 | 3.4 ± 1.5 | 3.0 ± 1.4 | 4.5 ± 2.2 | np | 4.4 ± 2.9 | 3.1 ± 0.5 |
| Children for whom additional formal child care or preschool was not currently required | % | 88.9 ± 1.7 | 90.4 ± 1.6 | 91.7 ± 2.0 | 89.9 ± 2.3 | 89.5 ± 2.5 | 89.0 ± 3.5 | 88.2 ± 3.2 | 88.2 ± 4.3 | 90.0 ± 0.8 |
| Children who used formal child care (h) | % | 21.0 ± 2.6 | 19.4 ± 2.0 | 21.6 ± 3.1 | 13.6 ± 2.6 | 15.9 ± 3.4 | 14.8 ± 2.7 | 26.9 ± 4.3 | 18.0 ± 5.5 | 19.6 ± 1.1 |
| Children who used informal care only (i) | % | 24.4 ± 2.4 | 22.5 ± 3.0 | 19.1 ± 3.0 | 23.1 ± 3.1 | 26.8 ± 4.1 | 26.7 ± 4.8 | 17.1 ± 6.3 | 23.9 ± 6.7 | 22.8 ± 1.3 |
| Children who used preschool (j) | % | 3.6 ± 0.8 | 7.4 ± 1.3 | 4.1 ± 1.0 | 4.8 ± 1.3 | 4.4 ± 1.5 | 9.0 ± 2.6 | np | 2.9 ± 2.5 | 4.9 ± 0.5 |
| Children who did not use any child care or preschool | % | 49.8 ± 3.0 | 50.1 ± 2.7 | 55.5 ± 3.2 | 57.4 ± 3.6 | 52.5 ± 4.7 | 50.5 ± 4.9 | 48.2 ± 6.7 | 54.0 ± 5.6 | 52.2 ± 1.3 |
| All 0–12 year old 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 between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.

Table 3A.70 **Children aged 0–5 and 0–12 years by whether additional formal child care or preschool was currently required, by current use (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) | The 2014 CEaCS was conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander Communities. This exclusion is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the population aged 15–74 years. In comparison, the 2011 CEaCS excluded people living in Aboriginal and Torres Strait Islander Communities or in very remote parts of Australia. | | | | | | | | | |
| (d) | Data that were not published due to small numbers are included in the total for Australia. | | | | | | | | | |
| (e) | 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. | | | | | | | | | |
| (f) | 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. | | | | | | | | | |
| (g) | Components do not add to total as a child may require both additional formal child care and preschool services. | | | | | | | | | |
| (h) | Includes children who used formal care and those who used both formal and informal care. | | | | | | | | | |
| (i) | Only includes children who used informal care and did not use formal care or preschool. | | | | | | | | | |
| (j) | Includes children who used preschool, including those who also used formal child care, informal care or both. | | | | | | | | | |
| | np Not published. | | | | | | | | | |

Source: ABS unpublished, *Microdata: Childhood Education and Care, Australia, June 2011 and 2014*, Cat. no. 4402.0.55.001.

TABLE 3A.71

Table 3A.71 **Main reason additional formal child care or preschool was currently required, availability and whether would use it if it became available (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 | | | | | | | | | | |
| 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 |
| 2014 | | | | | | | | | | |
| Main reason additional formal child care or preschool was currently required | | | | | | | | | | |
| Work-related reason (d) | '000 | 57.9 | 28.8 | 27.4 | 15.2 | 11.0 | 3.9 | 3.2 | 1.9 | 150.4 |
| Personal reason (e) | '000 | 8.1 | 8.4 | 4.7 | np | np | 1.2 | – | 0.5 | 27.7 |
| Child-related reason (f) | '000 | 65.6 | 53.0 | 30.0 | 23.6 | 14.3 | 3.9 | 4.2 | 1.7 | 196.1 |
| All reasons (g) | '000 | 134.9 | 88.9 | 67.8 | 43.7 | 26.9 | 9.0 | 8.5 | 4.0 | 384.4 |
| Main reason additional formal child care or preschool was currently required | | | | | | | | | | |
| Work-related reason (d) | % | 42.9 ± 9.0 | 32.4 ± 9.1 | 40.4 ± 17.1 | 34.8 ± 10.5 | 40.9 ± 13.1 | 43.3 ± 22.5 | 37.6 ± 31.0 | 47.5 ± 18.7 | 39.1 ± 4.9 |
| Personal reason (e) | % | 6.0 ± 4.7 | 9.4 ± 9.1 | 6.9 ± 5.9 | np | np | 13.3 ± 11.3 | np | 12.5 ± 10.6 | 7.2 ± 2.5 |
| Child-related reason (f) | % | 48.6 ± 7.1 | 59.6 ± 12.8 | 44.2 ± 8.4 | 54.0 ± 9.1 | 53.2 ± 12.4 | 43.3 ± 12.0 | 49.4 ± 21.5 | 42.5 ± 17.6 | 51.0 ± 3.7 |
| 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 (h) | | | | | | | | | | |

TABLE 3A.71

Table 3A.71 **Main reason additional formal child care or preschool was currently required, availability and whether would use it if it became available (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> |
|---|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Additional formal child care or preschool was available upon application | % | 13.1 ± 6.5 | 15.9 ± 7.5 | 11.7 ± 5.1 | 11.4 ± 9.1 | 19.0 ± 10.4 | 24.4 ± 15.3 | np | 15.0 ± 13.5 | 12.9 ± 3.0 |
| Additional formal child care or preschool was not available upon application | % | 25.9 ± 7.3 | 19.9 ± 8.5 | 9.6 ± 7.9 | 10.3 ± 6.9 | 13.4 ± 8.2 | np | 32.9 ± 26.6 | 32.5 ± 19.4 | 18.9 ± 3.1 |
| Did not apply for additional formal child care or preschool | % | 48.3 ± 7.0 | 42.4 ± 9.9 | 59.3 ± 12.1 | 44.6 ± 15.3 | 46.1 ± 14.9 | 60.0 ± 14.4 | np | 52.5 ± 13.3 | 49.2 ± 5.3 |
| Not applicable because stated currently required additional preschool but already using maximum amount of preschool (15 hours per week) | % | 14.2 ± 5.5 | 21.0 ± 8.4 | 11.9 ± 7.3 | 27.0 ± 8.0 | 21.2 ± 11.3 | np | 38.8 ± 24.1 | np | 18.9 ± 2.6 |
| Total (i) | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Whether would use additional formal child care or preschool currently required if became available within the next 4 weeks (h) | | | | | | | | | | |
| Would use additional formal care or preschool if it became available | % | 42.0 ± 8.5 | 34.9 ± 11.4 | 29.5 ± 11.4 | 31.4 ± 10.6 | 24.2 ± 10.1 | 43.3 ± 15.2 | 29.4 ± 22.5 | 37.5 ± 21.8 | 36.3 ± 4.9 |
| Would not use additional formal care or preschool if it became available | % | 27.1 ± 6.7 | 22.3 ± 7.8 | 37.0 ± 16.6 | 15.8 ± 11.7 | 18.6 ± 11.5 | 26.7 ± 12.2 | np | 20.0 ± 17.1 | 25.4 ± 5.1 |

TABLE 3A.71

Table 3A.71 **Main reason additional formal child care or preschool was currently required, availability and whether would use it if it became available (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> |
|---|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Not applicable because stated currently required additional preschool but already using maximum amount of preschool (15 hours per week) | % | 27.7 ± 7.0 | 37.0 ± 9.2 | 24.6 ± 7.1 | 38.9 ± 9.7 | 45.0 ± 13.4 | 27.8 ± 15.6 | 47.1 ± 22.0 | 30.0 ± 15.0 | 31.5 ± 3.6 |
| Total (j) | % | 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 between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.

(c) The 2014 CEaCS was conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander Communities. This exclusion is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the population aged 15–74 years. In comparison, the 2011 CEaCS excluded people living in Aboriginal and Torres Strait Islander Communities or in very remote parts of Australia.

(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', '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) Does not equal the sum of components because includes 'other' reason.

(h) This item is only included for 2014 because data are not comparable to 2011.

(i) May not equal the sum of components due to rounding.

(j) Does not equal the sum of components because includes 'could not be determined'.

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

Source: ABS unpublished, *Microdata: Childhood Education and Care, Australia, June 2011 and 2014*, Cat. no. 4402.0.55.001.

TABLE 3A.72

Table 3A.72 Out-of-pocket costs of child care for families with one child in 50 hours long day care, as a proportion of weekly disposable income, by gross annual family income, 2015 (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> |
|------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Before child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 46.1 | 45.9 | 38.0 | 45.1 | 41.3 | 40.6 | 53.2 | 43.1 | 43.7 |
| \$55 000 | 39.9 | 39.8 | 32.9 | 39.0 | 35.7 | 35.2 | 46.0 | 37.3 | 37.8 |
| \$75 000 | 33.4 | 33.3 | 27.6 | 32.7 | 29.9 | 29.5 | 38.6 | 31.2 | 31.7 |
| \$95 000 | 27.9 | 27.7 | 23.0 | 27.2 | 24.9 | 24.6 | 32.1 | 26.0 | 26.4 |
| \$115 000 | 24.6 | 24.5 | 20.3 | 24.0 | 22.0 | 21.7 | 28.4 | 23.0 | 23.3 |
| \$135 000 | 21.6 | 21.5 | 17.8 | 21.1 | 19.3 | 19.0 | 24.9 | 20.2 | 20.5 |
| \$155 000 | 19.3 | 19.2 | 15.9 | 18.9 | 17.3 | 17.0 | 22.3 | 18.0 | 18.3 |
| \$175 000 | 17.5 | 17.4 | 14.4 | 17.1 | 15.6 | 15.4 | 20.1 | 16.3 | 16.5 |
| \$195 000 | 15.9 | 15.9 | 13.1 | 15.6 | 14.3 | 14.0 | 18.4 | 14.9 | 15.1 |
| \$215 000 | 14.7 | 14.6 | 12.1 | 14.3 | 13.1 | 12.9 | 16.9 | 13.7 | 13.9 |
| After child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 12.3 | 12.2 | 8.2 | 11.8 | 9.9 | 9.5 | 15.8 | 10.7 | 11.1 |
| \$55 000 | 11.7 | 11.6 | 8.2 | 11.2 | 9.6 | 9.3 | 14.8 | 10.4 | 10.7 |
| \$75 000 | 11.2 | 11.1 | 8.3 | 10.8 | 9.5 | 9.2 | 13.8 | 10.2 | 10.4 |
| \$95 000 | 10.6 | 10.6 | 8.1 | 10.3 | 9.2 | 8.9 | 12.7 | 9.7 | 9.9 |
| \$115 000 | 10.5 | 10.4 | 8.3 | 10.2 | 9.2 | 9.0 | 12.3 | 9.6 | 9.8 |
| \$135 000 | 10.1 | 10.1 | 8.2 | 9.9 | 9.0 | 8.8 | 11.7 | 9.4 | 9.6 |
| \$155 000 | 9.7 | 9.6 | 8.0 | 9.4 | 8.6 | 8.5 | 11.2 | 9.0 | 9.2 |
| \$175 000 | 8.7 | 8.7 | 7.2 | 8.5 | 7.8 | 7.7 | 10.1 | 8.2 | 8.3 |
| \$195 000 | 8.0 | 7.9 | 6.6 | 7.8 | 7.1 | 7.0 | 9.2 | 7.5 | 7.6 |
| \$215 000 | 7.3 | 7.3 | 6.1 | 7.2 | 6.6 | 6.5 | 8.5 | 6.9 | 7.0 |

(a) Data relate to the March quarter 2015.

(b) These data are based on the scenario of 50 hours (i.e. full time) long day care per week and a specific family income level. The data are intended to show the different out-of-pocket costs based on the various income scenarios. The data do not necessarily reflect the reality for a large proportion of families who use less than 50 hours of long day care per week. In the March quarter 2015 the national average was 27.9 hours attendance per week per child in long day care (see attachment table 3A.23). Nationally in the March quarter 2015, only 7.9 per cent of children attended long day care for 50 hours or more. See table 3A.74 for out-of-pocket costs on the basis of 30 hours of care per week.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

TABLE 3A.73

Table 3A.73 Out-of-pocket costs of child care for families with one child in 50 hours family day care, as a proportion of weekly disposable income, by gross annual family income, 2015 (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> |
|------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Before child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 39.8 | 41.8 | 38.2 | 42.2 | 40.5 | 43.3 | 42.0 | 48.6 | 40.7 |
| \$55 000 | 34.5 | 36.2 | 33.1 | 36.6 | 35.1 | 37.5 | 36.4 | 42.1 | 35.3 |
| \$75 000 | 28.9 | 30.3 | 27.7 | 30.6 | 29.4 | 31.4 | 30.5 | 35.3 | 29.6 |
| \$95 000 | 24.0 | 25.3 | 23.1 | 25.5 | 24.5 | 26.1 | 25.4 | 29.4 | 24.6 |
| \$115 000 | 21.2 | 22.3 | 20.4 | 22.5 | 21.6 | 23.1 | 22.4 | 26.0 | 21.7 |
| \$135 000 | 18.6 | 19.6 | 17.9 | 19.8 | 19.0 | 20.3 | 19.7 | 22.8 | 19.1 |
| \$155 000 | 16.7 | 17.5 | 16.0 | 17.7 | 17.0 | 18.1 | 17.6 | 20.4 | 17.1 |
| \$175 000 | 15.1 | 15.8 | 14.5 | 16.0 | 15.4 | 16.4 | 15.9 | 18.4 | 15.4 |
| \$195 000 | 13.7 | 14.4 | 13.2 | 14.6 | 14.0 | 14.9 | 14.5 | 16.8 | 14.1 |
| \$215 000 | 12.7 | 13.3 | 12.2 | 13.4 | 12.9 | 13.8 | 13.4 | 15.5 | 13.0 |
| After child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 9.1 | 10.1 | 8.3 | 10.3 | 9.5 | 10.8 | 10.2 | 13.5 | 9.6 |
| \$55 000 | 8.9 | 9.8 | 8.2 | 9.9 | 9.3 | 10.4 | 9.9 | 12.8 | 9.4 |
| \$75 000 | 8.9 | 9.7 | 8.4 | 9.9 | 9.2 | 10.2 | 9.8 | 12.1 | 9.3 |
| \$95 000 | 8.7 | 9.3 | 8.2 | 9.4 | 8.9 | 9.7 | 9.4 | 11.3 | 9.0 |
| \$115 000 | 8.7 | 9.3 | 8.3 | 9.4 | 8.9 | 9.7 | 9.3 | 11.1 | 9.0 |
| \$135 000 | 8.6 | 9.1 | 8.2 | 9.2 | 8.8 | 9.4 | 9.2 | 10.7 | 8.9 |
| \$155 000 | 8.3 | 8.7 | 8.0 | 8.8 | 8.5 | 9.0 | 8.8 | 10.2 | 8.6 |
| \$175 000 | 7.5 | 7.9 | 7.2 | 8.0 | 7.7 | 8.2 | 8.0 | 9.2 | 7.7 |
| \$195 000 | 6.9 | 7.2 | 6.6 | 7.3 | 7.0 | 7.5 | 7.3 | 8.4 | 7.1 |
| \$215 000 | 6.3 | 6.6 | 6.1 | 6.7 | 6.5 | 6.9 | 6.7 | 7.7 | 6.5 |

(a) Data relate to the March quarter 2015.

(b) These data are based on the scenario of 50 hours (i.e. full time) family day care per week and a specific family income level. The data are intended to show the different out-of-pocket costs based on the various income scenarios. The data do not necessarily reflect the reality for a large proportion of families who use less than 50 hours of family day care per week. In the March quarter 2015 the national average was 30.9 hours per week attendance per child in family day care (see table 3A.23). Nationally in the March quarter 2015, only 10.3 per cent of children attended family day care for 50 hours or more. See table 3A.75 for out-of-pocket costs on the basis of 30 hours of care per week.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

TABLE 3A.74

Table 3A.74 Out-of-pocket costs of child care for families with one child in 30 hours long day care, as a proportion of weekly disposable income, by gross annual family income, 2015 (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> |
|------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Before child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 27.7 | 27.5 | 22.7 | 27.1 | 24.7 | 24.4 | 31.9 | 25.8 | 26.2 |
| \$55 000 | 24.0 | 23.8 | 19.7 | 23.4 | 21.4 | 21.2 | 27.6 | 22.3 | 22.7 |
| \$75 000 | 20.1 | 19.9 | 16.5 | 19.6 | 17.9 | 17.7 | 23.1 | 18.7 | 19.0 |
| \$95 000 | 16.7 | 16.6 | 13.7 | 16.4 | 15.0 | 14.8 | 19.3 | 15.6 | 15.8 |
| \$115 000 | 14.8 | 14.7 | 12.1 | 14.4 | 13.2 | 13.0 | 17.0 | 13.8 | 14.0 |
| \$135 000 | 13.0 | 12.9 | 10.6 | 12.7 | 11.6 | 11.4 | 14.9 | 12.1 | 12.3 |
| \$155 000 | 11.6 | 11.5 | 9.5 | 11.3 | 10.4 | 10.2 | 13.4 | 10.8 | 11.0 |
| \$175 000 | 10.5 | 10.4 | 8.6 | 10.2 | 9.4 | 9.3 | 12.1 | 9.8 | 9.9 |
| \$195 000 | 9.6 | 9.5 | 7.9 | 9.3 | 8.5 | 8.4 | 11.0 | 8.9 | 9.1 |
| \$215 000 | 8.8 | 8.7 | 7.2 | 8.6 | 7.9 | 7.8 | 10.1 | 8.2 | 8.3 |
| After child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 6.7 | 6.6 | 4.2 | 6.4 | 5.3 | 5.1 | 8.8 | 5.8 | 6.0 |
| \$55 000 | 6.6 | 6.4 | 4.4 | 6.3 | 5.3 | 5.1 | 8.3 | 5.7 | 5.9 |
| \$75 000 | 6.4 | 6.3 | 4.6 | 6.2 | 5.3 | 5.3 | 7.9 | 5.7 | 5.9 |
| \$95 000 | 6.2 | 6.1 | 4.6 | 6.0 | 5.3 | 5.2 | 7.4 | 5.6 | 5.7 |
| \$115 000 | 6.2 | 6.1 | 4.8 | 6.0 | 5.4 | 5.3 | 7.3 | 5.6 | 5.8 |
| \$135 000 | 6.0 | 6.0 | 4.9 | 5.9 | 5.3 | 5.3 | 7.0 | 5.6 | 5.7 |
| \$155 000 | 5.8 | 5.7 | 4.8 | 5.7 | 5.2 | 5.1 | 6.7 | 5.4 | 5.5 |
| \$175 000 | 5.3 | 5.2 | 4.3 | 5.1 | 4.7 | 4.6 | 6.1 | 4.9 | 5.0 |
| \$195 000 | 4.8 | 4.7 | 3.9 | 4.7 | 4.3 | 4.2 | 5.5 | 4.4 | 4.5 |
| \$215 000 | 4.4 | 4.4 | 3.6 | 4.3 | 4.0 | 3.9 | 5.1 | 4.1 | 4.2 |

(a) Data relate to the March quarter 2015.

(b) These data are based on the scenario of 30 hours long day care per week and a specific family income level. The data are intended to show the different out-of-pocket costs based on the various income scenarios. 30 hours of long day care per week more closely reflects the average use per week than 50 hours (i.e. full time care). In the March quarter 2015 the national average was 27.9 hours attendance per week per child in long day care (see attachment table 3A.23). Data on the basis of 50 hours long day care (i.e. full time) are available in table 3A.72.

Source: Australian Government Department of Education and Training unpublished, administrative data col

Table 3A.75 Out-of-pocket costs of child care for families with one child in 30 hours family day care, as a proportion of weekly disposable income, by gross annual family income, 2015 (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> |
|------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Before child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 23.9 | 25.1 | 22.9 | 25.4 | 24.3 | 26.0 | 25.2 | 29.2 | 24.4 |
| \$55 000 | 20.7 | 21.7 | 19.9 | 22.0 | 21.1 | 22.5 | 21.8 | 25.3 | 21.2 |
| \$75 000 | 17.3 | 18.2 | 16.6 | 18.4 | 17.6 | 18.9 | 18.3 | 21.2 | 17.7 |
| \$95 000 | 14.4 | 15.1 | 13.9 | 15.3 | 14.7 | 15.7 | 15.2 | 17.6 | 14.8 |
| \$115 000 | 12.8 | 13.4 | 12.2 | 13.5 | 13.0 | 13.9 | 13.4 | 15.6 | 13.0 |
| \$135 000 | 11.2 | 11.7 | 10.7 | 11.9 | 11.4 | 12.2 | 11.8 | 13.7 | 11.4 |
| \$155 000 | 10.0 | 10.5 | 9.6 | 10.6 | 10.2 | 10.9 | 10.5 | 12.2 | 10.2 |
| \$175 000 | 9.1 | 9.5 | 8.7 | 9.6 | 9.2 | 9.8 | 9.5 | 11.0 | 9.3 |
| \$195 000 | 8.3 | 8.7 | 7.9 | 8.8 | 8.4 | 9.0 | 8.7 | 10.1 | 8.4 |
| \$215 000 | 7.6 | 8.0 | 7.3 | 8.1 | 7.7 | 8.3 | 8.0 | 9.3 | 7.8 |
| After child subsidies | | | | | | | | | |
| One child in care | | | | | | | | | |
| \$35 000 | 3.3 | 3.9 | 2.8 | 4.1 | 3.6 | 4.4 | 3.9 | 5.9 | 3.6 |
| \$55 000 | 3.7 | 4.2 | 3.3 | 4.4 | 3.9 | 4.7 | 4.3 | 6.0 | 3.9 |
| \$75 000 | 4.3 | 4.7 | 4.0 | 4.8 | 4.4 | 5.0 | 4.7 | 6.2 | 4.5 |
| \$95 000 | 4.5 | 4.9 | 4.3 | 5.0 | 4.7 | 5.2 | 4.9 | 6.1 | 4.7 |
| \$115 000 | 4.9 | 5.2 | 4.6 | 5.3 | 5.0 | 5.5 | 5.2 | 6.3 | 5.0 |
| \$135 000 | 5.0 | 5.3 | 4.8 | 5.4 | 5.1 | 5.5 | 5.3 | 6.3 | 5.2 |
| \$155 000 | 5.0 | 5.2 | 4.8 | 5.3 | 5.1 | 5.5 | 5.2 | 6.1 | 5.1 |
| \$175 000 | 4.5 | 4.7 | 4.3 | 4.8 | 4.6 | 4.9 | 4.7 | 5.5 | 4.6 |
| \$195 000 | 4.1 | 4.3 | 4.0 | 4.4 | 4.2 | 4.5 | 4.3 | 5.0 | 4.2 |
| \$215 000 | 3.8 | 4.0 | 3.7 | 4.1 | 3.9 | 4.2 | 4.0 | 4.6 | 3.9 |

(a) Data relate to the March quarter 2015.

(b) These data are based on the scenario of 30 hours family day care per week and a specific family income level. The data are intended to show the different out-of-pocket costs based on the various income scenarios. 30 hours of family day care per week reflects closer to the average use per week than 50 hours (i.e. full time care). In the March quarter 2015 the national average was 30.9 hours attendance per week per child in family day care (see attachment table 3A.24). Data on the basis of 50 hours family day care (i.e. full time) are available in attachment table 3A.73.

Source: Australian Government Department of Education and Training unpublished, administrative data col

TABLE 3A.76

Table 3A.76 **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 and Training unpublished, *Australian Early Development Census 2012*.

TABLE 3A.77

Table 3A.77 **General Government Final Consumption Expenditure, chain price index**

| Years | 2014-15 = 100 |
|---------|---------------|
| 2005-06 | 77.8 |
| 2006-07 | 80.7 |
| 2007-08 | 83.9 |
| 2008-09 | 87.2 |
| 2009-10 | 89.6 |
| 2010-11 | 94.2 |
| 2011-12 | 95.7 |
| 2012-13 | 97.0 |
| 2013-14 | 98.3 |
| 2014-15 | 100.0 |

Source: Review calculations based on ABS 2015, *Australian National Accounts: National Income, Expenditure and Product, Jun 2015*, Cat. no. 5206.0, Canberra; table 2A.48.

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.

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 child care

The proportion of children aged 0–5, 6–12 and 0–12 years attending Australian Government Child Care Benefit (CCB) approved child care services who are from targeted special needs groups, compared with the representation of these groups in the community

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

Indicator definition and description

| | |
|--------------------------------|---|
| Element | Equity — Access |
| Indicator | Participation rates for special needs groups in child care |
| Measure/s (computation) | <p><u>Definition</u></p> <p>The proportion of children aged 0–5, 6–12 and 0–12 years attending Australian Government CCB approved child care services who are from targeted special needs groups, compared with the representation of these groups in the community.</p> <p><u>Numerator:</u></p> <p>Total children aged 0-5, 6-12 and 0-12 attending Australian Government CCB approved child care services for:</p> <ul style="list-style-type: none">• Children from non-English speaking backgrounds (NESB)• Aboriginal and Torres Strait Islander children• Children from low-income families• Children with disability• Children from regional areas• Children from remote areas <p><u>Denominator:</u></p> <p>Number of children aged 0–5, 6–12 and 0–12 years attending a CCB approved child care service.</p> <p><u>Computation:</u></p> <p>The number of children (by special need group) aged 0–5, 6–12 and 0–12 years attending a CCB approved child care service divided by the number of children aged 0–5, 6–12 and 0–12 attending a CCB approved child care service. These data are compared to the representation of children from each age group by each special needs group in the community.</p> |
| Data source/s | <p>Australian Government Department of Education and Training (unpublished).</p> <p>Various ABS sources for representation of the special needs groups in the community.</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 and Training.</p> <p>Data on attendance in child care services by children from NESB and children with disability are not available by the CCMS. Rather, they are from the National Early Childhood Education and Care (ECEC) Workforce Census. These data are also reported by the Department of Education and Training.</p> |
| 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 | <p>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.</p> <p>Data on children from NESB and children with disability sourced from the National ECEC Workforce Census are only available every three years.</p> |
| Accuracy | <p>Australian Government CCB approved child care services data are collected through an electronic administrative system and all approved services are represented.</p> |
| Coherence | <p>Australian Government CCB approved child care services have been measured consistently since the introduction of the CCMS. The definitions remain unchanged.</p> <p>Data for this indicator are provided from two different Australian Government sources: CCMS and National ECEC Workforce Census. Data for Aboriginal and Torres Strait Islander children, children from low-income families, children from regional areas and children from remote areas are sourced from the CCMS. Data on children from NESB and children with disability are sourced from the National ECEC Workforce Census. As a result caution should be used if comparing across special needs groups.</p> <p>Definitions of special needs groups are applied consistently within each special needs group.</p> |
| Accessibility | <p>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.</p> |
| Interpretability | <p>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.</p> |

Data Gaps/Issues Analysis

| | |
|------------------------------|---|
| Key data gaps /issues | <p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none">• the data for special needs groups are provided from two different Australian Government sources (CCMS and National ECEC Workforce Census)• data sourced from the National ECEC Workforce Census i.e. for children from NESB and children with disability are only available every three years. |
|------------------------------|---|

Participation rates for special needs groups in preschool

The proportion of children aged 3–5 years enrolled in a preschool program – Non-English speaking backgrounds; Disability, compared with the representation of these groups in the community

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 Non-English speaking backgrounds and children with disability.</p> <p><u>Denominator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program.</p> <p><u>Computation:</u></p> <p>The number of children aged 3–5 years enrolled in a preschool program who are from non-English speaking backgrounds and children with disability divided by the number of children aged 3–5 years enrolled in a preschool program.</p> <p>This proportion is reported against the proportion of children in the community by special needs group.</p> |
| Data source/s | <p>Numerator/denominator:</p> <p>State and Territory governments (unpublished).</p> <p>Various ABS sources for representation of the special needs groups in the community.</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 (DoE) 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 DoE also collects data on children who are enrolled in 100 DoE 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 Training (DET) during the August Census Data Collection reported for the census week 28 July – 2 August 2014. Completion of this data collection was compulsory for all funded service providers as part of their service agreement with DET. In 2014, DET collected data from 1067 funded service providers which offered a kindergarten program at 2168 kindergarten services. Funded kindergarten services in Victoria include sessional kindergarten services and long day care services which offer an integrated kindergarten program. Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed 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 is mandatory.

- WA – The organisation responsible is the WA Department of Education (DoE).
- SA – Data collected by the Department for 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 213 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 collection.
- NT – Data are collected by the NT 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 DET 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 DET.
- Queensland – Data collected from the Census enable Queensland Department of Education and Training (DET) 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 government and non-government preschool programs.

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 2014 the collection period was 28 July to 8 August. The Government

School Mid-Year Census is conducted annually in August.

- Victoria – The August Census Data Collection was undertaken for the reference period 28 July – 2 August 2014.
- Queensland – The Census is an annual collection, with the most current year data census commencing in the week beginning 28 July 2014.
- WA – The collection was undertaken at 1 August 2014 with a reference period of 28 July to 1 August.
- SA – Data were collected in late July/August 2014.
- Tasmania – Data are collected annually, for a two week reference period in late July to early August 2014.
- ACT – The ECEC collection is conducted annually over a representative fortnight. In 2014 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 1 August 2014. Additional preschool data are collected for the one week reference period 28 July – 1 August 2014.

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 DoE. 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. DET 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.
- WA – Data are collected via a system that includes data validation at both the time of submission and is subject to further validation when received.

| | |
|-------------------------|--|
| | <ul style="list-style-type: none"> • Tasmania – All kindergartens reported enrolment data for the reference period in 2014. Duplicate students attending more than one kindergarten are identified and allocated the same statistical linkage key. • 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 are collected through the annual Age/Grade Census and validated by all schools. The NT is able to report the number of children in preschool programs and enrolled in preschool in the year before full time school within government and non-government schools. |
| 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. • WA – Limited data are collected for national and state reporting requirements. • 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. • Tasmania – Limited data are collected for funding purposes and national and state reporting requirements. • 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 DET website and on the web-based data collection and funding system. Help text was also available in the system, to provide clarification of terminology and explanations of 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>DET provides information on funding criteria and data collection responsibilities in the publication ‘The Kindergarten Guide 2014’, which is available on the DET 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 DET website. • WA – Comprehensive assistance is provided via the census collection site as well as accompanying user guides and help text popping up during the on line submission |

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
- 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 NSW DoE.

The proportion of children aged 3–5 years enrolled in a preschool program – Aboriginal and Torres Strait Islander; Regional areas; Remote areas, compared with the representation of these groups in the community

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, compared with the representation of these groups in the community.</p> <p><u>Numerator:</u></p> <p>Number of children aged 3–5 years enrolled in preschool who are Aboriginal and Torres Strait Islander children; children from regional areas and children from remote areas.</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 aged 3–5 years enrolled in a preschool program who are Aboriginal and Torres Strait Islander children, children from regional areas and children from remote areas divided by the number of children aged 3–5 years enrolled in a preschool program.</p> <p>This proportion is reported against the proportion of children in the community by special needs group.</p> |
| Data source/s | <p>Numerator/denominator:</p> <p>ABS (unpublished) <i>Microdata: Preschool Education, Australia, 2014</i> (cat. no. 4240.0.55.003).</p> <p>Various ABS sources for representation of the special needs groups in the community.</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 National Partnership Agreement on Early Childhood Education (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia (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> |

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 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

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 fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 Preschool Education, Australia (cat. no. 4240.0) .

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 (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. Regional and remote areas are determined by the ASGS 2011. |
| Accessibility | The ABS publication Preschool Education, Australia (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 | Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain detailed information on the data sources, terminology and other technical aspects associated with the NECECC data. |

Data Gaps/Issues Analysis

| | |
|------------------------------|--|
| 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 • comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools • the data may not have captured all children undertaking a preschool program in a long day care setting, particularly in NSW. |
|------------------------------|--|

The proportion of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling (YBFS) who are disadvantaged, compared with the representation in the community

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 4 and 5 years enrolled in a preschool program in the YBFS who are disadvantaged, compared with the representation of children who are disadvantaged in the community.</p> <p><u>Numerator:</u></p> <p>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.</p> <p><u>Denominator:</u></p> <p>Number of children aged 4 and 5 years enrolled in a preschool program in the YBFS.</p> <p><u>Computation:</u></p> <p>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.</p> <p>This proportion is reported against the proportion of children in the community who are disadvantaged</p> |
| Data source/s | <p>Numerator/denominator:</p> <p>ABS (2015) <i>Preschool Education, Australia, 2014</i> (cat. no. 4240.0).</p> <p>Unpublished ABS data from <i>Population by Age and Sex, Regions of Australia, 2014</i> (cat. no. 3235.0) are used for the representation of children who are disadvantaged in the community.</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early Childhood Education</i> (NP UAECE) 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 (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> |

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 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

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.

Timeliness The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 Preschool Education, Australia (cat. no. 4240.0) .

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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia (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 Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain 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:

- 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
- the data may not have captured all children undertaking a preschool program in a long day care setting, particularly in 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 who are attending Australian Government CCB approved child care services by age group

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

Indicator definition and description

| | |
|--------------------------------|--|
| Element | Effectiveness — Access |
| Indicator | Children using child care |
| Measure/s (computation) | <u>Definition</u> The proportion of children by age group (0–5, 6–12 and 0-12 years) who are attending Australian Government CCB approved child care services. <u>Numerator:</u> Number of children attending Australian Government CCB approved and State and Territory government funded and/or provided child care by age group (0–5, 6–12, 0–12 years). <u>Denominator:</u> Estimated resident population (ERP) as at 31 December by age group (0–5, 6–12, 0–12 years). <u>Computation:</u> The number of children attending Australian Government CCB approved child care services divided by the total ERP, by age group (0–5, 6–12, 0–12 years). |
| Data source/s | <u>Numerator/s:</u> Australian Government Department of Education and Training (unpublished) <u>Denominator/s:</u> ABS (unpublished) <i>Australian Demographic Statistics, Dec 2014</i> (Cat. no. 3101.0). |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | Australian Government CCB approved child care services data are collected through the Child Care Management System (CCMS) by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Department of Education and Training. 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. 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. 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. In addition, the proportion of children attending child care in the population is based on |

| | |
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| | an ERP denominator at 31 December, |
| Coherence | Australian Government CCB approved child care services have been measured consistently since the introduction of the CCMS. The definitions remain unchanged. 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. |
| Interpretability | A higher or increasing proportion of children using services can indicate a higher level of service availability. |

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 parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care. |
|------------------------------|--|

The proportion of children who are attending Australian Government CCB approved and State and Territory government funded child care services by age group

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education and Training 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 who are attending Australian Government CCB approved and State and Territory government funded child care services by age group (0–5, 6–12 and 0–12 years).</p> <p><u>Numerator:</u></p> <p>Number of children attending Australian Government CCB approved and State and Territory government funded child care services 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 child care services divided by the 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 and Training (unpublished); State and Territory governments (unpublished)</p> <p><u>Denominator/s:</u></p> <p>ABS (unpublished) <i>Australian Demographic Statistics, Dec 2014</i> (cat. no. 3101.0).</p> |

Data Quality Framework Dimensions

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|----------------------------------|--|
| Institutional environment | <p>Australian Government CCB approved child care services data are collected through the Child Care Management System (CCMS) by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Australian Government Department of Education and Training.</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 2014, Victoria funded 94 organisations to enable access to occasional care for eligible parents enrolled in and attending Government funded education and training at an Adult, Community and Further Education Board registered Learn Local organisation. No data were collected on funded places or staff characteristics for these services in 2014.• 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 care and occasional care.
- Tasmania – Data are compiled by the Department of Education for recurrently-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 – the NT Department of Education administers an electronic reporting procedure for the collection of relevant data from services eligible for funding and approved under the *Education and Care Services (National Uniform Legislation) Act*.

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 DET 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. Data for rural care services are not in scope of RoGS because they are CCB approved and already reported by the Australian Government.
- Tasmania – Data are provided for each child care service recurrently-funded by the State Department of Education. Services provide the data for each of the children attending in the data week.
- NT – the NT Department of Education collects utilisation data at the service level from long day care, kindergarten and family day care services eligible for funding.

Rates of the population are calculated using ERP.

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 28 July 2014. 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 NT Department of Education.

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 recurrently-funded service to the Department of Education and includes all child care services recurrently-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 – Utilisation data comprising two sample weeks from each financial quarter is collected by the NT Department of Education from services eligible for the allocation of funding.

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 may exist.

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 – Does not collect data from child care services
- 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 – the collection of data from eligible services has been consistent and without definition change since funding commencement.

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 recurrently-funding agreement with these services. There are no other processes to collect these data. Currently, these data are not made available publicly apart from this Report.

-
- NT – Some data are 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 DET website.

A higher or increasing proportion of children using services can indicate a higher level of service availability.

Data Gaps/Issues Analysis

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

- Australian Government CCB approved child care services data are reported for the March quarter 2015. State and Territory government data for Queensland, SA and Tasmania data refer to July/August 2014. Due to these differences in data reference periods caution should be used when using the child care attendance totals.
- 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.

Average hours of attendance per week for 0–12 year olds at Australian Government CCB approved child care services by service type

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education and Training, 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>Average hours of attendance per week for 0–12 year olds at Australian Government CCB approved child care services by service type.</p> <p><u>Numerator:</u></p> <p>Total hours attended by each service type.</p> <p><u>Denominator:</u></p> <p>Number of 0–12 year old children who attended in the reference week (excluding allowable absences) by each service type</p> <p><u>Computation:</u></p> <p>Total hours of attendance at Australian Government CCB approved child care services divided by the total number of children who attended each service type (per week during the March quarter for 0-12 year olds).</p> |
| Data source/s | Australian Government Department of Education and Training (unpublished) |

Data Quality Framework Dimensions

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|----------------------------------|---|
| Institutional environment | Australian Government CCB approved child care services data are collected through the Child Care Management System (CCMS) by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Department of Education and Training. |
| 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 | Australian Government CCB approved child care services data are collected through an electronic administrative system and all approved services are represented. |
| Coherence | Australian Government CCB approved child care services have been measured consistently 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 | A higher or increasing average number of hours attended can indicate a higher level of service availability. |

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 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 4 year old 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 4 year old 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>ERP of 4 year old children, 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 (2015) <i>Preschool Education, Australia, 2014</i> (cat. no. 4240.0).</p> <p>Denominator:</p> <p>ABS (2014) <i>Australian Demographic Statistics, Jun 2014</i> (cat. no. 3101.0).</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early Childhood Education</i> (NP UAECE) 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 (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 qualified teacher, primarily aimed at children in the</p> |

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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

Rates of the population are based on the proportion of the ERP collected by the ABS

Timeliness The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 reference period.

ABS population estimates used for the denominator are available each year.

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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 Preschool Education, Australia (cat. no. 4240.0) .

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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The proportion of children enrolled in a preschool program in the YBFS can exceed 100 per cent because the numerator is based on the number of 4 and 5 year old children in the population, whereas the denominator is the 4 year old population.

Accessibility The ABS publication Preschool Education, Australia (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 Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain 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:

- 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
- the data may not have captured all children undertaking a preschool program in a long day care setting, particularly in NSW.

The proportion of 4 year old 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 4 year old 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 4 and 5 year old Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS.</p> <p><u>Denominator:</u></p> <p>Estimated number of 4 year old Aboriginal and Torres Strait Islander children, as at 30 June.</p> <p><u>Computation:</u></p> <p>The number of 4 and 5 year old Aboriginal and Torres Strait Islander children 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 (2015) <i>Preschool Education, Australia, 2014</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 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 <i>National Partnership Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early Childhood Education</i> (NP UAECE) 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</p> |

Education, Australia (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 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes

Timeliness The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 Preschool Education, Australia (cat. no. 4240.0) .

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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The proportion of children enrolled in a preschool program in the YBFS can exceed 100 per cent because the numerator is based on the number of 4 and 5 year old children in the population, whereas the denominator is the 4 year old population.

Accessibility The ABS publication *Preschool Education, Australia* (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 *Preschool Education, Australia* (cat. no. 4240.0) and *National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013* (cat. no. 4240.0.55.001) contain 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:

- 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
- the data may not have captured all children undertaking a preschool program in a long day care setting, particularly in NSW.

The proportion of 4 year old 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 4 and 5 year old 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 4 and 5 year old Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS by remoteness area.</p> <p><u>Denominator:</u></p> <p>Estimated number of 4 year old Aboriginal and Torres Strait Islander children, 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 (2015) <i>Preschool Education, Australia, 2014</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 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 <i>National Partnership Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early</i></p> |

Childhood Education (NP UAECE) and the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC). The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia (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 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

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 fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 Preschool Education, Australia (cat. no. 4240.0) .

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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The proportion of children enrolled in a preschool program in the YBFS can exceed 100 per cent because the numerator is based on the number of 4 and 5 year old children in the population, whereas the denominator is the 4 year old population.

Accessibility The ABS publication Preschool Education, Australia (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 Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain detailed information on the data sources, terminology and other technical aspects associated with the NECECC data.

Data Gaps/Issues Analysis

Key data gaps The Steering Committee notes the following issues:

- /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 4 year old 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 4 year old children who are attending a preschool program in the YBFS.</p> <p><u>Numerator:</u></p> <p>Number of 4 and 5 year old children who are attending a preschool program in the YBFS.</p> <p><u>Denominator:</u></p> <p>ERP of 4 year old children, 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 (2015) <i>Preschool Education, Australia, 2014</i> (cat. no. 4240.0).</p> <p>Denominator:</p> <p>ABS (2014) <i>Australian Demographic Statistics, Jun 2014</i> (cat. no. 3101.0).</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early Childhood Education</i> (NP UAECE) 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 (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 qualified teacher, primarily aimed at children in the</p> |

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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

Rates of the population are based on the proportion of the ERP collected by the ABS.

Timeliness The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 reference period.

ABS population estimates used for the denominator are available each year.

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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 *Preschool Education, Australia* (cat. no. 4240.0).

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* (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The proportion of children attending a preschool program in the YBFS can exceed 100 per cent because the numerator is based on the number of 4 and 5 year old children in the population, whereas the denominator is the 4 year old population.

Accessibility The ABS publication *Preschool Education, Australia* (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 Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain 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:

- 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
- the data may not have captured all children undertaking a preschool program in a long day care setting, particularly in NSW.

The proportion of 4 year old 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 4 and 5 year old 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 4 and 5 year old Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS by remoteness area.</p> <p><u>Denominator:</u></p> <p>Estimated number of 4 year old Aboriginal and Torres Strait Islander children, 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 (2015) <i>Preschool Education, Australia, 2014</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 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 <i>National Partnership Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early</i></p> |

Childhood Education (NP UAECE) and the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC). The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. *Preschool Education, Australia* (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 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

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 fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 *Preschool Education, Australia* (cat. no. 4240.0).

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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The proportion of children attending a preschool program in the YBFS can exceed 100 per cent because the numerator is based on the number of 4 and 5 year old children in the population, whereas the denominator is the 4 year old population.

Accessibility The ABS publication Preschool Education, Australia (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 Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain detailed information on the data sources, terminology and other technical aspects associated with the NECECC data.

Data Gaps/Issues Analysis

Key data gaps The Steering Committee notes the following issues:

- /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 4 and 5 year old children who are attending a preschool program in the YBFS by Indigenous status.</p> <p><u>Denominator:</u></p> <p>Number of 4 and 5 year old children 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 (unpublished) <i>Microdata: Preschool Education, Australia, 2014</i> (cat. no. 4240.0.55.003).</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early Childhood Education</i> (NP UAECE) 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 (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 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</p> |

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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

Rates of the population are based on the proportion of the ERP collected by the ABS.

Timeliness The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 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 Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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
- there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys
- 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 is 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 Preschool Education, Australia (cat. no. 4240.0) .

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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia (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 Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood

Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain 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:

- 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.

Non-standard hours of care in child care services

The proportion of Australian Government CCB approved child care services that provide non-standard hours of care by service type

Data quality information for this indicator has been developed by the Australian Government Department of Education and Training, 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 Australian Government CCB approved child care services that provide non-standard hours of care by service type.</p> <p><u>Numerator:</u></p> <p>Number of Australian Government CCB approved child care services providing non-standard hours of care by child care service type.</p> <p><u>Denominator:</u></p> <p>Number of Australian Government CCB approved child care services by child care service type.</p> <p><u>Computation:</u></p> <p>The number of Australian Government CCB approved child care services providing non-standard hours of care divided by the total number of Australian Government CCB approved services by service type.</p> |
| Data source/s | Australian Government Department of Education and Training (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 and Training. |
| 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 hours 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. |
|------------------------------|--|

Child care service costs

The median weekly cost for 50 hours of Australian Government CCB approved long day care and family day care

Data quality information for this indicator has been developed by the Australian Government Department of Education and Training, with additional Steering Committee comments.

Indicator definition and description

| | |
|--------------------------------|---|
| Element | Effectiveness — Access — 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 and Training. |
| 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. |
|------------------------------|--|

Preschool service costs

The median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years

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 — Service affordability |
| Indicator | Preschool service costs |
| Measure/s (computation) | <u>Definition</u> The median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years. |
| Data source/s | ABS (unpublished) <i>Microdata: Preschool Education, Australia, 2014</i> (cat. no. 4240.0.55.003). |

Data Quality Framework Dimensions

Institutional environment Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.

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 *National Partnership Agreement on Early Childhood Education* (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE) and the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC). The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia (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 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes. |
| Timeliness | The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 reference period. |
| Accuracy | <p>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. However, alignment with these standards has not been completely achieved by all jurisdictions and care should be taken when comparisons 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 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 • there is a level of imputation undertaken to address non-response by service providers in administrative collections and/or surveys • 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 is 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 Preschool Education, Australia (cat. no. 4240.0) .</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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. |
| Accessibility | <p>The ABS publication Preschool Education, Australia (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 | Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain detailed information on the data sources, terminology and other technical aspects associated with the NECECC data. |

Data Gaps/Issues Analysis

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| 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 — Staff |
| 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 who are at least three year university trained (includes Bachelor degree [3 years or equivalent], Bachelor degree [4 years pass and honours] and Graduate diploma/certificate and above) and early childhood qualified (includes teaching [early childhood related], teaching [primary], teaching [other] and other early childhood related).</p> <p><u>Denominator:</u></p> <p>Number of episodes of workers (all roles) delivering a preschool program (i.e. irrespective of workers level and field of 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 (unpublished) <i>Microdata: Preschool Education, Australia, 2014</i> (cat. no. 4240.0.55.003).</p> |

Data Quality Framework Dimensions

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|----------------------------------|---|
| Institutional environment | <p>Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 Agreement on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated <i>National Partnership Agreement on Universal Access to Early Childhood Education</i> (NP UAECE) 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 (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</p> |

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| | <p>program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.</p> <p>The operational collection scope of worker information for the NECECC consists of all paid contact employees who have delivered, or assisted in delivering, a preschool program at an in-scope service provider during the reference period. A uniform and consistent identifier for workers was not collected and consequently worker data are available only as episode counts.</p> |
| Timeliness | <p>The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 reference period.</p> |
| Accuracy | <p>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. However, alignment with these standards has not been completely achieved by all jurisdictions 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 2014 collection include:</p> <ul style="list-style-type: none"> • 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. <p>A uniform and consistent identifier for workers was not collected and consequently worker data are available only as episode counts.</p> <p>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.</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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.</p> |
| Accessibility | <p>The ABS publication Preschool Education, Australia, 2014 (cat. no. 4240.0) does not contain information on workers delivering preschool programs. These data are available in the ABS' TableBuilder product as part of Microdata: Preschool Education, Australia (cat.no. 4240.0.55.003).</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.</p> |

Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain detailed information on the data sources, terminology and other technical aspects associated with the NECECC data.

Data Gaps/Issues Analysis

Key data gaps The Steering Committee notes the following issues:

/issues

- worker level data in the NECECC are not considered comparable across jurisdictions. Data 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.

The proportion of teachers 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 — Staff |
| Indicator | Staff quality in ECEC |
| Measure/s (computation) | <p><u>Definition</u></p> <p>The proportion of teachers 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 teachers (includes principal/director/coordinator/teacher in charge and group leader/teacher roles) delivering a preschool program who are at least three year university trained (includes Bachelor degree [3 years or equivalent], Bachelor degree [4 years pass and honours] and Graduate diploma/certificate and above) and early childhood qualified (includes teaching [early childhood related], teaching [primary], teaching [other] and other early childhood related).</p> <p><u>Denominator:</u></p> <p>Total number of episodes of teachers (includes principal/director/coordinator/teacher in charge and group leader/teacher roles) delivering a preschool program (i.e. irrespective of level and field of qualifications).</p> <p><u>Computation:</u></p> <p>The number of episodes of teachers delivering a preschool program who are at least three year university trained and early childhood qualified divided by the total number of teachers of teachers delivering a preschool program.</p> |
| Data source/s | <p>Numerator/denominator: ABS (unpublished) <i>Microdata: Preschool Education, Australia, 2014</i> (cat. no. 4240.0.55.003).</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>Preschool Education, Australia (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is mainly derived from administrative and supplementary survey data provided by state and territory and Australian Government departments with responsibility for ECEC. A data quality statement for each jurisdiction can be found within the ABS' explanatory notes.</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 National Partnership Agreement on Early Childhood Education (NP ECE). The NECECC was conducted for the fifth time in 2014 as part of data improvement projects under the updated National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia (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</p> |

program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a 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 is all children who at 1 July were between 3 and 6 years of age (inclusive) and 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 2014, the collection date for all jurisdictions was Friday, 1 August 2014, with a reference period of 28 July 2014 – 3 August 2014. 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 2014 can be found within the ABS' explanatory notes.

The operational collection scope of worker information for the NECECC consists of all paid contact employees who have delivered, or assisted in delivering, a preschool program at an in-scope service provider during the reference period. A uniform and consistent identifier for workers was not collected and consequently worker data are available only as episode counts.

Timeliness The NECECC was conducted for the fifth time in 2014 and will continue to be conducted annually. Information from the 2014 collection was released within 8 months of the August 2014 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. However, alignment with these standards has not been completely achieved by all jurisdictions 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 2014 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.

A uniform and consistent identifier for workers was not collected and consequently worker data (and therefore teacher data component) are available only as episode counts.

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.

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 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia, 2014 (cat. no. 4240.0) does not contain information on workers delivering preschool programs. These data are available in the ABS' TableBuilder product as part of Microdata: Preschool Education, Australia (cat.no. 4240.0.55.003).

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 Preschool Education, Australia (cat. no. 4240.0) and National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contain detailed information on the data sources, terminology and other technical aspects associated with the NECECC data.

Data Gaps/Issues Analysis

Key data gaps The Steering Committee notes the following issues:

/issues

- worker (which includes teacher roles) data in the NECECC are not considered comparable across jurisdictions. Data 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 a quality rating, whose overall rating is Meeting NQS or Exceeding NQS

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 NQF approved services with a quality rating, whose overall rating is Meeting NQS or Exceeding NQS</p> <p><u>Numerator:</u></p> <p>Number of NQF approved services with an overall quality rating of Meeting NQS or Exceeding NQS</p> <p><u>Denominator:</u></p> <p>Number of NQF approved services with a quality rating.</p> <p><u>Computation:</u></p> <p>The number of NQF approved services with an overall quality rating of Meeting NQS or Exceeding NQS overall divided by all NQF approved services with a quality rating.</p> |
| Data source/s | ACECQA NQF Snapshot Q2 2015. |

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 NQAITS.</p> <p>The data cover services with a quality rating. At 30 June 2015, 62.7 per cent of services have a quality rating. Future reports will incorporate quality ratings data for an increasing proportion of services.</p> <p>SA and WA have relatively lower proportions of quality rated services than other jurisdictions. The assessment and rating process started later in WA because the law only came into effect there in August 2012.</p> |
| Timeliness | <p>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</p> |

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 2015). Any service that received a final quality rating within 14 days of the report cut-off data (30 June 2015) 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 2015.

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 2015). As more services are assessed reporting will become increasingly comprehensive. It is currently based on the 62.7 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

Combined Australian Government and State and Territory government recurrent expenditure on ECEC per child aged 0–12 in the community

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education and Training 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>Combined 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>Combined Australian Government and State and Territory government recurrent expenditure on ECEC.</p> <p><u>Denominator:</u></p> <p>ERP of 0–12 year old children, as at 31 December</p> <p><u>Computation:</u></p> <p>Australian Government and State and Territory recurrent expenditure on ECEC divided by the ERP of 0–12 year old children.</p> |
| Data source/s | <p>Numerator:</p> <p>Australian Government Department of Education and Training and State and Territory governments (unpublished).</p> <p>Denominator:</p> <p>ABS (unpublished) <i>Australian Demographic Statistics, Dec 2014</i> (cat. no. 3101.0).</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>Australian Government child care expenditure data are collected by the Department of Education and Training.</p> <p>State and Territory child care and preschool expenditure 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 ABS ERP as at 31 December.</p> <p>State and Territory data include all expenditure on State and Territory government funded and/or provided ECEC services. For services which receive both Australian Government and State and Territory government funding, only the State and Territory's contribution is included in the State and Territory data.</p> <p>State and Territory expenditure include any expenditure funded from the National Partnership on Universal Access to Early Childhood Education (NP UAECE).</p> |

| | |
|-------------------------|---|
| Timeliness | Government recurrent expenditure is available annually on a financial year basis. ABS population estimates used for the denominator are available each year. |
| Accuracy | 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 but only once in the total. |
| Coherence | Australian Government recurrent expenditure includes only child care service types (i.e. not preschool), whereas State and Territory government recurrent expenditure covers all ECEC services (child care and preschool service types). 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 includes only child care service types. All State and Territory government recurrent expenditure reported is for all ECEC services (i.e. child care and preschool service types). • government expenditure includes recurrent expenditure on ECEC services. Unit cost data for ECEC do not yet contain an estimate of user cost of capital. |
|------------------------------|--|

Australian Government recurrent expenditure per child attending CCB approved child care

Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government 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 and Training, with additional Steering Committee comments.

Indicator definition and description

| | |
|--------------------------------|---|
| Element | Efficiency — Inputs per output unit — Dollars per child |
| 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.</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 and Training (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 and Training. |
| 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, but only once in the total. |
| 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 was 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 in families for whom additional formal child care was currently required for work-related reasons</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 currently required additional 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) <i>Microdata: Childhood Education and Care, Australia, June 2014</i> (cat. no. 4402.0.55.001).</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 2014 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two-week period between 8-21 June 2014, with some additional follow up of just over 500 outstanding households to increase sample numbers conducted in September 2014.</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 child care for mainly work related reasons 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 2014 CEaCS data is June 2014 and was published in April 2015. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years.</p> |
| Accuracy | <p>Approximately 83 per cent of selected households were fully responding to the CEaCS in 2014, resulting in 4635 household records and 7126 children records.</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 is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

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 | Both the numerator and denominator are from CEaCS. People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from CEACS in 2011 whereas in 2014 only people living in Aboriginal and Torres Strait Islander communities were excluded. |
| Accessibility | A range of national and state and territory level information are published in the CEaCS (cat. no. 4402.0) on the ABS website. The ABS also offers users a for-fee TableBuilder product which is used for compilation of RoGS data. Additional data can also be requested 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. 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. Expressed need for additional formal child care currently does not necessarily indicate whether the current additional need has been met or will be met. |

Data Gaps/Issues Analysis

| | |
|------------------------------|---|
| Key data gaps /issues | The Steering Committee notes the following issues: <ul style="list-style-type: none">• these data as they are not intended to represent the 'unmet demand' for formal child care. Expressed need for additional formal child care currently does not necessarily indicate whether the current additional need has been met or will be met.• the survey excludes people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.• since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. |
|------------------------------|---|

The proportion of people aged 15 years and over not in the labour force due to caring for children, by child care service 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 persons aged 15 years and over not in the labour force due to caring for children, by child care service related reasons.</p> <p><u>Numerator:</u></p> <p>Number of persons aged 15 years and over not in the labour force due to caring for children by child care service related reasons. Child care service related reasons are considered by this Report to be 'cost or too expensive'; 'no child care in locality, 'no child care available at all'; 'booked out or no places at all'; 'quality of child care unsuitable' and 'other child care reasons.</p> <p><u>Denominator:</u></p> <p>Persons aged 15 years and over not in the labour force due to caring for children.</p> <p><u>Computation:</u></p> <p>The number of persons not in the labour force due to caring for children by child care service related reasons divided by all persons not in the labour force due to caring for children.</p> |
| Data source/s | ABS (2015) <i>Persons Not In the Labour Force, Underemployed Workers and Job Search Experience, Australia, February 2014</i> (cat. no. 6226.0.55.001) |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>Data are compiled from the Persons not in the labour force (PNILF), Underemployed workers (UEW) and Job search experience (JSE) topics that were conducted throughout Australia in the February 2014 Monthly Population Survey. These topics were conducted in February 2014 as part of a transition to a new Participation, Job Search and Labour Mobility survey, to be conducted annually from February 2015.</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 scope of people captured in these data are persons aged 15 years and over who are not in the labour force because they were caring for children.</p> <p>Estimates of the number of people not in the labour force because they were caring for children include people whose youngest child was aged 12 years and under.</p> |
| Timeliness | <p>The reference period for this survey was February 2014. Data were published in February 2015.</p> |
| Accuracy | <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.</p> <p>The sample for PNILF, UEW and JSE are a sub-sample of 33 641 private dwelling households and special dwelling units included in the ABS monthly labour force survey in February 2014. The final sample on which estimates of PNILF are based is composed of 14 389 persons aged 15 years and over.</p> <p>The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in Aboriginal and Torres Strait Islander communities in very</p> |

remote parts of Australia.

The data are based on information collected in the survey month (February) and, due to seasonal factors, may not be representative of other months of the year.

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.

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 Both the numerator and denominator are from the survey.

Accessibility The ABS publishes data from this survey on its website. The release includes time series data cubes by state and territory. Additional data can also be requested from the ABS. Costs are associated with additional data and vary depending on the type of request.

Interpretability *Persons Not In the Labour Force, Underemployed Workers and Job Search Experience, Australia, February 2014* (cat. no. 6226.0.55.001) includes Explanatory notes and a Glossary available on the ABS website.

A relatively small or decreasing proportion of people not in the labour force due to caring for children who report the main reason for not being in the labour force as child care service related may indicate that services are meeting the needs of families. However, there are a number of factors which affect the labour force participation decisions of people responsible for caring for children, of which child care service related reasons are only some. Also, due to the subjective nature of self-reporting, care should be taken when interpreting the data, particularly for child care service related reasons.

Data Gaps/Issues Analysis

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

- there are a number of factors which affect the labour force participation decisions of people responsible for caring for children, of which child care service related reasons are only some
- due to the subjective nature of self-reporting, care should be taken when interpreting the data, particularly for child care service related reasons.

Demand for ECEC

The proportion of children aged 0–12 years for whom additional formal child care or preschool services were 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 for whom additional formal child care or preschool services were currently required</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) <i>Microdata: Childhood Education and Care, Australia, June 2014</i> (cat. no. 4402.0.55.001)</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 2014 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two-week period between 8–21 June 2014.</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 2014 CEaCS data is June 2014 and data were published in April 2015. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years.</p> |
| Accuracy | <p>Approximately 83 per cent of selected households were fully responding to the CEaCS in 2014, resulting in 4635 household records and 7126 children records.</p> <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.</p> <p>Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95</p> |

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 is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

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 | Both the numerator and denominator are from CEaCS. People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from CEACS in 2011 whereas in 2014 only people living in Aboriginal and Torres Strait Islander communities were excluded. |
| Accessibility | A range of national and state and territory level information are published in the CEaCS (cat. no. 4402.0) on the ABS website. The ABS also offers users a for-fee TableBuilder product which is used for compilation of RoGS data. Additional data can also be requested 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. 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 Gaps/Issues Analysis

| | |
|------------------------------|--|
| Key data gaps /issues | The Steering Committee notes the following issues: <ul style="list-style-type: none">• these data as they are not intended to represent the 'unmet demand' for formal child care or preschool. 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• the survey excludes people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years• since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. |
|------------------------------|--|

Out-of-pocket costs of child care

The proportion of weekly disposable income that families spend on long day care and family day care 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 and Training, 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 long day care and family day care 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, \$155 000, \$175 000, \$195 000 and \$215 000). This proportion is reported for families with one child attending 50 hours (full time) long day care or family day care per week and for families with one child attending 30 hours per week long day care or family day care.</p> <p><u>Numerator:</u></p> <p>Average weekly amount paid</p> <p><u>Denominator:</u></p> <p>Weekly disposable income</p> <p><u>Computation:</u></p> <p>Out-of-pocket costs before child care subsidies are derived by dividing the average weekly amount paid by the weekly disposable income for each reported annual disposable income level, multiplied by 100. Out-of-pocket costs after child care subsidies are derived by deducting subsidies from the average weekly amount paid and dividing by the weekly disposable income for each reported annual disposable income level, multiplied by 100. Costs before and after subsidies are derived on the basis of 50 hours care and 30 hours care, respectively. Income is assumed to be split between 2 people on a 60:40 basis.</p> |
| Data source/s | Australian Government Department of Education and Training (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 and Training. |
| 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. Also, data reflect particular scenarios of child care use and family income level so do not reflect out-of-pocket costs by families with different levels of income or care usage.

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
- data reflect particular scenarios of child care use and family income level so do not reflect out-of-pocket costs by families with different levels of income or care usage.

ECEC outcomes

The proportion of children with ECEC experience who 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 and Training, with additional Steering Committee comments.

Indicator definition and description

| | |
|--------------------------------|---|
| Element | Outcomes |
| Indicator | ECEC outcomes |
| Measure/s (computation) | <u>Definition</u> The proportion of children with ECEC experience who 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 Department of Education and Training (unpublished) AEDC |

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. |
|------------------------------|---|

4 School education

CONTENTS

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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 on the website at www.pc.gov.au/rogs/2016.

This chapter focuses on performance information 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 schools).

Most of the data in this chapter relate to the 2014 calendar year and the 2013-14 financial year. National Assessment Program – Literacy and Numeracy (NAPLAN) data and attendance data are included for 2015. Major improvements in reporting on school education this year include:

- inclusion of fully comparable data for two new measures of school attendance in the output indicator 'attendance and participation'
- inclusion of a new output indicator of 'student engagement'
- inclusion of a mini-case study on the SA Middle Years Development Initiative.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

4.1 Profile of school education

Service overview

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.

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 2015).

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 Australian Government provides funding to states and territories for school education. The major elements of Australian Government funding in 2013-14 were provided through the National Schools Specific Purpose Payment (SPP) (until 31 December 2013) and the Students First program (from 1 January 2014).¹ See box 4.6 for further information.

The Education Council — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was \$50.4 billion in 2013-14 (table 4.1), with 76.3 per cent on government schools and 23.7 per cent on non-government schools.

In 2013-14, expenditure on government schools was \$38.5 billion. State and Territory governments provide 87.3 per cent of this funding, although these governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Government expenditure on non-government schools in 2013-14 was mainly provided by the Australian Government (74.0 per cent), with State and Territory governments providing 26.0 per cent (table 4.1).

Historical data are available in tables 4A.7–8, and disaggregation of Australian Government payments for 2013-14 are available in table 4A.9.

¹ From 1 January 2014, Australian Government funding for government and non-government schools is determined by the Australian Education Act 2013. Prior to this, Australian Government funding was determined under the Intergovernmental Agreement on Federal Financial Relations. The non-government schools funding component was determined by the Schools Assistance Act 2008.

Table 4.1 **Government recurrent expenditure on school education, 2013-14 (\$ million)^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 | | | | | | | | | |
| Australian Government | 1 537 | 1 118 | 1 034 | 496 | 370 | 134 | 72 | 138 | 4 900 |
| State and Territory governments | 10 957 | 6 676 | 6 963 | 4 497 | 2 426 | 812 | 706 | 557 | 33 593 |
| Total | 12 493 | 7 795 | 7 998 | 4 993 | 2 795 | 946 | 778 | 695 | 38 493 |
| Non-government schools | | | | | | | | | |
| Australian Government | 2 748 | 2 233 | 1 801 | 893 | 682 | 178 | 164 | 120 | 8 818 |
| State and Territory governments | 978 | 643 | 709 | 424 | 175 | 59 | 57 | 61 | 3 106 |
| Total | 3 726 | 2 877 | 2 509 | 1 317 | 856 | 237 | 221 | 181 | 11 924 |
| All schools | | | | | | | | | |
| Australian Government | 4 285 | 3 352 | 2 835 | 1 389 | 1 051 | 312 | 236 | 258 | 13 717 |
| State and Territory governments | 11 935 | 7 320 | 7 672 | 4 921 | 2 600 | 870 | 763 | 617 | 36 699 |
| Total | 16 219 | 10 672 | 10 507 | 6 310 | 3 652 | 1 183 | 999 | 875 | 50 417 |

^a See table 4A.7 for detailed footnotes and caveats.

Source: Education Council (unpublished) *National Schools Statistics Collection* (NSSC); Australian Government Department of Education and Training (unpublished); Australian, State and Territory governments (unpublished); table 4A.7.

Caution should be taken when comparing expenditure data for 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 2014, with the remaining 42.8 per cent sourced from private fees and fundraising (Australian Government Department of Education and Training, unpublished).

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. 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. Most

children commence full time schooling in the year preceding Year 1 (pre-year 1) (figure 4.1).

Figure 4.1 Structure of primary and secondary schooling, 2014

| Level | NSW, Vic, Tas, ACT, NT | Qld, WA, SA |
|------------|--|---|
| Year 12 | SECONDARY | SECONDARY |
| Year 11 | | |
| Year 10 | | |
| Year 9 | | |
| Year 8 | | |
| Year 7 | | |
| 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) |

Source: Adapted from ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0.

In 2014, 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. Children may commence school at an age younger than the statutory age at which they are required to attend school. 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 level. In SA, children commence school at the start of the year in which they turn five. In Tasmania, children commence school at the start of the year in which they turn six (ABS 2015).

The National Youth Participation Requirement (NYPR), which commenced 1 January 2010, 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 2015).

Schools

At the beginning of August 2014, there were 9389 schools in Australia (6250 primary schools, 1379 secondary schools, 1325 combined schools and 435 special schools). The majority of schools were government owned and managed (70.8 per cent) (table 4.2).

Table 4.2 Summary of school characteristics, August 2014^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> |
|--|-------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|--------------|
| Government schools | | | | | | | | | | |
| Primary | no. | 1 619 | 1 127 | 915 | 523 | 365 | 127 | 55 | 68 | 4 799 |
| Secondary | no. | 370 | 238 | 182 | 98 | 65 | 36 | 19 | 14 | 1 022 |
| Combined | no. | 65 | 80 | 89 | 90 | 77 | 25 | 8 | 66 | 500 |
| Special schools | no. | 111 | 79 | 46 | 64 | 18 | 4 | 4 | 4 | 330 |
| Total | no. | 2 165 | 1 524 | 1 232 | 775 | 525 | 192 | 86 | 152 | 6 651 |
| Non-government schools | | | | | | | | | | |
| Primary | no. | 491 | 422 | 225 | 150 | 99 | 29 | 24 | 11 | 1 451 |
| Secondary | no. | 144 | 97 | 72 | 7 | 18 | 5 | 5 | 9 | 357 |
| Combined | no. | 237 | 154 | 164 | 133 | 76 | 30 | 14 | 17 | 825 |
| Special schools | no. | 46 | 20 | 22 | 11 | 3 | 1 | 1 | 1 | 105 |
| Total | no. | 918 | 693 | 483 | 301 | 196 | 65 | 44 | 38 | 2 738 |
| All schools | | | | | | | | | | |
| Primary | no. | 2 110 | 1 549 | 1 140 | 673 | 464 | 156 | 79 | 79 | 6 250 |
| Secondary | no. | 514 | 335 | 254 | 105 | 83 | 41 | 24 | 23 | 1 379 |
| Combined | no. | 302 | 234 | 253 | 223 | 153 | 55 | 22 | 83 | 1 325 |
| Special schools | no. | 157 | 99 | 68 | 75 | 21 | 5 | 5 | 5 | 435 |
| Total | no. | 3 083 | 2 217 | 1 715 | 1 076 | 721 | 257 | 130 | 190 | 9 389 |
| Proportion of schools that are government schools | | | | | | | | | | |
| Primary | % | 76.7 | 72.8 | 80.3 | 77.7 | 78.7 | 81.4 | 69.6 | 86.1 | 76.8 |
| Secondary | % | 72.0 | 71.0 | 71.7 | 93.3 | 78.3 | 87.8 | 79.2 | 60.9 | 74.1 |
| Combined | % | 21.5 | 34.2 | 35.2 | 40.4 | 50.3 | 45.5 | 36.4 | 79.5 | 37.7 |
| Special schools | % | 70.7 | 79.8 | 67.6 | 85.3 | 85.7 | 80.0 | 80.0 | 80.0 | 75.9 |
| All schools | % | 70.2 | 68.7 | 71.8 | 72.0 | 72.8 | 74.7 | 66.2 | 80.0 | 70.8 |
| Proportion of schools that are primary schools | | | | | | | | | | |
| Government | % | 74.8 | 74.0 | 74.3 | 67.5 | 69.5 | 66.1 | 64.0 | 44.7 | 72.2 |
| Non-government | % | 53.5 | 60.9 | 46.6 | 49.8 | 50.5 | 44.6 | 54.5 | 28.9 | 53.0 |
| All schools | % | 68.4 | 69.9 | 66.5 | 62.5 | 64.4 | 60.7 | 60.8 | 41.6 | 66.6 |

^a See tables 4A.1–3 for detailed footnotes and caveats.

Source: ABS (2015 and unpublished) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.1–3.

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 in 2014, 63.6 per cent of secondary schools had enrolments exceeding 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.

Student body

There were 3.7 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2014 (see section 4.5 for a definition of FTE student). Nationally, 48.8 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (58.8 per cent) than in secondary schools (41.2 per cent) (table 4.3). Differences in schooling structures influence enrolment patterns (see figure 4.1). The proportion of students enrolled in primary school education can be expected to be higher in jurisdictions that include year 7 in primary school (ie, Queensland, WA and SA).

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 (69.1 per cent) than at secondary level (59.3 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2014^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 FTE student enrolments at level of education | | | | | | | | | | |
| Primary schools | ('000) | 658.8 | 503.0 | 483.3 | 256.3 | 159.5 | 44.2 | 35.1 | 24.5 | 2164.6 |
| Secondary schools | ('000) | 509.5 | 395.6 | 292.8 | 136.1 | 101.5 | 36.5 | 29.5 | 16.3 | 1517.7 |
| All schools | ('000) | 1168.3 | 898.5 | 776.0 | 392.4 | 261.0 | 80.7 | 64.5 | 40.7 | 3682.3 |
| Proportion of FTE students who were enrolled in government schools | | | | | | | | | | |
| Primary schools | % | 69.5 | 67.5 | 70.2 | 70.2 | 65.9 | 73.1 | 61.0 | 77.4 | 69.1 |
| Secondary schools | % | 60.0 | 57.0 | 61.1 | 58.2 | 60.1 | 66.6 | 53.9 | 64.8 | 59.3 |
| All schools | % | 65.4 | 62.9 | 66.8 | 66.0 | 63.7 | 70.2 | 57.8 | 72.4 | 65.1 |
| Proportion of FTE students who were female (all schools) | | | | | | | | | | |
| Primary schools | % | 48.6 | 48.6 | 48.3 | 48.7 | 48.7 | 48.7 | 48.5 | 49.1 | 48.6 |
| Secondary schools | % | 49.2 | 49.3 | 49.3 | 48.8 | 49.6 | 49.4 | 49.6 | 48.9 | 49.2 |
| All schools | % | 48.9 | 48.9 | 48.7 | 48.7 | 49.0 | 49.0 | 49.0 | 49.0 | 48.8 |
| Proportion of FTE students who were enrolled in primary education, by sector | | | | | | | | | | |
| Government schools | % | 60.0 | 60.1 | 65.5 | 69.4 | 63.3 | 57.1 | 57.4 | 64.2 | 62.4 |
| Non-government schools | % | 49.6 | 49.0 | 55.8 | 57.3 | 57.3 | 49.4 | 50.2 | 49.1 | 52.1 |
| All schools | % | 56.4 | 56.0 | 62.3 | 65.3 | 61.1 | 54.8 | 54.3 | 60.0 | 58.8 |

^a See table 4A.1–4 for detailed footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.1–4.

Full time school students represented 15.6 per cent of the Australian population in 2014 (table 4A.5). Over the period 2010 to 2014, full time student enrolments increased by an average of 1.3 per cent annually, with this proportion higher for non-government schools (1.7 per cent annually) compared to government schools (1.1 per cent annually) (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 2 282 357 in 2010 to 2 387 529 in 2014. The number of full time students in non-government schools increased from 1 204 522 in 2010 to 1 286 236 in 2014 (table 4A.27).

Part time students form a significant proportion of secondary school enrolments in some jurisdictions, though these proportions have decreased in recent years (table 4.4). The proportion of secondary school students who were enrolled part time in 2014 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, different definitions of what constitutes part time study, and variance in the number of part time courses available.

Table 4.4 Part time secondary school students in government schools^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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Part time secondary school students in government schools | | | | | | | | | | |
| 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 |
| 2014 | no. | 2 383 | 2 313 | 4 077 | 1 545 | 2 197 | 1 171 | 88 | 176 | 13 950 |
| Proportion of full time and part time secondary school students in government schools who were part time students | | | | | | | | | | |
| 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 |
| 2014 | % | 0.8 | 1.0 | 2.2 | 1.9 | 3.5 | 4.7 | 0.6 | 1.7 | 1.5 |

^a See table 4A.1 for detailed footnotes and caveats. – Nil or rounded to zero.

Source: ABS (2015 and unpublished) *Schools Australia 2014*, 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.

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 6.7 per cent in government schools and 2.4 per cent in non-government schools in 2014 (table 4.5).

Table 4.5 Full time students who identify as Aboriginal and Torres Strait Islander, 2014^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> |
|------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| Government schools | % | 6.8 | 2.0 | 9.2 | 8.2 | 5.9 | 9.2 | 3.5 | 45.1 | 6.7 |
| Non-government schools | % | 2.3 | 0.6 | 3.5 | 3.0 | 1.3 | 4.7 | 1.4 | 28.3 | 2.4 |
| All schools | % | 5.2 | 1.4 | 7.3 | 6.4 | 4.2 | 7.8 | 2.6 | 40.5 | 5.2 |

^a See table 4A.29 for detailed footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.29.

Students from language backgrounds other than English

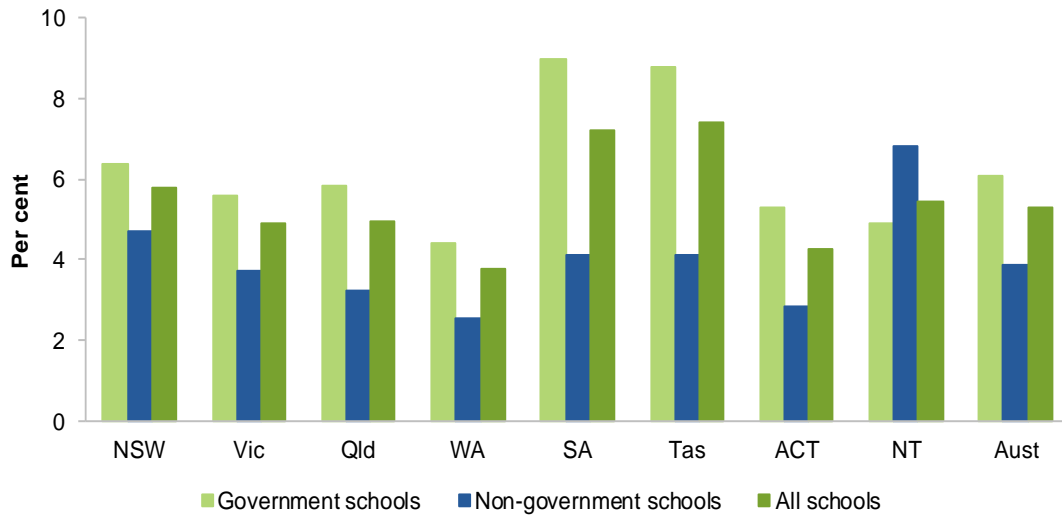
The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) Census of Population and Housing (Australian Government Department of Education and Training, unpublished). Students are counted as having a LBOTE if their home language is not English or if they (or at least one parent) were born in a non-English speaking country.

The most recent available data are for 2011. The proportion of students with a LBOTE in government and non-government schools varied across jurisdictions in 2011 (table 4A.30).

Students with disability

Students with disability are educated in both mainstream and special schools. Nationally in 2014, the proportion of students with disability for all schools was 5.3 per cent, and significantly higher in government schools (6.1 per cent) than in non-government schools (3.9 per cent) (figure 4.2).

Figure 4.2 **Funded students with disability as a proportion of all students, 2014^a**



^a See table 4A.31 for detailed footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.31.

Geographically remote students

Identification of geographically remote students is based on the school location according to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) agreed classification (see section 4.5 for a definition of the MCEECDYA geographic classification). The proportion of students enrolled in schools in remote and very remote areas varies greatly across jurisdictions (table 4.6).

Table 4.6 **Students enrolled in schools in remote and very remote areas as a proportion of all students, 2014 (per cent)^a**

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--------------------------|------------|------------|------------|------------|------------|------------|-----|-------------|------------|
| Remote areas | | | | | | | | | |
| Government schools | 0.5 | 0.1 | 1.8 | 5.4 | 3.4 | 0.8 | .. | 16.2 | 1.6 |
| Non-government schools | 0.2 | – | 0.8 | 1.9 | 1.5 | 0.4 | .. | 27.8 | 0.8 |
| All schools | 0.4 | 0.1 | 1.5 | 4.2 | 2.7 | 0.7 | .. | 19.4 | 1.3 |
| Very remote areas | | | | | | | | | |
| Government schools | 0.1 | .. | 1.5 | 2.9 | 1.2 | 0.4 | .. | 29.7 | 1.1 |
| Non-government schools | – | .. | 0.3 | 1.2 | 0.1 | – | .. | 12.8 | 0.3 |
| All schools | 0.1 | .. | 1.1 | 2.3 | 0.8 | 0.3 | .. | 25.0 | 0.8 |

^a See table 4A.35 for detailed footnotes and caveats. .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education and Training (unpublished); table 4A.35.

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.

Students from families of low socio-economic status

Measures of learning outcomes by socio-economic status (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

Box 4.1 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008). These goals form the objectives which underpin the performance indicator framework. This framework is also aligned with the National Education Agreement (NEA), which covers the area of school education. Performance indicators in this chapter are aligned with school education indicators in the NEA, where relevant.

Box 4.1 National goals for schooling in the 21st century

In December 2008, the Ministerial Council on Education, Employment, Training and Youth Affairs (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.

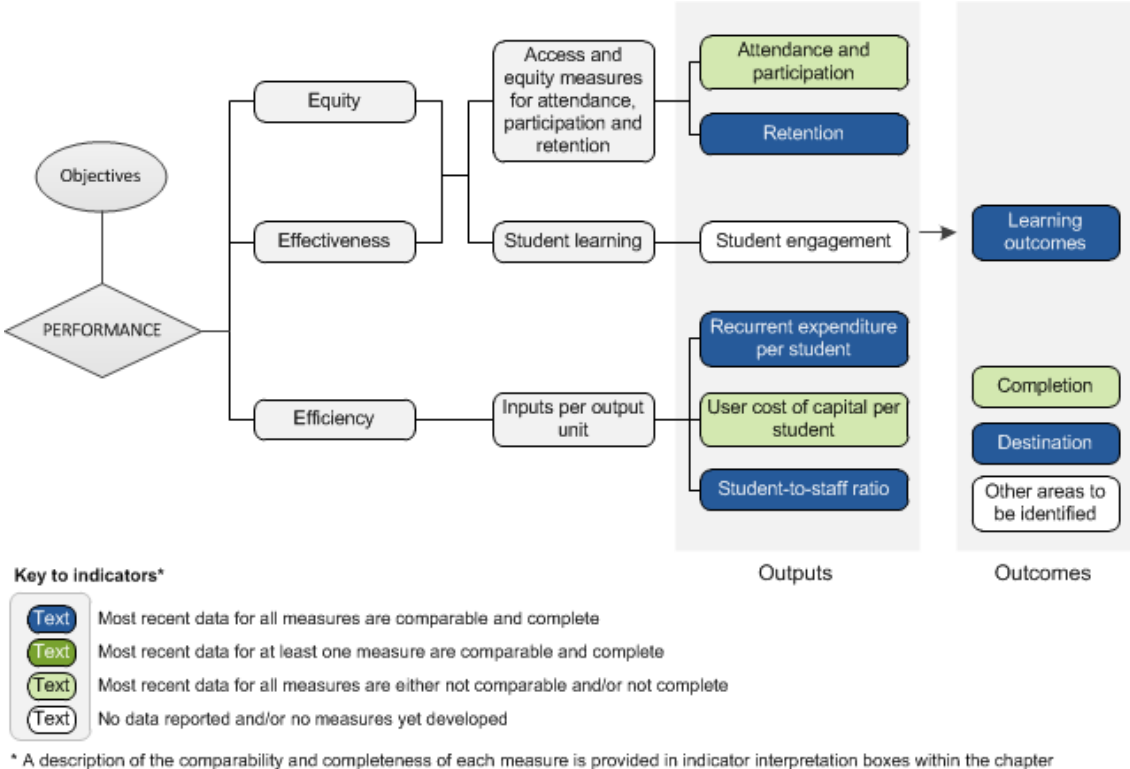
Source: Adapted from MCEETYA (2008).

This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia and distinguishes the outputs and

outcomes of School education (figure 4.3). The performance indicator framework shows which data are complete and comparable in the 2016 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).

In addition to section 4.1, 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 (chapter 2).

Figure 4.3 School education performance indicator framework



4.3 Key performance indicator results

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).

Data Quality Information (DQI) is included where available for performance indicators in this 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. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

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). Output information is also critical for equitable, efficient and effective management of government services.

Equity and effectiveness

Access and equity — Attendance and participation

‘Attendance and participation’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning, to complete school education to year 12 or its equivalent (box 4.2). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways. In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education.

Box 4.2 Attendance and participation

Attendance and participation' is defined by five measures.

Attendance

- Student attendance rate, defined as the number of actual full time equivalent student days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student days attended over the period, by Indigenous status and remoteness (for aggregated year levels).
- Student attendance level, defined as the proportion of full time students in Years 1 to 10 whose attendance rate is greater than or equal to 90 per cent over the period, by Indigenous status and remoteness (for aggregated year levels).

A high or increasing student attendance rate and student attendance level is desirable.

The attendance rate measure has been substantially revised since previous reports. The attendance level measure is reported for the first time in this report. Data are collected for semester 1 of each year and results may not be representative of the entire school year.

Data reported for these measures are:

- not fully comparable across jurisdictions for the attendance rate (NSW government school data are not yet collected on a comparable basis to other states and territories) nor across sectors for the attendance level (data for non-government schools have been collected on a different basis to the nationally agreed standard for which data for government schools have been collected, and results should not be compared across the two sectors)
- complete for the current reporting period (subject to caveats) for the attendance rate. All required 2015 data are available for all jurisdictions providing the service (2014 data are also available). Data are incomplete for the current reporting period for the attendance level. All required 2015 government school data were not available for NSW.

Participation

- The number of students aged 6–15 years enrolled in school (full time and part time enrolments) expressed as a proportion of the estimated resident population of the same age. Data are provided for all students and by Indigenous status
- 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, by single year of age and total for 15–19 year olds.

A higher or increasing participation rate for these first two measures above suggests an improvement in educational outcomes through greater access to or participation in school education. However, these measures need to be interpreted with care as:

- rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate
- an overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) may occur due to students: moving interstate during a school year, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction (as the measures are based on enrolled population as a proportion of the resident population). In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. This is referred to as cross-border enrolment.

(continued next page)

Box 4.2 (continued)

- The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a Vocational Education and Training (VET) qualification at Australian Qualifications Framework (AQF) Certificate level II or above.

These three 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 a VET course. 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 2013 and 2014 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/2016

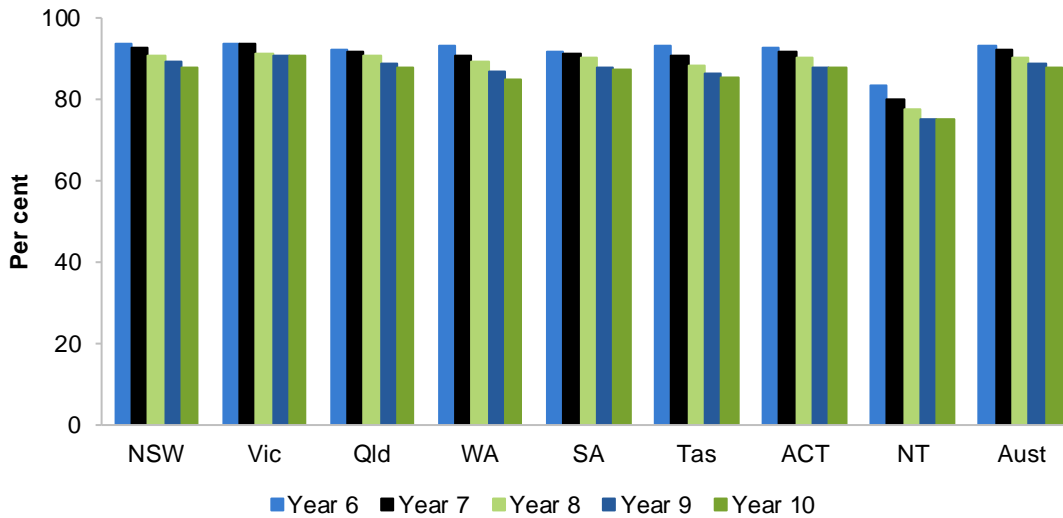
Attendance rate

For all students in 2015, the attendance rates were similar nationally and within each state and territory across years 1–6. In general, attendance gradually decreased from year 7 to year 10 (tables 4A.131–133).

For government schools, the total student attendance rate for 2015 ranged from 75.0 per cent to 94.1 per cent across year levels (1–10) and jurisdictions (figure 4.4 and table 4A.131). Data for 2015 student attendance rates for non-government schools and all schools show similar trends (tables 4A.132 and 4A.133).

Non-Indigenous students in government schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions in 2015 (figure 4.5 and table 4A.131). The differences varied across states and territories. A similar pattern was observed for non-government schools and all schools (tables 4A.132 and 4A.133).

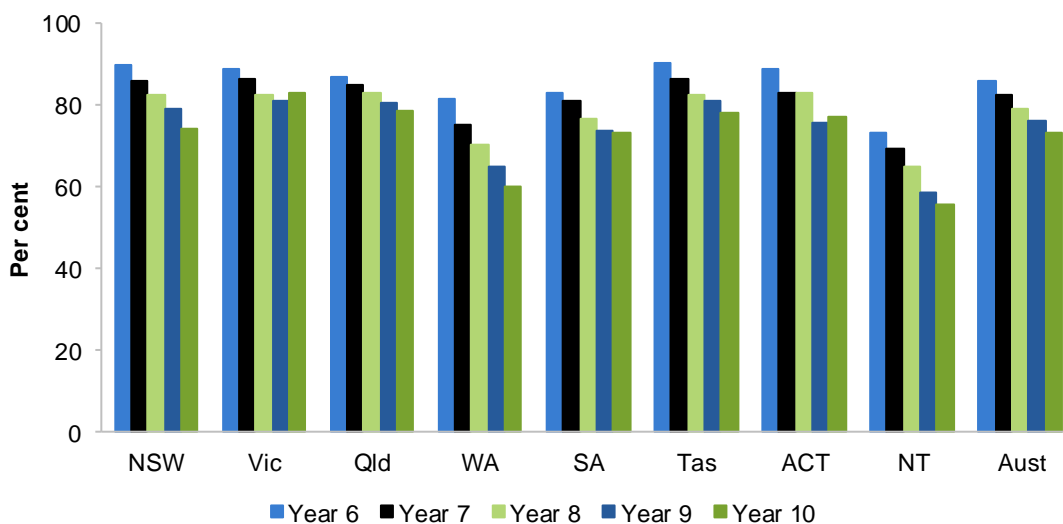
Figure 4.4 Student attendance rate, all students, government schools, 2015 (per cent)^a



^a See box 4.2 and table 4A.131 for detailed definitions, footnotes and caveats.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.131.

Figure 4.5 Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)^a



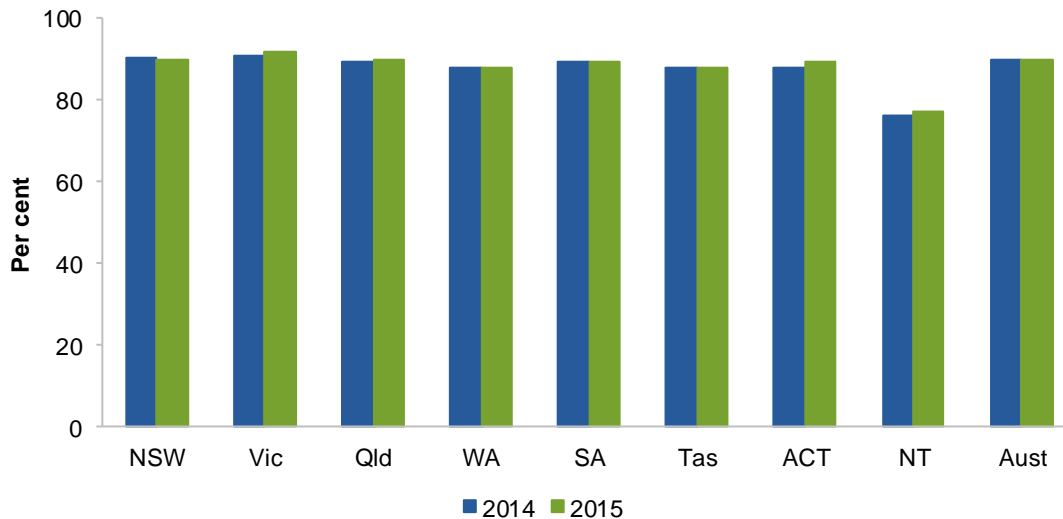
^a See box 4.2 and table 4A.131 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); table 4A.131

Data for years 1–6 combined, 7–10 combined and 1–10 combined by geolocation and Indigenous status for 2015 are included in tables 4A.131–133. In general, for both Aboriginal and Torres Strait Islander students and non-Indigenous students, attendance rates decline with increasing remoteness, but the decline is greater for Aboriginal and Torres Strait Islander students.

There has not been a significant change in attendance rates from 2014 to 2015, for years 7–10 combined for government schools (figure 4.6). Similar patterns can be observed for non-government and all schools (tables 4A.132-133 and 4A.135-136). Attendance rate data for 2014 for years 1–6 and 1–10 are in tables 4A.134–136.

Figure 4.6 Student attendance rates, government schools, years 7–10, (per cent)^a



^a See box 4.2 and tables 4A.131 and 4A.134 for detailed definitions, footnotes and caveats.

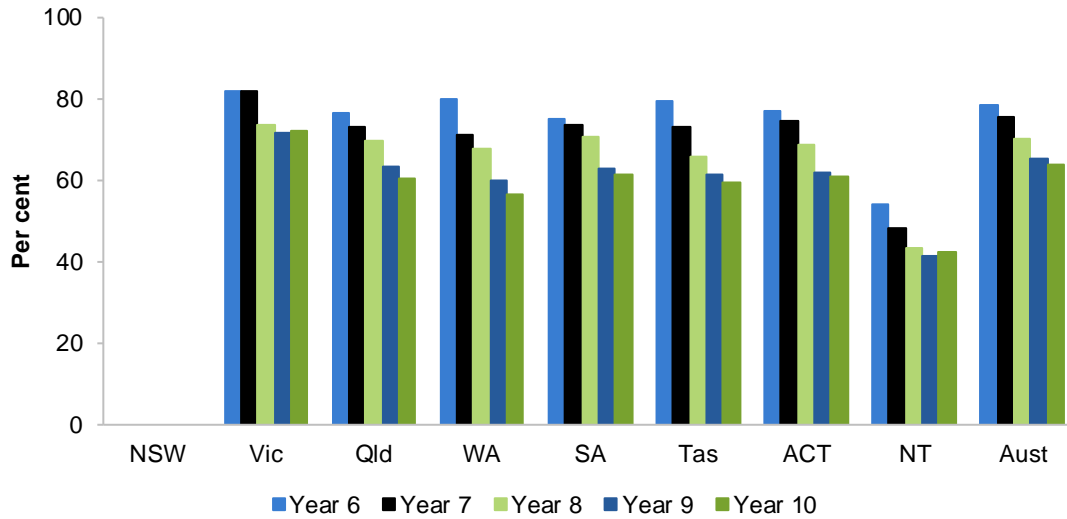
Source: ACARA (unpublished); tables 4A.131 and 4A.134.

Attendance level

For all students in 2015, the attendance level (the proportion of students whose attendance rate was 90 per cent or greater) were similar nationally and within each state and territory across years 1–6. In general, the attendance level gradually decreased from year 7 to year 10 (table 4A.137).

For government schools, the total student attendance level ranged from 41.6 per cent to 83.0 per cent across year levels (1–10) and jurisdictions (figure 4.7 and table 4A.137). Non-Indigenous students in government schools had higher attendance levels than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions in 2015 (figure 4.8 and table 4A.137). The differences varied across states and territories.

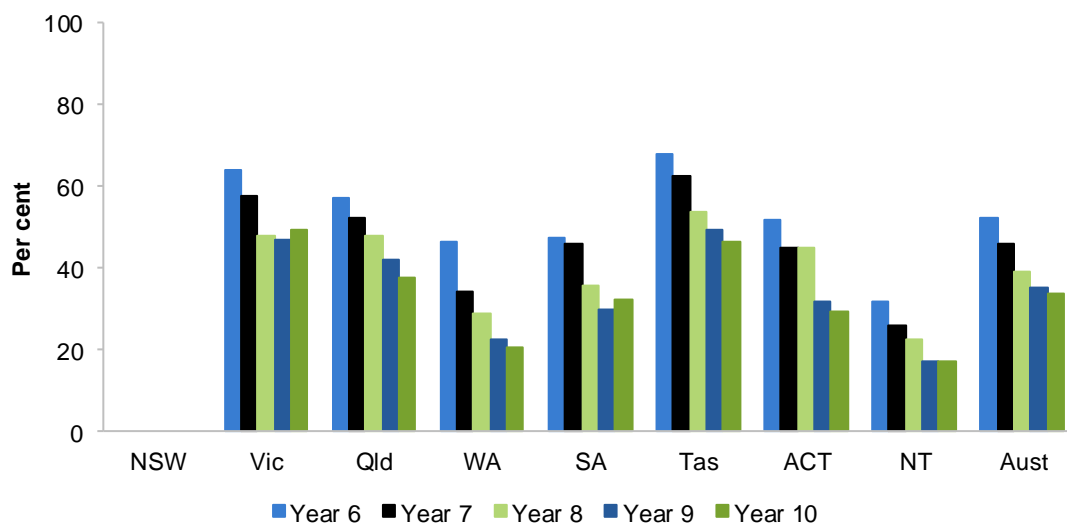
Figure 4.7 Student attendance level, all students, government schools, 2015 (per cent)^{a, b}



^a See box 4.2 and table 4A.137 for detailed definitions, footnotes and caveats. ^b Data for NSW are not available. The Australian total excludes NSW.

Source: ACARA (unpublished); table 4A.137

Figure 4.8 Student attendance level, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)^{a, b}



^a See box 4.2 and table 4A.137 for detailed definitions, footnotes and caveats. ^b Data for NSW are not available. The Australian total excludes NSW.

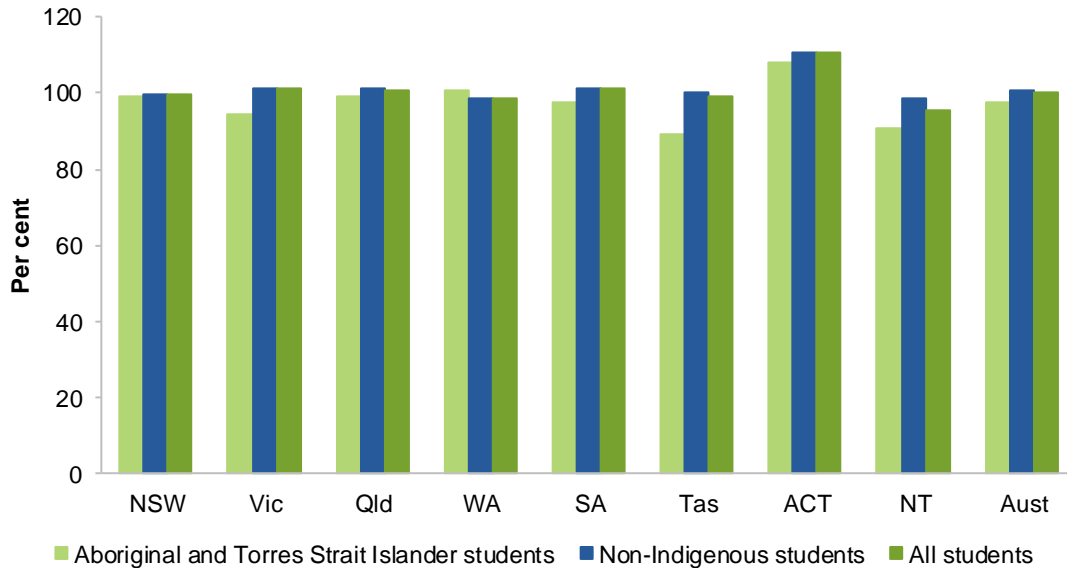
Source: ACARA (unpublished); table 4A.137.

Data for years 1–6 combined, 7–10 combined and 1–10 combined by geolocation and Indigenous status for government schools in 2015 are included in table 4A.137. In general, for both Aboriginal and Torres Strait Islander and non-Indigenous students, the attendance level declined with increasing remoteness, but the decline was greater for Aboriginal and Torres Strait Islander students. Data for non-government schools, collected on a different basis to data for government schools, are included in table 4A.138.

Participation — proportion of 6–15 year olds enrolled in school

Nationally in 2014, 100.4 per cent of children aged 6–15 years were enrolled (either full or part time) in school (figure 4.9). (See box 4.2 for an explanation of rates above 100 per cent). The proportion of 6–15 year old Aboriginal and Torres Strait Islander students enrolled was 97.8 per cent and 100.6 per cent of non-Indigenous 6–15 year old students were enrolled. These proportions were similar to those reported for 2013. The proportion of Aboriginal and Torres Strait Islander students aged 6–15 enrolled has increased from 84.1 per cent in 2008 (table 4A.116).

Figure 4.9 Proportion of children aged 6–15 years enrolled in school, 2014 (per cent)^a



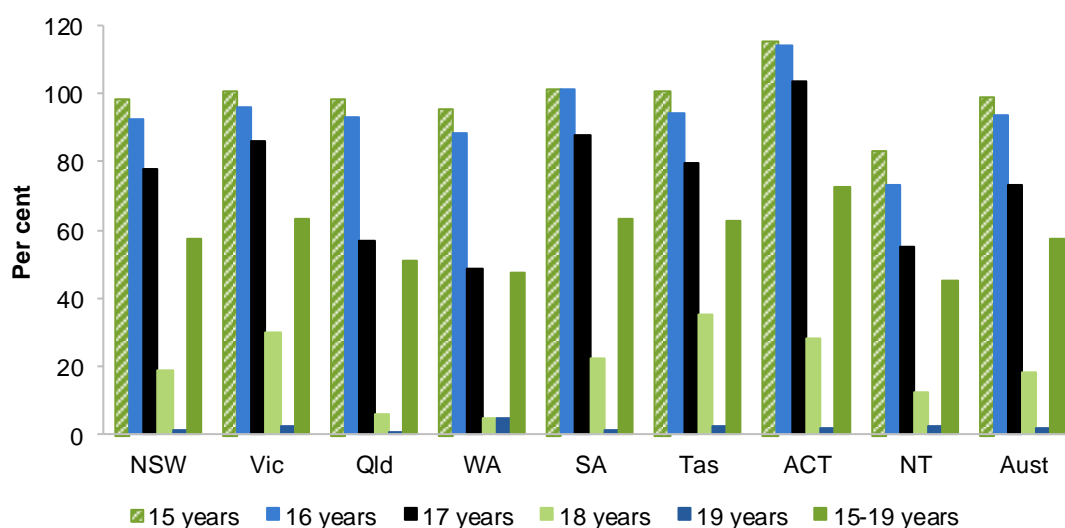
^a See box 4.2 and table 4A.116 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia, 2014*, Cat. no. 4221.0; ABS (2014) *Population by Age and Sex, Australian States and Territories, June 2014*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 4A.116.

Participation — proportion of 15–19 year olds enrolled in school

Nationally, 57.1 per cent of 15–19 year olds were enrolled in schools in 2014 (figure 4.10). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.10 and table 4A.117). School participation rates for females (57.5 per cent) were slightly higher than those for males (56.8 per cent) (table 4A.117). Single year of age data for 15–19 year olds from 2009 to 2014 are included in table 4A.118.

Figure 4.10 **School participation rate of people aged 15–19 years in school education, all schools, 2014 (per cent)^a**



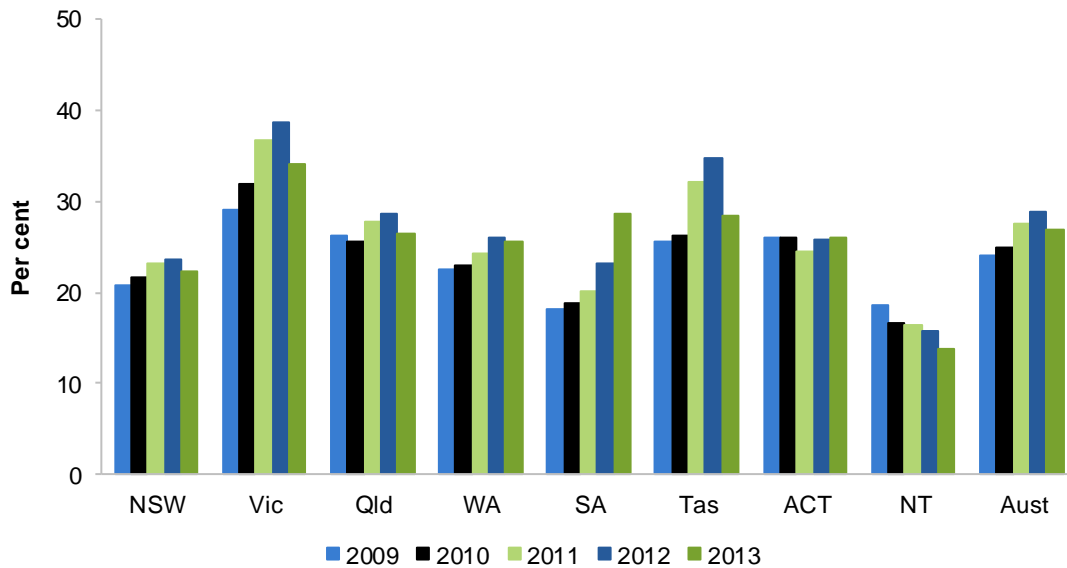
^a See box 4.2 and table 4A.117 for detailed definitions, footnotes and caveats.

Source: ABS (2015 and unpublished) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.117.

Participation — achievement of VET competencies

In 2013, 453 400 young people were undertaking VET in Schools programs (NCVER 2014). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 27.0 per cent nationally in 2013 (figure 4.11). This proportion has increased steadily since 2009 but decreased from 2012 to 2013 (table 4A.130). It includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of technical and further education (TAFE) or other VET Registered Training Organisation (RTO).

Figure 4.11 **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 (per cent)^a**



^a See box 4.2 and table 4A.130 for detailed definitions, footnotes and caveats.

Source: National Centre for Vocational Education Research (NCVER), *National VET Provider Collection* (various years); NCVER, *National VET in Schools Collection* (various years); ABS *Australian Demographic Statistics*, (various years) (Cat. no. 3101.0); table 4A.130.

Access and equity — Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to complete education to year 12 or its equivalent (box 4.3).

Box 4.3 **Retention**

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling at year 7 or 8 (figure 4.1 shows the starting year across jurisdictions), 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 and by Indigenous status, 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 (which has implications for the interpretation of results for all jurisdictions — see tables 4A.1–3) or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways. Ungraded students are not included in the calculation of apparent retention rates.

The term 'apparent' is used because the measure 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 interpreting this measure as it 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.

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.

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 2014 data are available for all jurisdictions providing the service.

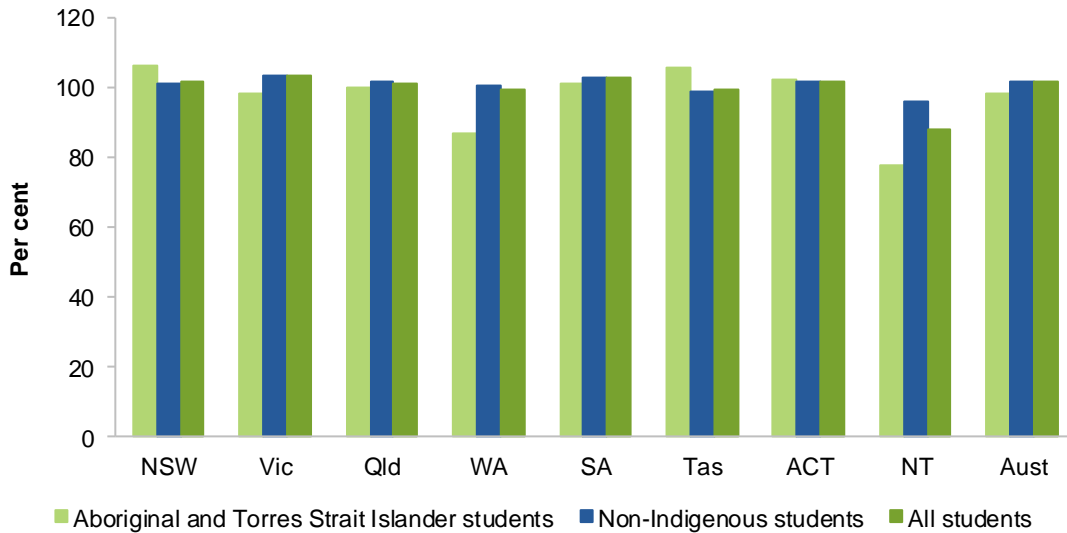
Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Year 7 or 8 to year 10

In most jurisdictions in 2014, apparent retention rates from the commencement of secondary school at year 7 or 8 to year 10, were above 98 per cent, with a national rate of 101.7 per cent (figure 4.12).

Nationally, the retention rate to year 10 for Aboriginal and Torres Strait Islander students was lower than that for non-Indigenous students (98.2 per cent compared to 101.9 per cent), but this varied across jurisdictions (figure 4.12).

Figure 4.12 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2014^a**

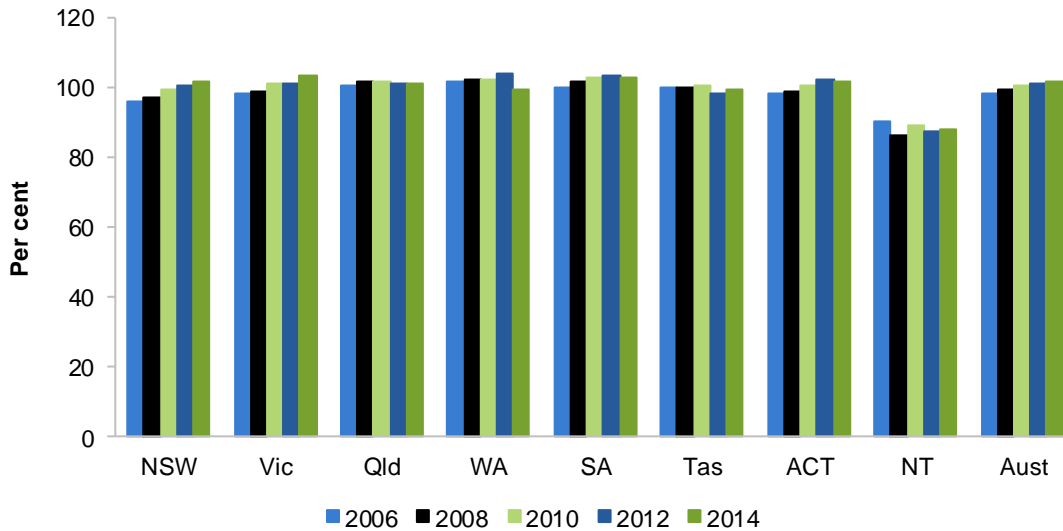


^a See box 4.3 and table 4A.119 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.119.

Since 2006, the national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 to year 10 for all full time students has increased — from 98.6 per cent in 2006 to 101.7 per cent in 2014 (figure 4.13). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

Figure 4.13 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^a**



^a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.

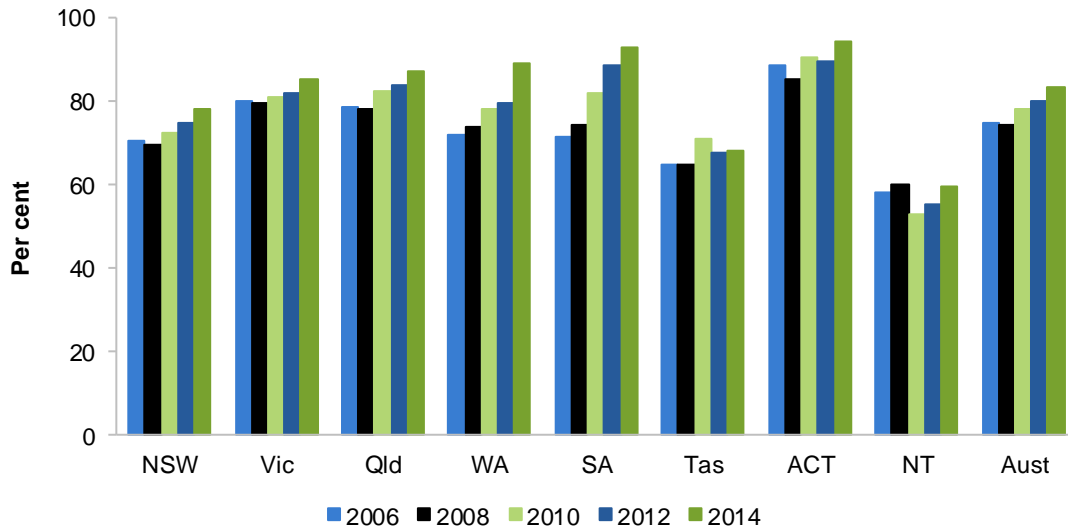
Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121.

Year 7 or 8 to year 12

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 to year 12, for all full time students was 74.7 per cent in 2006, rising to 83.6 per cent in 2014 (figure 4.14). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

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 in all jurisdictions in 2014, with a national retention rate for Aboriginal and Torres Strait Islander students of 59.4 per cent, 25.4 percentage points lower than that for non-Indigenous students (84.8 per cent) (table 4A.121).

Figure 4.14 **Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools^a**



^a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121.

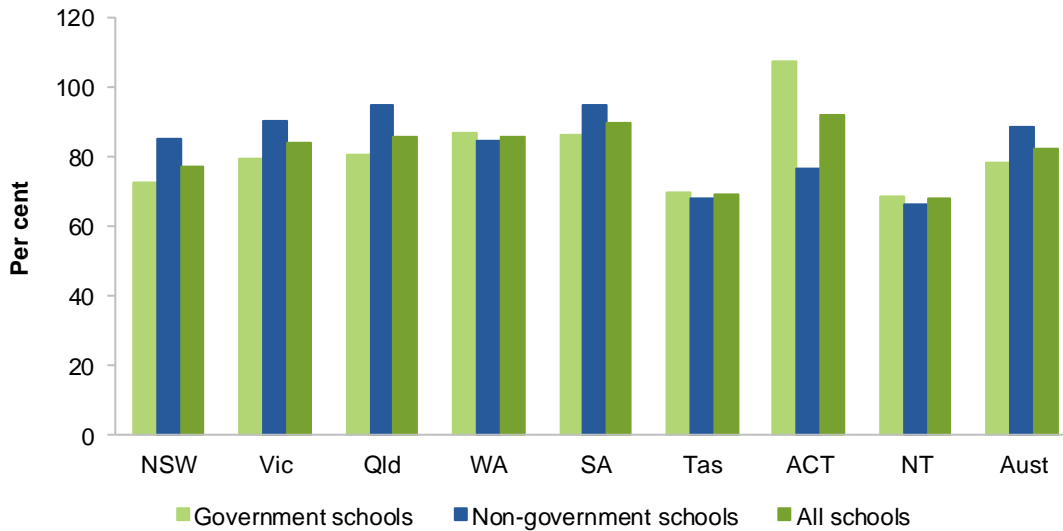
Year 10 to year 12

The apparent rate of retention from year 10 to year 12 expresses the number of full time school students enrolled in year 12 in 2014 as a proportion of the number of full time school students enrolled in year 10 in 2012.

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 (see box 4.3).

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 82.5 per cent in 2014. The rate for government schools was 78.6 per cent, and for non-government schools was 88.6 per cent. The apparent retention rates for both government schools and non-government schools varied across jurisdictions (figure 4.15).

Figure 4.15 **Apparent retention rate from year 10 to year 12, full time secondary students, 2014^a**



^a See box 4.3 and table 4A.120 for detailed definitions, footnotes and caveats.

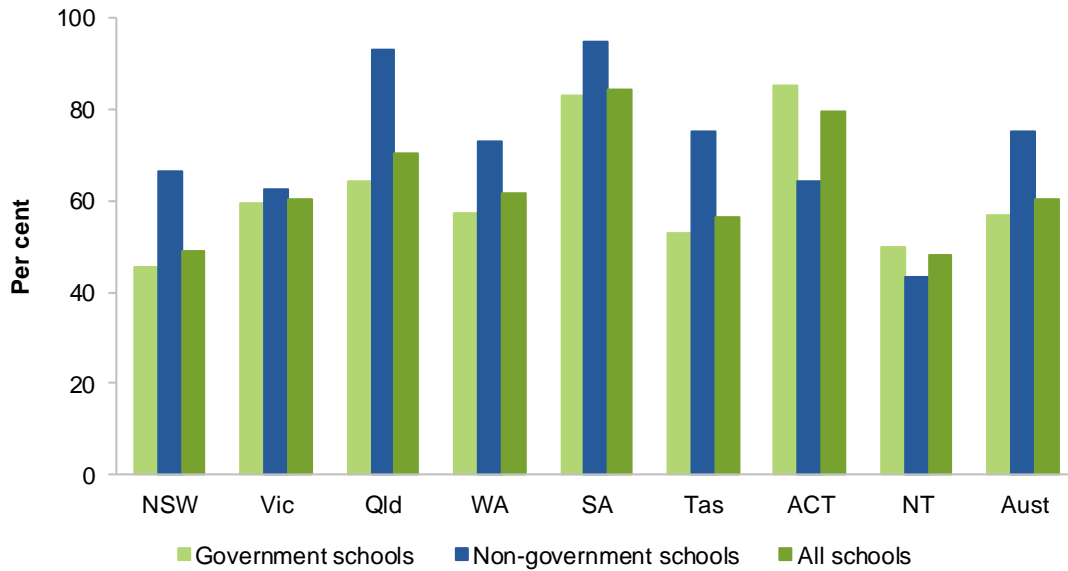
Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.120.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Aboriginal and Torres Strait Islander students in 2014 were generally lower than rates for all students but varied across jurisdictions. Nationally in 2014, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools was 60.4 per cent (figure 4.16), compared with 83.6 per cent for non-Indigenous students (table 4A.121). However, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools has risen from 46.8 per cent in 2006, with the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students decreasing from 30.3 percentage points in 2006 to 23.2 percentage points in 2014 (table 4A.121).

In interpreting Aboriginal and Torres Strait Islander apparent retention rates, it should be noted that, nationally, 1.8 per cent of Aboriginal and Torres Strait Islander students left school before year 10 (figure 4.12 and table 4A.121), 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 6.7 per cent of all students in government schools compared with 2.4 per cent in non-government schools and some jurisdictions have very low numbers of Aboriginal and Torres Strait Islander students (table 4.5).

Nationally, apparent rates of retention for all full time students from year 10 to year 12 increased from 76.2 per cent in 2006 to 82.5 per cent in 2014 (figure 4.17). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

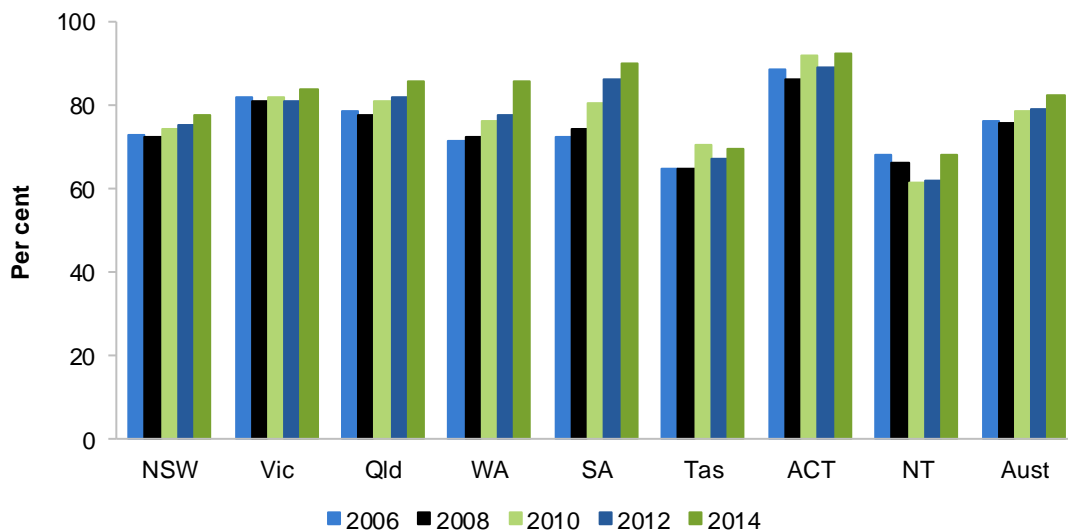
Figure 4.16 **Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2014^a**



^a See box 4.3 and tables 4A.121–123 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.121–123.

Figure 4.17 **Apparent retention rates from year 10 to year 12, full time secondary students, all schools^a**



^a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121.

Student learning — Student engagement

‘Student engagement’ is an indicator of governments’ objective that all students are able to improve educational outcomes through high or increasing levels of behavioural, emotional and cognitive engagement with schooling (box 4.4).

Box 4.4 Student engagement

'Student engagement' is yet to be defined and this indicator is under development. Further research into the drivers and outcomes of student engagement will continue to inform this area.

Student engagement is regarded as relevant to student outcomes, and is closely connected to learning. There are also important links with student wellbeing, although the Australian evidence base on this is inconclusive.

Attendance has sometimes been regarded as a proxy for student engagement and there is evidence of the relationship between poor attendance and poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013). However, measurement of attendance alone is not an adequate proxy for engagement with learning. The performance of students with poor engagement may be affected in such a way that they may not reach the end of compulsory schooling satisfactorily, or who may not reach their potential.

Engagement may be considered more broadly, covering behavioural, emotional and cognitive engagement. Behavioural engagement may be measured by identifiable behaviours and by attendance, attainment and retention. Emotional engagement may be analysed by seeking students' attitude to learning and school. Cognitive engagement has been less frequently measured in a classroom setting, but research studies have used measures such as inattention, distraction and off-task behaviour.

The report on the 2012 PISA survey (see also box 4.13) includes the results of the student questionnaire, collected from the sample of 15 year-old students. A range of measures is presented in the general area of 'school climate', which relates to the concept of emotional engagement. Students were asked to assess their sense of belonging at school by responding to the following statements (percentages are the national response and relate to the proportion of students who "agree"/"strongly agree" or "disagree"/"strongly disagree" — these data are also published at state and territory level in the 2012 survey report).

- I feel like an outsider (or left out of things) at school — 15 per cent agree
- I make friends easily at school — 85 per cent agree
- I feel like I belong at school— 78 per cent agree
- I feel awkward and out of place at my school— 15 per cent agree
- Other students seem to like me — 92 per cent agree
- I feel lonely at school— 12 per cent agree
- I feel happy at school — 80 per cent agree
- Things are ideal at my school — 69 per cent agree
- I am satisfied with my school— 79 per cent agree

An index of sense of belonging (OECD average = 0) is also reported. Australia measures -0.15, indicating a lesser sense of belonging compared to the OECD average.

Some items from the National School Survey developed by ACARA are also used by some states and territories to collect information on student engagement.

Source: Hancock, Shepherd, Lawrence and Zubrick, (2013); Australian Council for Educational Research (ACER 2013).

Mini-case study: Measuring student wellbeing to improve learning and life outcomes

In 2013, the SA Government commenced its Middle Years Development Instrument (MDI), to improve the evidence available to the education system and the broader community concerning the developmental health and wellbeing of South Australian middle years students. This initiative and results of the initial evaluation are described in box 4.5.

Box 4.5 South Australia's Middle Years Development Instrument

Students' wellbeing is critical to ensuring that they attend school, engage in their learning and transition into adulthood successfully. The South Australian Department for Education and Child Development (SA DECD) has undertaken a program of work with the aim of improving the evidence available to the education system and the broader community concerning the developmental health and wellbeing of South Australian middle years students. It was predicted that a common wellbeing measure which could be used across the middle years student population would provide a means of better understanding the needs of students and improve the evidence base concerning policies, programs and services which aim to improve wellbeing.

The MDI survey was undertaken in South Australian government and non-government schools as a research study in 2013 and as an implementation trial in 2014. In 2015, the survey was made available to all schools on a voluntary basis. Primary school students in Years 6 and 7 and secondary school students in Years 8 and 9 were invited to participate.

Background on the wellbeing survey

The MDI is one of the first surveys to be used in Australia to collect information across a whole education system about young people's social and emotional development as well as their activities and perceptions of life, both inside and outside the school environment. The MDI is a validated, robust survey that was developed in Canada for use as a population measure which captures both positive and negative aspects of wellbeing and has been extensively validated for use with students aged between 9 and 14 years.

The survey includes 80 questions and focuses on five areas of development: social and emotional development; connectedness (with parents, adults in and out of school); school experiences; physical health and wellbeing; constructive use of after school time.

Students complete the survey via an online portal. Data are analysed and compiled into customised school, community and school partnership reports.

Participation

In 2013, the research trial focused mainly on Year 6 students and the survey was undertaken by 5379 students across 167 South Australian schools. In 2014, the scope of the survey was expanded to Year 6–9 students, with 17 620 students across 189 schools participating. In 2015, 29 510 students in Year 6–9 across 368 schools participated. Participation rates among students are high. In schools which chose to proceed with the collection, in excess of 95 per cent of students at school on the day of the survey chose to participate.

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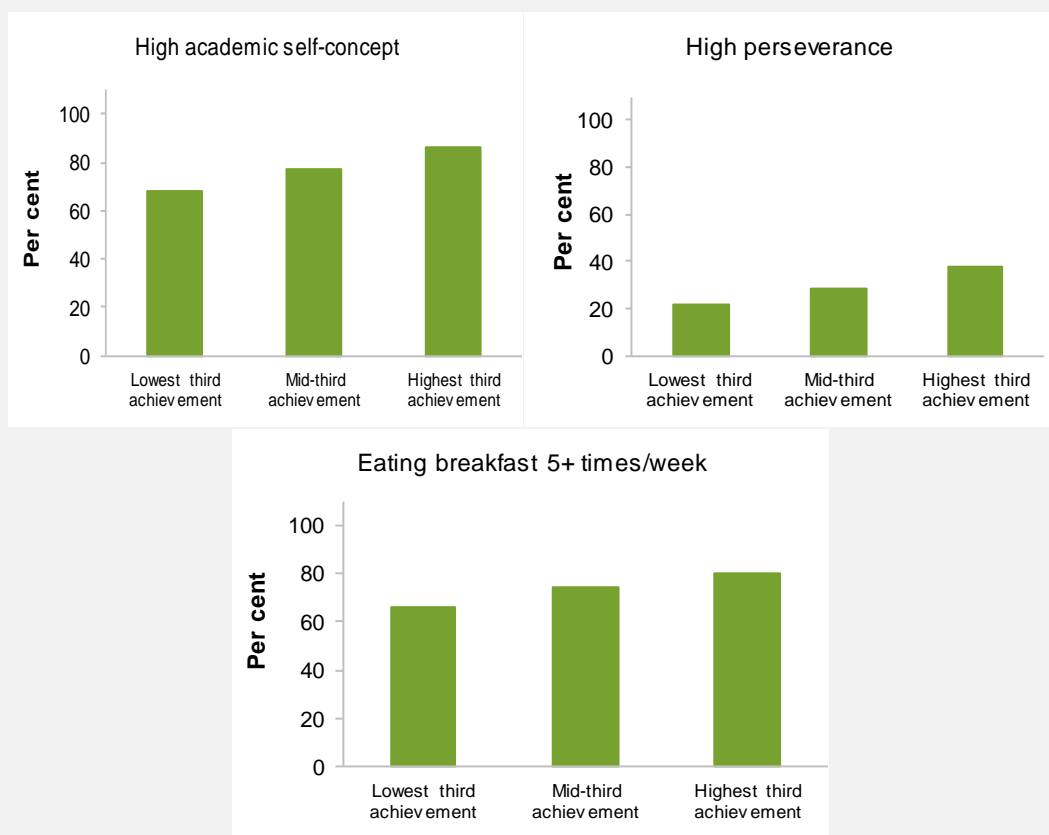
Box 4.5 (continued)

Outcomes to date

An internal evaluation of the project has been conducted by the SA DECD. The implementation of the survey has demonstrated that this model of data collection can deliver cost-effective wellbeing data at scale across the schooling system. The marginal cost per student in 2014 for collecting the MDI was less than \$5 per student. The marginal cost of collecting wellbeing information from middle years students in 2015, 2016 and 2017 has been estimated at \$2.00 to \$2.50 per student. The cost of data collection is lower on a per student basis than other whole-population collections such as the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Australian Early Development Census (AEDC).

Preliminary work has been undertaken to demonstrate the value of linking the wellbeing data at an individual level with other datasets relevant to learning and participation. The analysis of linked academic achievement and wellbeing data indicates that students who had higher levels of achievement in NAPLAN Year 7 Reading in 2014 were more likely to have high perseverance skills, to have high academic self-concept, and to eat breakfast regularly (figure 4.18).

Figure 4.18 Relationship of selected wellbeing domains (2014 wellbeing data) with Year 7 government school students mean scale scores in NAPLAN reading, SA.



(continued next page)

Box 4.5 (continued)

This evidence will be built upon by linking the wellbeing data to other administrative data collections, including outcomes in senior secondary school. Once further data collections have been undertaken, it will be possible to link MDI data to AEDC data collected in 2009 to better understand the young people's developmental trajectories between the start of formal schooling and the middle years.

Requests for access to the data and related reports for research and statistical purposes can be made through SA DECD's research application process.

Source: SA Government Department for Education and Child Development.

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 4.6 includes information on identification and allocation of funding for the Report.

Governments 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 4.6 **School expenditure data reported in this chapter**

Efficiency indicators in this chapter 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 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 NSSC, 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 Partnership (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 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).

Government recurrent expenditure on non-government schools does not include user cost of capital. 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 4.19–22). The numbers of FTE students (table 4A.6) are drawn from the ABS publication *Schools Australia 2014* (ABS 2015) and averaged over two calendar years to match the financial year expenditure data.

(continued next page)

Box 4.6 (continued)

Legislative framework

In 2009, the Council of Australian Governments (COAG) agreed to a new framework for federal financial relations. Australian Government funding to 31 December 2013 was provided through the National Schools Specific Purpose Payment (SPP) under the Intergovernmental Agreement on Federal Financial Relations, and State and Territory governments had 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 was determined by the *Schools Assistance Act 2008*. States and territories funded school education under their own legislation.

Australian Government funding for government and non-government schools from 1 January 2014 is determined by the *Australian Education Act 2013*. This funding is provided through the Students First funding arrangements, which replaced the National Schools SPP. States and territories continue to fund school education under their own legislation.

Annual changes in recurrent expenditure to 31 December 2013 — Australian Government

Average Government School Recurrent Costs (AGSRC) was the benchmark for Australian Government recurrent funding levels for both government and non-government schools until 1 January 2014, when funding under the Students First programme commenced (see below).

The primary and secondary AGSRC amounts were 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 were excluded from AGSRC, and accrual expenses were also adjusted to a cash basis. These AGSRC amounts were changed annually to reflect movements in the data.

For government schools, annual changes in Australian Government recurrent payments reflected the changes to the AGSRC and the changes in full time equivalent enrolments in government schools. These payments were included in the National Schools SPP allocated to states and territories.

For non-government schools, Australian Government recurrent payments were 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 were included in the National Schools SPP and were paid to non-government schools and systems through the states and territories.

For both government and non-government schools, Australian Government NP allocations were also used to calculate expenditure in this Report. These payments fluctuated annually in line with funding arrangements. Some schools-related NP allocations ceased on 31 December 2013 and funding was instead provided through the Students First programme.

The base amounts may be discounted by the anticipated ability of a school community to contribute towards their school's costs. This discount does not apply to government schools, special schools, special assistance schools, sole provider schools and majority Aboriginal and Torres Strait Islander schools. All loadings to target student disadvantage are fully publicly funded regardless of a school community's anticipated capacity to contribute.

(continued next page)

Box 4.6 (continued)

Students First funding from 1 January 2014 — Australian Government

The Students First funding arrangements are determined by the *Australian Education Act 2013* (the Act). The Schooling Resource Standard (SRS) funding model, administered under the Act and subsidiary legislation, bases funding for all schools (government and non-government) with reference to a benchmark (the SRS) for the amount of recurrent funding required to meet the educational needs of students at a school. Included in the calculation of the benchmark is a base amount of funding for each student (the primary and secondary base per student amounts are specified in the Act and indexed annually), plus loadings for each school. These loadings are based on certain types of student and school disadvantage, including low socio-economic status, students with disability, Aboriginal and Torres Strait Islander students, low English proficiency, location of the school and size of the school. Full time equivalent enrolments are used to determine a school's SRS.

The Commonwealth share of the recurrent funding for each school is calculated as a proportion of the benchmark. Transition arrangements apply to schools which received Commonwealth recurrent funding prior to 1 January 2014, and which continue to receive recurrent funding with the introduction of the SRS funding model. The approved authorities for these schools receive Commonwealth recurrent funding calculated with reference to their funding levels under the previous funding arrangements and an indexation arrangement which will see them transition to their entitlement under Students First arrangements over time.

Commonwealth recurrent funding is provided to approved authorities of government and non-government schools for the purpose of providing school education. Although calculated to reflect the need of each student and school, the approved authority for the school is not required to spend that funding on any particular student or group of students; approved authorities have the flexibility to allocate the funding for the purpose of providing school education that best meets the needs of their students, taking into account other revenue sources and budgetary restrictions.

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 (2014a); Australian Government Department of Education and Training (unpublished).

Inputs per output unit — 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 4.7).

Box 4.7 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 (see section 4.5 for definitions); 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 4.8). User cost of capital is not included for non-government schools.

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
- 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, but not comparable between government and non-government sectors, as government sector data includes the user cost of capital
- complete for the current reporting period (subject to caveats). All required 2013-14 data are available for all jurisdictions providing the service.

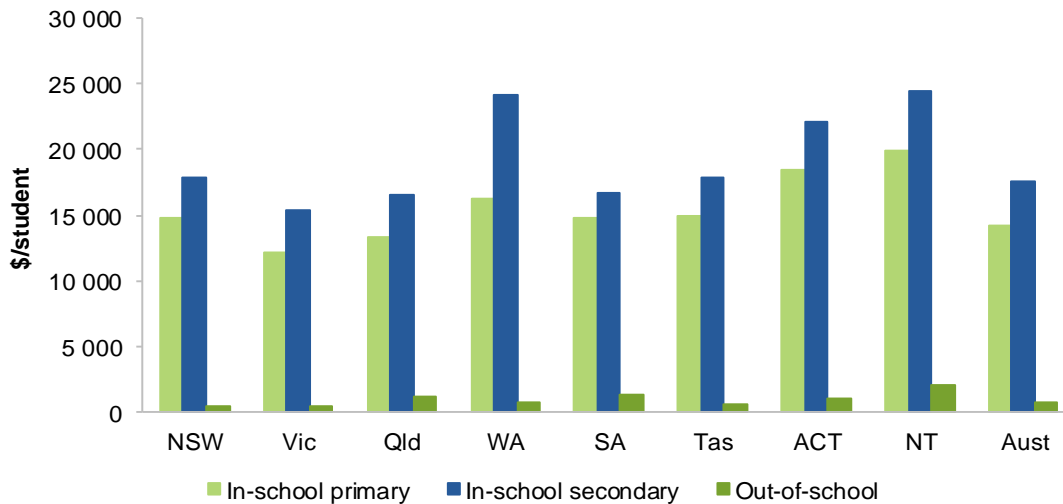
Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Government recurrent expenditure per FTE student

Nationally in 2013-14, in-school government expenditure per FTE student was \$14 148 in government primary schools and \$17 607 in government secondary schools. Out-of-school government expenditure per FTE student in all government schools was \$720 (figure 4.19).

Between 2009-10 and 2013-14, total government expenditure per FTE student in all government schools increased on average by 0.6 per cent annually (figure 4.20).

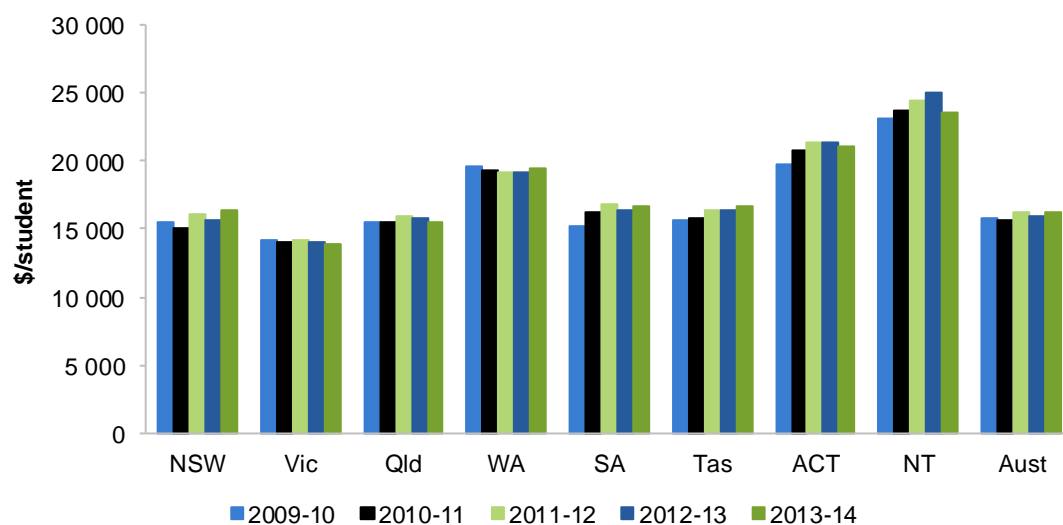
Figure 4.19 **Government recurrent expenditure per FTE student (including the user cost of capital), government schools, 2013-14^a**



^a See box 4.7 and table 4A.14 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14.

Figure 4.20 **Government real recurrent expenditure per FTE student (including the user cost of capital), government schools, (2013-14 dollars)^a**

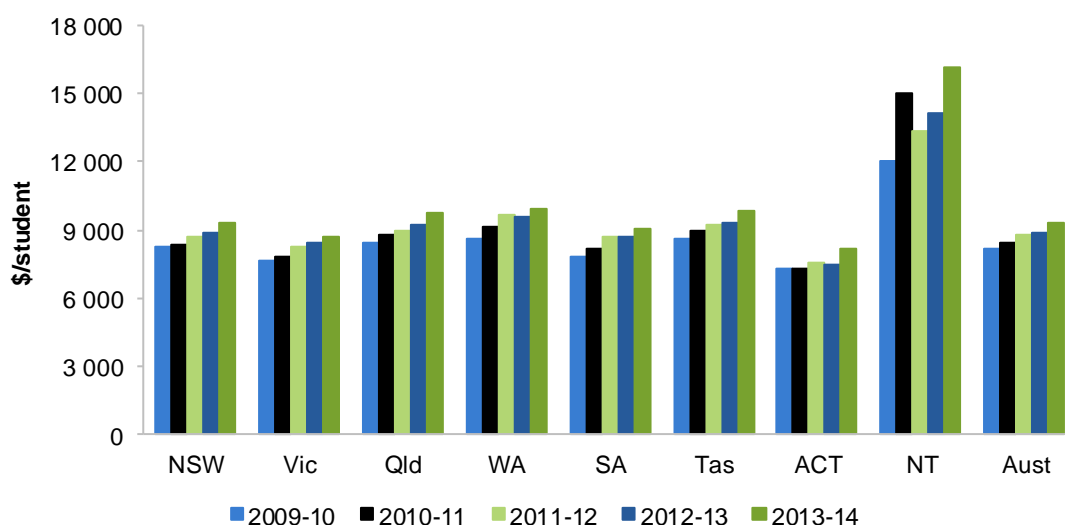


^a See box 4.7 and table 4A.12 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; tables 4A.12 and 4A.139.

Nationally in 2013-14, government expenditure per FTE student in all non-government schools was \$9327. It increased in average annual real terms between 2009-10 and 2013-14 by 3.4 per cent per year (figure 4.21).

Figure 4.21 Government real recurrent expenditure per FTE student, non-government schools (2013-14 dollars)^a



^a See box 4.7 and table 4A.15 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); tables 4A.15 and 4A.139.

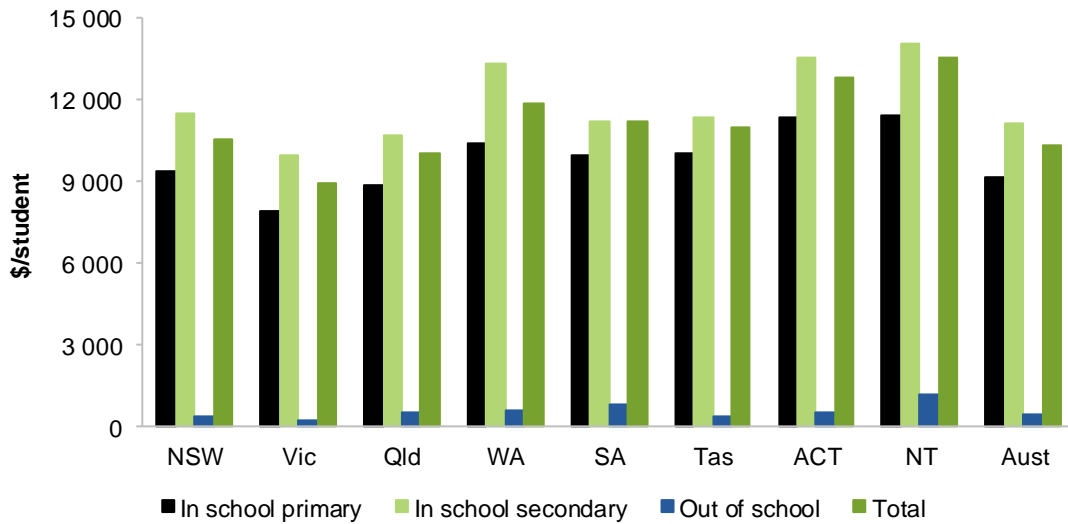
Nationally in 2013-14, government recurrent expenditure per FTE student in all schools (government plus non-government) was \$13 783. It increased in average annual real terms between 2009-10 and 2013-14 by 1.2 per cent per year (table 4A.17).

Historical data are available in tables 4A.12–18.

Government recurrent staff expenditure per FTE student in government schools

Government recurrent expenditure on staff in government schools accounted for \$24.6 billion (63.9 per cent) of total recurrent expenditure in government schools in 2013-14 (table 4A.10). Nationally, expenditure on staff per FTE student was \$9153 for in-school primary, \$11 156 for in-school secondary and \$426 for out-of-school (figure 4.22).

Figure 4.22 **Government recurrent expenditure on staff in government schools, per FTE student, 2013-14^a**



^a See box 4.7 and table 4A.14 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14.

Inputs per output unit — User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ efficient use of capital assets to provide education (box 4.8).

Box 4.8 **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).

User cost of capital is only reported for government schools.

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.

Differences between jurisdictions in the treatment of asset values (see table 4A.21) may affect UCC across jurisdictions and within jurisdictions over time (see table 4A.19).

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 2013-14 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Nationally, the notional UCC per FTE government school student in 2013-14 averaged \$2386 (table 4A.20).

Inputs per output unit — Student-to-staff ratio

'Student-to-staff ratio' is an indicator of governments' objective to provide education in an efficient manner (box 4.9).

Box 4.9 **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 main measure for student-to-staff ratio is 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:

- 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:

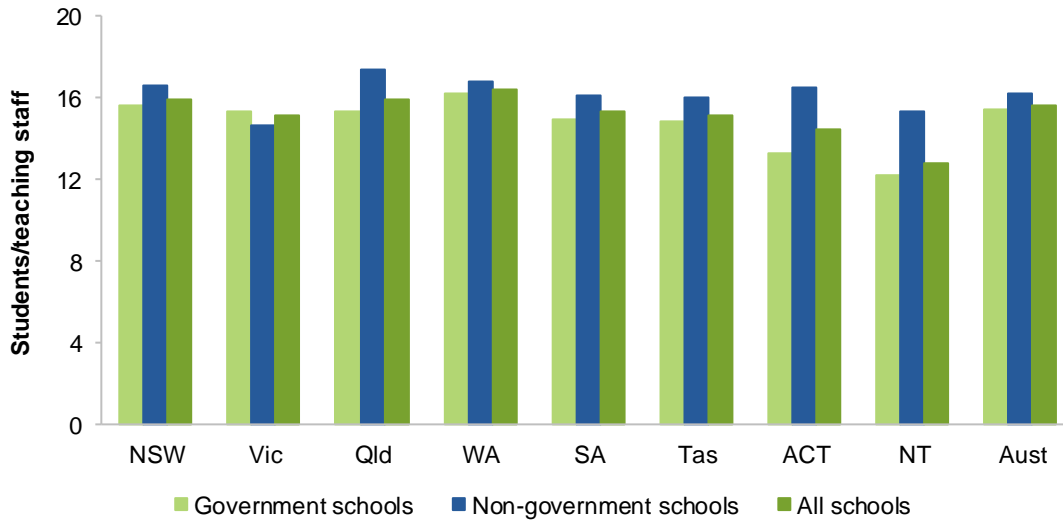
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2014, the student-to-teacher ratio for government primary schools was 15.4 and for non-government primary schools was 16.2. For all primary schools, the student-to-teacher ratio was 15.6 (figure 4.23).

The student-to-teacher ratio was 12.5 for government secondary schools and 11.5 per cent for non-government secondary schools. For all secondary schools, the student-to-teacher ratio was 12.1 (figure 4.24).

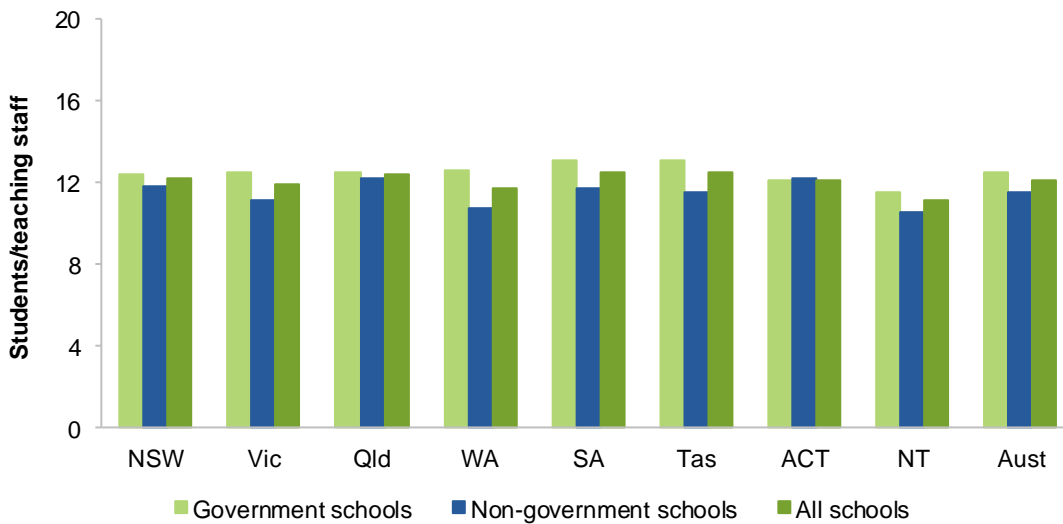
Figure 4.23 Ratio of FTE students to FTE teaching staff, primary schools, 2014^a



^a See box 4.9 and table 4A.22 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.22.

Figure 4.24 Ratio of FTE students to FTE teaching staff, secondary schools, 2014^a



^a See box 4.9 and table 4A.22 for detailed definitions, footnotes and caveats.

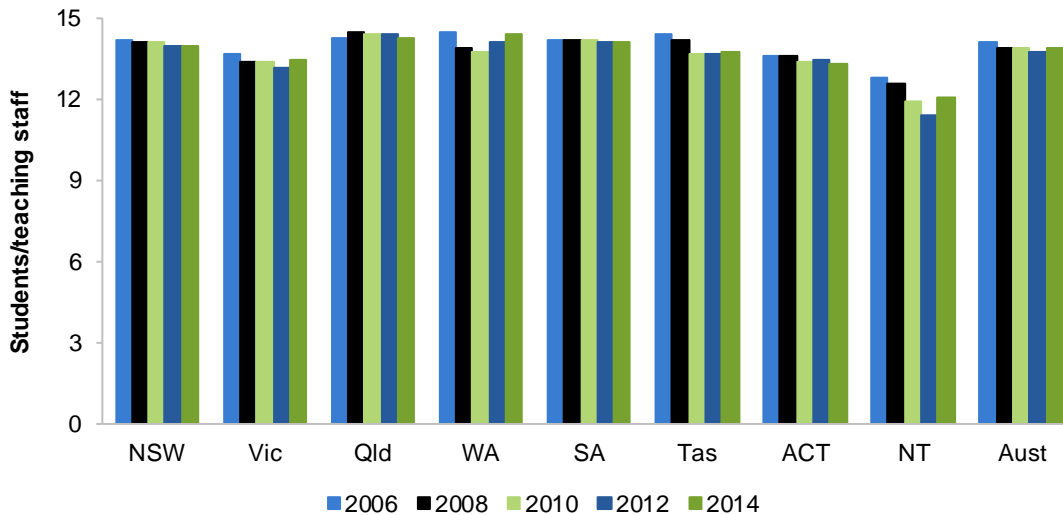
Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.22.

Nationally in 2014, the student-to-teacher ratio for all government schools was 14.2 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 2014, including those for non-teaching school staff, all school staff, for all jurisdictions.

From 2006 to 2014, the student-to-teacher ratio for all schools (government and non-government primary and secondary combined) has decreased from 14.1 to 13.9 (figure 4.25). Data for intervening years and for government and non-government schools separately are in table 4A.23.

Figure 4.25 **Ratio of FTE students to FTE teaching staff, all schools^{a, b}**



^a Includes primary and secondary schools. ^b See box 4.9 and table 4A.23 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014* Cat. no. 4221.0; table 4A.23.

Outcomes

Outcomes are the impact of services on the status of an individual or group (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 National Assessment Program (NAP) sample assessments. These are Education Council endorsed tests developed to measure student performance in relation to the Melbourne Declaration on Educational Goals for Young Australians
- 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 the Evaluation of Educational Achievement (IEA) 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 (NMS), and mean scale score learning outcomes, for reading and numeracy performance in 2015, including by Indigenous status and geolocation. Data comparing a range of time series outcomes from 2008–2015 and 2014–2015 for reading and numeracy are also included in the chapter. Data for persuasive writing for 2011 to 2015 are included in the attachment tables only (tables 4A50–63).²

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 2015a).

The full suite of NAPLAN data, including data by sex, language background and cohort gain are available in the NAPLAN national report, in addition to the domains of spelling and grammar and punctuation.

The NAP also undertakes triennial national sample assessments on a rotating basis. For this Report, the latest available data are for year 6 and year 10 information and communication technologies literacy performance for 2014. The attachment tables include historical data on year 6 and year 10 information and communication technologies literacy performance (tables 4A.88–91); year 6 science literacy performance (tables 4A.78–82); and year 6 and year 10 civics and citizenship literacy performance (tables 4A.83–87).

² A change in the writing test from narrative to persuasive writing created a break in series in writing results. Narrative writing data for 2008 to 2010 are included in 2010, 2011 and 2012 Reports.

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 2015 NAPLAN tests, by Indigenous status, for reading, persuasive writing and numeracy are included in tables 4A.40, 4A.54 and 4A.68 respectively. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2015 are also included in these tables. 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.

Student learning — 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 4.10).

Box 4.10 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, socio-economic status and MCEECDYA categories of geolocation. Significance of difference across states and territories for all students is also identified.
- 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 testing 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.
- 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). The proficient standards, which vary across the tests, are challenging but reasonable levels of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching them. National data from the triennial NAP 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.

Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures and percentages in tables).

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 2014 and 2015 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

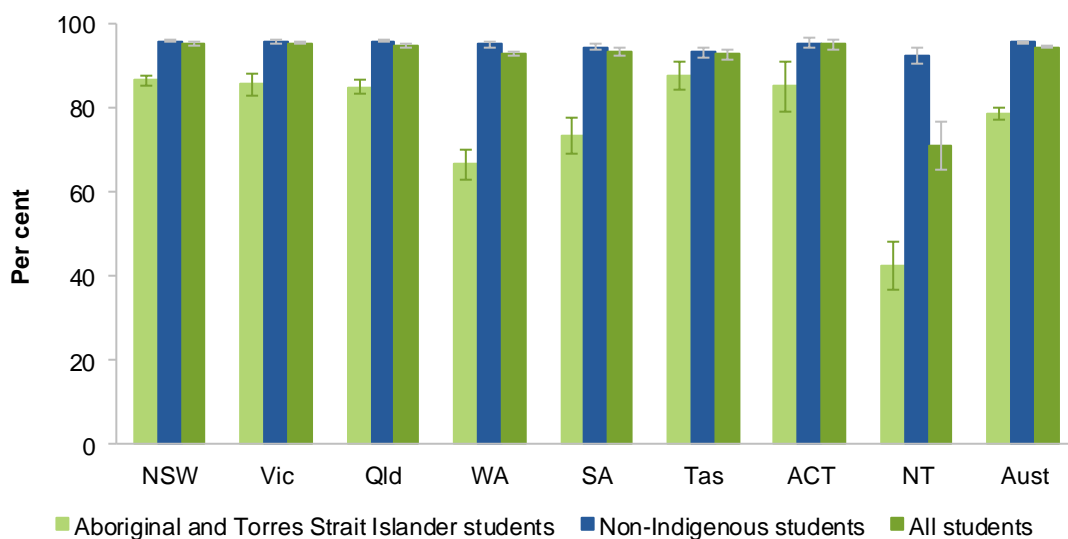
NAPLAN Reading

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 geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.36–49.

Year 3 reading

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2015 was 94.4–94.8 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (77.4–80.0 per cent) was significantly lower than for non-Indigenous students (95.4–95.8 per cent) (figure 4.26). These proportions varied across jurisdictions.

Figure 4.26 **Proportion of year 3 students achieving at or above the reading national minimum standard, 2015^a**



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; 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 2015 are provided in table 4A.36.

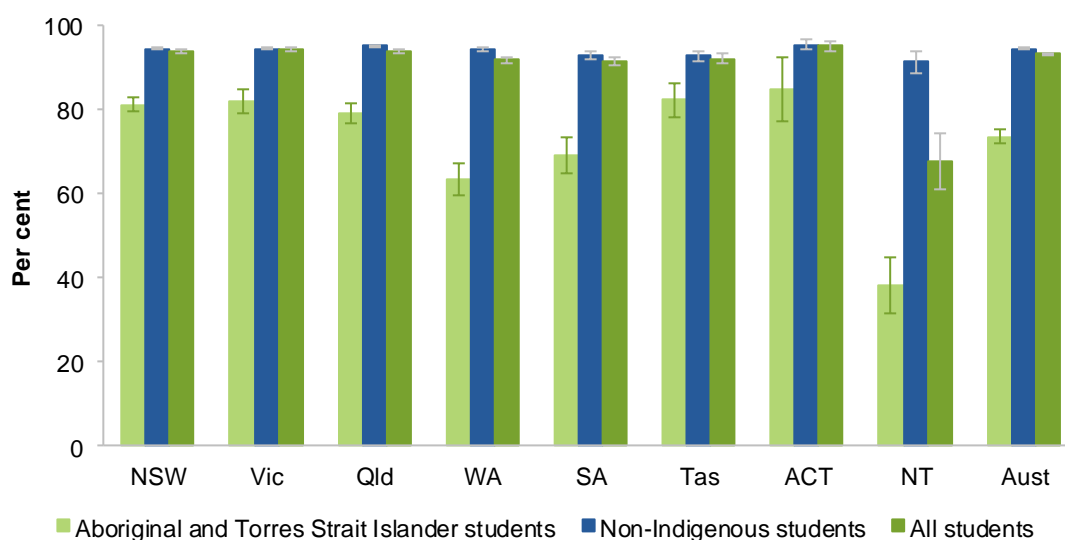
The mean scale score for year 3 reading in 2015 for all students was 424.4–426.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (340.0–346.8) was significantly lower than for non-Indigenous students (429.6–431.8).

Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 3 reading outcomes across states and territories in 2015.

Year 5 reading

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2015 was 93.1–93.5 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (72.0–75.2 per cent) was significantly lower than for non-Indigenous students (94.3–94.7 per cent) (figure 4.27). These proportions varied across jurisdictions.

Figure 4.27 **Proportion of year 5 students achieving at or above the reading national minimum standard, 2015^a**



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36.

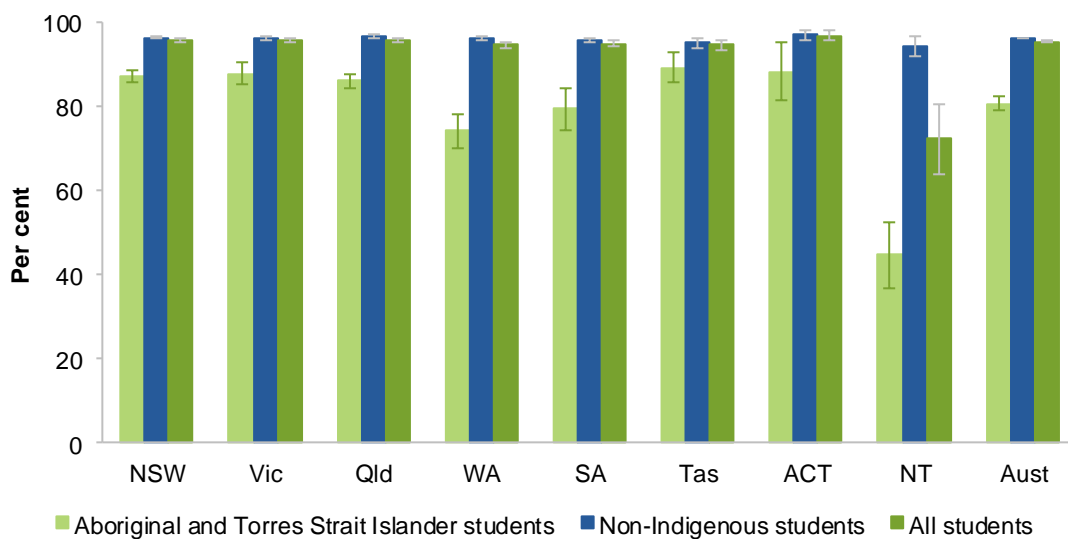
Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 5 reading in 2015 for all students was 497.4–499.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (421.8–428.4) was significantly lower than for non-Indigenous students (501.9–503.9). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 5 reading outcomes across states and territories in 2015.

Year 7 reading

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2015 was 95.1–95.7 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (79.1–82.5 per cent) was significantly lower than for non-Indigenous students (96.1–96.5 per cent) (figure 4.28). These proportions varied across jurisdictions.

Figure 4.28 Proportion of year 7 students achieving at or above the reading national minimum standard, 2015^a



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36.

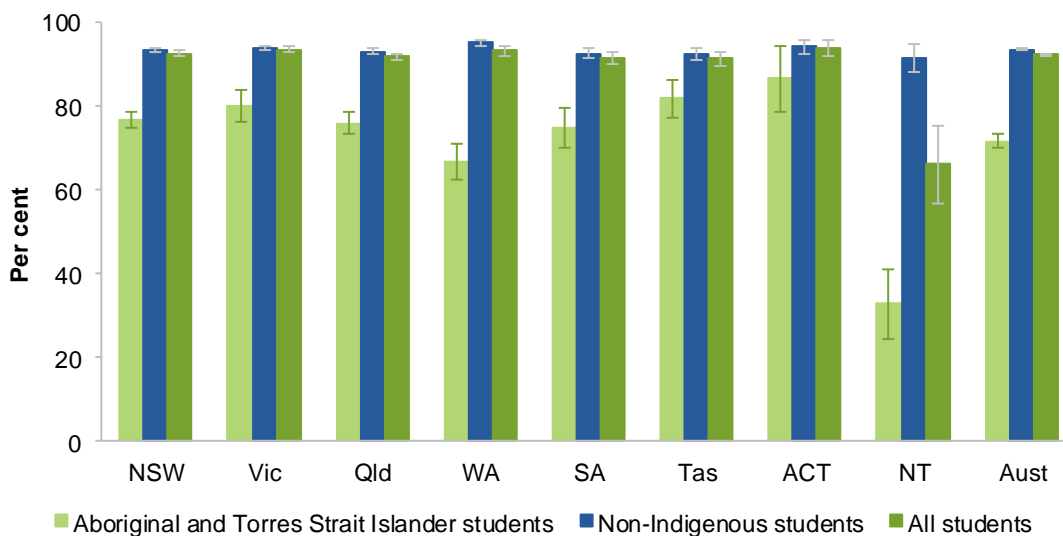
Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 7 reading in 2015 for all students was 544.5–547.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (480.7–487.3) was significantly lower than for non-Indigenous students (548.2–551.0). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 7 reading outcomes across states and territories in 2015.

Year 9 reading

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2015 was 92.0–92.6 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (70.0–73.4 per cent) was significantly lower than for non-Indigenous students (93.3–93.9 per cent) (figure 4.29). These proportions varied across jurisdictions.

Figure 4.29 **Proportion of year 9 students achieving at or above the reading national minimum standard, 2015^a**



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; 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 2015 are provided in table 4A.36.

The mean scale score for year 9 reading in 2015 for all students was 578.6–581.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (515.3–521.3) was significantly lower than for non-Indigenous students (582.3–585.3). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 9 reading outcomes across states and territories in 2015.

Geolocation

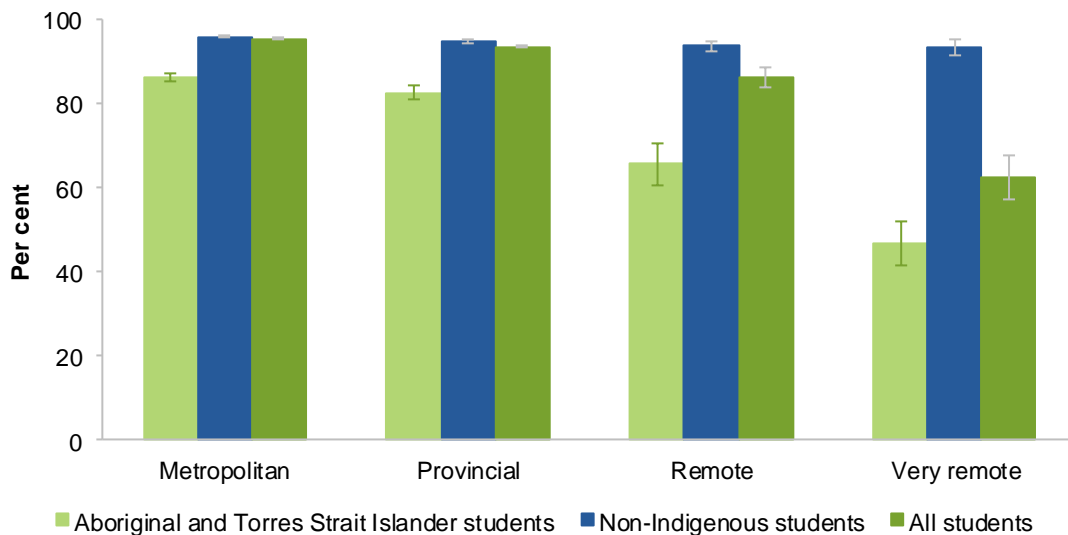
Nationally in 2015, reading outcomes tended to decline with remoteness. In year 3, for example, 95.3–95.7 per cent of students in metropolitan areas achieved at or above the

reading national minimum standard, significantly higher than the proportions of provincial students (93.3–93.9 per cent), remote students (84.0–88.8 per cent) and very remote students (57.5–67.5 per cent) (figure 4.30).

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.36. 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.38.

Figure 4.30 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2015^a



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36.

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 2015 are included in tables 4A.37 and

4A.39. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2010–2014 were included in the earlier Reports.

Time series analysis of NAPLAN reading outcomes — Statistical significance of differences between years

This chapter reports the difference between two given years for a level (for example, year 5 reading from 2014 to 2015), for both the proportion at and above the national minimum standard and mean scale scores.

Table 4.7 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for reading, by Indigenous status, on a national basis, across various years. Data for states and territories are in tables 4A.41–48. 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 2015, and the mean scale score, was close to or not statistically significantly different from 2008 and 2014
- the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2015, and the mean scale score for Aboriginal and Torres Strait Islander students in 2015 was higher than and was statistically significantly different from 2008, but close to or not statistically significantly different from 2014
- the proportion of non-Indigenous students achieving at or above the national minimum standard in 2015, and the mean scale score, was close to or not statistically significantly different from 2008 and 2014 (table 4.7).

Table 4.7 Mean scale scores and proportion of students who achieved at or above the national minimum standard (NMS) for year 5 reading, and nature of the differences based on the effect size, 2008 and 2014 to 2015, Australia^{a, b}

| | | 2008 | 2014 | 2015 | Nature of the differences | |
|---|-----|-------------|-------------|-------------|---------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| Aboriginal and Torres Strait Islander students | | | | | | |
| Mean scale score | no. | 403.4 ± 4.1 | 422.1 ± 3.4 | 425.1 ± 3.3 | Δ | ■ |
| At or above NMS | % | 63.4 ± 1.8 | 70.3 ± 1.6 | 73.6 ± 1.6 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| Mean scale score | no. | 488.7 ± 1.0 | 505.0 ± 1.0 | 502.9 ± 1.1 | ■ | ■ |
| At or above NMS | % | 92.6 ± 0.2 | 94.2 ± 0.2 | 94.5 ± 0.2 | ■ | ■ |
| All students | | | | | | |
| Mean scale score | no. | 484.4 ± 1.1 | 500.6 ± 1.0 | 498.5 ± 1.1 | ■ | ■ |
| At or above NMS | % | 91.0 ± 0.3 | 92.9 ± 0.2 | 93.3 ± 0.2 | ■ | ■ |

NMS=National Minimum Standard

For comparison of mean scale scores: Δ 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).

For comparison of percentage of students at or above national minimum standard: Δ 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).

^a Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference. ^b See box 4.10 and table 4A.49 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015* ACARA, Sydney; table 4A.49.

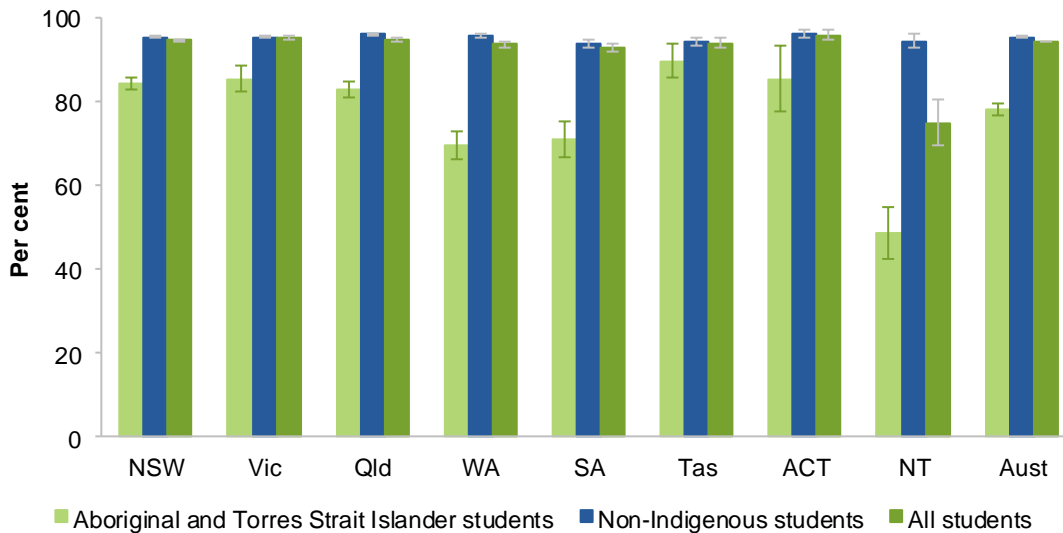
NAPLAN Numeracy

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 geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.64–77.

Year 3 numeracy

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2015 was 94.2–94.6 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (76.9–79.5 per cent) was significantly lower than for non-Indigenous students (95.3–95.7 per cent) (figure 4.31). These proportions varied across jurisdictions.

Figure 4.31 **Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

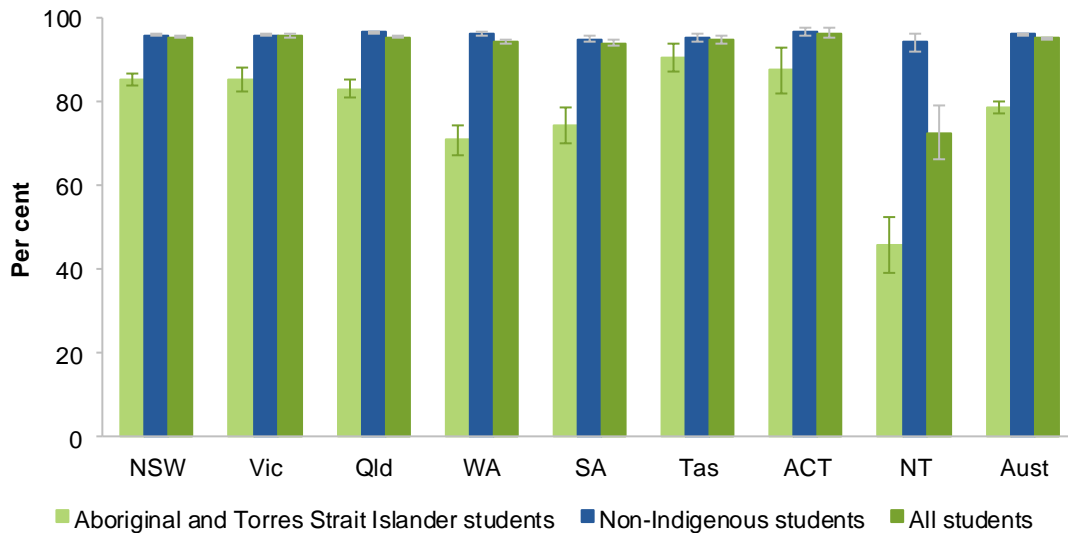
Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 3 numeracy in 2015 for all students was 396.8–398.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (327.5–332.5) was significantly lower than for non-Indigenous students (401.1–402.9). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 3 numeracy outcomes across states and territories in 2015.

Year 5 numeracy

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2015 was 94.9–95.3 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (77.1–80.1 per cent) was significantly lower than for non-Indigenous students (95.9–96.3 per cent) (figure 4.32). These proportions varied across jurisdictions.

Figure 4.32 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

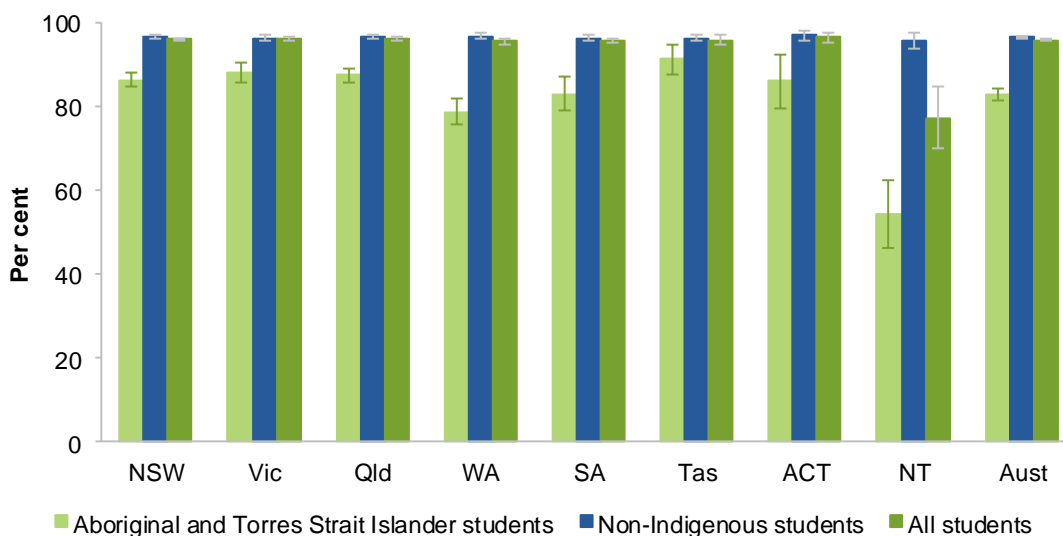
Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 5 numeracy in 2015 for all students was 491.5–493.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (425.5–430.5) was significantly lower than for non-Indigenous students (495.5–497.5). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 5 numeracy outcomes across states and territories in 2015.

Year 7 numeracy

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2015 was 95.7–96.1 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (81.3–84.3 per cent) was significantly lower than for non-Indigenous students (96.5–96.9 per cent) (figure 4.33). These proportions varied across jurisdictions.

Figure 4.33 **Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

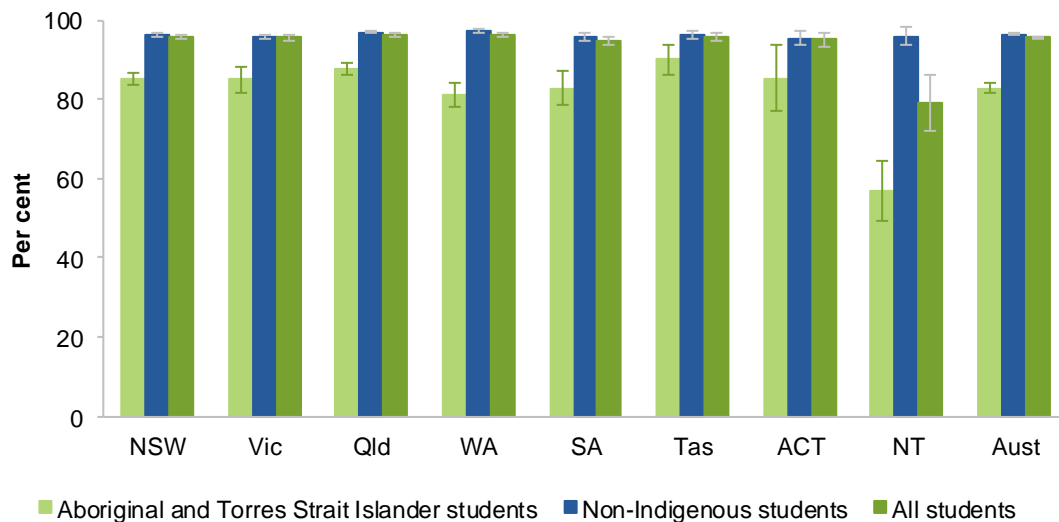
Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 7 numeracy in 2015 for all students was 540.8–544.2 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (477.8–483.2) was significantly lower than for non-Indigenous students (544.5–547.9). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 7 numeracy outcomes across states and territories in 2015.

Year 9 numeracy

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2015 was 95.5–95.9 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (81.5–84.1 per cent) was significantly lower than for non-Indigenous students (96.2–96.6 per cent) (figure 4.34). These proportions varied across jurisdictions.

Figure 4.34 **Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

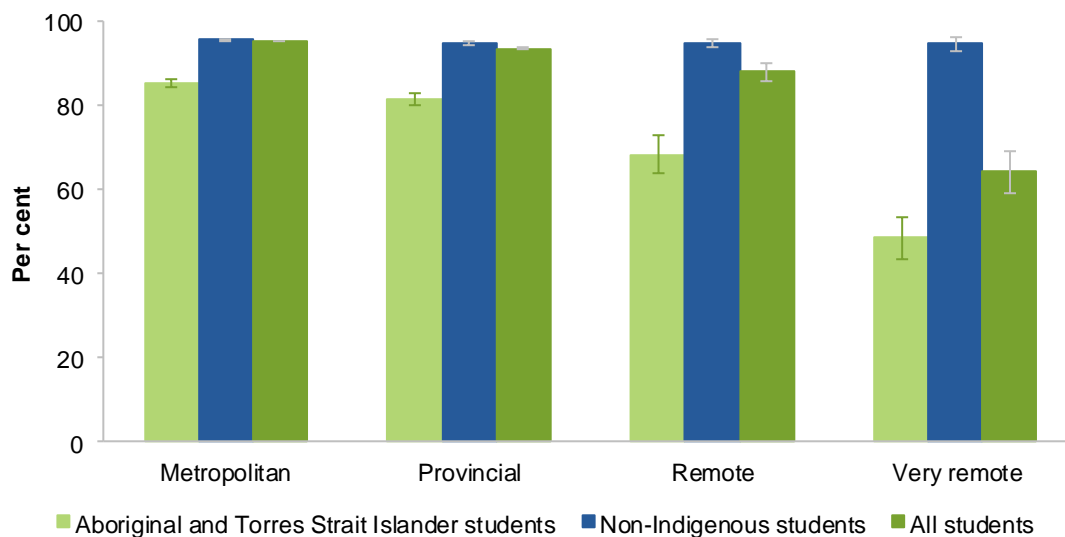
Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 9 numeracy in 2015 for all students was 589.8–593.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (529.6–534.2) was significantly lower than for non-Indigenous students (593.3–597.1). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 9 numeracy outcomes across states and territories in 2015.

Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 95.1–95.5 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (93.2–94.0 per cent), remote students (85.8–90.2 per cent) and very remote students (59.4–69.0 per cent) (figure 4.35).

Figure 4.35 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2015^a



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

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.64. 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.66.

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 2015 are included in tables 4A.65 and 4A.67. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2010–2014 were included in the earlier Reports.

This chapter reports the difference between two given years for a level (for example, year 5 numeracy from 2014 to 2015), for both the proportion at and above the national minimum standard and mean scale scores.

Table 4.8 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for numeracy, by Indigenous status, on a national basis, across various years. Data for states and territories are in tables 4A.69–77. 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 2015, and the mean scale scores, were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008
- the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2015, were higher than and statistically significantly different to both 2014 and 2008. The mean scale score for Aboriginal and Torres Strait Islander students were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008
- the percentage of non-Indigenous students achieving at or above the national minimum standard in 2015, and the mean scale scores, were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008 (table 4.8).

Table 4.8 Mean scale scores and proportion of students who achieved at or above the national minimum standard (NMS) for year 5 numeracy, 2008 and 2014 to 2015, and nature of the differences based on the effect size, Australia^{a, b}

| | | | | | <i>Nature of the difference</i> | |
|---|-----|-------------|-------------|-------------|---------------------------------|---------------------|
| | | <i>2008</i> | <i>2014</i> | <i>2015</i> | <i>2008 to 2015</i> | <i>2014 to 2015</i> |
| Aboriginal and Torres Strait Islander students | | | | | | |
| Mean scale score | no. | 408.0 ± 2.8 | 417.9 ± 2.6 | 428.0 ± 2.5 | Δ | ■ |
| At or above NMS | % | 69.2 ± 1.7 | 71.1 ± 1.6 | 78.6 ± 1.5 | Δ | Δ |
| Non-Indigenous students | | | | | | |
| Mean scale score | no. | 479.5 ± 1.0 | 491.5 ± 0.9 | 496.5 ± 1.0 | Δ | ■ |
| At or above NMS | % | 94.0 ± 0.2 | 94.8 ± 0.2 | 96.1 ± 0.2 | Δ | ■ |
| All students | | | | | | |
| Mean scale score | no. | 475.9 ± 1.1 | 487.6 ± 1.0 | 492.5 ± 1.0 | Δ | ■ |
| At or above NMS | % | 92.7 ± 0.2 | 93.5 ± 0.2 | 95.1 ± 0.2 | Δ | ■ |

For comparison of mean scale scores: Δ 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).

For comparison of percentage of students at or above national minimum standard: Δ 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).

^a Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference. ^b See box 4.10 and table 4A.77 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney; table 4A.77.

NAPLAN Persuasive writing

Outcomes for the persuasive writing for 2015 are included for proportions of year 3, 5, 7 and 9 students achieving at or above the national minimum standard in 2015 (tables 4A.50-51) (including by Indigenous status, geolocation and parental education and occupation). Similar data providing mean scale scores are included in tables 4A.52-53. Data comparing outcomes from 2011 and 2014 to 2015 by Indigenous status, for both proportions at and above the national minimum standard and mean scale scores are included for each state and territory, and nationally in tables 4A.55–63.

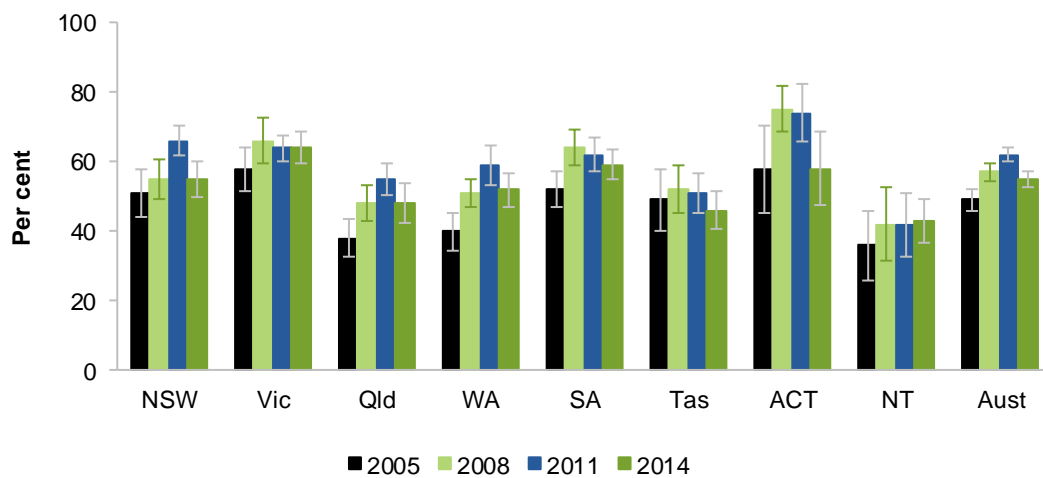
NAP — ICT performance

In 2014, 5622 year 6 students and 4940 year 10 students from 649 government and non-government schools from all states and territories participated in the Information and communications technology (ICT) literacy assessment (ACARA 2015b).

Year 6 ICT literacy performance

Nationally in 2014, the proportion of participating year 6 students who achieved at or above the proficient standard in ICT literacy performance was 52.5–57.5 per cent, lower than for 2011 but not significantly different from 2005 or 2008. These proportions varied across jurisdictions (figure 4.36).

Figure 4.36 Proportion of year 6 students achieving at or above the proficient standard, ICT literacy performance^a



^a See box 4.10 and table 4A.88 for detailed definitions, footnotes and caveats.

Source: ACARA (2015), *National Assessment Program ICT Years 6 and 10 Report 2014*, Sydney; table 4A.88.

Nationally in 2014, 13.9–30.1 per cent of Aboriginal and Torres Strait Islander year 6 students achieved at the proficient standard or above in ICT literacy performance, significantly lower than the proportion for non-Indigenous students (54.5–59.5 per cent) (table 4A.89). Data by achievement level, sex, geolocation and for students who speak languages other than English at home are included in table 4A.89.

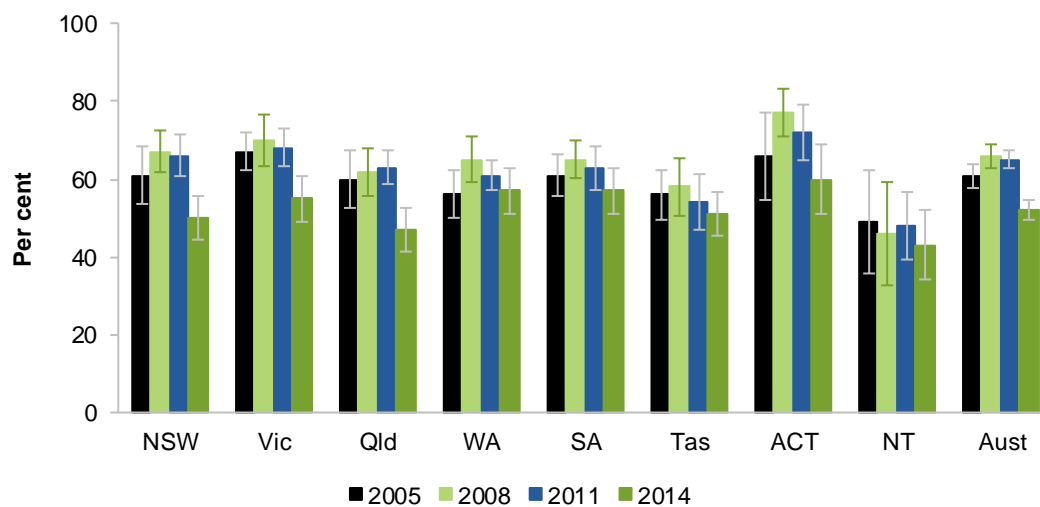
In 2014, the mean scale score for year 6 students in ICT literacy performance was 407.3–418.7, lower than 2011 but not significantly different from 2005 and 2008 (table 4A.90). Mean scale scores varied across jurisdictions.

Statistical significance of differences across states and territories between mean scale scores for year 6 students in ICT literacy performance are provided in table 4A.91.

Year 10 ICT literacy performance

Nationally in 2014, the proportion of participating year 10 students who achieved at or above the proficient standard in ICT literacy performance was 49.5–54.5 per cent, significantly lower than 2005, 2008 and 2011. These proportions varied across jurisdictions (figure 4.37).

Figure 4.37 Proportion of year 10 students achieving at or above the proficient standard, ICT literacy performance^a



^a See box 4.10 and table 4A.88 for detailed definitions, footnotes and caveats.

Source: ACARA (2015), *National Assessment Program ICT Years 6 and 10 Report 2014*, Sydney; table 4A.88.

Nationally in 2014, 11.2–28.8 per cent of Aboriginal and Torres Strait Islander year 10 students achieved at the proficient standard or above in ICT literacy performance, significantly lower than the proportion for non-Indigenous students (50.4–55.6 per cent) (table 4A.89). Data by achievement level, sex, geolocation and for students who speak languages other than English at home are included in tables 4A.89-90.

In 2014, the mean scale score for year 10 students in ICT literacy performance was 513.3–526.7, significantly lower than 2005, 2008 or 2011 (table 4A.90). Mean scale scores varied across jurisdictions. Statistical significance of differences across states and territories between mean scale scores for year 10 students in ICT literacy performance are provided in table 4A.91.

Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2015b).

National Assessment Program — Civics and citizenship performance

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, with the proportion for year 10 students 41.4–46.6 per cent. For both year 6 and year 10 students these results were not significantly different from 2004, 2007 or 2010 (table 4A.83). Detailed outcomes of the 2013 assessment were included in the 2015 Report. Relevant data are reported in tables 4A.83–87.

National Assessment Program — Science literacy performance

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.78). Detailed outcomes of the 2012 assessment were included in the 2014 Report. Relevant data are reported in tables 4A.78–82.

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.

The 2013 ICILS was the first time that ICILS was conducted internationally (ACER 2014). 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. Australian students achieved an average score of 542 points on the ICILS scale. Only one country—the Czech Republic—achieved significantly higher than Australia. Unlike other international and national tests, including the NAP — ICT performance assessment of years 6 and 10, there is no national proficiency level set for ICILS testing at this time.

Source: ACER (2014).

Detailed outcomes of the 2013 ICILS assessment were included in the 2015 Report. Relevant data are reported in tables 4A.114-115.

Developments in ICT/Computer literacy

Box 4.12 summarises some trends in Information and Communications/Computer literacy that have been observed through national tests.

Box 4.12 Information and Communications / Computer literacy

Information and Communication Technology (ICT) skills are embedded in the Australian Curriculum. ICT skills enable students to participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future.

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. Examples include: using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning (ACARA 2014b).

This report includes data from the triennial year 6 and 10 NAP ICT sample assessments, which have been conducted in 2005, 2008, 2011 and 2014 (tables 4A.88–91).

PISA assessment

PISA is a sample assessment undertaken every three years (box 4.13). Detailed data from PISA 2012 were included in the 2014 Report.

Box 4.13 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: ACER (2013).

The attachment tables contain detailed results for PISA 2012 and summary data from earlier PISA rounds (tables 4A.92–106). Detailed results from earlier PISA rounds were included in earlier reports. PISA 2015 data are anticipated to be included in the 2017 Report.

PISA reading literacy

Reading literacy was the major domain tested in the 2000 and 2009 cycles. Reading literacy results from subsequent cycles may be compared with the 2000 cycle. In 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.92).

PISA mathematical literacy

Mathematical literacy was the major domain tested in the 2003 and 2012 cycles. Mathematical literacy results from subsequent cycles may be compared with the 2003 cycle. In 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.97).

PISA scientific literacy

Scientific literacy was the major domain tested in the 2006 cycle. Scientific literacy results from subsequent cycles may be compared with the 2006 cycle. In 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.102).

PIRLS assessment

The PIRLS assessments are undertaken every five years (box 4.14). 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.112-113).

In 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.112). This was a lower proportion than 26 of the 44 other participating countries or economies.

Box 4.14 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).

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: ACER (2012).

TIMSS assessment

The TIMSS assessments are conducted every four years (box 4.15) and provide learning outcomes data for students in year 4 and year 8 in mathematics and science.

Box 4.15 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.

Further information on TIMSS is available at the TIMSS website: <http://www.acer.edu.au/timss>.

Source: ACER (2012).

Detailed data from the 2011 TIMSS were included in the 2013 Report. Tables 4A.107–111 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.

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 4.16).

Box 4.16 **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 (based on the MCEECDYA classification) and sex.

This indicator should be interpreted with caution as:

- assessment, reporting and criteria for obtaining a year 12 or equivalent certificate varies across jurisdictions
- students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others
- 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. WA data for 2014 reflect a change to the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level.
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

A high or increasing completion rate suggests an improvement in educational outcomes.

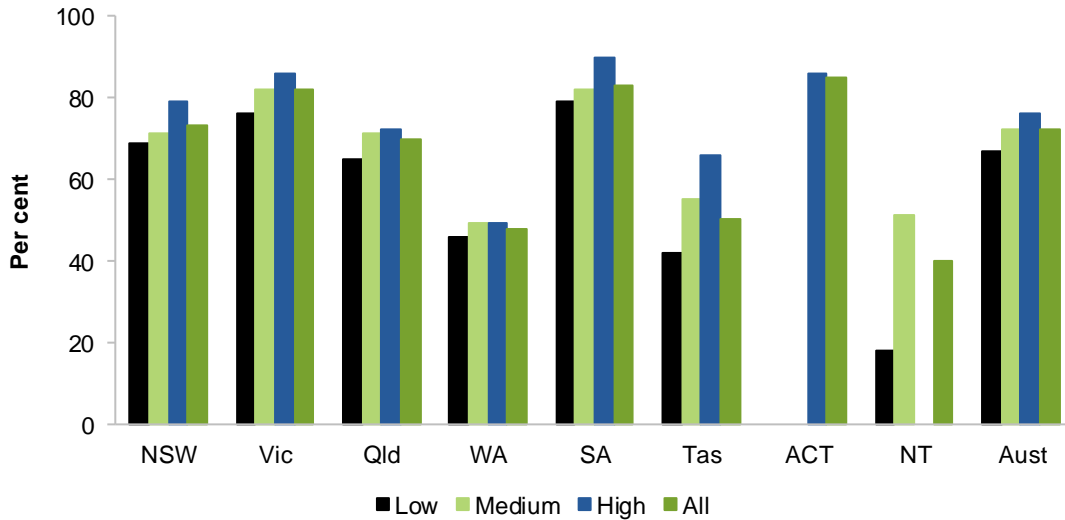
Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

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.

Nationally in 2014, the year 12 completion rate for all students was 72 per cent (table 4A.124). The rates for students from low (67 per cent) and medium (72 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (76 per cent) (figure 4.38), with rates decreasing as remoteness increased (74 per cent in metropolitan areas compared to 38 per cent in very remote areas) (figure 4.39).

Nationally, completion rates were higher for female students than for male students in all socio-economic categories (table 4A.124), and higher for females students compared to male students in all geographic zones (table 4A.125). Time series data on national completion rates are reported in tables 4A.124-125.

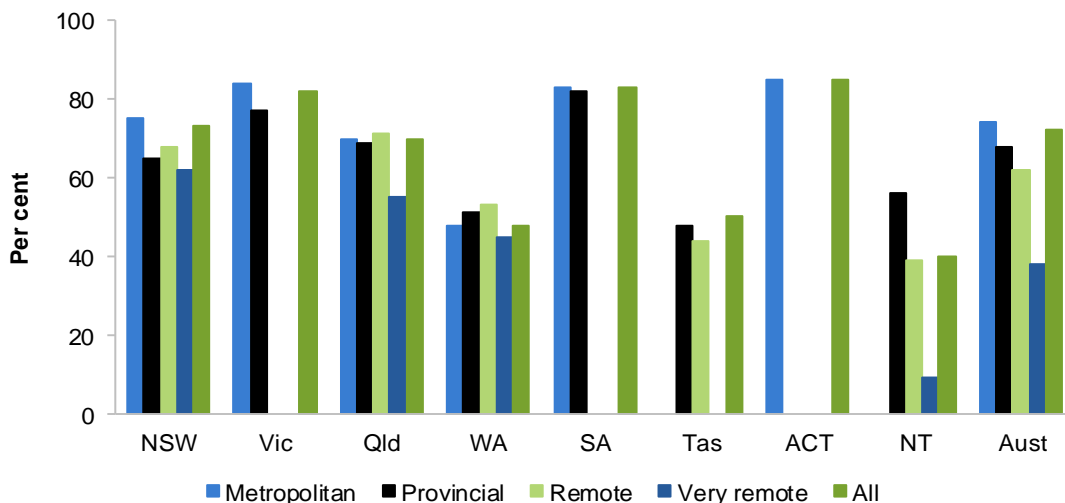
Figure 4.38 **Completion rates, year 12, by socio-economic background, 2014^{a, b}**



^a Data for 'low' and 'medium' in the ACT and 'high' in the NT are not published due to small numbers. ^b See box 4.16 and table 4A.124 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.124.

Figure 4.39 **Completion rates, year 12, by geolocation, 2014 (per cent)^{a, b, c}**



^a There are no metropolitan areas in the NT, no very remote areas in Victoria and only metropolitan areas in the ACT. ^b Remote data for Victoria, remote and very remote data for SA and very remote data for Tasmania are not presented due to small numbers. ^c See box 4.16 and table 4A.125 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.125.

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 or above (that is school and non-school education and training to year 12 or equivalent or above); 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 or above (tables BA.29–33).

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 (box 4.17).

Box 4.17 Destination

‘Destination’ (school leaver destination rate) is defined by three measures:

- 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.
- 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. Data for this measure includes 95 per cent confidence intervals (in the form of error bars in figures).
- 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 data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey/census and not necessarily the jurisdiction in which they attended school.

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and within jurisdictions over time
- complete for the current reporting period. All required 2011 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/2016.

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 aged 15–24 years who left school in 2013 who were working either full or part time in 2014 was 51.8 per cent, and the proportion studying either full or part time was 59.1 per cent (some school leavers were undertaking both work and study and some were undertaking neither).

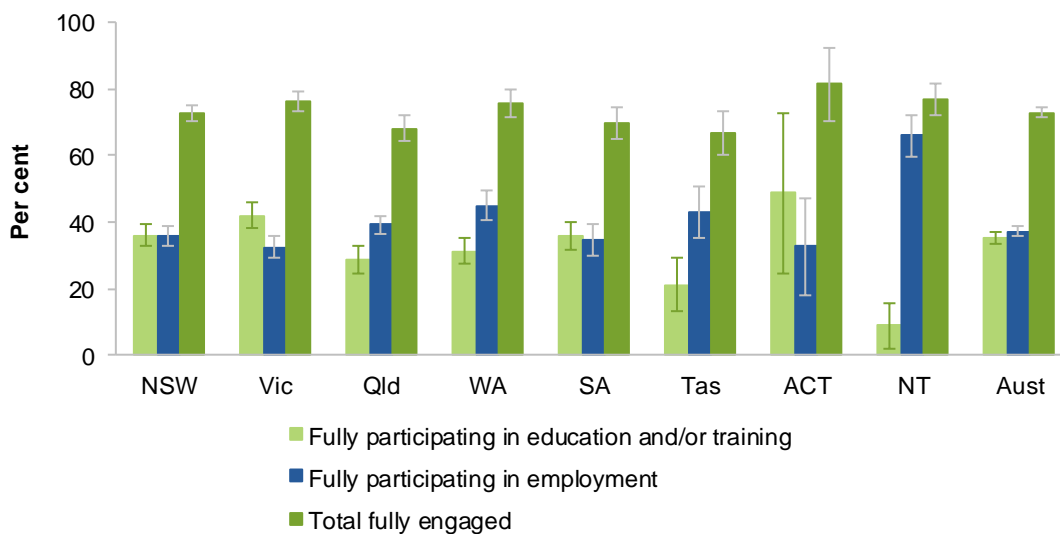
Amongst these school leavers, 43.8 per cent were year 12 completers who were subsequently working in 2014, 51.4 per cent were year 12 completers who were subsequently studying in 2014, 8.5 per cent were year 11 or below completers who were subsequently working in 2014 and 7.1 per cent were year 11 and below completers who were subsequently studying in 2014 (table 4A.129).

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 2014, 73.0 per cent of all school leavers aged 15–24 were fully engaged in education and/or training, or employment, or a combination. The proportion fully participating in education and/or training was 35.2 per cent and the proportion fully participating in employment was 37.2 per cent (figure 4.40). 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 78.2 per cent nationally. Amongst year 11 school leavers, this proportion was 57.6 per cent (table 4A.127). Table 4A.127 also provides the proportions participating in bachelor degrees and above, and certificate, diploma and advanced diplomas.

Figure 4.40 **School leaver destination (15–24 year olds), 2014 (per cent)^a**



^a See box 4.17 and table 4A.127 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished, TableBuilder) *Education and Work, 2014*, cat. no. 6227.0; table 4A.127.

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 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 both working and studying) (table 4A.128).

In 2011, 26.9 per cent of 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 both working and studying). These proportions varied across jurisdictions (table 4A.128). Table 4A.128 provides data by highest level of qualification.

Box 4.18 summarises school leaver destination survey results from six jurisdictions. Each jurisdiction uses different research methods and data collection instruments, and the surveys are not designed for comparative national reporting. These data provide supplementary information to the measures above.

National data on the study and work outcomes (numbers and proportions of people aged 15–19 who left school in the previous year), by highest year of completed schooling, in 2014 are in table 4A.126.

Box 4.18 School leaver destination survey results**New South Wales**

Surveys of post-school destinations for students from government, Catholic and independent schools commenced in 2010 and have been conducted annually since 2013 using telephone and online surveys. The surveys identify the aspirations and expectations for post-school pathways and student destinations. In 2015, the samples comprised 3490 year 12 completers and 3135 early leavers, as well as a longitudinal follow up of early leavers, year 12 completers and year 10 students from the 2014 surveys.

In 2015, 75.2 per cent of year 12 completers were undertaking some form of education and training. The majority were studying a Bachelor degree (53.2 per cent). A further 22.0 per cent of year 12 completers were studying a VET program: 8.9 per cent in Certificate IV, Diploma or Advanced Diploma, compared with 4.8 per cent in Certificates I, II and III, 4.7 per cent in apprenticeships and 3.6 per cent in traineeships. While 22.7 per cent of the year 12 completers were employed or looking for work, 2.1 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 or online survey early in the year after they leave school.

The 2015 On Track Survey contacted 35 227 (63.5 per cent) of the eligible 2014 year 12 or equivalent cohort from 566 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 77.0 per cent were in further education and training (53.2 per cent were enrolled at university, 16.3 per cent were TAFE enrolled and 7.5 per cent had taken up apprenticeships or traineeships). Of the 22.9 per cent who were not in further education and training, 9.6 per cent were in full or part time employment, 9.1 per cent had deferred a tertiary place and 3.6 per cent were looking for work.

Queensland

The annual Queensland Next Step survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools approximately six months after the completion of year 12.

The 2015 Next Step survey collected responses from 40 157 year 12 completers, an 80.2 per cent response rate. The results showed that 61.7 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 40.6 per cent undertaking a Bachelor Degree, 12.8 per cent undertaking campus-based vocational education and training (VET), with 7.5 per cent studying at Certificate IV level or higher. A further 8.4 per cent were in employment-based VET, either as an apprentice (5.9 per cent) or trainee (2.4 per cent). The remaining 38.3 per cent did not enter post-school education or training and were either employed (25.3 per cent), seeking work (10.7 per cent), or not in the labour force, education or training (2.2 per cent). In 2015, the survey also found that 19.7 per cent of year 12 completers were undertaking a gap year.

(continued next page)

Box 4.18 (continued)

Western Australia

The WA School Leaver Destinations survey has been conducted annually since 1996. Until 2015 this had been a telephone survey which was combined with University and TAFE enrolment data to determine Year 12 destinations. In 2015, an email rather than telephone survey of 4400 government school Year 12 students, to complement University and TAFE enrolment data, was undertaken. Insufficient responses were received from the email survey to provide reliable destination data. Consequently, WA is unable to report destination data for 2014 Year 12 students.

Tasmania

Since 2007, all year 10 students are required to lodge a participation plan describing their study intentions for the next year. Under the department's Year 11 and 12 *Attendance and Participation in Tasmanian Government Schools Procedure* schools are required to follow up and re-engage students who do not enrol in year 11. Schools are required to track year 11 and 12 early leavers, recording reasons for early leaving and employing re-engagement strategies.

For longer-term tracking of post-school destinations of Year 12 completers and early leavers, Tasmania has undertaken data linkage supported by the Australian Bureau of Statistics. Findings of this process included:

- about a quarter of early school leavers are enrolled in further study
- one year out from school, about three quarters of those not continuing study were employed
- Five years out from school, 45 per cent of Year 12 graduates had completed a non-school qualification and a further 23 per cent were studying towards one.

Further details are available at

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4261.6Main+Features12006-2013?OpenDocument> (ABS Catalogue Number 4261.6 - Educational outcomes, experimental estimates, Tasmania, 2006-2013).

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 young people six months after completion of year 12 and satisfaction with their experience in years 11 and 12. In 2015, responses were received from 69 per cent of the 2014 year 12 graduates who were contacted. The 2015 survey found that 92 per cent of 2014 year 12 graduates were employed or studying in 2015 and overall 96 per cent found years 11 and 12 worthwhile. Of the 61 per cent of 2014 graduates studying in 2015, 68 per cent reported that they were studying at a Bachelor level or higher and 15 per cent at Certificate III level. Of the 39 per cent of graduates who were not studying in 2015, 76 per cent intended to start some study in the next two years. Year 12 graduates who speak a language other than English at home were more likely to be studying (75 per cent) than those who did not (58 per cent).

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 the ongoing Education Council review of its 2015 Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any further implications of this review for future reports.

Attendance rates, students with disability and completion rates

Nationally consistent data on students with disability is under development for future reporting.

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.

4.5 Definitions of key terms

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| 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. |
| 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 apparent 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. |

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| | <ul style="list-style-type: none"> • Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool. • Other provincial areas (CD ARIA Plus score ≤ 5.92) <ul style="list-style-type: none"> • Inner provincial areas (CD ARIA Plus score ≤ 2.4) • Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92) |
| | C. Remote zone |
| | <ul style="list-style-type: none"> • Remote zone (CD ARIA Plus score > 5.92) <ul style="list-style-type: none"> • Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53) • Very remote areas (CD ARIA Plus score > 10.53) |
| Government recurrent expenditure per full time equivalent student | Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (SCSEEC unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 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 |

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| | age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June). |
| 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 | In 2014: 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 | In 2014: 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 and Training. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions. |
| Teaching staff | 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.

4.6 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 website (www.pc.gov.au/rogs/2016).

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.5 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat.

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

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/rogs/2016).

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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> |
|---|-------------|--------------|--------------|--------------|------------|------------|------------|------------|------------|--------------|
| 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 (d) (e) | no. | 110 | 76 | 46 | 67 | 19 | 5 | 4 | 5 | 332 |
| Total | no. | 2 176 | 1 548 | 1 235 | 768 | 579 | 202 | 83 | 152 | 6 743 |
| Schools | | | | | | | | | | |
| Primary | % | 74.9 | 74.5 | 74.5 | 66.3 | 71.5 | 67.3 | 66.3 | 40.8 | 72.4 |
| Secondary | % | 17.0 | 16.0 | 14.5 | 12.9 | 12.3 | 17.8 | 20.5 | 9.2 | 15.3 |

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 | 4.6 | 7.3 | 12.1 | 13.0 | 12.4 | 8.4 | 46.7 | 7.4 |
| Special (d) (e) | % | 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 |
| Combined (c) | no. | 66 | 76 | 91 | 91 | 76 | 26 | 9 | 69 | 504 |
| Special (d) (e) | 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 |

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 | 74.2 | 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 (d) (e) | % | 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 |
| 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 |

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 | 79 | 92 | 90 | 76 | 26 | 9 | 73 | 511 |
| Special (d) (e) | 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 (d) (e) | % | 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 |
| 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 |

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. | 1 618 | 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 (d) (e) | 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 (d) (e) | % | 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 |
| 2014 | | | | | | | | | | |
| Students | | | | | | | | | | |
| Primary — full time | no. | 458 130 | 339 318 | 338 071 | 179 948 | 105 182 | 32 345 | 21 367 | 18 918 | 1 493 279 |
| Primary — part time | no. | — | 441 | 4 425 | — | 26 | 7 | 70 | 47 | 5 016 |
| Primary — FTE of part time students | no. | — | 219 | 1 136 | — | 6 | 4 | 33 | 21 | 1 419 |
| Primary — FTE total | no. | 458 130 | 339 537 | 339 207 | 179 948 | 105 188 | 32 349 | 21 400 | 18 939 | 1 494 698 |
| Secondary — full time | no. | 304 114 | 224 231 | 177 430 | 78 679 | 59 962 | 23 519 | 15 838 | 10 477 | 894 250 |
| Secondary — part time | no. | 2 383 | 2 313 | 4 077 | 1 545 | 2 197 | 1 171 | 88 | 176 | 13 950 |
| Secondary — FTE of part time students | no. | 1 454 | 1 096 | 1 442 | 555 | 1 042 | 766 | 58 | 78 | 6 491 |
| Secondary — FTE total | no. | 305 568 | 225 327 | 178 872 | 79 234 | 61 004 | 24 285 | 15 896 | 10 555 | 900 741 |
| Primary and secondary — full time total | no. | 762 244 | 563 549 | 515 501 | 258 627 | 165 144 | 55 864 | 37 205 | 29 395 | 2 387 529 |
| Primary and secondary — FTE total | no. | 763 698 | 564 863 | 518 080 | 259 182 | 166 191 | 56 634 | 37 297 | 29 494 | 2 395 439 |
| Staff (b) | | | | | | | | | | |
| Primary | no. | 38 782 | 30 498 | 32 637 | 18 019 | 10 351 | 3 194 | 2 111 | 2 334 | 137 925 |

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. | 31 476 | 24 735 | 19 699 | 9 689 | 6 624 | 2 682 | 1 802 | 1 332 | 98 039 |
| Total active in schools | no. | 70 257 | 55 233 | 52 336 | 27 708 | 16 975 | 5 876 | 3 913 | 3 667 | 235 964 |
| Not active in schools | no. | 2 015 | 1 438 | 2 836 | 1 218 | 1 151 | 284 | 278 | 483 | 9 703 |
| Schools | | | | | | | | | | |
| Primary | no. | 1 619 | 1 127 | 915 | 523 | 365 | 127 | 55 | 68 | 4 799 |
| Secondary | no. | 370 | 238 | 182 | 98 | 65 | 36 | 19 | 14 | 1 022 |
| Combined (c) | no. | 65 | 80 | 89 | 90 | 77 | 25 | 8 | 66 | 500 |
| Special (d) (e) | no. | 111 | 79 | 46 | 64 | 18 | 4 | 4 | 4 | 330 |
| Total | no. | 2 165 | 1 524 | 1 232 | 775 | 525 | 192 | 86 | 152 | 6 651 |
| Schools | | | | | | | | | | |
| Primary | % | 74.8 | 74.0 | 74.3 | 67.5 | 69.5 | 66.1 | 64.0 | 44.7 | 72.2 |
| Secondary | % | 17.1 | 15.6 | 14.8 | 12.6 | 12.4 | 18.8 | 22.1 | 9.2 | 15.4 |
| Combined (c) | % | 3.0 | 5.2 | 7.2 | 11.6 | 14.7 | 13.0 | 9.3 | 43.4 | 7.5 |
| Special (d) (e) | % | 5.1 | 5.2 | 3.7 | 8.3 | 3.4 | 2.1 | 4.7 | 2.6 | 5.0 |
| 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.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.

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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, 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> |
|---|-------------|------------|------------|------------|------------|------------|------------|------------|-----------|--------------|
| 2010 | | | | | | | | | | |
| Students | | | | | | | | | | |
| Primary – full time | no. | 189 220 | 148 976 | 131 443 | 69 667 | 52 613 | 11 413 | 12 594 | 5 138 | 621 064 |
| Primary – part time | no. | 55 | 302 | 189 | 295 | 59 | 43 | 72 | – | 1 015 |
| Primary – FTE of part time students | no. | 31 | 160 | 89 | 191 | 45 | 17 | 58 | – | 591 |
| Primary – FTE total | no. | 189 251 | 149 136 | 131 532 | 69 858 | 52 658 | 11 430 | 12 652 | 5 138 | 621 655 |
| Secondary – full time | no. | 188 808 | 162 405 | 107 715 | 54 863 | 39 244 | 12 097 | 13 217 | 5 109 | 583 458 |
| Secondary – part time | no. | 335 | 155 | 156 | 9 | 356 | 41 | 12 | 15 | 1 079 |
| Secondary – FTE of part time students | no. | 230 | 84 | 85 | 4 | 230 | 15 | 6 | 3 | 657 |
| Secondary – FTE total | no. | 189 038 | 162 489 | 107 800 | 54 867 | 39 474 | 12 112 | 13 223 | 5 112 | 584 115 |
| Primary and secondary — full time total | no. | 378 028 | 311 381 | 239 158 | 124 530 | 91 857 | 23 510 | 25 811 | 10 247 | 1 204 522 |
| Primary and secondary — FTE total | no. | 378 289 | 311 625 | 239 332 | 124 725 | 92 133 | 23 543 | 25 874 | 10 250 | 1 205 769 |
| Staff (b) | | | | | | | | | | |
| Primary | no. | 15 151 | 13 164 | 11 429 | 6 423 | 4 519 | 1 056 | 951 | 563 | 53 256 |
| Secondary | no. | 21 656 | 20 460 | 13 370 | 7 264 | 4 804 | 1 520 | 1 417 | 784 | 71 274 |
| Total active in schools | no. | 36 807 | 33 624 | 24 800 | 13 687 | 9 323 | 2 576 | 2 368 | 1 347 | 124 531 |
| Not active in schools | no. | 1 026 | 567 | 803 | 235 | 217 | 62 | 90 | 61 | 3 061 |
| 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 (d) (e) | no. | 35 | 21 | 14 | 9 | 3 | – | – | – | 82 |
| Total | no. | 916 | 703 | 467 | 297 | 196 | 66 | 44 | 36 | 2 725 |
| Schools | | | | | | | | | | |
| Primary | % | 54.5 | 60.7 | 49.3 | 50.5 | 54.1 | 43.9 | 59.1 | 30.6 | 54.2 |
| Secondary | % | 16.5 | 14.4 | 15.6 | 3.7 | 9.7 | 9.1 | 13.6 | 25.0 | 13.8 |

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) | % | 25.2 | 21.9 | 32.1 | 42.8 | 34.7 | 47.0 | 27.3 | 44.4 | 29.0 |
| Special (d) (e) | % | 3.8 | 3.0 | 3.0 | 3.0 | 1.5 | – | – | – | 3.0 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2011 | | | | | | | | | | |
| Students | | | | | | | | | | |
| Primary — full time | no. | 191 665 | 152 225 | 135 099 | 72 140 | 53 156 | 11 478 | 12 824 | 5 138 | 633 725 |
| Primary — part time | no. | 71 | 243 | 199 | 268 | 83 | 52 | 70 | – | 986 |
| Primary — FTE of part time students | no. | 41 | 121 | 103 | 158 | 58 | 24 | 45 | – | 550 |
| Primary — FTE total | no. | 191 706 | 152 346 | 135 202 | 72 298 | 53 214 | 11 502 | 12 869 | 5 138 | 634 275 |
| Secondary — full time | no. | 192 260 | 164 044 | 109 035 | 55 191 | 39 640 | 12 180 | 13 386 | 5 113 | 590 849 |
| Secondary — part time | no. | 353 | 139 | 166 | 14 | 263 | 48 | 9 | 4 | 996 |
| Secondary — FTE of part time students | no. | 243 | 70 | 97 | 5 | 169 | 24 | 3 | 2 | 613 |
| Secondary — FTE total | no. | 192 503 | 164 114 | 109 132 | 55 196 | 39 809 | 12 204 | 13 389 | 5 115 | 591 462 |
| Primary and secondary — full time total | | 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 |
| Combined (c) | no. | 235 | 155 | 152 | 130 | 69 | 32 | 13 | 16 | 802 |
| Special (d) (e) | no. | 39 | 20 | 16 | 11 | 3 | – | – | – | 89 |
| Total | no. | 920 | 698 | 471 | 301 | 195 | 65 | 44 | 36 | 2 730 |

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 | % | 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 (d) (e) | % | 4.2 | 2.9 | 3.4 | 3.7 | 1.5 | 0.0 | 0.0 | – | 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 |
| Schools | | | | | | | | | | |
| Primary | no. | 490 | 425 | 232 | 149 | 103 | 28 | 25 | 11 | 1 463 |
| Secondary | no. | 145 | 98 | 73 | 9 | 19 | 5 | 5 | 9 | 363 |

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. | 237 | 156 | 154 | 132 | 70 | 31 | 13 | 17 | 810 |
| Special (d) (e) | 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 (d) (e) | % | 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 |
| 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 |

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. | 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 (d) (e) | 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 (d) (e) | % | 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 |
| 2014 | | | | | | | | | | |
| Students | | | | | | | | | | |
| Primary — full time | no. | 200 666 | 163 321 | 143 992 | 76 292 | 54 307 | 11 881 | 13 671 | 5 529 | 669 659 |
| Primary — part time | no. | 47 | 220 | 119 | 135 | 14 | 35 | 7 | — | 577 |
| Primary — FTE of part time students | no. | 23 | 105 | 58 | 59 | 8 | 14 | 4 | — | 270 |
| Primary — FTE total | no. | 200 689 | 163 426 | 144 050 | 76 351 | 54 315 | 11 895 | 13 675 | 5 529 | 669 929 |
| Secondary — full time | no. | 203 831 | 170 165 | 113 816 | 56 891 | 40 432 | 12 153 | 13 566 | 5 723 | 616 577 |
| Secondary — part time | no. | 200 | 176 | 173 | 15 | 172 | 42 | 7 | 8 | 793 |
| Secondary — FTE of part time students | no. | 103 | 94 | 88 | 9 | 85 | 19 | 3 | 3 | 404 |
| Secondary — FTE total | no. | 203 934 | 170 259 | 113 904 | 56 900 | 40 517 | 12 172 | 13 569 | 5 726 | 616 981 |
| Primary and secondary — full time total | no. | 404 497 | 333 486 | 257 808 | 133 183 | 94 739 | 24 034 | 27 237 | 11 252 | 1 286 236 |
| Primary and secondary — FTE total | no. | 404 623 | 333 685 | 257 954 | 133 251 | 94 832 | 24 067 | 27 244 | 11 255 | 1 286 910 |
| Staff (b) | | | | | | | | | | |
| Primary | no. | 16 549 | 15 114 | 12 935 | 7 365 | 4 816 | 1 161 | 1 082 | 667 | 59 689 |

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. | 23 830 | 22 212 | 14 626 | 7 923 | 5 023 | 1 581 | 1 580 | 873 | 77 648 |
| Total active in schools | no. | 40 379 | 37 327 | 27 560 | 15 289 | 9 839 | 2 742 | 2 662 | 1 540 | 137 337 |
| Not active in schools | no. | na | na | na | na | na | na | na | na | na |
| Schools | | | | | | | | | | |
| Primary | no. | 491 | 422 | 225 | 150 | 99 | 29 | 24 | 11 | 1 451 |
| Secondary | no. | 144 | 97 | 72 | 7 | 18 | 5 | 5 | 9 | 357 |
| Combined (c) | no. | 237 | 154 | 164 | 133 | 76 | 30 | 14 | 17 | 825 |
| Special (d) (e) | no. | 46 | 20 | 22 | 11 | 3 | 1 | 1 | 1 | 105 |
| Total | no. | 918 | 693 | 483 | 301 | 196 | 65 | 44 | 38 | 2 738 |
| Schools | | | | | | | | | | |
| Primary | % | 53.5 | 60.9 | 46.6 | 49.8 | 50.5 | 44.6 | 54.5 | 28.9 | 53.0 |
| Secondary | % | 15.7 | 14.0 | 14.9 | 2.3 | 9.2 | 7.7 | 11.4 | 23.7 | 13.0 |
| Combined (c) | % | 25.8 | 22.2 | 34.0 | 44.2 | 38.8 | 46.2 | 31.8 | 44.7 | 30.1 |
| Special (d) (e) | % | 5.0 | 2.9 | 4.6 | 3.7 | 1.5 | 1.5 | 2.3 | 2.6 | 3.8 |
| 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.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.

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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, 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> |
|---|-------------|--------------|--------------|--------------|--------------|------------|------------|------------|------------|--------------|
| 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 (d) (e) | no. | 145 | 97 | 60 | 76 | 22 | 5 | 4 | 5 | 414 |
| Total | no. | 3 092 | 2 251 | 1 702 | 1 065 | 775 | 268 | 127 | 188 | 9 468 |
| Schools | | | | | | | | | | |
| Primary | % | 68.9 | 70.2 | 67.6 | 61.9 | 67.1 | 61.6 | 63.8 | 38.8 | 67.1 |

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 | % | 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 (d) (e) | % | 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 |
| 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 (d) (e) | no. | 149 | 96 | 62 | 78 | 21 | 5 | 4 | 5 | 420 |

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. | 3 097 | 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 (d) (e) | % | 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 |
| 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 |

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. | 515 | 342 | 253 | 105 | 87 | 43 | 23 | 24 | 1 392 |
| Combined (c) | no. | 303 | 235 | 246 | 222 | 146 | 57 | 22 | 90 | 1 321 |
| Special (d) (e) | 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 (d) (e) | % | 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) | | | | | | | | | | |
| 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 |

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. | 3 131 | 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 (d) (e) | 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 (d) (e) | % | 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 |
| 2014 | | | | | | | | | | |
| Students | | | | | | | | | | |
| Primary — full time | no. | 658 796 | 502 639 | 482 063 | 256 240 | 159 489 | 44 226 | 35 038 | 24 447 | 2 162 938 |
| Primary — part time | no. | 47 | 661 | 4 544 | 135 | 40 | 42 | 77 | 47 | 5 593 |
| Primary — FTE of part time students | no. | 23 | 324 | 1 194 | 59 | 14 | 18 | 37 | 21 | 1 689 |
| Primary — FTE total | no. | 658 819 | 502 963 | 483 257 | 256 299 | 159 503 | 44 244 | 35 075 | 24 468 | 2 164 627 |
| Secondary — full time | no. | 507 945 | 394 396 | 291 246 | 135 570 | 100 394 | 35 672 | 29 404 | 16 200 | 1 510 827 |
| Secondary — part time | no. | 2 583 | 2 489 | 4 250 | 1 560 | 2 369 | 1 213 | 95 | 184 | 14 743 |
| Secondary — FTE of part time students | no. | 1 557 | 1 189 | 1 531 | 564 | 1 126 | 785 | 62 | 81 | 6 895 |
| Secondary — FTE total | no. | 509 502 | 395 585 | 292 777 | 136 134 | 101 520 | 36 457 | 29 466 | 16 281 | 1 517 722 |
| Primary and secondary — full time total | no. | 1 166 741 | 897 035 | 773 309 | 391 810 | 259 883 | 79 898 | 64 442 | 40 647 | 3 673 765 |
| Primary and secondary — FTE total | no. | 1 168 321 | 898 548 | 776 034 | 392 433 | 261 023 | 80 701 | 64 541 | 40 749 | 3 682 349 |
| 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. | 55 331 | 45 612 | 45 571 | 25 384 | 15 166 | 4 354 | 3 193 | 3 002 | 197 615 |
| Secondary | no. | 55 306 | 46 947 | 34 325 | 17 612 | 11 648 | 4 263 | 3 382 | 2 205 | 175 686 |
| Total active in schools | no. | 110 637 | 92 559 | 79 896 | 42 997 | 26 814 | 8 617 | 6 575 | 5 207 | 373 301 |
| Not active in schools | no. | na | na | na | na | na | na | na | na | na |
| Schools | | | | | | | | | | |
| Primary | no. | 2 110 | 1 549 | 1 140 | 673 | 464 | 156 | 79 | 79 | 6 250 |
| Secondary | no. | 514 | 335 | 254 | 105 | 83 | 41 | 24 | 23 | 1 379 |
| Combined (c) | no. | 302 | 234 | 253 | 223 | 153 | 55 | 22 | 83 | 1 325 |
| Special (d) (e) | no. | 157 | 99 | 68 | 75 | 21 | 5 | 5 | 5 | 435 |
| Total | no. | 3 083 | 2 217 | 1 715 | 1 076 | 721 | 257 | 130 | 190 | 9 389 |
| Schools | | | | | | | | | | |
| Primary | % | 68.4 | 69.9 | 66.5 | 62.5 | 64.4 | 60.7 | 60.8 | 41.6 | 66.6 |
| Secondary | % | 16.7 | 15.1 | 14.8 | 9.8 | 11.5 | 16.0 | 18.5 | 12.1 | 14.7 |
| Combined (c) | % | 9.8 | 10.6 | 14.8 | 20.7 | 21.2 | 21.4 | 16.9 | 43.7 | 14.1 |
| Special (d) (e) | % | 5.1 | 4.5 | 4.0 | 7.0 | 2.9 | 1.9 | 3.8 | 2.6 | 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.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.

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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

Source: ABS 2015, *Schools Australia 2014*, 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2010 | | | | | | | | | | |
| Students — male | | | | | | | | | | |
| Primary — full time | no. | 319 466 | 236 483 | 227 925 | 117 943 | 80 037 | 22 545 | 16 158 | 12 066 | 1 032 623 |
| Primary — part time | no. | 35 | 537 | 2 365 | 164 | 53 | 39 | 44 | – | 3 237 |
| Primary — FTE of part time students | no. | 19 | 268 | 809 | 106 | 37 | 19 | 35 | – | 1 294 |
| Primary — FTE total | no. | 319 485 | 236 751 | 228 734 | 118 049 | 80 074 | 22 564 | 16 193 | 12 066 | 1 033 917 |
| 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 |

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. | 50 | 494 | 2 412 | 169 | 61 | 40 | 40 | 48 | 3 314 |
| Primary — FTE of part time students | no. | 29 | 245 | 804 | 96 | 40 | 19 | 26 | 24 | 1 283 |
| Primary — FTE total | no. | 322 804 | 239 931 | 232 837 | 120 455 | 80 635 | 22 533 | 16 404 | 12 007 | 1 047 606 |
| Secondary — full time | no. | 253 153 | 196 181 | 143 280 | 65 672 | 50 328 | 18 606 | 14 460 | 8 151 | 749 831 |
| Secondary — part time | no. | 1 034 | 995 | 1 686 | 828 | 1 580 | 1 168 | 27 | 128 | 7 446 |
| Secondary — FTE of part time students | no. | 664 | 458 | 620 | 365 | 758 | 648 | 12 | 44 | 3 569 |
| 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 |

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. | 254 234 | 196 846 | 144 107 | 67 060 | 50 657 | 18 560 | 14 727 | 8 158 | 754 349 |
| Secondary — part time | no. | 1 252 | 1 072 | 1 828 | 755 | 1 264 | 1 110 | 37 | 95 | 7 413 |
| Secondary — FTE of part time students | no. | 780 | 466 | 659 | 313 | 629 | 599 | 14 | 35 | 3 494 |
| Secondary — FTE total | no. | 255 014 | 197 312 | 144 766 | 67 373 | 51 286 | 19 159 | 14 741 | 8 193 | 757 843 |
| Primary and secondary — full time total | no. | 581 034 | 441 889 | 382 502 | 191 516 | 131 923 | 40 924 | 31 674 | 20 390 | 1 821 852 |
| Primary and secondary — FTE total | no. | 581 836 | 442 588 | 384 046 | 191 901 | 132 587 | 41 543 | 31 698 | 20 437 | 1 826 635 |
| 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 |

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. | 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 |
| 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 |
| 2014 | | | | | | | | | | |
| Students — male | | | | | | | | | | |
| Primary — full time | no. | 338 410 | 258 109 | 248 936 | 131 518 | 81 867 | 22 679 | 18 056 | 12 454 | 1 112 029 |
| Primary — part time | no. | 34 | 431 | 2 814 | 100 | 29 | 24 | 47 | 25 | 3 504 |
| Primary — FTE of part time students | no. | 16 | 209 | 757 | 40 | 12 | 11 | 22 | 11 | 1 079 |
| Primary — FTE total | no. | 338 426 | 258 318 | 249 693 | 131 558 | 81 879 | 22 690 | 18 078 | 12 465 | 1 113 108 |
| Secondary — full time | no. | 258 054 | 200 187 | 147 777 | 69 429 | 50 672 | 18 088 | 14 832 | 8 268 | 767 307 |
| Secondary — part time | no. | 1 145 | 1 042 | 2 008 | 655 | 1 016 | 544 | 39 | 113 | 6 562 |
| Secondary — FTE of part time students | no. | 710 | 496 | 738 | 283 | 496 | 357 | 21 | 50 | 3 151 |
| Secondary — FTE total | no. | 258 764 | 200 683 | 148 515 | 69 712 | 51 168 | 18 445 | 14 853 | 8 318 | 770 458 |
| Primary and secondary — full time total | no. | 596 464 | 458 296 | 396 713 | 200 947 | 132 539 | 40 767 | 32 888 | 20 722 | 1 879 336 |
| Primary and secondary — FTE total | no. | 597 190 | 459 001 | 398 208 | 201 270 | 133 048 | 41 135 | 32 931 | 20 783 | 1 883 566 |

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. | 320 386 | 244 530 | 233 127 | 124 722 | 77 622 | 21 547 | 16 982 | 11 993 | 1 050 909 |
| Primary — part time | no. | 13 | 230 | 1 730 | 35 | 11 | 18 | 30 | 22 | 2 089 |
| Primary — FTE of part time students | no. | 7 | 114 | 437 | 18 | 1 | 8 | 15 | 10 | 611 |
| Primary — FTE total | no. | 320 393 | 244 644 | 233 564 | 124 740 | 77 623 | 21 555 | 16 997 | 12 003 | 1 051 520 |
| Secondary — full time | no. | 249 891 | 194 209 | 143 469 | 66 141 | 49 722 | 17 584 | 14 572 | 7 932 | 743 520 |
| Secondary — part time | no. | 1 438 | 1 447 | 2 242 | 905 | 1 353 | 669 | 56 | 71 | 8 181 |
| Secondary — FTE of part time students | no. | 847 | 693 | 793 | 281 | 630 | 427 | 41 | 31 | 3 744 |
| Secondary — FTE total | no. | 250 738 | 194 902 | 144 262 | 66 422 | 50 352 | 18 011 | 14 613 | 7 963 | 747 264 |
| Primary and secondary — full time total | no. | 570 277 | 438 739 | 376 596 | 190 863 | 127 344 | 39 131 | 31 554 | 19 925 | 1 794 429 |
| Primary and secondary — FTE total | no. | 571 131 | 439 547 | 377 826 | 191 163 | 127 975 | 39 566 | 31 610 | 19 966 | 1 798 783 |

FTE = Full time equivalent.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 2014 (per cent) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Primary students as a proportion of the population | | | | | | | | | |
| Government schools | 6.1 | 5.8 | 7.2 | 7.0 | 6.2 | 6.3 | 5.5 | 7.7 | 6.4 |
| Non-government schools | 2.7 | 2.8 | 3.0 | 3.0 | 3.2 | 2.3 | 3.5 | 2.3 | 2.9 |
| All schools | 8.8 | 8.6 | 10.2 | 10.0 | 9.5 | 8.6 | 9.1 | 10.0 | 9.2 |
| Secondary students as a proportion of the population | | | | | | | | | |
| Government schools | 4.0 | 3.8 | 3.8 | 3.1 | 3.6 | 4.6 | 4.1 | 4.3 | 3.8 |
| Non-government schools | 2.7 | 2.9 | 2.4 | 2.2 | 2.4 | 2.4 | 3.5 | 2.3 | 2.6 |
| All schools | 6.8 | 6.8 | 6.2 | 5.3 | 6.0 | 6.9 | 7.6 | 6.6 | 6.4 |
| All students as a proportion of the population | | | | | | | | | |
| Government schools | 10.1 | 9.6 | 10.9 | 10.1 | 9.8 | 10.9 | 9.6 | 12.0 | 10.2 |
| Non-government schools | 5.4 | 5.7 | 5.5 | 5.2 | 5.6 | 4.7 | 7.1 | 4.6 | 5.5 |
| All schools | 15.5 | 15.4 | 16.4 | 15.2 | 15.4 | 15.5 | 16.7 | 16.6 | 15.6 |

(a) Full time students as a proportion of the total population. Population is as at 30 June 2014, using preliminary ERP.

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

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0; ABS 2015, *Australian Demographic Statistics*, June 2014, 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.) | | | | | | | | | |
| 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 |
| 2013-14 | 759 522 | 559 823 | 513 875 | 256 568 | 166 903 | 56 562 | 36 840 | 29 468 | 2 379 560 |
| Average FTE student population in non-government schools (no.) | | | | | | | | | |
| 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 |
| 2013-14 | 401 718 | 330 799 | 256 294 | 132 521 | 94 764 | 23 991 | 27 097 | 11 150 | 1 278 334 |
| Average FTE student population in all schools (no.) | | | | | | | | | |
| 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 |
| 2013-14 | 1 161 240 | 890 622 | 770 169 | 389 088 | 261 667 | 80 553 | 63 937 | 40 617 | 3 657 894 |

(a) FTE students by financial year are derived by averaging the FTE students numbers for the two associated calendar years. Data for years 2010 to 2014 are in tables 4A.1-3.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> (d) | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> (e) | <i>Aust</i> |
|---|-------------------|------------------|------------------|------------------|------------------|----------------|----------------|----------------|-------------------|
| Government schools (including user cost of capital) | | | | | | | | | |
| Australian government specific purpose payments (excluding capital grants) (f), (g), (h), (i) | | | | | | | | | |
| 2004-05 | 925 089 | 655 179 | 570 265 | 265 967 | 211 712 | 79 474 | 41 567 | 50 489 | 2 799 741 |
| 2005-06 | 952 726 | 634 562 | 574 620 | 310 361 | 206 698 | 76 571 | 40 003 | 66 481 | 2 862 021 |
| 2006-07 | 962 572 | 644 553 | 584 105 | 297 324 | 215 940 | 75 361 | 40 901 | 69 749 | 2 890 504 |
| 2007-08 | 946 433 | 657 922 | 613 487 | 286 075 | 217 519 | 76 110 | 39 191 | 73 980 | 2 910 717 |
| 2008-09 | 1 261 134 | 910 169 | 778 026 | 390 118 | 292 732 | 102 272 | 59 424 | 85 245 | 3 879 120 |
| 2009-10 | 1 306 886 | 880 938 | 753 285 | 384 456 | 301 090 | 109 103 | 55 602 | 113 808 | 3 905 168 |
| 2010-11 | 1 363 689 | 902 974 | 818 152 | 395 353 | 313 152 | 113 350 | 57 629 | 115 505 | 4 079 805 |
| 2011-12 | 1 556 275 | 1 055 041 | 941 701 | 463 849 | 355 766 | 134 832 | 66 094 | 127 345 | 4 700 903 |
| 2012-13 | 1 500 861 | 1 023 893 | 926 974 | 452 004 | 346 238 | 125 055 | 63 718 | 115 541 | 4 554 284 |
| 2013-14 | 1 536 912 | 1 118 462 | 1 034 244 | 496 108 | 369 560 | 134 371 | 71 736 | 138 238 | 4 899 631 |
| State and territory government recurrent expenditure (j) | | | | | | | | | |
| 2004-05 | 9 806 059 | 6 249 238 | 5 672 816 | 3 393 472 | 2 183 709 | 776 958 | 539 286 | 532 539 | 29 154 076 |
| 2005-06 | 9 599 681 | 6 396 979 | 5 765 278 | 3 325 352 | 2 192 623 | 802 711 | 546 141 | 542 863 | 29 171 628 |
| 2006-07 | 9 627 062 | 6 369 725 | 6 199 858 | 3 648 570 | 2 182 754 | 795 649 | 547 842 | 531 770 | 29 903 231 |
| 2007-08 | 9 691 791 | 6 534 049 | 6 389 803 | 3 998 681 | 2 205 618 | 785 462 | 606 567 | 551 576 | 30 763 547 |
| 2008-09 | 9 744 292 | 6 593 635 | 6 446 985 | 4 063 059 | 2 099 659 | 778 123 | 612 507 | 569 835 | 30 908 095 |
| 2009-10 | 10 143 435 | 6 802 097 | 6 808 123 | 4 199 947 | 2 226 194 | 806 327 | 623 699 | 553 418 | 32 163 241 |
| 2010-11 | 9 842 934 | 6 673 035 | 6 769 960 | 4 152 821 | 2 382 710 | 809 815 | 658 345 | 574 921 | 31 864 543 |
| 2011-12 | 10 496 307 | 6 649 554 | 6 967 928 | 4 176 808 | 2 429 412 | 814 858 | 683 973 | 588 366 | 32 807 205 |
| 2012-13 | 10 233 273 | 6 666 557 | 7 025 414 | 4 323 755 | 2 394 049 | 812 946 | 704 570 | 623 352 | 32 783 915 |
| 2013-14 | 10 956 586 | 6 676 453 | 6 963 264 | 4 497 124 | 2 425 912 | 811 591 | 706 014 | 556 549 | 33 593 493 |
| Australian, State and Territory government recurrent expenditure | | | | | | | | | |
| 2004-05 | 10 731 148 | 6 904 417 | 6 243 081 | 3 659 439 | 2 395 420 | 856 431 | 580 853 | 583 028 | 31 953 817 |
| 2005-06 | 10 552 407 | 7 031 541 | 6 339 898 | 3 635 713 | 2 399 321 | 879 282 | 586 144 | 609 344 | 32 033 649 |

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (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 (e)</i> | <i>Aust</i> |
|---|-------------------|------------------|------------------|------------------|------------------|----------------|----------------|----------------|-------------------|
| 2006-07 | 10 589 634 | 7 014 278 | 6 783 963 | 3 945 894 | 2 398 695 | 871 009 | 588 744 | 601 519 | 32 793 735 |
| 2007-08 | 10 638 224 | 7 191 971 | 7 003 290 | 4 284 756 | 2 423 137 | 861 572 | 645 758 | 625 556 | 33 674 263 |
| 2008-09 | 11 005 426 | 7 503 804 | 7 225 011 | 4 453 177 | 2 392 391 | 880 395 | 671 931 | 655 079 | 34 787 215 |
| 2009-10 | 11 450 321 | 7 683 035 | 7 561 408 | 4 584 403 | 2 527 284 | 915 430 | 679 301 | 667 226 | 36 068 409 |
| 2010-11 | 11 206 624 | 7 576 009 | 7 588 113 | 4 548 174 | 2 695 862 | 923 166 | 715 974 | 690 425 | 35 944 348 |
| 2011-12 | 12 052 582 | 7 704 595 | 7 909 629 | 4 640 657 | 2 785 178 | 949 690 | 750 068 | 715 710 | 37 508 109 |
| 2012-13 | 11 734 134 | 7 690 450 | 7 952 388 | 4 775 759 | 2 740 287 | 938 001 | 768 289 | 738 893 | 37 338 199 |
| 2013-14 | 12 493 498 | 7 794 915 | 7 997 508 | 4 993 232 | 2 795 472 | 945 962 | 777 750 | 694 787 | 38 493 124 |
| Non-government schools (excluding user cost of capital) | | | | | | | | | |
| Australian government specific purpose payments (excluding capital grants) (f), (g), (h), (i) | | | | | | | | | |
| 2004-05 | 2 116 694 | 1 652 896 | 1 189 984 | 619 369 | 505 099 | 130 015 | 121 824 | 55 746 | 6 391 628 |
| 2005-06 | 2 045 744 | 1 644 907 | 1 222 313 | 632 808 | 493 547 | 131 538 | 124 442 | 66 701 | 6 361 999 |
| 2006-07 | 2 094 667 | 1 654 759 | 1 252 080 | 630 973 | 509 559 | 132 745 | 127 764 | 52 910 | 6 455 458 |
| 2007-08 | 2 057 817 | 1 677 149 | 1 262 012 | 646 801 | 509 796 | 136 156 | 125 025 | 61 900 | 6 476 656 |
| 2008-09 | 2 055 263 | 1 641 007 | 1 291 638 | 682 269 | 515 567 | 136 172 | 122 950 | 78 988 | 6 523 855 |
| 2009-10 | 2 212 974 | 1 842 461 | 1 421 951 | 730 680 | 557 977 | 150 557 | 135 148 | 86 059 | 7 137 806 |
| 2010-11 | 2 303 372 | 1 901 780 | 1 505 425 | 755 314 | 594 266 | 155 282 | 140 765 | 86 140 | 7 442 344 |
| 2011-12 | 2 447 654 | 2 049 857 | 1 609 847 | 807 811 | 642 564 | 163 585 | 149 778 | 86 815 | 7 957 912 |
| 2012-13 | 2 554 191 | 2 100 395 | 1 671 847 | 829 563 | 647 819 | 165 606 | 145 372 | 88 321 | 8 203 114 |
| 2013-14 | 2 747 719 | 2 233 496 | 1 800 572 | 892 695 | 681 605 | 178 076 | 163 769 | 119 807 | 8 817 739 |
| State and territory government recurrent expenditure | | | | | | | | | |
| 2004-05 | 883 940 | 423 394 | 520 655 | 266 856 | 137 003 | 47 667 | 48 671 | 38 412 | 2 366 597 |
| 2005-06 | 880 241 | 422 702 | 620 857 | 268 647 | 138 043 | 46 723 | 50 031 | 41 324 | 2 468 569 |
| 2006-07 | 896 084 | 442 600 | 529 490 | 281 695 | 148 452 | 49 569 | 48 383 | 57 956 | 2 454 229 |
| 2007-08 | 909 025 | 466 074 | 538 191 | 300 172 | 153 378 | 50 827 | 50 428 | 33 529 | 2 501 624 |
| 2008-09 | 898 887 | 530 055 | 560 191 | 313 790 | 153 725 | 51 820 | 50 113 | 34 847 | 2 593 429 |

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> (d) | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> (e) | <i>Aust</i> |
|---|------------------|------------------|------------------|------------------|----------------|----------------|----------------|----------------|-------------------|
| 2009-10 | 890 882 | 521 290 | 567 320 | 336 905 | 157 836 | 52 391 | 52 736 | 35 759 | 2 615 119 |
| 2010-11 | 889 005 | 566 451 | 625 313 | 399 265 | 164 160 | 55 768 | 49 753 | 67 763 | 2 817 478 |
| 2011-12 | 923 137 | 595 685 | 616 001 | 428 823 | 168 931 | 55 857 | 50 756 | 51 884 | 2 891 072 |
| 2012-13 | 947 466 | 639 623 | 646 157 | 421 492 | 172 458 | 56 052 | 53 851 | 64 018 | 3 001 117 |
| 2013-14 | 978 044 | 643 410 | 708 588 | 424 120 | 174 531 | 58 890 | 57 425 | 60 878 | 3 105 886 |
| Australian, State and Territory government recurrent expenditure | | | | | | | | | |
| 2004-05 | 3 000 635 | 2 076 290 | 1 710 639 | 886 225 | 642 102 | 177 681 | 170 495 | 94 158 | 8 758 225 |
| 2005-06 | 2 925 985 | 2 067 609 | 1 843 171 | 901 455 | 631 590 | 178 261 | 174 473 | 108 025 | 8 830 568 |
| 2006-07 | 2 990 752 | 2 097 359 | 1 781 571 | 912 668 | 658 011 | 182 314 | 176 146 | 110 865 | 8 909 687 |
| 2007-08 | 2 966 842 | 2 143 222 | 1 800 203 | 946 973 | 663 174 | 186 983 | 175 453 | 95 429 | 8 978 280 |
| 2008-09 | 2 954 150 | 2 171 062 | 1 851 829 | 996 060 | 669 292 | 187 992 | 173 064 | 113 834 | 9 117 284 |
| 2009-10 | 3 103 855 | 2 363 751 | 1 989 270 | 1 067 585 | 715 813 | 202 948 | 187 884 | 121 819 | 9 752 925 |
| 2010-11 | 3 192 377 | 2 468 231 | 2 130 738 | 1 154 579 | 758 425 | 211 050 | 190 519 | 153 903 | 10 259 822 |
| 2011-12 | 3 370 791 | 2 645 542 | 2 225 848 | 1 236 634 | 811 494 | 219 442 | 200 535 | 138 699 | 10 848 984 |
| 2012-13 | 3 501 658 | 2 740 018 | 2 318 004 | 1 251 055 | 820 277 | 221 658 | 199 223 | 152 339 | 11 204 231 |
| 2013-14 | 3 725 763 | 2 876 906 | 2 509 160 | 1 316 815 | 856 136 | 236 966 | 221 194 | 180 685 | 11 923 625 |
| All schools (including UCC for government schools) | | | | | | | | | |
| Australian government specific purpose payments, excluding joint programs (excluding capital grants) (f), (g), (h), (i) | | | | | | | | | |
| 2004-05 | 3 041 783 | 2 308 074 | 1 760 249 | 885 336 | 716 811 | 209 488 | 163 392 | 106 235 | 9 191 369 |
| 2005-06 | 2 998 470 | 2 279 468 | 1 796 933 | 943 169 | 700 245 | 208 109 | 164 444 | 133 182 | 9 224 020 |
| 2006-07 | 3 057 240 | 2 299 312 | 1 836 185 | 928 297 | 725 499 | 208 106 | 168 665 | 122 659 | 9 345 962 |
| 2007-08 | 3 004 251 | 2 335 070 | 1 875 499 | 932 876 | 727 315 | 212 266 | 164 215 | 135 881 | 9 387 372 |
| 2008-09 | 3 316 397 | 2 551 176 | 2 069 664 | 1 072 388 | 808 299 | 238 444 | 182 374 | 164 232 | 10 402 974 |
| 2009-10 | 3 519 860 | 2 723 398 | 2 175 236 | 1 115 136 | 859 067 | 259 660 | 190 750 | 199 867 | 11 042 974 |
| 2010-11 | 3 667 062 | 2 804 754 | 2 323 578 | 1 150 667 | 907 418 | 268 632 | 198 394 | 201 644 | 11 522 149 |
| 2011-12 | 4 003 929 | 3 104 898 | 2 551 548 | 1 271 660 | 998 330 | 298 417 | 215 873 | 214 160 | 12 658 815 |

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (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 (e)</i> | <i>Aust</i> |
|---|-------------------|-------------------|-------------------|------------------|------------------|------------------|----------------|----------------|-------------------|
| 2012-13 | 4 055 053 | 3 124 288 | 2 598 821 | 1 281 567 | 994 057 | 290 661 | 209 090 | 203 862 | 12 757 398 |
| 2013-14 | 4 284 631 | 3 351 958 | 2 834 816 | 1 388 803 | 1 051 165 | 312 447 | 235 505 | 258 045 | 13 717 370 |
| State and territory government recurrent expenditure | | | | | | | | | |
| 2004-05 | 10 690 000 | 6 672 632 | 6 193 471 | 3 660 328 | 2 320 711 | 824 624 | 587 956 | 570 950 | 31 520 673 |
| 2005-06 | 10 479 922 | 6 819 681 | 6 386 135 | 3 594 000 | 2 330 666 | 849 434 | 596 173 | 584 187 | 31 640 197 |
| 2006-07 | 10 523 146 | 6 812 325 | 6 729 348 | 3 930 265 | 2 331 206 | 845 217 | 596 225 | 589 725 | 32 357 459 |
| 2007-08 | 10 600 815 | 7 000 123 | 6 927 994 | 4 298 853 | 2 358 996 | 836 289 | 656 995 | 585 104 | 33 265 171 |
| 2008-09 | 10 643 179 | 7 123 690 | 7 007 177 | 4 376 849 | 2 253 384 | 829 943 | 662 620 | 604 681 | 33 501 524 |
| 2009-10 | 11 034 317 | 7 323 387 | 7 375 443 | 4 536 852 | 2 384 030 | 858 718 | 676 435 | 589 178 | 34 778 360 |
| 2010-11 | 10 731 939 | 7 239 486 | 7 395 273 | 4 552 086 | 2 546 870 | 865 583 | 708 099 | 642 684 | 34 682 022 |
| 2011-12 | 11 419 444 | 7 245 239 | 7 583 929 | 4 605 631 | 2 598 342 | 870 715 | 734 730 | 640 249 | 35 698 277 |
| 2012-13 | 11 180 739 | 7 306 181 | 7 671 572 | 4 745 247 | 2 566 507 | 868 998 | 758 421 | 687 369 | 35 785 031 |
| 2013-14 | 11 934 630 | 7 319 863 | 7 671 852 | 4 921 244 | 2 600 443 | 870 481 | 763 439 | 617 427 | 36 699 379 |
| Australian, State and Territory government recurrent expenditure | | | | | | | | | |
| 2004-05 | 13 731 783 | 8 980 706 | 7 953 720 | 4 545 664 | 3 037 522 | 1 034 112 | 751 348 | 677 186 | 40 712 042 |
| 2005-06 | 13 478 391 | 9 099 149 | 8 183 068 | 4 537 169 | 3 030 911 | 1 057 543 | 760 617 | 717 369 | 40 864 217 |
| 2006-07 | 13 580 386 | 9 111 637 | 8 565 533 | 4 858 562 | 3 056 706 | 1 053 323 | 764 890 | 712 384 | 41 703 422 |
| 2007-08 | 13 605 066 | 9 335 193 | 8 803 493 | 5 231 729 | 3 086 311 | 1 048 555 | 821 211 | 720 985 | 42 652 543 |
| 2008-09 | 13 959 576 | 9 674 866 | 9 076 841 | 5 449 237 | 3 061 683 | 1 068 387 | 844 995 | 768 914 | 43 904 498 |
| 2009-10 | 14 554 177 | 10 046 785 | 9 550 679 | 5 651 988 | 3 243 097 | 1 118 378 | 867 185 | 789 045 | 45 821 334 |
| 2010-11 | 14 399 001 | 10 044 240 | 9 718 851 | 5 702 753 | 3 454 288 | 1 134 215 | 906 493 | 844 329 | 46 204 171 |
| 2011-12 | 15 423 373 | 10 350 137 | 10 135 477 | 5 877 291 | 3 596 672 | 1 169 132 | 950 602 | 854 409 | 48 357 093 |
| 2012-13 | 15 235 791 | 10 430 468 | 10 270 392 | 6 026 814 | 3 560 564 | 1 159 659 | 967 511 | 891 231 | 48 542 430 |
| 2013-14 | 16 219 261 | 10 671 821 | 10 506 668 | 6 310 047 | 3 651 608 | 1 182 928 | 998 944 | 875 472 | 50 416 749 |

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (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 (e)</i> | <i>Aust</i> |
|-----|---|------------|----------------|-----------|-----------|------------|------------|---------------|-------------|
| (a) | This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Based on accrual accounting. 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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See table 2A.48 and chapter 2 (sections 2.5-6) for more information. | | | | | | | | |
| (d) | 2013-14 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$57.8m) and Build Queensland Future Schools Fund (\$18.8m). | | | | | | | | |
| (e) | 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 since 2010-11. 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 since 2011-12. These were \$7.9 m in 2013-14. 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. The decrease in recurrent expenditure on non-government schools in 2013-14 is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output. | | | | | | | | |
| (f) | The National Schools specific purpose payment (reported from 1 January 2009 to 31 December 2013) and Student First funding (reported from 1 January 2014) do not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments and Students First 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. | | | | | | | | |
| (g) | 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. | | | | | | | | |

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (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 (e)</i> | <i>Aust</i> |
|--|------------|------------|----------------|-----------|-----------|------------|------------|---------------|-------------|
|--|------------|------------|----------------|-----------|-----------|------------|------------|---------------|-------------|

(h) 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.

(i) 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 (h) in table 4A.9.

(j) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.

Source: Australian Government Department of Education and Training (unpublished); Education Council National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished); table 4A.139.

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 (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|------------------|------------------|------------------|------------------|------------------|----------------|----------------|----------------|-------------------|
| Government schools (including user cost of capital) | | | | | | | | | |
| Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h) | | | | | | | | | |
| 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 |
| 2013-14 | 1 536 912 | 1 118 462 | 1 034 244 | 496 108 | 369 560 | 134 371 | 71 736 | 138 238 | 4 899 631 |
| State and territory government recurrent expenditure (including UCC) (i) | | | | | | | | | |
| 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 |
| 2013-14 | 10 956 586 | 6 676 453 | 6 963 264 | 4 497 124 | 2 425 912 | 811 591 | 706 014 | 556 549 | 33 593 493 |
| Australian, State and Territory government recurrent expenditure | | | | | | | | | |
| 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 |

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 (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|-------------------|------------------|------------------|------------------|------------------|----------------|----------------|----------------|-------------------|
| 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 |
| 2013-14 | 12 493 498 | 7 794 915 | 7 997 508 | 4 993 232 | 2 795 472 | 945 962 | 777 750 | 694 787 | 38 493 124 |
| Non-government schools (excluding user cost of capital) | | | | | | | | | |
| Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h) | | | | | | | | | |
| 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 |
| 2013-14 | 2 747 719 | 2 233 496 | 1 800 572 | 892 695 | 681 605 | 178 076 | 163 769 | 119 807 | 8 817 739 |
| State and territory government recurrent expenditure | | | | | | | | | |
| 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 |
| 2007-08 | 776 307 | 398 027 | 459 615 | 256 347 | 130 985 | 43 406 | 43 066 | 28 634 | 2 136 387 |

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 (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|------------------|------------------|------------------|------------------|----------------|----------------|----------------|----------------|-------------------|
| 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 | 416 012 | 170 216 | 55 323 | 53 151 | 63 185 | 2 962 102 |
| 2013-14 | 978 044 | 643 410 | 708 588 | 424 120 | 174 531 | 58 890 | 57 425 | 60 878 | 3 105 886 |
| Australian, State and Territory government recurrent expenditure | | | | | | | | | |
| 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 | 1 234 791 | 809 613 | 218 776 | 196 633 | 150 358 | 11 058 576 |
| 2013-14 | 3 725 763 | 2 876 906 | 2 509 160 | 1 316 815 | 856 136 | 236 966 | 221 194 | 180 685 | 11 923 625 |
| All schools (including UCC for government schools) | | | | | | | | | |
| Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f), (g), (h) | | | | | | | | | |
| 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 |
| 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 |

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 (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|-------------------|-------------------|-------------------|------------------|------------------|------------------|----------------|----------------|-------------------|
| 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 |
| 2013-14 | 4 284 631 | 3 351 958 | 2 834 816 | 1 388 803 | 1 051 165 | 312 447 | 235 505 | 258 045 | 13 717 370 |
| State and territory government recurrent expenditure (including UCC for government schools) | | | | | | | | | |
| 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 | 4 683 558 | 2 533 142 | 857 701 | 748 562 | 678 433 | 35 319 826 |
| 2013-14 | 11 934 630 | 7 319 863 | 7 671 852 | 4 921 244 | 2 600 443 | 870 481 | 763 439 | 617 427 | 36 699 379 |
| Australian, State and Territory government recurrent expenditure | | | | | | | | | |
| 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 | 5 948 465 | 3 514 276 | 1 144 583 | 954 934 | 879 645 | 47 911 378 |
| 2013-14 | 16 219 261 | 10 671 821 | 10 506 668 | 6 310 047 | 3 651 608 | 1 182 928 | 998 944 | 875 472 | 50 416 749 |

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</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) | 2013-14 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$57.8m) and Build Queensland Future Schools Fund (\$18.8m). | | | | | | | | |
| (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 since 2010-11. 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 since 2011-12. These were \$7.9 m in 2013-14. 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. The decrease in recurrent expenditure on non-government schools in 2013-14 is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output. | | | | | | | | |
| (e) | The National Schools specific purpose payment (reported from 1 January 2009 to 31 December 2013) and Student First funding (reported from 1 January 2014) do not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments and Students First 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, 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. | | | | | | | | |
| (g) | For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation. | | | | | | | | |

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT (d)</i> | <i>Aust</i> |
|--|------------|------------|----------------|-----------|-----------|------------|------------|---------------|-------------|
|--|------------|------------|----------------|-----------|-----------|------------|------------|---------------|-------------|

(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 (h) in table 4A.9.

(i) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.

Source: Australian Government Department of Education and Training (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, 2013-14 (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), (d) | \$'000 | 671 731 | 486 904 | 440 657 | 219 996 | 149 818 | 51 276 | 31 668 | 28 292 | 2 080 342 |
| Students First funding (e) | \$'000 | 731 019 | 540 042 | 523 000 | 245 000 | 184 428 | 71 378 | 36 168 | 64 000 | 2 395 035 |
| Independent Public Schools | \$'000 | – | 2 270 | – | – | 790 | 300 | 130 | 230 | 3 720 |
| National Partnership payments | | | | | | | | | | |
| More support for students with disabilities | \$'000 | 19 221 | 14 812 | 13 255 | 6 139 | 4 788 | 1 551 | 1 072 | 781 | 61 619 |
| Improving literacy and numeracy | \$'000 | 19 678 | 9 814 | 16 271 | 7 618 | 4 963 | 1 880 | 587 | 1 834 | 62 645 |
| Smarter Schools National Partnership (f) | | | | | | | | | | |
| <i>Improving teacher quality</i> | \$'000 | 36 664 | 44 148 | 23 775 | 11 353 | 8 314 | 2 971 | 1 888 | 1 637 | 130 750 |
| <i>Low SES school communities</i> | \$'000 | 58 599 | 20 472 | 17 286 | 6 002 | 16 459 | 5 015 | 223 | 4 078 | 128 134 |
| Stronger Futures in the Northern Territory (g) | | | | | | | | | | |
| <i>Quality teaching</i> | \$'000 | – | – | – | – | – | – | – | 12 550 | 12 550 |
| <i>Additional teachers</i> | \$'000 | – | – | – | – | – | – | – | 22 498 | 22 498 |
| <i>Expansion of school enrolment and attendance measure</i> | \$'000 | – | – | – | – | – | – | – | 2 338 | 2 338 |
| Total recurrent | \$'000 | 1 536 912 | 1 118 462 | 1 034 244 | 496 108 | 369 560 | 134 371 | 71 736 | 138 238 | 4 899 631 |
| Capital expenditure (e) | | | | | | | | | | |
| National Partnership payments | | | | | | | | | | |
| Trade Training centres in schools | \$'000 | 1 135 | 37 818 | 5 105 | 8 513 | 3 794 | 789 | 5 131 | 6 831 | 69 116 |
| Teacher Housing (NT only) (g) | \$'000 | – | – | – | – | – | – | – | 4 783 | 4 783 |
| Total capital | \$'000 | 1 135 | 37 818 | 5 105 | 8 513 | 3 794 | 789 | 5 131 | 11 614 | 73 899 |
| Total recurrent and capital | \$'000 | 1 538 047 | 1 156 280 | 1 039 349 | 504 621 | 373 354 | 135 160 | 76 867 | 149 852 | 4 973 530 |

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2013-14 (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> |
|--|---------------|------------------|------------------|------------------|------------------|------------------|----------------|----------------|----------------|-------------------|
| Non-government schools | | | | | | | | | | |
| Recurrent expenditure | | | | | | | | | | |
| National Schools SPP (c), (d) | \$'000 | 1 352 346 | 1 112 755 | 889 614 | 436 857 | 338 482 | 87 163 | 77 111 | 47 105 | 4 341 433 |
| Students First funding (e) | \$'000 | 1 356 155 | 1 111 818 | 891 315 | 444 562 | 334 498 | 88 788 | 84 793 | 59 300 | 4 371 229 |
| National Partnership payments | | | | | | | | | | |
| More support for students with disabilities | \$'000 | 6 929 | 5 028 | 3 657 | 2 287 | 1 172 | 340 | 334 | 123 | 19 870 |
| Improving literacy and numeracy | \$'000 | 5 340 | 3 895 | 3 951 | 2 258 | 1 614 | 401 | 291 | 379 | 18 129 |
| Smarter Schools National Partnership (f) | | | | | | | | | | |
| <i>Improving teacher quality</i> | \$'000 | 19 364 | – | 10 762 | 5 537 | 4 476 | 1 183 | 1 240 | 500 | 43 062 |
| <i>Low SES school communities</i> | \$'000 | 7 585 | – | 1 273 | 1 194 | 1 363 | 201 | – | 1 138 | 12 754 |
| Stronger Futures in the Northern Territory (g) | | | | | | | | | | |
| <i>Quality teaching</i> | \$'000 | – | – | – | – | – | – | – | 4 430 | 4 430 |
| <i>Additional teachers</i> | \$'000 | – | – | – | – | – | – | – | 6 832 | 6 832 |
| Total recurrent | \$'000 | 2 747 719 | 2 233 496 | 1 800 572 | 892 695 | 681 605 | 178 076 | 163 769 | 119 807 | 8 817 739 |
| Capital expenditure (h) | | | | | | | | | | |
| National Partnership payments | | | | | | | | | | |
| Trade Training centres in schools | \$'000 | 269 | 699 | 46 | 223 | 335 | – | – | – | 1 572 |
| Total capital | \$'000 | 269 | 699 | 46 | 223 | 335 | – | – | – | 1 572 |
| Total recurrent and capital | \$'000 | 2 747 988 | 2 234 195 | 1 800 618 | 892 918 | 681 940 | 178 076 | 163 769 | 119 807 | 8 819 311 |
| All schools | | | | | | | | | | |
| Total recurrent (i) | \$'000 | 4 284 631 | 3 351 958 | 2 834 816 | 1 388 803 | 1 051 165 | 312 447 | 235 505 | 258 045 | 13 717 370 |
| Total recurrent and capital | \$'000 | 4 286 035 | 3 390 475 | 2 839 967 | 1 397 539 | 1 055 294 | 313 236 | 240 636 | 269 659 | 13 792 841 |

Table 4A.9 Australian Government specific purpose payments for schools, 2013-14 (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> |
|-----|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) | Includes payments provided under the following: <i>Australian Education Act 2013</i> ; <i>Schools Assistance Act 2008</i> : National Education Agreement; <i>Federal Financial Relations Act 2009</i> ; <i>Annual Appropriations Act</i> 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. | | | | | | | | | |
| (c) | The National Schools specific purpose payment and Students first funding does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments and students First funding, including 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) | Reported for 1 July 2013 to 31 December 2013. | | | | | | | | | |
| (e) | Reported for 1 January 2014 to 30 June 2014. | | | | | | | | | |
| (f) | The allocation of Smarter Schools National Partnership funding between the government and non-government sectors for 2013-14 has been provided by state and territory governments. | | | | | | | | | |
| (g) | The allocation of Stronger Futures in the NT National Partnership funding and teacher housing funding between the government and non-government sectors for 2013-14 has been provided by the NT government. | | | | | | | | | |
| (h) | Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment. | | | | | | | | | |
| (i) | Includes total recurrent expenditure on government and non-government schools. – Nil or rounded to zero. | | | | | | | | | |

Source: Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished).

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2013-14 (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> | 8 029 939 | 5 002 987 | 5 157 311 | 3 039 139 | 1 873 896 | 622 012 | 472 325 | 399 773 | 24 597 382 |
| Total expenditure | 12 493 498 | 7 794 915 | 7 997 508 | 4 993 232 | 2 795 472 | 945 962 | 777 750 | 694 787 | 38 493 124 |
| In-school primary | | | | | | | | | |
| Teachers | 3 575 876 | 2 222 987 | 2 321 033 | 1 404 858 | 831 331 | 251 517 | 180 517 | 170 164 | 10 958 283 |
| Other staff (f) | 671 061 | 422 462 | 654 714 | 438 714 | 220 401 | 69 631 | 57 407 | 46 233 | 2 580 623 |
| <i>Total employee related expenditure</i> | 4 246 937 | 2 645 449 | 2 975 747 | 1 843 572 | 1 051 732 | 321 148 | 237 924 | 216 397 | 13 538 906 |
| Other operating expenses (g) | 1 248 778 | 594 747 | 475 309 | 369 883 | 273 102 | 87 702 | 50 214 | 93 794 | 3 193 528 |
| User cost of capital (h) | 921 192 | 672 448 | 781 947 | 522 902 | 183 002 | 50 006 | 68 307 | 47 486 | 3 247 291 |
| Depreciation | 297 598 | 150 570 | 229 934 | 145 465 | 55 643 | 19 232 | 30 726 | 18 898 | 948 066 |
| Total | 6 714 505 | 4 063 214 | 4 462 937 | 2 881 822 | 1 563 479 | 478 088 | 387 171 | 376 575 | 20 927 791 |
| In-school secondary | | | | | | | | | |
| Teachers | 3 022 203 | 1 877 211 | 1 543 663 | 803 415 | 547 650 | 215 994 | 163 030 | 115 731 | 8 288 897 |
| Other staff (f) | 496 661 | 368 891 | 362 795 | 243 686 | 136 845 | 62 030 | 51 846 | 33 223 | 1 755 977 |
| <i>Total employee related expenditure</i> | 3 518 864 | 2 246 103 | 1 906 457 | 1 047 101 | 684 494 | 278 024 | 214 876 | 148 954 | 10 044 874 |
| Other operating expenses (g) | 986 835 | 592 327 | 393 695 | 283 841 | 198 063 | 85 480 | 42 755 | 69 187 | 2 652 183 |
| User cost of capital (h) | 718 669 | 494 860 | 465 399 | 473 148 | 100 651 | 51 378 | 64 487 | 28 842 | 2 397 432 |
| Depreciation | 232 796 | 132 443 | 190 706 | 100 942 | 38 752 | 22 118 | 29 008 | 11 900 | 758 665 |
| Total | 5 457 163 | 3 465 732 | 2 956 258 | 1 905 032 | 1 021 960 | 437 000 | 351 126 | 258 884 | 15 853 154 |
| Out of school | | | | | | | | | |
| Teachers | – | – | – | – | – | – | – | – | – |
| Other staff (f) | 264 138 | 111 436 | 275 107 | 148 466 | 137 670 | 22 839 | 19 525 | 34 421 | 1 013 603 |
| <i>Total employee related expenditure</i> | 264 138 | 111 436 | 275 107 | 148 466 | 137 670 | 22 839 | 19 525 | 34 421 | 1 013 603 |
| Other operating expenses (g) | 43 065 | 129 239 | 296 211 | 55 593 | 65 954 | 6 763 | 15 710 | 24 729 | 637 264 |
| User cost of capital (h) | 10 407 | 8 509 | 2 929 | 1 739 | 5 516 | 110 | 2 910 | – | 32 120 |

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2013-14 (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 | 4 219 | 16 785 | 4 066 | 580 | 893 | 1 163 | 1 309 | 178 | 29 192 |
| Total | 321 830 | 265 969 | 578 313 | 206 378 | 210 033 | 30 874 | 39 454 | 59 329 | 1 712 179 |

- (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, Tasmania 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 2013-14.
- 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, 2013-14**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld (a)</i> | <i>WA (b)</i> | <i>SA</i> | <i>Tas (b)</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 | ✓ Imputed | ✓ |
| Basis of estimate | 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, Tasmania 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 (2013-14 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 | | | | | | | | | |
| 2004-05 | 1 244 | 1 218 | 1 263 | 1 157 | 1 257 | 1 284 | 1 166 | 1 747 | 1 240 |
| 2005-06 | 1 286 | 1 180 | 1 264 | 1 349 | 1 236 | 1 249 | 1 134 | 2 293 | 1 268 |
| 2006-07 | 1 302 | 1 199 | 1 246 | 1 290 | 1 294 | 1 247 | 1 173 | 2 397 | 1 275 |
| 2007-08 | 1 284 | 1 226 | 1 275 | 1 239 | 1 310 | 1 279 | 1 141 | 2 527 | 1 279 |
| 2008-09 | 1 713 | 1 693 | 1 606 | 1 677 | 1 769 | 1 736 | 1 739 | 2 943 | 1 703 |
| 2009-10 | 1 768 | 1 635 | 1 545 | 1 642 | 1 817 | 1 862 | 1 616 | 3 944 | 1 707 |
| 2010-11 | 1 833 | 1 671 | 1 670 | 1 677 | 1 888 | 1 938 | 1 668 | 3 965 | 1 776 |
| 2011-12 | 2 084 | 1 940 | 1 898 | 1 922 | 2 141 | 2 322 | 1 882 | 4 345 | 2 029 |
| 2012-13 | 1 996 | 1 860 | 1 835 | 1 810 | 2 073 | 2 190 | 1 770 | 3 924 | 1 941 |
| 2013-14 | 2 024 | 1 998 | 2 013 | 1 934 | 2 214 | 2 376 | 1 947 | 4 691 | 2 059 |
| State and territory government recurrent expenditure (including UCC) per FTE student | | | | | | | | | |
| 2004-05 | 13 188 | 11 613 | 12 563 | 14 761 | 12 970 | 12 550 | 15 128 | 18 430 | 12 912 |
| 2005-06 | 12 955 | 11 891 | 12 679 | 14 449 | 13 111 | 13 096 | 15 488 | 18 725 | 12 927 |
| 2006-07 | 13 018 | 11 853 | 13 225 | 15 827 | 13 081 | 13 168 | 15 709 | 18 274 | 13 188 |
| 2007-08 | 13 147 | 12 172 | 13 276 | 17 324 | 13 279 | 13 201 | 17 666 | 18 840 | 13 520 |
| 2008-09 | 13 236 | 12 266 | 13 312 | 17 461 | 12 692 | 13 211 | 17 920 | 19 673 | 13 567 |
| 2009-10 | 13 719 | 12 621 | 13 967 | 17 935 | 13 434 | 13 763 | 18 125 | 19 177 | 14 060 |
| 2010-11 | 13 233 | 12 352 | 13 818 | 17 614 | 14 364 | 13 848 | 19 053 | 19 734 | 13 867 |
| 2011-12 | 14 053 | 12 229 | 14 043 | 17 309 | 14 618 | 14 031 | 19 479 | 20 077 | 14 160 |
| 2012-13 | 13 612 | 12 109 | 13 908 | 17 314 | 14 332 | 14 238 | 19 573 | 21 171 | 13 970 |
| 2013-14 | 14 426 | 11 926 | 13 550 | 17 528 | 14 535 | 14 349 | 19 164 | 18 887 | 14 118 |
| Australian, State and Territory government recurrent expenditure (including UCC) per FTE student | | | | | | | | | |
| 2004-05 | | | | | | | | | |
| In-school primary | 12 560 | 10 842 | 12 318 | 13 380 | 12 037 | 11 518 | 13 821 | 15 592 | 12 198 |

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2013-14 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 | 15 839 | 14 380 | 14 806 | 17 922 | 15 344 | 14 551 | 16 994 | 21 027 | 15 470 |
| Out-of-school | 527 | 526 | 604 | 958 | 1 009 | 1 028 | 1 047 | 2 889 | 674 |
| Total primary | 13 087 | 11 368 | 12 922 | 14 338 | 13 046 | 12 546 | 14 868 | 18 481 | 12 873 |
| Total secondary | 16 365 | 14 906 | 15 410 | 18 880 | 16 352 | 15 579 | 18 041 | 23 916 | 16 144 |
| Total | 14 433 | 12 831 | 13 825 | 15 918 | 14 228 | 13 833 | 16 294 | 20 177 | 14 152 |
| 2005-06 | | | | | | | | | |
| In-school primary | 12 335 | 11 069 | 12 385 | 13 490 | 12 290 | 12 007 | 13 766 | 16 246 | 12 247 |
| In-school secondary | 15 653 | 14 305 | 14 647 | 17 338 | 15 173 | 14 996 | 18 049 | 22 606 | 15 339 |
| Out-of-school | 538 | 655 | 730 | 964 | 1 022 | 1 060 | 920 | 2 785 | 733 |
| Total primary | 12 873 | 11 724 | 13 115 | 14 454 | 13 312 | 13 067 | 14 687 | 19 030 | 12 979 |
| Total secondary | 16 191 | 14 959 | 15 377 | 18 302 | 16 195 | 16 056 | 18 969 | 25 390 | 16 071 |
| Total | 14 241 | 13 071 | 13 943 | 15 798 | 14 347 | 14 345 | 16 623 | 21 018 | 14 196 |
| 2006-07 | | | | | | | | | |
| In-school primary | 12 452 | 11 054 | 12 850 | 14 847 | 12 550 | 12 252 | 14 854 | 16 587 | 12 579 |
| In-school secondary | 15 724 | 14 099 | 14 992 | 18 729 | 14 941 | 14 944 | 17 600 | 22 786 | 15 474 |
| Out-of-school | 511 | 723 | 846 | 916 | 962 | 1 003 | 781 | 2 182 | 744 |
| Total primary | 12 963 | 11 777 | 13 696 | 15 763 | 13 512 | 13 255 | 15 635 | 18 769 | 13 323 |
| Total secondary | 16 235 | 14 822 | 15 838 | 19 645 | 15 903 | 15 946 | 18 381 | 24 968 | 16 218 |
| Total | 14 320 | 13 052 | 14 471 | 17 117 | 14 376 | 14 416 | 16 882 | 20 671 | 14 463 |
| 2007-08 | | | | | | | | | |
| In-school primary | 12 555 | 11 273 | 12 830 | 15 820 | 12 579 | 12 529 | 16 652 | 17 141 | 12 805 |
| In-school secondary | 15 867 | 14 665 | 15 431 | 21 020 | 15 260 | 15 000 | 19 474 | 23 470 | 16 023 |
| Out-of-school | 499 | 700 | 792 | 935 | 1 035 | 878 | 870 | 2 101 | 728 |
| Total primary | 13 054 | 11 973 | 13 622 | 16 755 | 13 614 | 13 408 | 17 523 | 19 242 | 13 533 |
| Total secondary | 16 366 | 15 365 | 16 223 | 21 955 | 16 295 | 15 878 | 20 345 | 25 570 | 16 751 |

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2013-14 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 | 14 430 | 13 398 | 14 550 | 18 564 | 14 588 | 14 480 | 18 807 | 21 366 | 14 800 |
| 2008-09 | | | | | | | | | |
| In-school primary | 13 068 | 11 835 | 13 228 | 15 870 | 12 506 | 12 987 | 17 160 | 18 262 | 13 213 |
| In-school secondary | 16 340 | 15 163 | 15 598 | 22 506 | 14 933 | 15 828 | 20 342 | 23 967 | 16 507 |
| Out-of-school | 522 | 726 | 840 | 954 | 1 063 | 721 | 1 057 | 2 258 | 756 |
| Total primary | 13 589 | 12 560 | 14 068 | 16 824 | 13 569 | 13 708 | 18 217 | 20 521 | 13 969 |
| Total secondary | 16 862 | 15 889 | 16 438 | 23 460 | 15 996 | 16 549 | 21 399 | 26 226 | 17 263 |
| Total | 14 949 | 13 959 | 14 918 | 19 138 | 14 461 | 14 947 | 19 658 | 22 616 | 15 269 |
| 2009-10 | | | | | | | | | |
| In-school primary | 13 750 | 12 099 | 13 700 | 16 148 | 13 385 | 13 958 | 17 131 | 19 025 | 13 730 |
| In-school secondary | 16 596 | 15 487 | 16 359 | 23 247 | 15 394 | 16 362 | 20 267 | 23 443 | 16 901 |
| Out-of-school | 551 | 733 | 855 | 1 063 | 1 116 | 606 | 1 195 | 2 485 | 787 |
| Total primary | 14 301 | 12 832 | 14 555 | 17 212 | 14 501 | 14 564 | 18 325 | 21 510 | 14 517 |
| Total secondary | 17 147 | 16 220 | 17 214 | 24 311 | 16 510 | 16 968 | 21 462 | 25 928 | 17 688 |
| Total | 15 486 | 14 255 | 15 513 | 19 577 | 15 251 | 15 626 | 19 741 | 23 121 | 15 767 |
| 2010-11 | | | | | | | | | |
| In-school primary | 13 591 | 11 908 | 13 530 | 16 247 | 14 619 | 14 016 | 18 202 | 19 586 | 13 734 |
| In-school secondary | 16 024 | 15 253 | 16 577 | 22 607 | 15 979 | 16 666 | 20 902 | 24 347 | 16 680 |
| Out-of-school | 461 | 716 | 867 | 1 040 | 1 123 | 588 | 1 297 | 2 379 | 755 |
| Total primary | 14 052 | 12 624 | 14 396 | 17 287 | 15 742 | 14 604 | 19 500 | 21 964 | 14 489 |
| Total secondary | 16 485 | 15 971 | 17 444 | 23 646 | 17 102 | 17 255 | 22 200 | 26 725 | 17 435 |
| Total | 15 066 | 14 024 | 15 488 | 19 291 | 16 252 | 15 786 | 20 712 | 23 699 | 15 643 |
| 2011-12 | | | | | | | | | |
| In-school primary | 14 500 | 12 077 | 13 647 | 15 989 | 14 886 | 14 605 | 18 376 | 20 521 | 14 101 |
| In-school secondary | 17 196 | 15 433 | 17 238 | 23 320 | 16 559 | 17 219 | 22 171 | 25 581 | 17 418 |

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2013-14 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 | 523 | 704 | 1 021 | 959 | 1 252 | 578 | 1 296 | 2 067 | 802 |
| Total primary | 15 023 | 12 781 | 14 667 | 16 948 | 16 138 | 15 183 | 19 671 | 22 587 | 14 902 |
| Total secondary | 17 719 | 16 139 | 18 258 | 24 279 | 17 810 | 17 797 | 23 467 | 27 648 | 18 220 |
| Total | 16 138 | 14 169 | 15 940 | 19 231 | 16 759 | 16 352 | 21 353 | 24 423 | 16 189 |
| 2012-13 | | | | | | | | | |
| In-school primary | 14 127 | 12 085 | 13 517 | 16 057 | 14 416 | 14 847 | 18 362 | 21 051 | 13 944 |
| In-school secondary | 16 561 | 15 366 | 16 676 | 23 268 | 16 250 | 17 213 | 22 223 | 26 448 | 17 074 |
| Out-of-school | 487 | 547 | 1 117 | 841 | 1 313 | 535 | 1 295 | 2 098 | 767 |
| Total primary | 14 614 | 12 632 | 14 633 | 16 898 | 15 729 | 15 382 | 19 657 | 23 148 | 14 711 |
| Total secondary | 17 049 | 15 913 | 17 792 | 24 109 | 17 563 | 17 748 | 23 518 | 28 546 | 17 840 |
| Total | 15 608 | 13 969 | 15 743 | 19 124 | 16 404 | 16 429 | 21 342 | 25 095 | 15 910 |
| 2013-14 | | | | | | | | | |
| In-school primary | 14 808 | 12 129 | 13 315 | 16 200 | 14 794 | 14 904 | 18 443 | 19 928 | 14 148 |
| In-school secondary | 17 829 | 15 416 | 16 544 | 24 212 | 16 693 | 17 849 | 22 158 | 24 491 | 17 607 |
| Out-of-school | 424 | 475 | 1 125 | 804 | 1 258 | 546 | 1 071 | 2 013 | 720 |
| Total primary | 15 232 | 12 604 | 14 440 | 17 005 | 16 053 | 15 449 | 19 514 | 21 941 | 14 868 |
| Total secondary | 18 253 | 15 891 | 17 669 | 25 017 | 17 951 | 18 395 | 23 229 | 26 505 | 18 327 |
| Total | 16 449 | 13 924 | 15 563 | 19 462 | 16 749 | 16 724 | 21 112 | 23 578 | 16 177 |

(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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See chapter 2 (sections 2.5-6) for more information.

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 | | | | | | | | | |
| 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 |
| 2013-14 | 2 024 | 1 998 | 2 013 | 1 934 | 2 214 | 2 376 | 1 947 | 4 691 | 2 059 |
| State and territory government recurrent expenditure (including UCC) per FTE student | | | | | | | | | |
| 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 |
| 2013-14 | 14 426 | 11 926 | 13 550 | 17 528 | 14 535 | 14 349 | 19 164 | 18 887 | 14 118 |
| Australian, State and Territory government recurrent expenditure (including UCC) per FTE student | | | | | | | | | |
| 2004-05 | | | | | | | | | |
| In-school primary | 9 495 | 8 196 | 9 312 | 10 115 | 9 100 | 8 708 | 10 449 | 11 787 | 9 222 |

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 | 11 974 | 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 |
| 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 |

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 | 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 |
| 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 |

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 | 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 |
| 2013-14 | | | | | | | | | |
| In-school primary | 14 808 | 12 129 | 13 315 | 16 200 | 14 794 | 14 904 | 18 443 | 19 928 | 14 148 |
| In-school secondary | 17 829 | 15 416 | 16 544 | 24 212 | 16 693 | 17 849 | 22 158 | 24 491 | 17 607 |
| Out-of-school | 424 | 475 | 1 125 | 804 | 1 258 | 546 | 1 071 | 2 013 | 720 |
| Total primary | 15 232 | 12 604 | 14 440 | 17 005 | 16 053 | 15 449 | 19 514 | 21 941 | 14 868 |
| Total secondary | 18 253 | 15 891 | 17 669 | 25 017 | 17 951 | 18 395 | 23 229 | 26 505 | 18 327 |
| Total | 16 449 | 13 924 | 15 563 | 19 462 | 16 749 | 16 724 | 21 112 | 23 578 | 16 177 |

(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 financial collection (unpublished).

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2013-14 (\$ 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> | 10 572 | 8 937 | 10 036 | 11 845 | 11 227 | 10 997 | 12 821 | 13 567 | 10 337 |
| Total expenditure | 16 449 | 13 924 | 15 563 | 19 462 | 16 749 | 16 724 | 21 112 | 23 578 | 16 177 |
| In-school primary | | | | | | | | | |
| Teachers (f) | 7 886 | 6 636 | 6 925 | 7 897 | 7 866 | 7 841 | 8 599 | 9 005 | 7 408 |
| Other staff (f), (g) | 1 480 | 1 261 | 1 953 | 2 466 | 2 086 | 2 171 | 2 735 | 2 447 | 1 745 |
| <i>Total employee related expenditure</i> | 9 366 | 7 897 | 8 878 | 10 364 | 9 952 | 10 011 | 11 333 | 11 451 | 9 153 |
| Other operating expenses (h) | 2 754 | 1 775 | 1 418 | 2 079 | 2 584 | 2 734 | 2 392 | 4 963 | 2 159 |
| User cost of capital (i) | 2 032 | 2 007 | 2 333 | 2 940 | 1 732 | 1 559 | 3 254 | 2 513 | 2 195 |
| Depreciation | 656 | 449 | 686 | 818 | 527 | 600 | 1 464 | 1 000 | 641 |
| Total | 14 808 | 12 129 | 13 315 | 16 200 | 14 794 | 14 904 | 18 443 | 19 928 | 14 148 |
| In-school secondary | | | | | | | | | |
| Teachers (f) | 9 874 | 8 350 | 8 639 | 10 211 | 8 945 | 8 822 | 10 288 | 10 949 | 9 206 |
| Other staff (f), (g) | 1 623 | 1 641 | 2 030 | 3 097 | 2 235 | 2 534 | 3 272 | 3 143 | 1 950 |
| <i>Total employee related expenditure</i> | 11 497 | 9 991 | 10 669 | 13 308 | 11 181 | 11 356 | 13 560 | 14 092 | 11 156 |
| Other operating expenses (h) | 3 224 | 2 635 | 2 203 | 3 608 | 3 235 | 3 491 | 2 698 | 6 545 | 2 946 |
| User cost of capital (i) | 2 348 | 2 201 | 2 604 | 6 014 | 1 644 | 2 098 | 4 069 | 2 729 | 2 663 |
| Depreciation | 761 | 589 | 1 067 | 1 283 | 633 | 903 | 1 831 | 1 126 | 843 |
| Total | 17 829 | 15 416 | 16 544 | 24 212 | 16 693 | 17 849 | 22 158 | 24 491 | 17 607 |
| Out of school | | | | | | | | | |
| Teachers | – | – | – | – | – | – | – | – | – |
| Other staff (f), (g) | 348 | 199 | 535 | 579 | 825 | 404 | 530 | 1 168 | 426 |
| <i>Total employee related expenditure</i> | 348 | 199 | 535 | 579 | 825 | 404 | 530 | 1 168 | 426 |
| Other operating expenses (h) | 57 | 231 | 576 | 217 | 395 | 120 | 426 | 839 | 268 |
| User cost of capital (i) | 14 | 15 | 6 | 7 | 33 | 2 | 79 | – | 13 |

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2013-14**
(\$ 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 | 30 | 8 | 2 | 5 | 21 | 36 | 6 | 12 |
| Total | 424 | 475 | 1 125 | 804 | 1 258 | 546 | 1 071 | 2 013 | 720 |

- (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, Tasmania 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 2013-14.
- 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 (2013-14 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 | | | | | | | | | |
| 2004-05 | 5 795 | 5 740 | 6 155 | 5 723 | 6 014 | 5 977 | 5 033 | 6 355 | 5 845 |
| 2005-06 | 5 549 | 5 637 | 6 124 | 5 691 | 5 759 | 5 929 | 5 088 | 7 442 | 5 718 |
| 2006-07 | 5 648 | 5 588 | 5 934 | 5 538 | 5 847 | 5 847 | 5 174 | 5 730 | 5 684 |
| 2007-08 | 5 517 | 5 575 | 5 659 | 5 525 | 5 751 | 5 885 | 4 993 | 6 424 | 5 581 |
| 2008-09 | 5 483 | 5 374 | 5 611 | 5 650 | 5 708 | 5 824 | 4 843 | 7 931 | 5 528 |
| 2009-10 | 5 871 | 5 954 | 6 014 | 5 909 | 6 086 | 6 410 | 5 257 | 8 491 | 5 961 |
| 2010-11 | 6 042 | 6 056 | 6 225 | 5 989 | 6 419 | 6 573 | 5 400 | 8 403 | 6 122 |
| 2011-12 | 6 317 | 6 421 | 6 515 | 6 287 | 6 871 | 6 905 | 5 673 | 8 360 | 6 437 |
| 2012-13 | 6 470 | 6 464 | 6 628 | 6 350 | 6 865 | 6 959 | 5 435 | 8 192 | 6 519 |
| 2013-14 | 6 840 | 6 752 | 7 025 | 6 736 | 7 193 | 7 423 | 6 044 | 10 745 | 6 898 |
| State and territory government recurrent expenditure per FTE student | | | | | | | | | |
| 2004-05 | 2 420 | 1 470 | 2 693 | 2 466 | 1 631 | 2 191 | 2 011 | 4 379 | 2 164 |
| 2005-06 | 2 387 | 1 449 | 3 110 | 2 416 | 1 611 | 2 106 | 2 046 | 4 610 | 2 219 |
| 2006-07 | 2 416 | 1 495 | 2 509 | 2 473 | 1 703 | 2 183 | 1 959 | 6 276 | 2 161 |
| 2007-08 | 2 437 | 1 549 | 2 413 | 2 564 | 1 730 | 2 197 | 2 014 | 3 480 | 2 156 |
| 2008-09 | 2 398 | 1 736 | 2 434 | 2 599 | 1 702 | 2 216 | 1 974 | 3 499 | 2 197 |
| 2009-10 | 2 364 | 1 685 | 2 399 | 2 725 | 1 722 | 2 231 | 2 051 | 3 528 | 2 184 |
| 2010-11 | 2 332 | 1 804 | 2 586 | 3 166 | 1 773 | 2 361 | 1 909 | 6 610 | 2 317 |
| 2011-12 | 2 382 | 1 866 | 2 493 | 3 338 | 1 806 | 2 358 | 1 923 | 4 996 | 2 339 |
| 2012-13 | 2 400 | 1 968 | 2 562 | 3 227 | 1 828 | 2 355 | 2 013 | 5 938 | 2 385 |
| 2013-14 | 2 435 | 1 945 | 2 765 | 3 200 | 1 842 | 2 455 | 2 119 | 5 460 | 2 430 |
| Australian, State and Territory government recurrent expenditure per FTE student | | | | | | | | | |
| 2004-05 | 8 215 | 7 211 | 8 848 | 8 189 | 7 645 | 8 168 | 7 044 | 10 733 | 8 009 |
| 2005-06 | 7 936 | 7 086 | 9 234 | 8 107 | 7 369 | 8 035 | 7 134 | 12 052 | 7 937 |

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2013-14 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> |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|
| 2006-07 | 8 064 | 7 083 | 8 443 | 8 011 | 7 550 | 8 030 | 7 133 | 12 006 | 7 845 |
| 2007-08 | 7 954 | 7 124 | 8 073 | 8 088 | 7 481 | 8 081 | 7 007 | 9 904 | 7 737 |
| 2008-09 | 7 881 | 7 110 | 8 045 | 8 249 | 7 411 | 8 041 | 6 817 | 11 430 | 7 725 |
| 2009-10 | 8 235 | 7 639 | 8 413 | 8 634 | 7 808 | 8 641 | 7 308 | 12 020 | 8 145 |
| 2010-11 | 8 373 | 7 860 | 8 811 | 9 155 | 8 192 | 8 934 | 7 309 | 15 013 | 8 439 |
| 2011-12 | 8 699 | 8 287 | 9 008 | 9 625 | 8 677 | 9 262 | 7 596 | 13 355 | 8 775 |
| 2012-13 | 8 870 | 8 432 | 9 190 | 9 577 | 8 693 | 9 315 | 7 449 | 14 130 | 8 904 |
| 2013-14 | 9 275 | 8 697 | 9 790 | 9 937 | 9 034 | 9 877 | 8 163 | 16 205 | 9 327 |

(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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See chapter 2 (sections 2.5-6) for more information.

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 | | | | | | | | | |
| 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 |
| 2013-14 | 6 840 | 6 752 | 7 025 | 6 736 | 7 193 | 7 423 | 6 044 | 10 745 | 6 898 |
| State and territory government recurrent expenditure per FTE student | | | | | | | | | |
| 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 | 3 185 | 1 804 | 2 325 | 1 987 | 5 861 | 2 354 |
| 2013-14 | 2 435 | 1 945 | 2 765 | 3 200 | 1 842 | 2 455 | 2 119 | 5 460 | 2 430 |
| Australian, State and Territory government recurrent expenditure per FTE student | | | | | | | | | |
| 2004-05 | 6 210 | 5 451 | 6 689 | 6 191 | 5 780 | 6 175 | 5 325 | 8 114 | 6 055 |
| 2005-06 | 6 285 | 5 612 | 7 313 | 6 421 | 5 837 | 6 363 | 5 650 | 9 545 | 6 286 |

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> |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|
| 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 | 9 453 | 8 580 | 9 194 | 7 352 | 13 947 | 8 789 |
| 2013-14 | 9 275 | 8 697 | 9 790 | 9 937 | 9 034 | 9 877 | 8 163 | 16 205 | 9 327 |

(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 (2013-14 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 | | | | | | | | | |
| 2004-05 | 2 743 | 2 794 | 2 730 | 2 618 | 2 841 | 2 504 | 2 730 | 2 820 | 2 743 |
| 2005-06 | 2 702 | 2 747 | 2 746 | 2 763 | 2 768 | 2 493 | 2 754 | 3 509 | 2 738 |
| 2006-07 | 2 753 | 2 759 | 2 701 | 2 695 | 2 856 | 2 504 | 2 831 | 3 200 | 2 746 |
| 2007-08 | 2 706 | 2 788 | 2 663 | 2 682 | 2 855 | 2 569 | 2 766 | 3 492 | 2 732 |
| 2008-09 | 2 985 | 3 027 | 2 897 | 3 034 | 3 161 | 2 898 | 3 062 | 4 219 | 3 008 |
| 2009-10 | 3 153 | 3 210 | 3 005 | 3 116 | 3 338 | 3 164 | 3 173 | 5 126 | 3 169 |
| 2010-11 | 3 259 | 3 283 | 3 175 | 3 180 | 3 511 | 3 272 | 3 273 | 5 120 | 3 279 |
| 2011-12 | 3 530 | 3 598 | 3 433 | 3 439 | 3 844 | 3 650 | 3 509 | 5 396 | 3 563 |
| 2012-13 | 3 537 | 3 569 | 3 431 | 3 369 | 3 803 | 3 593 | 3 332 | 5 068 | 3 539 |
| 2013-14 | 3 690 | 3 764 | 3 681 | 3 569 | 4 017 | 3 879 | 3 683 | 6 353 | 3 750 |
| State and territory government recurrent expenditure (including UCC for government schools) per FTE student | | | | | | | | | |
| 2004-05 | 9 641 | 8 078 | 9 604 | 10 826 | 9 196 | 9 857 | 9 823 | 15 158 | 9 405 |
| 2005-06 | 9 444 | 8 219 | 9 760 | 10 529 | 9 214 | 10 175 | 9 983 | 15 392 | 9 391 |
| 2006-07 | 9 477 | 8 173 | 9 899 | 11 410 | 9 178 | 10 168 | 10 009 | 15 384 | 9 508 |
| 2007-08 | 9 549 | 8 357 | 9 836 | 12 357 | 9 260 | 10 120 | 11 065 | 15 036 | 9 682 |
| 2008-09 | 9 579 | 8 451 | 9 807 | 12 384 | 8 811 | 10 087 | 11 124 | 15 535 | 9 687 |
| 2009-10 | 9 885 | 8 632 | 10 189 | 12 679 | 9 262 | 10 463 | 11 251 | 15 110 | 9 980 |
| 2010-11 | 9 539 | 8 475 | 10 106 | 12 579 | 9 854 | 10 542 | 11 681 | 16 318 | 9 871 |
| 2011-12 | 10 067 | 8 395 | 10 203 | 12 455 | 10 005 | 10 648 | 11 944 | 16 131 | 10 047 |
| 2012-13 | 9 751 | 8 345 | 10 129 | 12 476 | 9 818 | 10 742 | 12 088 | 17 088 | 9 926 |
| 2013-14 | 10 277 | 8 219 | 9 961 | 12 648 | 9 938 | 10 806 | 11 941 | 15 201 | 10 033 |
| Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student | | | | | | | | | |
| 2004-05 | 12 384 | 10 872 | 12 333 | 13 444 | 12 037 | 12 360 | 12 553 | 17 978 | 12 148 |
| 2005-06 | 12 146 | 10 966 | 12 507 | 13 292 | 11 983 | 12 668 | 12 737 | 18 901 | 12 129 |

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2013-14 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> |
|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 2006-07 | 12 230 | 10 932 | 12 600 | 14 105 | 12 034 | 12 672 | 12 841 | 18 584 | 12 254 |
| 2007-08 | 12 255 | 11 144 | 12 499 | 15 038 | 12 115 | 12 688 | 13 831 | 18 528 | 12 414 |
| 2008-09 | 12 564 | 11 478 | 12 704 | 15 418 | 11 971 | 12 985 | 14 185 | 19 754 | 12 695 |
| 2009-10 | 13 038 | 11 842 | 13 194 | 15 795 | 12 600 | 13 627 | 14 424 | 20 236 | 13 148 |
| 2010-11 | 12 798 | 11 758 | 13 282 | 15 759 | 13 365 | 13 814 | 14 954 | 21 438 | 13 150 |
| 2011-12 | 13 596 | 11 993 | 13 636 | 15 893 | 13 849 | 14 298 | 15 453 | 21 527 | 13 610 |
| 2012-13 | 13 288 | 11 914 | 13 560 | 15 845 | 13 621 | 14 336 | 15 420 | 22 157 | 13 465 |
| 2013-14 | 13 967 | 11 982 | 13 642 | 16 218 | 13 955 | 14 685 | 15 624 | 21 554 | 13 783 |

- (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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See chapter 2 (sections 2.5-6) for more information.

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 | | | | | | | | | |
| 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 |
| 2013-14 | 3 690 | 3 764 | 3 681 | 3 569 | 4 017 | 3 879 | 3 683 | 6 353 | 3 750 |
| State and territory government recurrent expenditure (including UCC for government schools) per FTE student | | | | | | | | | |
| 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 | 12 314 | 9 690 | 10 603 | 11 930 | 16 866 | 9 797 |
| 2013-14 | 10 277 | 8 219 | 9 961 | 12 648 | 9 938 | 10 806 | 11 941 | 15 201 | 10 033 |
| Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student | | | | | | | | | |
| 2004-05 | 9 362 | 8 219 | 9 324 | 10 164 | 9 100 | 9 345 | 9 490 | 13 591 | 9 184 |
| 2005-06 | 9 620 | 8 685 | 9 905 | 10 528 | 9 490 | 10 033 | 10 087 | 14 970 | 9 606 |

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> |
|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 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 | 15 639 | 13 444 | 14 149 | 15 219 | 21 869 | 13 290 |
| 2013-14 | 13 967 | 11 982 | 13 642 | 16 218 | 13 955 | 14 685 | 15 624 | 21 554 | 13 783 |

(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> |
|------------------------------------|-------------------|-------------------|-------------------|------------------|------------------|----------------|------------------|----------------|-------------------|
| 2004-05 | | | | | | | | | |
| Total assets (gross) | 20 534 941 | 9 737 163 | 13 625 606 | 5 828 465 | 3 825 957 | 698 503 | 657 074 | 798 841 | 55 706 550 |
| Less accumulated depreciation | 7 635 155 | 717 716 | 3 645 870 | 335 979 | 1 913 137 | 33 559 | 91 407 | 243 793 | 14 616 616 |
| Total assets (WDV) (d) | 12 815 019 | 9 019 447 | 9 979 736 | 5 492 486 | 1 912 820 | 664 944 | 565 667 | 555 048 | 41 005 167 |
| Land (e) | 5 618 412 | 4 109 432 | 3 854 131 | 1 521 311 | 728 200 | 250 919 | 87 196 | 37 945 | 16 207 546 |
| Buildings, equipment and other (e) | 7 196 607 | 4 910 016 | 6 125 605 | 3 971 175 | 1 184 620 | 414 025 | 478 471 | 517 104 | 24 797 623 |
| User cost of capital (f) | 1 025 202 | 721 556 | 798 379 | 439 399 | 153 026 | 53 196 | 45 253 | 44 404 | 3 280 413 |
| Annual depreciation (g) | 195 562 | 224 573 | 142 794 | 148 780 | 52 257 | 21 382 | 23 274 | 15 075 | 823 697 |
| 2005-06 | | | | | | | | | |
| Total assets (gross) | 20 910 383 | 10 000 921 | 14 834 810 | 5 916 945 | 3 902 806 | 745 444 | 622 927 | 808 215 | 57 742 451 |
| Less accumulated depreciation | 7 859 892 | 843 279 | 4 318 421 | 516 377 | 1 946 759 | 36 416 | 101 956 | 259 518 | 15 882 618 |
| Total assets (WDV) (d) | 12 968 563 | 9 157 642 | 10 516 389 | 5 400 568 | 1 956 047 | 709 028 | 520 971 | 548 697 | 41 777 905 |
| Land (e) | 5 638 663 | 4 486 507 | 3 313 866 | 1 795 036 | 790 415 | 270 828 | 42 209 | 37 802 | 16 375 326 |
| Buildings, equipment and other (e) | 7 411 828 | 4 671 135 | 7 202 523 | 3 605 532 | 1 165 631 | 438 200 | 478 762 | 510 895 | 25 484 506 |
| User cost of capital (f) | 1 037 485 | 732 611 | 841 311 | 432 045 | 156 484 | 56 722 | 41 678 | 43 896 | 3 342 232 |
| Annual depreciation (g) | 225 128 | 239 677 | 178 575 | 125 898 | 53 485 | 22 752 | 23 290 | 15 289 | 884 094 |
| 2006-07 | | | | | | | | | |
| Total assets (gross) | 23 382 641 | 9 952 233 | 17 135 301 | 7 973 294 | 4 357 660 | 788 459 | 829 511 | 679 183 | 65 098 282 |
| Less accumulated depreciation | 9 754 145 | 697 292 | 4 887 635 | 140 555 | 2 257 789 | 38 716 | 264 729 | 122 570 | 18 163 431 |
| Total assets (WDV) (d) | 13 521 923 | 9 254 941 | 12 247 666 | 7 832 739 | 2 099 871 | 749 743 | 564 782 | 556 613 | 46 828 278 |
| Land (e) | 5 873 581 | 4 544 916 | 4 101 746 | 2 600 728 | 860 788 | 286 252 | 37 877 | 39 394 | 18 345 282 |
| Buildings, equipment and other (e) | 7 648 342 | 4 710 025 | 8 145 920 | 5 232 011 | 1 239 083 | 463 491 | 526 905 | 517 219 | 28 482 996 |
| User cost of capital (f) | 1 081 754 | 740 395 | 979 813 | 626 619 | 167 990 | 59 979 | 45 183 | 44 529 | 3 746 262 |
| Annual depreciation (g) | 244 062 | 211 716 | 217 934 | 153 544 | 53 655 | 24 347 | 16 188 | 22 153 | 943 599 |
| 2007-08 | | | | | | | | | |
| Total assets (gross) | 23 825 535 | 11 960 166 | 18 689 863 | 9 773 851 | 5 234 925 | 826 452 | 1 322 466 | 878 305 | 72 511 563 |

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 | 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 |
| 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 | 20 063 760 | 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 |

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) | 5 899 944 | 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 | 95 563 609 |
| Less accumulated depreciation | 13 638 891 | 1 144 628 | 5 452 555 | 113 046 | 3 307 367 | 76 328 | 90 146 | 606 636 | 24 429 598 |
| Total assets (WDV) (d) | 22 628 666 | 13 647 175 | 15 807 323 | 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 | 1 264 586 | 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 | 94 317 207 |
| Less accumulated depreciation | 12 860 447 | 604 540 | 5 961 871 | 141 475 | 3 334 661 | 115 586 | 146 016 | 632 356 | 23 796 952 |
| 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 | 69 995 964 |
| 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 |
| 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 |
| 2013-14 | | | | | | | | | |
| Total assets (gross) | 33 947 109 | 15 471 519 | 21 825 681 | 12 812 804 | 7 290 187 | 1 426 771 | 1 764 784 | 1 615 856 | 96 154 711 |
| Less accumulated depreciation | 13 315 353 | 773 797 | 5 959 934 | 340 445 | 3 675 588 | 158 098 | 68 489 | 661 759 | 24 953 463 |
| Total assets (WDV) (d) | 20 628 346 | 14 697 722 | 15 628 442 | 12 472 359 | 3 614 599 | 1 268 673 | 1 696 295 | 954 097 | 70 960 533 |
| Land (e) | 6 912 958 | 7 083 486 | 4 658 272 | 3 332 165 | 1 235 392 | 380 959 | 299 258 | 72 809 | 23 975 299 |
| Buildings, equipment and other (e) | 13 715 387 | 7 614 236 | 10 970 171 | 9 140 194 | 2 379 207 | 887 714 | 1 397 037 | 881 288 | 46 985 234 |

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) | 1 650 268 | 1 175 818 | 1 250 275 | 997 789 | 289 168 | 101 494 | 135 704 | 76 328 | 5 676 843 |
| Annual depreciation (g) | 534 613 | 299 797 | 424 706 | 246 987 | 95 288 | 42 512 | 61 043 | 30 804 | 1 735 751 |

- (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> | | | | | | | | | |
| 2004-05 | 1 379 | 1 341 | 1 768 | 1 911 | 909 | 859 | 1 269 | 1 537 | 1 453 |
| 2005-06 | 1 400 | 1 362 | 1 850 | 1 877 | 936 | 925 | 1 182 | 1 514 | 1 481 |
| 2006-07 | 1 463 | 1 378 | 2 090 | 2 718 | 1 007 | 993 | 1 296 | 1 530 | 1 652 |
| 2007-08 | 1 481 | 1 710 | 2 232 | 3 354 | 1 201 | 1 055 | 3 024 | 1 632 | 1 878 |
| 2008-09 | 1 519 | 1 710 | 2 449 | 3 441 | 1 232 | 1 096 | 3 149 | 1 710 | 1 953 |
| 2009-10 | 1 733 | 1 865 | 2 558 | 3 328 | 1 329 | 1 340 | 3 267 | 1 873 | 2 089 |
| 2010-11 | 1 962 | 2 061 | 2 431 | 3 633 | 1 759 | 1 418 | 4 149 | 2 242 | 2 265 |
| 2011-12 | 2 424 | 2 008 | 2 549 | 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 |
| 2013-14 | 2 173 | 2 100 | 2 433 | 3 889 | 1 733 | 1 794 | 3 684 | 2 590 | 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 | 5 000 | 10 000 |
| levels (\$) | IT equipment | 5 000 | 5 000 | 5 000 | 5 000 | 5 000 | 10 000 | 5 000 | 10 000 |
| | Other assets (i) | 5 000 | 5 000 | 5 000 | 5 000 | 5 000 | 10 000 | 5 000 | 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 assets 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, 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> |
|------------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Government schools | | | | | | | | | |
| Teaching staff (b) | | | | | | | | | |
| Primary schools | 15.6 | 15.3 | 15.3 | 16.2 | 14.9 | 14.8 | 13.3 | 12.2 | 15.4 |
| Secondary schools | 12.4 | 12.5 | 12.5 | 12.6 | 13.1 | 13.1 | 12.1 | 11.5 | 12.5 |
| All schools | 14.2 | 14.0 | 14.2 | 14.9 | 14.2 | 14.0 | 12.7 | 11.9 | 14.2 |
| Non-teaching school staff (c), (d) | | | | | | | | | |
| Primary schools | 48.2 | 41.1 | 32.5 | 26.0 | 32.1 | 31.9 | 42.7 | 24.2 | 36.8 |
| Secondary schools | 44.6 | 33.5 | 33.0 | 23.2 | 31.1 | 29.3 | 32.9 | 25.4 | 34.5 |
| All schools | 46.7 | 37.7 | 32.7 | 25.1 | 31.7 | 30.8 | 37.9 | 24.6 | 35.9 |
| All school staff (e) | | | | | | | | | |
| Primary schools | 11.8 | 11.1 | 10.4 | 10.0 | 10.2 | 10.2 | 10.2 | 8.2 | 10.8 |
| Secondary schools | 9.7 | 9.1 | 9.1 | 8.2 | 9.2 | 9.1 | 8.8 | 7.9 | 9.2 |
| All schools | 10.9 | 10.2 | 9.9 | 9.4 | 9.8 | 9.6 | 9.5 | 8.0 | 10.2 |
| Non-government schools | | | | | | | | | |
| Teaching staff (b) | | | | | | | | | |
| Primary schools | 16.6 | 14.6 | 17.4 | 16.8 | 16.1 | 16.0 | 16.5 | 15.3 | 16.2 |
| Secondary schools | 11.8 | 11.1 | 12.2 | 10.7 | 11.7 | 11.5 | 12.2 | 10.5 | 11.5 |
| All schools | 13.8 | 12.6 | 14.6 | 13.5 | 13.9 | 13.3 | 14.1 | 12.4 | 13.6 |
| Non-teaching school staff (c), (d) | | | | | | | | | |
| Primary schools | 45.2 | 41.4 | 30.8 | 27.1 | 37.8 | 28.5 | 53.8 | 18.1 | 36.6 |
| Secondary schools | 31.0 | 24.9 | 21.7 | 21.9 | 25.9 | 23.5 | 28.8 | 17.5 | 25.5 |
| All schools | 36.7 | 30.9 | 26.0 | 24.6 | 31.6 | 25.7 | 37.5 | 17.8 | 30.3 |
| All school staff (e) | | | | | | | | | |
| Primary schools | 12.1 | 10.8 | 11.1 | 10.4 | 11.3 | 10.2 | 12.6 | 8.3 | 11.2 |
| Secondary schools | 8.6 | 7.7 | 7.8 | 7.2 | 8.1 | 7.7 | 8.6 | 6.6 | 7.9 |
| All schools | 10.0 | 8.9 | 9.4 | 8.7 | 9.6 | 8.8 | 10.2 | 7.3 | 9.4 |
| All schools | | | | | | | | | |
| Teaching staff (b) | | | | | | | | | |
| Primary schools | 15.9 | 15.1 | 15.9 | 16.4 | 15.3 | 15.1 | 14.4 | 12.8 | 15.6 |
| Secondary schools | 12.2 | 11.9 | 12.4 | 11.7 | 12.5 | 12.5 | 12.1 | 11.1 | 12.1 |
| All schools | 14.0 | 13.5 | 14.3 | 14.4 | 14.1 | 13.8 | 13.3 | 12.1 | 13.9 |
| Non-teaching school staff (c), (d) | | | | | | | | | |
| Primary schools | 47.2 | 41.2 | 32.0 | 26.3 | 33.8 | 31.0 | 46.4 | 22.5 | 36.7 |
| Secondary schools | 37.9 | 29.1 | 27.4 | 22.6 | 28.8 | 27.1 | 30.9 | 21.9 | 30.2 |
| All schools | 42.7 | 34.9 | 30.1 | 24.9 | 31.7 | 29.1 | 37.7 | 22.3 | 33.7 |
| All school staff (e) | | | | | | | | | |
| Primary schools | 11.9 | 11.0 | 10.6 | 10.1 | 10.5 | 10.2 | 11.0 | 8.2 | 11.0 |
| Secondary schools | 9.2 | 8.4 | 8.5 | 7.7 | 8.7 | 8.6 | 8.7 | 7.4 | 8.6 |
| All schools | 10.6 | 9.7 | 9.7 | 9.1 | 9.7 | 9.4 | 9.8 | 7.8 | 9.9 |

FTE= Full time equivalent.

(a) FTE students and FTE staff.

Table 4A.22 **Students-to-staff ratios, 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (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 2015, *Schools Australia 2014*, 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 | | | | | | | | | | |
| | 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 |
| | 2014 | 15.6 | 15.3 | 15.3 | 16.2 | 14.9 | 14.8 | 13.3 | 12.2 | 15.4 |
| Non-government schools | | | | | | | | | | |
| | 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 |
| | 2014 | 16.6 | 14.6 | 17.4 | 16.8 | 16.1 | 16.0 | 16.5 | 15.3 | 16.2 |
| All schools | | | | | | | | | | |
| | 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 |
| | 2014 | 15.9 | 15.1 | 15.9 | 16.4 | 15.3 | 15.1 | 14.4 | 12.8 | 15.6 |
| Secondary schools | | | | | | | | | | |
| Government schools | | | | | | | | | | |
| | 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 |
| | 2009 | 12.4 | 11.9 | 12.7 | 11.7 | 12.9 | 12.9 | 11.6 | 10.6 | 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> |
|------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 |
| 2014 | 12.4 | 12.5 | 12.5 | 12.6 | 13.1 | 13.1 | 12.1 | 11.5 | 12.5 |
| Non-government schools | | | | | | | | | |
| 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 |
| 2014 | 11.8 | 11.1 | 12.2 | 10.7 | 11.7 | 11.5 | 12.2 | 10.5 | 11.5 |
| All schools | | | | | | | | | |
| 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 |
| 2014 | 12.2 | 11.9 | 12.4 | 11.7 | 12.5 | 12.5 | 12.1 | 11.1 | 12.1 |
| All schools | | | | | | | | | |
| Government schools | | | | | | | | | |
| 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 |
| 2014 | 14.2 | 14.0 | 14.2 | 14.9 | 14.2 | 14.0 | 12.7 | 11.9 | 14.2 |
| Non-government schools | | | | | | | | | |
| 2005 | 14.0 | 13.4 | 14.2 | 14.3 | 14.3 | 14.2 | 14.8 | 13.3 | 13.9 |

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> |
|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 |
| 2014 | 13.8 | 12.6 | 14.6 | 13.5 | 13.9 | 13.3 | 14.1 | 12.4 | 13.6 |
| All schools | | | | | | | | | |
| 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 |
| 2014 | 14.0 | 13.5 | 14.3 | 14.4 | 14.1 | 13.8 | 13.3 | 12.1 | 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 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.24

Table 4A.24 **Distribution of school sizes — government schools, 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> |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Primary schools, by size | | | | | | | | | |
| 1–35 | 16.4 | 13.9 | 20.1 | 9.9 | 11.8 | 4.7 | – | 32.4 | 15.2 |
| 36–100 | 14.1 | 13.3 | 16.0 | 9.0 | 17.3 | 18.1 | 10.9 | 5.9 | 13.9 |
| 101–200 | 13.0 | 17.4 | 9.1 | 13.6 | 16.2 | 20.5 | 9.1 | 11.8 | 13.7 |
| 201–400 | 30.0 | 28.7 | 17.5 | 36.7 | 33.2 | 47.2 | 54.5 | 36.8 | 29.1 |
| 401–600 | 15.9 | 18.1 | 14.4 | 22.2 | 15.6 | 9.4 | 25.5 | 11.8 | 16.7 |
| 601+ | 10.7 | 8.6 | 23.0 | 8.6 | 6.0 | – | – | 1.5 | 11.4 |
| 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 | 0.3 | 0.8 | 1.1 | 1.0 | – | – | – | – | 0.6 |
| 101–300 | 8.1 | 10.9 | 9.3 | 11.2 | 9.2 | 16.7 | 5.3 | 35.7 | 10.0 |
| 301–600 | 23.5 | 25.2 | 21.4 | 33.7 | 35.4 | 38.9 | 42.1 | 28.6 | 26.2 |
| 601–800 | 23.0 | 13.0 | 15.9 | 21.4 | 15.4 | 19.4 | 26.3 | 14.3 | 18.6 |
| 801–1000 | 20.3 | 16.8 | 17.0 | 13.3 | 23.1 | 13.9 | 15.8 | 14.3 | 18.0 |
| 1001+ | 24.9 | 33.2 | 35.2 | 19.4 | 16.9 | 11.1 | 10.5 | 7.1 | 26.6 |
| 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 (e) | | | | | | | | | |
| 1–100 | 21.5 | 7.5 | 24.7 | 43.3 | 29.9 | 16.0 | – | 60.6 | 29.6 |
| 101–300 | 44.6 | 28.8 | 32.6 | 25.6 | 33.8 | 48.0 | – | 28.8 | 32.2 |
| 301–600 | 24.6 | 23.8 | 19.1 | 16.7 | 15.6 | 28.0 | 25.0 | 7.6 | 18.6 |
| 601–800 | 3.1 | 10.0 | 4.5 | 6.7 | 7.8 | 8.0 | 12.5 | 3.0 | 6.2 |
| 801–1000 | 1.5 | 7.5 | 2.2 | 2.2 | 18.6 | – | 25.0 | – | 2.6 |
| 1001+ | 4.6 | 22.5 | 16.9 | 5.6 | 13.0 | – | 37.5 | – | 10.8 |
| 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) Data may not add to totals due to rounding.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

Table 4A.25 **Distribution of school sizes — non-government schools, 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> |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Primary schools, by size | | | | | | | | | |
| 1–35 | 7.1 | 4.3 | 4.4 | 4.7 | 1.0 | 3.4 | – | – | 5.0 |
| 36–100 | 15.1 | 11.1 | 13.3 | 20.7 | 12.1 | 13.8 | 4.2 | 9.1 | 13.8 |
| 101–200 | 22.0 | 23.9 | 14.2 | 27.3 | 25.3 | 48.3 | 20.8 | 27.3 | 22.7 |
| 201–400 | 33.6 | 43.8 | 29.8 | 26.7 | 43.4 | 34.5 | 50.0 | 63.6 | 36.5 |
| 401–600 | 16.7 | 14.0 | 24.4 | 17.3 | 14.1 | – | 16.7 | – | 16.5 |
| 601+ | 5.5 | 2.8 | 13.8 | 3.3 | 4.0 | – | 8.3 | – | 5.6 |
| 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 | 4.9 | 5.2 | 4.2 | 28.6 | – | – | – | 33.3 | 5.6 |
| 101–300 | 5.6 | 6.2 | 15.3 | 14.3 | 27.8 | – | – | 22.2 | 9.2 |
| 301–600 | 18.1 | 16.5 | 26.4 | 28.6 | 33.3 | 20.0 | – | 33.3 | 20.4 |
| 601–800 | 19.4 | 10.3 | 29.2 | – | 16.7 | 20.0 | – | 11.1 | 17.9 |
| 801–1000 | 22.2 | 20.6 | 15.3 | 14.3 | 16.7 | 40.0 | 20.0 | – | 19.6 |
| 1001+ | 29.9 | 41.2 | 9.7 | 14.3 | 5.6 | 20.0 | 80.0 | – | 27.2 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Combined primary/secondary schools, by size (e) | | | | | | | | | |
| 1–100 | 7.2 | 3.9 | 3.7 | 17.3 | 1.3 | 16.7 | 7.1 | 29.4 | 7.8 |
| 101–300 | 15.6 | 9.1 | 14.6 | 10.5 | 9.2 | 26.7 | 14.3 | 29.4 | 13.5 |
| 301–600 | 24.9 | 24.0 | 15.9 | 18.0 | 18.4 | 13.3 | 7.1 | 17.6 | 20.4 |
| 601–800 | 12.2 | 15.6 | 9.8 | 8.3 | 22.4 | 13.3 | 14.3 | 5.9 | 12.6 |
| 801–1000 | 14.8 | 13.0 | 15.2 | 12.0 | 15.8 | 23.3 | – | 5.9 | 14.1 |
| 1001+ | 25.3 | 34.4 | 40.9 | 33.8 | 32.9 | 6.7 | 57.1 | 11.8 | 31.8 |
| 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) Data may not add to totals due to rounding.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.26

Table 4A.26 **Distribution of school sizes — all schools, 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> |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Primary schools, by size | | | | | | | | | |
| 1–35 | 14.2 | 11.3 | 17.0 | 8.8 | 9.5 | 4.5 | – | 27.8 | 12.8 |
| 36–100 | 14.4 | 12.7 | 15.4 | 11.6 | 16.2 | 17.3 | 8.9 | 6.3 | 13.9 |
| 101–200 | 15.1 | 19.2 | 10.1 | 16.6 | 18.1 | 25.6 | 12.7 | 13.9 | 15.8 |
| 201–400 | 30.8 | 32.8 | 19.9 | 34.5 | 35.3 | 44.9 | 53.2 | 40.5 | 30.8 |
| 401–600 | 16.1 | 17.0 | 16.4 | 21.1 | 15.3 | 7.7 | 22.8 | 10.1 | 16.6 |
| 601+ | 9.5 | 7.0 | 21.1 | 7.4 | 5.6 | – | 2.5 | 1.3 | 10.1 |
| 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 | 1.6 | 2.1 | 2.0 | 2.9 | – | – | – | 13.0 | 1.9 |
| 101–300 | 7.4 | 9.6 | 11.0 | 11.4 | 13.3 | 14.6 | 4.2 | 30.4 | 9.8 |
| 301–600 | 22.0 | 22.7 | 22.8 | 33.3 | 34.9 | 36.6 | 33.3 | 30.4 | 24.7 |
| 601–800 | 22.0 | 12.2 | 19.7 | 20.0 | 15.7 | 19.5 | 20.8 | 13.0 | 18.4 |
| 801–1000 | 20.8 | 17.9 | 16.5 | 13.3 | 21.7 | 17.1 | 16.7 | 8.7 | 18.4 |
| 1001+ | 26.3 | 35.5 | 28.0 | 19.0 | 14.5 | 12.2 | 25.0 | 4.3 | 26.8 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Combined primary/secondary schools, by size (e) | | | | | | | | | |
| 1–100 | 10.3 | 5.1 | 11.1 | 27.8 | 15.7 | 16.4 | 4.5 | 54.2 | 16.0 |
| 101–300 | 21.9 | 15.8 | 20.9 | 16.6 | 21.6 | 36.4 | 9.1 | 28.9 | 20.5 |
| 301–600 | 24.8 | 23.9 | 17.0 | 17.5 | 17.0 | 20.0 | 13.6 | 9.6 | 19.7 |
| 601–800 | 10.3 | 13.7 | 7.9 | 7.6 | 15.0 | 10.9 | 13.6 | 3.6 | 10.2 |
| 801–1000 | 11.9 | 11.1 | 10.7 | 8.1 | 7.8 | 12.7 | 9.1 | 1.2 | 9.7 |
| 1001+ | 20.9 | 30.3 | 32.4 | 22.4 | 22.9 | 3.6 | 50.0 | 2.4 | 23.8 |
| 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) Data may not add to totals due to rounding.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.27

Table 4A.27 Full time student enrolments and schools (number) (a)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|------------------------|------------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|------------------|
| 2010 (August) | | | | | | | | | |
| Government schools | | | | | | | | | |
| Primary students | 432 060 | 312 371 | 311 395 | 160 052 | 103 506 | 32 485 | 18 915 | 18 479 | 1 389 263 |
| Secondary students | 309 001 | 225 223 | 174 403 | 73 787 | 59 660 | 24 846 | 15 569 | 10 605 | 893 094 |
| Total students | 741 061 | 537 594 | 485 798 | 233 839 | 163 166 | 57 331 | 34 484 | 29 084 | 2 282 357 |
| Primary schools | 1 630 | 1 153 | 920 | 509 | 414 | 136 | 55 | 62 | 4 879 |
| Secondary schools | 370 | 248 | 179 | 99 | 71 | 36 | 17 | 14 | 1 034 |
| Combined schools | 66 | 71 | 90 | 93 | 75 | 25 | 7 | 71 | 498 |
| Special schools | 110 | 76 | 46 | 67 | 19 | 5 | 4 | 5 | 332 |
| Total schools | 2 176 | 1 548 | 1 235 | 768 | 579 | 202 | 83 | 152 | 6 743 |
| Non-government schools | | | | | | | | | |
| Primary students | 189 220 | 148 976 | 131 443 | 69 667 | 52 613 | 11 413 | 12 594 | 5 138 | 621 064 |
| Secondary students | 188 808 | 162 405 | 107 715 | 54 863 | 39 244 | 12 097 | 13 217 | 5 109 | 583 458 |
| Total students | 378 028 | 311 381 | 239 158 | 124 530 | 91 857 | 23 510 | 25 811 | 10 247 | 1 204 522 |
| Primary schools | 499 | 427 | 230 | 150 | 106 | 29 | 26 | 11 | 1 478 |
| Secondary schools | 151 | 101 | 73 | 11 | 19 | 6 | 6 | 9 | 376 |
| Combined schools | 231 | 154 | 150 | 127 | 68 | 31 | 12 | 16 | 789 |
| Special schools | 35 | 21 | 14 | 9 | 3 | – | – | – | 82 |
| Total schools | 916 | 703 | 467 | 297 | 196 | 66 | 44 | 36 | 2 725 |
| All schools | | | | | | | | | |
| Primary students | 621 280 | 461 347 | 442 838 | 229 719 | 156 119 | 43 898 | 31 509 | 23 617 | 2 010 327 |
| Secondary students | 497 809 | 387 628 | 282 118 | 128 650 | 98 904 | 36 943 | 28 786 | 15 714 | 1 476 552 |
| Total students | 1 119 089 | 848 975 | 724 956 | 358 369 | 255 023 | 80 841 | 60 295 | 39 331 | 3 486 879 |
| Primary schools | 2 129 | 1 580 | 1 150 | 659 | 520 | 165 | 81 | 73 | 6 357 |
| Secondary schools | 521 | 349 | 252 | 110 | 90 | 42 | 23 | 23 | 1 410 |
| Combined schools | 297 | 225 | 240 | 220 | 143 | 56 | 19 | 87 | 1 287 |

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 | 97 | 60 | 76 | 22 | 5 | 4 | 5 | 414 |
| Total schools | 3 092 | 2 251 | 1 702 | 1 065 | 775 | 268 | 127 | 188 | 9 468 |
| 2014 (August) | | | | | | | | | |
| Government schools | | | | | | | | | |
| Primary students | 458 130 | 339 318 | 338 071 | 179 948 | 105 182 | 32 345 | 21 367 | 18 918 | 1 493 279 |
| Secondary students | 304 114 | 224 231 | 177 430 | 78 679 | 59 962 | 23 519 | 15 838 | 10 477 | 894 250 |
| Total students | 762 244 | 563 549 | 515 501 | 258 627 | 165 144 | 55 864 | 37 205 | 29 395 | 2 387 529 |
| Primary schools | 1 619 | 1 127 | 915 | 523 | 365 | 127 | 55 | 68 | 4 799 |
| Secondary schools | 370 | 238 | 182 | 98 | 65 | 36 | 19 | 14 | 1 022 |
| Combined schools | 65 | 80 | 89 | 90 | 77 | 25 | 8 | 66 | 500 |
| Special schools | 111 | 79 | 46 | 64 | 18 | 4 | 4 | 4 | 330 |
| Total schools | 2 165 | 1 524 | 1 232 | 775 | 525 | 192 | 86 | 152 | 6 651 |
| Non-government schools | | | | | | | | | |
| Primary students | 200 666 | 163 321 | 143 992 | 76 292 | 54 307 | 11 881 | 13 671 | 5 529 | 669 659 |
| Secondary students | 203 831 | 170 165 | 113 816 | 56 891 | 40 432 | 12 153 | 13 566 | 5 723 | 616 577 |
| Total students | 404 497 | 333 486 | 257 808 | 133 183 | 94 739 | 24 034 | 27 237 | 11 252 | 1 286 236 |
| Primary schools | 491 | 422 | 225 | 150 | 99 | 29 | 24 | 11 | 1 451 |
| Secondary schools | 144 | 97 | 72 | 7 | 18 | 5 | 5 | 9 | 357 |
| Combined schools | 237 | 154 | 164 | 133 | 76 | 30 | 14 | 17 | 825 |
| Special schools | 46 | 20 | 22 | 11 | 3 | 1 | 1 | 1 | 105 |
| Total schools | 918 | 693 | 483 | 301 | 196 | 65 | 44 | 38 | 2 738 |
| All schools | | | | | | | | | |
| Primary students | 658 796 | 502 639 | 482 063 | 256 240 | 159 489 | 44 226 | 35 038 | 24 447 | 2 162 938 |
| Secondary students | 507 945 | 394 396 | 291 246 | 135 570 | 100 394 | 35 672 | 29 404 | 16 200 | 1 510 827 |
| Total students | 1 166 741 | 897 035 | 773 309 | 391 810 | 259 883 | 79 898 | 64 442 | 40 647 | 3 673 765 |
| Primary schools | 2 110 | 1 549 | 1 140 | 673 | 464 | 156 | 79 | 79 | 6 250 |

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 | 514 | 335 | 254 | 105 | 83 | 41 | 24 | 23 | 1 379 |
| Combined schools | 302 | 234 | 253 | 223 | 153 | 55 | 22 | 83 | 1 325 |
| Special schools | 157 | 99 | 68 | 75 | 21 | 5 | 5 | 5 | 435 |
| Total schools | 3 083 | 2 217 | 1 715 | 1 076 | 721 | 257 | 130 | 190 | 9 389 |

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.28 Change in number of schools and number of full time students, 2010–14 (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> |
|-------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2010–14 overall change | | | | | | | | | |
| Schools | | | | | | | | | |
| Government schools | -0.5 | -1.6 | -0.2 | 0.9 | -9.3 | -5.0 | 3.6 | – | -1.4 |
| Non-government schools | 0.2 | -1.4 | 3.4 | 1.3 | – | -1.5 | – | 5.6 | 0.5 |
| All schools | -0.3 | -1.5 | 0.8 | 1.0 | -7.0 | -4.1 | 2.4 | 1.1 | -0.8 |
| Students | | | | | | | | | |
| Government schools | 2.9 | 4.8 | 6.1 | 10.6 | 1.2 | -2.6 | 7.9 | 1.1 | 4.6 |
| Non-government schools | 7.0 | 7.1 | 7.8 | 6.9 | 3.1 | 2.2 | 5.5 | 9.8 | 6.8 |
| All schools | 4.3 | 5.7 | 6.7 | 9.3 | 1.9 | -1.2 | 6.9 | 3.3 | 5.4 |
| 2010–14 average annual change | | | | | | | | | |
| Schools | | | | | | | | | |
| Government schools | -0.1 | -0.4 | -0.1 | 0.2 | -2.4 | -1.3 | 0.9 | – | -0.3 |
| Non-government schools | 0.1 | -0.4 | 0.8 | 0.3 | – | -0.4 | – | 1.4 | 0.1 |
| All schools | -0.1 | -0.4 | 0.2 | 0.3 | -1.8 | -1.0 | 0.6 | 0.3 | -0.2 |
| Students | | | | | | | | | |
| Government schools | 0.7 | 1.2 | 1.5 | 2.6 | 0.3 | -0.6 | 1.9 | 0.3 | 1.1 |
| Non-government schools | 1.7 | 1.7 | 1.9 | 1.7 | 0.8 | 0.6 | 1.4 | 2.4 | 1.7 |
| All schools | 1.0 | 1.4 | 1.6 | 2.3 | 0.5 | -0.3 | 1.7 | 0.8 | 1.3 |

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: Table 4A.27; ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

TABLE 4A.29

Table 4A.29 **Aboriginal and Torres Strait Islander full time students, 2014 (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. | 51 454 | 11 091 | 47 494 | 21 228 | 9 716 | 5 117 | 1 291 | 13 263 | 160 654 |
| Non-government schools | no. | 9 330 | 1 899 | 9 107 | 3 965 | 1 258 | 1 135 | 390 | 3 183 | 30 267 |
| All schools | no. | 60 784 | 12 990 | 56 601 | 25 193 | 10 974 | 6 252 | 1 681 | 16 446 | 190 921 |
| Total students | | | | | | | | | | |
| Government schools | no. | 762 244 | 563 549 | 515 501 | 258 627 | 165 144 | 55 864 | 37 205 | 29 395 | 2 387 529 |
| Non-government schools | no. | 404 497 | 333 486 | 257 808 | 133 183 | 94 739 | 24 034 | 27 237 | 11 252 | 1 286 236 |
| All schools | no. | 1 166 741 | 897 035 | 773 309 | 391 810 | 259 883 | 79 898 | 64 442 | 40 647 | 3 673 765 |
| Aboriginal and Torres Strait Islander students as a proportion of all students | | | | | | | | | | |
| Government schools | % | 6.8 | 2.0 | 9.2 | 8.2 | 5.9 | 9.2 | 3.5 | 45.1 | 6.7 |
| Non-government schools | % | 2.3 | 0.6 | 3.5 | 3.0 | 1.3 | 4.7 | 1.4 | 28.3 | 2.4 |
| All schools | % | 5.2 | 1.4 | 7.3 | 6.4 | 4.2 | 7.8 | 2.6 | 40.5 | 5.2 |

(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 2015, *Schools Australia 2014*, 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 and Training 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 and Training (unpublished) based on the ABS (2001, 2006, 2011) *Census of Population and Housing*.

TABLE 4A.31

Table 4A.31 **Funded students with disability, 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Total students with disability (c) | | | | | | | | | | |
| Government schools | no. | 48 592 | 31 456 | 30 123 | 11 343 | 14 848 | 4 918 | 1 970 | 1 440 | 144 690 |
| Non-government schools | no. | 19 073 | 12 403 | 8 328 | 3 393 | 3 911 | 990 | 773 | 769 | 49 639 |
| All schools | no. | 67 665 | 43 859 | 38 451 | 14 736 | 18 759 | 5 907 | 2 743 | 2 209 | 194 329 |
| Total students (d) | | | | | | | | | | |
| Government schools | no. | 762 244 | 563 549 | 515 501 | 258 627 | 165 144 | 55 864 | 37 205 | 29 395 | 2 387 529 |
| Non-government schools | no. | 404 497 | 333 486 | 257 808 | 133 183 | 94 739 | 24 034 | 27 237 | 11 252 | 1 286 236 |
| All schools | no. | 1 166 741 | 897 035 | 773 309 | 391 810 | 259 883 | 79 898 | 64 442 | 40 647 | 3 673 765 |
| Students with disability as a proportion of all students | | | | | | | | | | |
| Government schools | % | 6.4 | 5.6 | 5.8 | 4.4 | 9.0 | 8.8 | 5.3 | 4.9 | 6.1 |
| Non-government schools | % | 4.7 | 3.7 | 3.2 | 2.5 | 4.1 | 4.1 | 2.8 | 6.8 | 3.9 |
| All schools | % | 5.8 | 4.9 | 5.0 | 3.8 | 7.2 | 7.4 | 4.3 | 5.4 | 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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 |
| 2014 | | | | | | | | | |
| LBOTE (a) | na | na | na | na | na | na | na | na | na |
| Aboriginal and Torres Strait Islander students | 6.8 | 2.0 | 9.2 | 8.2 | 5.9 | 9.2 | 3.5 | 45.1 | 6.7 |
| Students with disabilities (b) | 6.4 | 5.6 | 5.8 | 4.4 | 9.0 | 8.8 | 5.3 | 4.9 | 6.1 |
| Seniority profile (c) | 11.4 | 12.0 | 12.6 | 10.1 | 14.2 | 12.2 | 15.9 | 9.6 | 11.9 |
| Government students as % of all students (d) | 65.3 | 62.8 | 66.7 | 66.0 | 63.5 | 69.9 | 57.7 | 72.3 | 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 | 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 |
| 2014 | | | | | | | | | |
| LBOTE (a) | na | na | na | na | na | na | na | na | na |
| Aboriginal and Torres Strait Islander students | 2.3 | 0.6 | 3.5 | 3.0 | 1.3 | 4.7 | 1.4 | 28.3 | 2.4 |
| Students with disabilities (b) | 4.7 | 3.7 | 3.2 | 2.5 | 4.1 | 4.1 | 2.8 | 6.8 | 3.9 |
| Seniority profile (c) | 14.7 | 15.6 | 17.0 | 13.9 | 16.8 | 13.0 | 13.9 | 11.1 | 15.4 |
| Non-government students as % of all students (d) | 34.7 | 37.2 | 33.3 | 34.0 | 36.5 | 30.1 | 42.3 | 27.7 | 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 |
| 2014 | | | | | | | | | |
| LBOTE (a) | na | na | na | na | na | na | na | na | na |
| Aboriginal and Torres Strait Islander students | 5.2 | 1.4 | 7.3 | 6.4 | 4.2 | 7.8 | 2.6 | 40.5 | 5.2 |
| Students with disabilities (b) | 5.8 | 4.9 | 5.0 | 3.8 | 7.2 | 7.4 | 4.3 | 5.4 | 5.3 |
| Seniority profile (c) | 12.5 | 13.3 | 14.1 | 11.4 | 15.1 | 12.5 | 15.1 | 10.0 | 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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.35

Table 4A.35 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2014 (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 | 76.2 | 75.8 | 68.0 | 70.5 | 68.7 | 41.6 | 99.8 | .. | 72.0 |
| Non-government schools | 77.7 | 78.0 | 74.2 | 76.3 | 78.5 | 54.5 | 100.0 | .. | 76.3 |
| All schools | 77.0 | 76.5 | 69.5 | 72.2 | 72.0 | 45.1 | 99.9 | .. | 73.0 |
| Secondary | | | | | | | | | |
| Government schools | 74.0 | 75.0 | 67.5 | 70.7 | 69.2 | 41.6 | 100.0 | .. | 71.0 |
| Non-government schools | 80.7 | 78.7 | 77.0 | 81.0 | 82.3 | 55.7 | 100.0 | .. | 78.7 |
| All schools | 76.7 | 76.5 | 71.0 | 75.2 | 74.5 | 46.3 | 100.0 | .. | 74.2 |
| All school levels | | | | | | | | | |
| Government schools | 75.3 | 75.5 | 68.0 | 71.0 | 69.0 | 41.6 | 99.9 | .. | 71.0 |
| Non-government schools | 79.2 | 78.3 | 75.3 | 78.5 | 80.0 | 55.1 | 100.0 | .. | 77.5 |
| All schools | 76.7 | 76.5 | 70.0 | 73.3 | 73.0 | 45.6 | 99.9 | .. | 73.5 |
| Provincial zone | | | | | | | | | |
| Primary | | | | | | | | | |
| Government schools | 23.3 | 24.1 | 28.6 | 20.6 | 26.5 | 56.9 | 0.2 | 51.3 | 25.3 |
| Non-government schools | 21.7 | 22.1 | 24.1 | 19.8 | 19.7 | 44.7 | – | 57.7 | 22.2 |
| All schools | 22.8 | 23.4 | 27.3 | 20.0 | 24.2 | 53.6 | 0.1 | 52.7 | 24.4 |
| Secondary | | | | | | | | | |
| Government schools | 25.5 | 25.0 | 30.1 | 22.5 | 26.6 | 57.6 | – | 59.2 | 26.9 |
| Non-government schools | 19.3 | 21.3 | 22.9 | 16.7 | 16.0 | 44.3 | – | 61.1 | 20.6 |
| All schools | 23.0 | 23.4 | 27.3 | 20.0 | 22.5 | 53.1 | – | 59.8 | 24.3 |
| All school levels | | | | | | | | | |
| Government schools | 24.2 | 24.4 | 29.1 | 21.2 | 26.5 | 57.2 | 0.1 | 54.1 | 25.9 |
| Non-government schools | 20.5 | 21.7 | 23.6 | 18.5 | 18.3 | 44.5 | – | 59.4 | 21.4 |
| All schools | 22.9 | 23.4 | 27.3 | 20.3 | 23.5 | 53.4 | 0.1 | 55.6 | 24.3 |
| Remote zone | | | | | | | | | |
| Remote areas | | | | | | | | | |
| Primary | | | | | | | | | |
| Government schools | 0.5 | 0.1 | 2.1 | 5.7 | 3.5 | 1.0 | .. | 16.8 | 1.8 |
| Non-government schools | 0.5 | – | 1.1 | 2.2 | 1.7 | 0.8 | .. | 26.5 | 1.0 |
| All schools | 0.5 | 0.1 | 1.8 | 4.7 | 2.9 | 1.0 | .. | 19.0 | 1.6 |
| Secondary | | | | | | | | | |
| Government schools | 0.5 | 0.1 | 1.3 | 4.6 | 3.2 | 0.5 | .. | 15.0 | 1.3 |
| Non-government schools | – | – | 0.5 | 1.4 | 1.2 | – | .. | 29.1 | 0.6 |
| All schools | 0.3 | 0.1 | 1.0 | 3.3 | 2.4 | 0.3 | .. | 20.0 | 1.0 |
| All school levels | | | | | | | | | |
| Government schools | 0.5 | 0.1 | 1.8 | 5.4 | 3.4 | 0.8 | .. | 16.2 | 1.6 |
| Non-government schools | 0.2 | – | 0.8 | 1.9 | 1.5 | 0.4 | .. | 27.8 | 0.8 |

Table 4A.35 Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2014 (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 | 1.5 | 4.2 | 2.7 | 0.7 | .. | 19.4 | 1.3 |
| Very remote areas | | | | | | | | | |
| Primary | | | | | | | | | |
| Government schools | 0.1 | .. | 1.7 | 3.2 | 1.3 | 0.5 | .. | 31.9 | 1.3 |
| Non-government schools | 0.1 | .. | 0.5 | 1.7 | 0.1 | – | .. | 15.8 | 0.5 |
| All schools | 0.1 | .. | 1.4 | 2.7 | 0.9 | 0.4 | .. | 28.2 | 1.1 |
| Secondary | | | | | | | | | |
| Government schools | 0.1 | .. | 1.1 | 2.2 | 1.0 | 0.3 | .. | 25.8 | 0.8 |
| Non-government schools | – | .. | – | 0.4 | 0.1 | – | .. | 9.9 | 0.1 |
| All schools | – | .. | 0.6 | 1.5 | 0.6 | 0.2 | .. | 20.2 | 0.5 |
| All school levels | | | | | | | | | |
| Government schools | 0.1 | .. | 1.5 | 2.9 | 1.2 | 0.4 | .. | 29.7 | 1.1 |
| Non-government schools | – | .. | 0.3 | 1.2 | 0.1 | – | .. | 12.8 | 0.3 |
| All schools | 0.1 | .. | 1.1 | 2.3 | 0.8 | 0.3 | .. | 25.0 | 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: Australian Government Department of Education and Training (unpublished).

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Year 3 | | | | | | | | | |
| Average age | <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 | <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> |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 89.0 ± 1.6 | 87.9 ± 3.7 | 87.8 ± 1.8 | 77.5 ± 3.6 | 79.3 ± 5.0 | 86.9 ± 6.5 | 85.9 ± 6.0 | .. | 86.3 ± 1.1 |
| Provincial | 85.0 ± 2.1 | 83.5 ± 3.6 | 86.8 ± 2.5 | 67.9 ± 6.7 | 72.5 ± 8.1 | 88.4 ± 4.4 | np | 71.5 ± 7.2 | 82.7 ± 1.5 |
| Remote | 78.6 ± 7.1 | np | 72.5 ± 10.9 | 63.2 ± 7.4 | np | np | .. | 53.0 ± 11.5 | 65.7 ± 4.9 |
| Very remote | 83.7 ± 17.5 | .. | 73.1 ± 6.6 | 48.9 ± 7.8 | 46.1 ± 14.7 | np | .. | 27.4 ± 6.0 | 46.6 ± 5.2 |
| Total | 86.6 ± 1.3 | 85.6 ± 2.8 | 85.0 ± 1.8 | 66.6 ± 3.4 | 73.4 ± 4.4 | 87.7 ± 3.3 | 85.2 ± 5.9 | 42.5 ± 5.8 | 78.7 ± 1.3 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 96.2 ± 0.3 | 96.0 ± 0.4 | 96.3 ± 0.4 | 95.5 ± 0.5 | 94.7 ± 0.9 | 92.9 ± 2.0 | 95.5 ± 1.1 | .. | 95.9 ± 0.2 |
| Provincial | 95.1 ± 0.5 | 95.3 ± 0.6 | 94.9 ± 0.6 | 93.9 ± 1.1 | 93.8 ± 1.2 | 93.8 ± 1.4 | np | 92.9 ± 2.2 | 94.8 ± 0.3 |
| Remote | 94.2 ± 3.0 | 96.8 ± 6.4 | 94.6 ± 2.1 | 93.8 ± 2.0 | 93.8 ± 2.6 | 94.5 ± 6.4 | .. | 90.9 ± 4.3 | 93.8 ± 1.1 |
| Very remote | 99.1 ± 4.9 | .. | 94.1 ± 3.2 | 93.8 ± 2.6 | 91.5 ± 6.0 | np | .. | 90.3 ± 7.8 | 93.4 ± 1.8 |
| Total | 95.9 ± 0.3 | 95.8 ± 0.4 | 95.9 ± 0.3 | 95.1 ± 0.5 | 94.5 ± 0.7 | 93.4 ± 1.2 | 95.5 ± 1.1 | 92.4 ± 1.8 | 95.6 ± 0.2 |
| All students | | | | | | | | | |
| Metropolitan | 95.9 ± 0.3 | 95.8 ± 0.4 | 95.7 ± 0.4 | 94.8 ± 0.6 | 94.1 ± 1.0 | 92.4 ± 2.1 | 95.3 ± 1.2 | .. | 95.5 ± 0.2 |
| Provincial | 93.8 ± 0.6 | 94.8 ± 0.6 | 94.0 ± 0.6 | 91.2 ± 1.7 | 92.4 ± 1.5 | 93.4 ± 1.4 | np | 88.9 ± 3.2 | 93.6 ± 0.3 |
| Remote | 87.4 ± 4.8 | 96.9 ± 6.2 | 89.5 ± 4.1 | 86.0 ± 4.0 | 92.9 ± 3.1 | 93.3 ± 8.7 | .. | 74.5 ± 9.7 | 86.4 ± 2.4 |
| Very remote | 91.2 ± 10.0 | .. | 81.7 ± 4.8 | 68.1 ± 7.8 | 68.2 ± 13.1 | np | .. | 34.3 ± 7.8 | 62.5 ± 5.0 |
| Total | 95.3 ± 0.3 | 95.5 ± 0.4 | 95.0 ± 0.4 | 93.0 ± 0.6 | 93.4 ± 0.8 | 92.9 ± 1.2 | 95.2 ± 1.2 | 71.1 ± 5.7 | 94.6 ± 0.2 |
| Year 5 | | | | | | | | | |
| Average age | <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 10 m</i> | <i>10 y 8 m</i> | <i>10 y 6 m</i> | <i>10 y 7 m</i> |
| Years of schooling | <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> |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Metropolitan | 84.7 ± 2.1 | 84.7 ± 4.0 | 82.5 ± 2.6 | 76.2 ± 3.9 | 73.9 ± 5.0 | 82.4 ± 7.3 | 85.3 ± 7.5 | .. | 82.1 ± 1.5 |
| Provincial | 79.1 ± 2.2 | 79.8 ± 4.0 | 83.1 ± 3.1 | 67.3 ± 6.1 | 73.4 ± 7.3 | 82.6 ± 5.0 | np | 71.8 ± 8.6 | 78.8 ± 1.5 |
| Remote | 65.2 ± 10.6 | np | 67.2 ± 9.6 | 58.2 ± 7.9 | 59.4 ± 22.8 | np | .. | 53.7 ± 12.2 | 60.5 ± 5.1 |
| Very remote | 76.7 ± 12.4 | .. | 59.3 ± 9.5 | 41.5 ± 7.6 | 29.6 ± 14.6 | np | .. | 21.3 ± 5.8 | 37.8 ± 5.6 |
| Total | 81.2 ± 1.6 | 82.1 ± 2.9 | 79.2 ± 2.2 | 63.4 ± 3.7 | 69.1 ± 4.2 | 82.3 ± 4.1 | 84.9 ± 7.5 | 38.2 ± 6.8 | 73.6 ± 1.6 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.9 ± 0.4 | 94.8 ± 0.5 | 95.4 ± 0.5 | 94.5 ± 0.6 | 93.5 ± 1.0 | 93.6 ± 1.7 | 95.5 ± 1.3 | .. | 94.9 ± 0.2 |
| Provincial | 93.6 ± 0.6 | 93.8 ± 0.8 | 94.2 ± 0.6 | 93.1 ± 1.1 | 91.1 ± 1.4 | 92.2 ± 1.5 | np | 90.5 ± 3.4 | 93.5 ± 0.3 |
| Remote | 92.6 ± 3.7 | 97.7 ± 5.9 | 93.6 ± 2.6 | 92.6 ± 2.4 | 91.9 ± 3.6 | 86.1 ± 14.2 | .. | 94.9 ± 4.1 | 92.9 ± 1.6 |
| Very remote | 92.9 ± 11.0 | .. | 92.5 ± 4.8 | 90.4 ± 4.6 | 92.5 ± 8.6 | np | .. | 92.5 ± 7.0 | 91.9 ± 2.9 |
| Total | 94.6 ± 0.3 | 94.6 ± 0.4 | 95.1 ± 0.4 | 94.2 ± 0.5 | 92.9 ± 0.8 | 92.8 ± 1.1 | 95.5 ± 1.3 | 91.4 ± 2.6 | 94.5 ± 0.2 |
| All students | | | | | | | | | |
| Metropolitan | 94.5 ± 0.4 | 94.6 ± 0.5 | 94.7 ± 0.5 | 93.7 ± 0.7 | 92.7 ± 1.1 | 92.9 ± 1.8 | 95.2 ± 1.3 | .. | 94.4 ± 0.2 |
| Provincial | 91.8 ± 0.7 | 93.3 ± 0.8 | 93.0 ± 0.7 | 90.7 ± 1.6 | 89.9 ± 1.7 | 91.5 ± 1.5 | np | 87.1 ± 4.1 | 92.1 ± 0.4 |
| Remote | 82.2 ± 6.9 | 97.7 ± 5.9 | 86.7 ± 4.9 | 84.3 ± 4.2 | 90.4 ± 4.4 | 84.2 ± 17.5 | .. | 76.9 ± 10.4 | 84.6 ± 2.6 |
| Very remote | 84.6 ± 11.0 | .. | 71.1 ± 7.7 | 61.2 ± 8.5 | 59.0 ± 19.3 | np | .. | 27.8 ± 8.4 | 54.1 ± 5.8 |
| Total | 93.8 ± 0.4 | 94.3 ± 0.4 | 93.8 ± 0.5 | 91.9 ± 0.7 | 91.7 ± 0.9 | 92.1 ± 1.2 | 95.2 ± 1.3 | 67.7 ± 6.8 | 93.3 ± 0.2 |
| Year 7 | | | | | | | | | |
| Average age | 12 y 7 m | 12 y 9 m | 12 y 5 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 | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 89.6 ± 1.8 | 89.3 ± 3.3 | 88.6 ± 1.9 | 83.0 ± 5.3 | 86.6 ± 4.4 | 88.6 ± 5.9 | 88.3 ± 6.8 | .. | 88.2 ± 1.2 |
| Provincial | 86.1 ± 2.0 | 86.5 ± 3.5 | 86.1 ± 2.7 | 80.7 ± 4.8 | 79.7 ± 7.9 | 90.2 ± 4.2 | .. | 72.3 ± 8.4 | 84.9 ± 1.4 |
| Remote | 74.4 ± 8.0 | np | 76.1 ± 12.9 | 70.8 ± 6.5 | 85.2 ± 12.1 | np | .. | 62.1 ± 12.9 | 70.8 ± 5.8 |
| Very remote | np | .. | 73.9 ± 11.6 | 52.4 ± 11.0 | 44.0 ± 15.7 | np | .. | 29.4 ± 5.6 | 43.8 ± 7.4 |

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Total | 87.3 ± 1.5 | 87.8 ± 2.6 | 86.1 ± 1.7 | 74.3 ± 4.1 | 79.5 ± 4.9 | 89.3 ± 3.6 | 88.3 ± 6.8 | 44.7 ± 7.8 | 80.8 ± 1.7 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 96.6 ± 0.4 | 96.3 ± 0.6 | 96.7 ± 0.6 | 96.4 ± 0.7 | 95.9 ± 0.8 | 95.6 ± 1.8 | 97.0 ± 1.2 | .. | 96.5 ± 0.3 |
| Provincial | 96.0 ± 0.6 | 95.2 ± 0.9 | 96.4 ± 0.6 | 95.6 ± 1.3 | 95.3 ± 1.1 | 94.8 ± 1.4 | .. | 93.9 ± 2.8 | 95.7 ± 0.3 |
| Remote | 93.0 ± 4.5 | 97.1 ± 4.5 | 94.6 ± 2.6 | 96.5 ± 1.8 | 96.2 ± 2.1 | np | .. | 95.7 ± 2.8 | 95.7 ± 1.1 |
| Very remote | np | .. | 94.5 ± 4.2 | 94.4 ± 4.6 | 95.0 ± 4.4 | np | .. | 97.5 ± 4.3 | 95.1 ± 2.0 |
| Total | 96.5 ± 0.4 | 96.1 ± 0.5 | 96.6 ± 0.4 | 96.3 ± 0.6 | 95.8 ± 0.6 | 95.2 ± 1.1 | 97.0 ± 1.2 | 94.4 ± 2.3 | 96.3 ± 0.2 |
| All students | | | | | | | | | |
| Metropolitan | 96.4 ± 0.4 | 96.2 ± 0.6 | 96.3 ± 0.6 | 95.9 ± 0.8 | 95.6 ± 0.8 | 95.1 ± 1.9 | 96.8 ± 1.2 | .. | 96.2 ± 0.3 |
| Provincial | 94.8 ± 0.7 | 94.9 ± 1.0 | 95.3 ± 0.7 | 94.0 ± 1.9 | 94.4 ± 1.3 | 94.4 ± 1.4 | .. | 89.9 ± 4.2 | 94.7 ± 0.4 |
| Remote | 84.2 ± 6.7 | 97.2 ± 4.3 | 88.5 ± 5.4 | 89.3 ± 3.5 | 95.6 ± 2.4 | 90.0 ± 7.4 | .. | 81.3 ± 11.5 | 88.4 ± 2.9 |
| Very remote | 75.6 ± 18.0 | .. | 82.8 ± 7.2 | 67.3 ± 11.0 | 65.8 ± 16.6 | np | .. | 34.2 ± 8.4 | 57.7 ± 7.5 |
| Total | 95.9 ± 0.4 | 95.9 ± 0.5 | 95.8 ± 0.5 | 94.7 ± 0.8 | 95.0 ± 0.7 | 94.7 ± 1.2 | 96.8 ± 1.2 | 72.4 ± 8.4 | 95.4 ± 0.3 |
| Year 9 | | | | | | | | | |
| Average age | 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 | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 79.6 ± 2.5 | 81.4 ± 6.1 | 79.8 ± 2.7 | 77.5 ± 4.6 | 77.7 ± 6.5 | 79.5 ± 8.9 | 86.6 ± 7.9 | .. | 79.5 ± 1.6 |
| Provincial | 75.2 ± 2.7 | 79.3 ± 4.6 | 75.3 ± 4.1 | 73.1 ± 6.7 | 76.2 ± 6.5 | 83.4 ± 4.8 | .. | 60.5 ± 11.8 | 75.1 ± 2.1 |
| Remote | 59.3 ± 16.0 | np | 63.4 ± 14.2 | 58.8 ± 7.7 | np | np | .. | 46.8 ± 14.0 | 56.9 ± 6.1 |
| Very remote | np | .. | 51.8 ± 12.1 | 39.9 ± 9.7 | np | np | .. | 15.2 ± 5.1 | 29.5 ± 6.4 |
| Total | 76.7 ± 1.8 | 80.2 ± 3.8 | 76.0 ± 2.6 | 66.9 ± 4.2 | 75.0 ± 4.7 | 81.8 ± 4.4 | 86.6 ± 7.9 | 32.9 ± 8.3 | 71.7 ± 1.7 |

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (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> | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----|
| Non-Indigenous students | | | | | | | | | | |
| Metropolitan | 93.9 ± 0.6 | 94.1 ± 0.7 | 93.6 ± 0.8 | 95.3 ± 0.9 | 92.7 ± 1.6 | 93.1 ± 2.3 | 94.2 ± 1.8 | .. | 94.0 ± 0.4 | |
| Provincial | 92.0 ± 0.8 | 92.7 ± 1.2 | 91.9 ± 0.9 | 94.6 ± 1.3 | 91.7 ± 1.5 | 91.9 ± 1.9 | .. | 90.7 ± 4.2 | 92.3 ± 0.5 | |
| Remote | 87.9 ± 6.5 | 99.2 ± 4.9 | 89.8 ± 3.9 | 92.7 ± 2.3 | 91.7 ± 5.3 | 89.4 ± 8.5 | .. | 94.3 ± 2.8 | 91.9 ± 1.8 | |
| Very remote | 90.9 ± 19.3 | .. | 89.6 ± 5.7 | 91.3 ± 5.5 | 88.2 ± 7.5 | np | .. | 93.2 ± 5.0 | 90.2 ± 3.5 | |
| Total | 93.5 ± 0.5 | 93.8 ± 0.6 | 93.1 ± 0.7 | 95.1 ± 0.8 | 92.5 ± 1.2 | 92.4 ± 1.5 | 94.2 ± 1.8 | 91.5 ± 3.3 | 93.6 ± 0.3 | |
| All students | | | | | | | | | | |
| Metropolitan | 93.4 ± 0.6 | 93.9 ± 0.8 | 92.8 ± 0.9 | 94.6 ± 1.0 | 92.2 ± 1.7 | 91.8 ± 3.0 | 94.0 ± 1.8 | .. | 93.4 ± 0.4 | |
| Provincial | 90.0 ± 1.0 | 92.2 ± 1.3 | 90.1 ± 1.1 | 92.4 ± 2.1 | 90.8 ± 1.8 | 91.2 ± 2.0 | .. | 84.5 ± 5.7 | 90.7 ± 0.6 | |
| Remote | 75.2 ± 12.0 | 99.2 ± 4.9 | 83.6 ± 7.1 | 82.5 ± 4.8 | 90.6 ± 5.5 | 87.0 ± 7.6 | .. | 74.2 ± 13.9 | 82.2 ± 3.5 | |
| Very remote | 67.7 ± 34.6 | .. | 69.0 ± 11.3 | 59.8 ± 13.3 | 69.8 ± 10.5 | np | .. | 19.8 ± 7.1 | 47.5 ± 8.3 | |
| Total | 92.6 ± 0.6 | 93.5 ± 0.7 | 91.8 ± 0.7 | 93.2 ± 1.0 | 91.6 ± 1.3 | 91.4 ± 1.7 | 94.0 ± 1.8 | 66.2 ± 9.3 | 92.3 ± 0.3 | |
| Statistical difference of proportions at and above national minimum standard, 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>Proportion</i> | 95.3 ± 0.3 | 95.5 ± 0.4 | 95.0 ± 0.4 | 93.0 ± 0.6 | 93.4 ± 0.8 | 92.9 ± 1.2 | 95.2 ± 1.2 | 71.1 ± 5.7 | 94.6 ± 0.2 | |
| Compared to | | | | | | | | | | |
| <i>NSW</i> | 95.3 ± 0.3 | .. | ■ | ■ | △ | △ | △ | ■ | ▲ | ■ |
| <i>Vic</i> | 95.5 ± 0.4 | ■ | .. | ■ | △ | △ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 95.0 ± 0.4 | ■ | ■ | .. | △ | ■ | △ | ■ | ▲ | ■ |
| <i>WA</i> | 93.0 ± 0.6 | ▽ | ▽ | ▽ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 93.4 ± 0.8 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 92.9 ± 1.2 | ▽ | ▽ | ▽ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 95.2 ± 1.2 | ■ | ■ | ■ | △ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 71.1 ± 5.7 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 94.6 ± 0.2 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (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> |
|---|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Statistical difference of proportions at and above national minimum standard, all students, year 5 | | | | | | | | | | |
| | <i>Proportion</i> | 93.8 ± 0.4 | 94.3 ± 0.4 | 93.8 ± 0.5 | 91.9 ± 0.7 | 91.7 ± 0.9 | 92.1 ± 1.2 | 95.2 ± 1.3 | 67.7 ± 6.8 | 93.3 ± 0.2 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 93.8 ± 0.4 | .. | ■ | ■ | ■ | △ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 94.3 ± 0.4 | ■ | .. | ■ | △ | △ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 93.8 ± 0.5 | ■ | ■ | .. | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 91.9 ± 0.7 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 91.7 ± 0.9 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 92.1 ± 1.2 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 95.2 ± 1.3 | ■ | ■ | ■ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 67.7 ± 6.8 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 93.3 ± 0.2 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |
| Statistical difference of proportions at and above national minimum standard, all students, year 7 | | | | | | | | | | |
| | <i>Proportion</i> | 95.9 ± 0.4 | 95.9 ± 0.5 | 95.8 ± 0.5 | 94.7 ± 0.8 | 95.0 ± 0.7 | 94.7 ± 1.2 | 96.8 ± 1.2 | 72.4 ± 8.4 | 95.4 ± 0.3 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 95.9 ± 0.4 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 95.9 ± 0.5 | ■ | .. | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 95.8 ± 0.5 | ■ | ■ | .. | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 94.7 ± 0.8 | ■ | ■ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 95.0 ± 0.7 | ■ | ■ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 94.7 ± 1.2 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 96.8 ± 1.2 | ■ | ■ | ■ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 72.4 ± 8.4 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 95.4 ± 0.3 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (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> |
|---|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Statistical difference of proportions at and above national minimum standard, all students, year 9 | | | | | | | | | | |
| | <i>Proportion</i> | 92.6 ± 0.6 | 93.5 ± 0.7 | 91.8 ± 0.7 | 93.2 ± 1.0 | 91.6 ± 1.3 | 91.4 ± 1.7 | 94.0 ± 1.8 | 66.2 ± 9.3 | 92.3 ± 0.3 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 92.6 ± 0.6 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 93.5 ± 0.7 | ■ | .. | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 91.8 ± 0.7 | ■ | ■ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 93.2 ± 1.0 | ■ | ■ | ■ | .. | ■ | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 91.6 ± 1.3 | ■ | ■ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 91.4 ± 1.7 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 94.0 ± 1.8 | ■ | ■ | △ | ■ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 66.2 ± 9.3 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 92.3 ± 0.3 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |

▲ 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 (2015). 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.40. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2014 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (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) 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.
- (g) Insufficient students in an area of geographic classification are tabulated as not published.

.. Not applicable. **np** Not published.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 97.9 ± 0.2 | 97.9 ± 0.3 | 98.3 ± 0.3 | 97.7 ± 0.4 | 97.4 ± 0.7 | 97.5 ± 1.2 | 97.8 ± 0.9 | 95.8 ± 1.8 | 97.9 ± 0.1 |
| Advanced diploma/diploma | 96.5 ± 0.4 | 96.3 ± 0.5 | 96.5 ± 0.5 | 95.4 ± 0.8 | 95.6 ± 0.9 | 96.8 ± 1.4 | 95.2 ± 2.5 | 90.9 ± 3.6 | 96.2 ± 0.2 |
| Certificate I to IV (e) | 94.5 ± 0.4 | 94.8 ± 0.6 | 94.7 ± 0.5 | 93.5 ± 0.7 | 93.8 ± 1.0 | 92.0 ± 1.6 | 92.6 ± 2.3 | 79.9 ± 5.0 | 94.2 ± 0.2 |
| Year 12 or equivalent | 93.7 ± 0.7 | 93.6 ± 0.9 | 93.7 ± 0.8 | 91.7 ± 1.4 | 92.8 ± 1.5 | 90.2 ± 3.8 | 92.7 ± 3.4 | 81.1 ± 6.5 | 93.2 ± 0.5 |
| Year 11 or equivalent or below | 87.3 ± 0.9 | 87.4 ± 1.2 | 86.5 ± 1.3 | 82.1 ± 2.0 | 83.9 ± 2.3 | 86.6 ± 2.6 | 84.8 ± 9.1 | 45.7 ± 7.7 | 85.5 ± 0.6 |
| Not stated (f) | 92.1 ± 1.3 | 92.9 ± 1.8 | 91.2 ± 1.3 | 85.5 ± 2.4 | 87.4 ± 2.8 | 91.9 ± 3.4 | 91.6 ± 3.6 | 51.4 ± 11.3 | 88.2 ± 1.1 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 98.4 ± 0.2 | 98.6 ± 0.2 | 98.4 ± 0.3 | 97.9 ± 0.4 | 97.9 ± 0.6 | 97.7 ± 1.0 | 97.4 ± 1.0 | 93.2 ± 2.4 | 98.3 ± 0.1 |
| Other business managers and associate professionals | 97.4 ± 0.3 | 97.6 ± 0.3 | 97.5 ± 0.4 | 96.3 ± 0.6 | 96.5 ± 0.7 | 96.4 ± 1.5 | 96.6 ± 1.6 | 92.2 ± 3.5 | 97.3 ± 0.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 95.6 ± 0.5 | 96.4 ± 0.5 | 95.6 ± 0.4 | 94.3 ± 0.7 | 95.3 ± 0.9 | 94.4 ± 1.5 | 95.1 ± 2.1 | 84.7 ± 4.1 | 95.5 ± 0.3 |
| Machine operators, hospitality staff, assistants, labourers | 93.0 ± 0.5 | 93.4 ± 0.7 | 92.3 ± 0.8 | 90.9 ± 1.3 | 92.1 ± 1.4 | 90.2 ± 2.4 | 86.2 ± 5.2 | 68.7 ± 8.1 | 92.4 ± 0.3 |
| Not in paid work in previous 12 months | 86.7 ± 1.1 | 86.8 ± 1.2 | 86.7 ± 1.6 | 82.3 ± 2.5 | 86.8 ± 2.2 | 83.0 ± 4.1 | 89.6 ± 6.0 | 42.5 ± 8.1 | 85.6 ± 0.7 |
| Not stated (h) | 92.0 ± 1.0 | 91.8 ± 2.0 | 91.3 ± 1.0 | 86.5 ± 1.7 | 86.2 ± 2.3 | 90.5 ± 3.1 | 91.9 ± 2.9 | 51.5 ± 10.7 | 88.7 ± 0.7 |
| Year 5 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 98.0 ± 0.2 | 97.6 ± 0.3 | 98.3 ± 0.3 | 97.6 ± 0.5 | 97.7 ± 0.5 | 98.4 ± 0.8 | 97.4 ± 1.1 | 94.9 ± 2.5 | 97.9 ± 0.1 |
| Advanced diploma/diploma | 95.3 ± 0.5 | 95.3 ± 0.6 | 96.0 ± 0.6 | 94.7 ± 0.8 | 94.4 ± 1.8 | 95.3 ± 2.4 | 95.2 ± 2.2 | 88.9 ± 5.1 | 95.3 ± 0.3 |
| Certificate I to IV (e) | 92.1 ± 0.5 | 93.2 ± 0.6 | 93.4 ± 0.6 | 91.9 ± 0.9 | 91.2 ± 1.2 | 92.6 ± 1.5 | 93.2 ± 2.8 | 80.9 ± 5.9 | 92.5 ± 0.3 |

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 92.1 ± 0.9 | 92.3 ± 0.9 | 91.5 ± 1.0 | 90.9 ± 1.3 | 90.4 ± 2.4 | 90.7 ± 3.3 | 92.8 ± 3.6 | 79.3 ± 8.6 | 91.6 ± 0.4 |
| Year 11 or equivalent or below | 82.4 ± 1.1 | 84.6 ± 1.6 | 84.0 ± 1.4 | 80.9 ± 2.0 | 80.3 ± 2.2 | 81.7 ± 2.8 | 89.3 ± 7.9 | 49.2 ± 6.9 | 82.3 ± 0.7 |
| Not stated (f) | 91.7 ± 1.5 | 92.7 ± 1.7 | 88.9 ± 1.5 | 83.8 ± 2.7 | 85.2 ± 3.0 | 90.1 ± 4.3 | 91.8 ± 3.1 | 44.9 ± 13.7 | 86.5 ± 1.3 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 98.2 ± 0.2 | 98.3 ± 0.3 | 98.2 ± 0.3 | 97.6 ± 0.5 | 97.4 ± 0.7 | 98.2 ± 0.9 | 97.5 ± 1.3 | 92.4 ± 3.4 | 98.0 ± 0.1 |
| Other business managers and associate professionals | 96.7 ± 0.4 | 97.0 ± 0.4 | 97.2 ± 0.4 | 95.9 ± 0.7 | 95.7 ± 0.9 | 96.2 ± 1.4 | 97.5 ± 1.3 | 91.1 ± 3.7 | 96.7 ± 0.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 93.7 ± 0.5 | 95.2 ± 0.5 | 94.5 ± 0.5 | 93.2 ± 0.9 | 93.4 ± 1.3 | 93.3 ± 1.9 | 94.2 ± 2.3 | 82.7 ± 5.2 | 94.1 ± 0.3 |
| Machine operators, hospitality staff, assistants, labourers | 89.7 ± 0.8 | 90.9 ± 0.8 | 89.7 ± 0.9 | 88.3 ± 1.4 | 89.6 ± 1.4 | 89.8 ± 2.2 | 88.0 ± 6.1 | 62.1 ± 9.6 | 89.7 ± 0.4 |
| Not in paid work in previous 12 months | 83.1 ± 1.2 | 84.1 ± 1.4 | 83.4 ± 1.7 | 79.6 ± 2.6 | 83.6 ± 2.7 | 79.1 ± 3.8 | 88.1 ± 7.2 | 46.3 ± 8.3 | 82.6 ± 0.7 |
| Not stated (h) | 90.2 ± 1.2 | 92.2 ± 1.9 | 88.7 ± 1.4 | 85.3 ± 2.0 | 83.2 ± 2.5 | 88.2 ± 4.0 | 91.9 ± 2.8 | 46.2 ± 13.0 | 86.5 ± 0.9 |
| Year 7 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 98.6 ± 0.3 | 98.4 ± 0.3 | 98.7 ± 0.3 | 98.4 ± 0.5 | 98.6 ± 0.4 | 98.8 ± 0.8 | 98.5 ± 0.7 | 94.9 ± 4.0 | 98.5 ± 0.2 |
| Advanced diploma/diploma | 97.3 ± 0.4 | 96.7 ± 0.6 | 97.2 ± 0.5 | 97.0 ± 0.8 | 96.9 ± 0.8 | 97.6 ± 1.2 | 97.1 ± 1.7 | 93.5 ± 3.5 | 97.0 ± 0.3 |
| Certificate I to IV (e) | 95.2 ± 0.4 | 95.0 ± 0.6 | 95.8 ± 0.6 | 95.2 ± 0.8 | 95.5 ± 0.9 | 94.8 ± 1.2 | 94.3 ± 2.5 | 87.0 ± 4.5 | 95.2 ± 0.3 |
| Year 12 or equivalent | 94.6 ± 0.8 | 94.5 ± 0.9 | 94.6 ± 0.9 | 93.2 ± 1.4 | 94.3 ± 1.3 | 94.2 ± 2.8 | 96.6 ± 2.5 | 86.0 ± 8.4 | 94.4 ± 0.4 |
| Year 11 or equivalent or below | 88.1 ± 1.2 | 88.7 ± 1.3 | 89.2 ± 1.6 | 86.5 ± 2.2 | 88.7 ± 2.1 | 89.1 ± 2.8 | 92.1 ± 7.6 | 59.2 ± 10.3 | 87.9 ± 0.6 |
| Not stated (f) | 95.2 ± 1.1 | 96.5 ± 1.0 | 92.9 ± 1.4 | 89.2 ± 3.7 | 91.0 ± 2.2 | 92.6 ± 3.9 | 93.8 ± 4.5 | 54.1 ± 15.1 | 90.9 ± 1.3 |
| Parental occupation (g) | | | | | | | | | |

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 98.7 ± 0.2 | 98.8 ± 0.3 | 98.5 ± 0.3 | 98.6 ± 0.5 | 98.4 ± 0.6 | 98.4 ± 0.9 | 98.4 ± 0.8 | 95.6 ± 3.4 | 98.6 ± 0.1 |
| Other business managers and associate professionals | 98.0 ± 0.3 | 97.9 ± 0.4 | 98.0 ± 0.4 | 97.4 ± 0.6 | 97.6 ± 0.6 | 97.5 ± 1.0 | 97.2 ± 1.5 | 91.8 ± 4.3 | 97.8 ± 0.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 96.0 ± 0.4 | 96.3 ± 0.5 | 96.6 ± 0.5 | 95.6 ± 0.8 | 96.4 ± 0.7 | 96.0 ± 1.2 | 96.9 ± 2.0 | 89.4 ± 3.6 | 96.2 ± 0.3 |
| Machine operators, hospitality staff, assistants, labourers | 93.6 ± 0.7 | 93.4 ± 0.9 | 92.9 ± 0.9 | 91.8 ± 1.4 | 93.8 ± 1.2 | 92.9 ± 1.8 | 94.1 ± 4.1 | 73.1 ± 9.9 | 93.1 ± 0.4 |
| Not in paid work in previous 12 months | 87.0 ± 1.3 | 86.8 ± 1.5 | 87.7 ± 1.8 | 83.7 ± 3.1 | 89.1 ± 2.3 | 87.3 ± 3.6 | 88.1 ± 6.1 | 55.0 ± 10.9 | 86.6 ± 0.8 |
| Not stated (h) | 94.3 ± 1.0 | 96.6 ± 0.9 | 92.5 ± 1.2 | 88.8 ± 3.1 | 90.1 ± 1.8 | 91.6 ± 3.0 | 94.5 ± 3.1 | 55.0 ± 14.3 | 90.7 ± 1.0 |
| Year 9 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 97.7 ± 0.3 | 97.7 ± 0.4 | 97.6 ± 0.5 | 98.0 ± 0.6 | 97.2 ± 0.7 | 97.6 ± 1.1 | 97.4 ± 1.1 | 94.4 ± 3.3 | 97.7 ± 0.2 |
| Advanced diploma/diploma | 95.1 ± 0.6 | 95.2 ± 0.8 | 94.0 ± 0.7 | 96.0 ± 0.9 | 94.3 ± 1.2 | 97.0 ± 1.6 | 95.3 ± 1.8 | 91.6 ± 4.7 | 94.9 ± 0.3 |
| Certificate I to IV (e) | 91.3 ± 0.6 | 92.3 ± 0.8 | 91.1 ± 0.7 | 93.7 ± 0.8 | 92.0 ± 1.2 | 91.6 ± 1.4 | 90.1 ± 2.7 | 84.6 ± 6.0 | 91.7 ± 0.3 |
| Year 12 or equivalent | 89.8 ± 1.2 | 92.3 ± 1.1 | 89.7 ± 1.3 | 93.4 ± 1.6 | 90.6 ± 2.1 | 88.3 ± 4.3 | 89.7 ± 4.2 | 83.9 ± 8.6 | 90.8 ± 0.6 |
| Year 11 or equivalent or below | 80.7 ± 1.3 | 83.7 ± 1.5 | 81.3 ± 1.7 | 83.7 ± 2.4 | 81.5 ± 2.7 | 83.6 ± 3.1 | 85.2 ± 8.6 | 54.4 ± 10.3 | 81.8 ± 0.8 |
| Not stated (f) | 89.4 ± 1.6 | 92.0 ± 2.1 | 86.8 ± 2.0 | 86.1 ± 3.8 | 86.7 ± 4.3 | 88.7 ± 5.3 | 90.2 ± 4.7 | 45.0 ± 15.7 | 85.9 ± 1.5 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 97.8 ± 0.3 | 98.2 ± 0.4 | 97.6 ± 0.4 | 98.1 ± 0.5 | 97.4 ± 0.7 | 97.7 ± 1.1 | 97.3 ± 1.0 | 92.9 ± 3.2 | 97.8 ± 0.2 |
| Other business managers and associate professionals | 96.2 ± 0.4 | 96.5 ± 0.5 | 95.1 ± 0.6 | 96.8 ± 0.7 | 95.5 ± 0.9 | 96.6 ± 1.2 | 96.1 ± 1.4 | 92.9 ± 4.6 | 96.1 ± 0.2 |

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 92.6 ± 0.5 | 94.4 ± 0.7 | 92.2 ± 0.8 | 94.3 ± 1.0 | 93.7 ± 1.2 | 92.4 ± 2.1 | 92.7 ± 2.5 | 85.1 ± 5.7 | 93.1 ± 0.3 |
| Machine operators, hospitality staff, assistants, labourers | 88.0 ± 1.0 | 89.7 ± 1.0 | 86.7 ± 1.2 | 88.8 ± 1.6 | 89.4 ± 1.4 | 86.8 ± 2.7 | 87.8 ± 5.5 | 64.8 ± 11.8 | 88.2 ± 0.5 |
| Not in paid work in previous 12 months | 79.4 ± 1.7 | 81.3 ± 1.9 | 78.7 ± 2.5 | 79.9 ± 3.7 | 80.3 ± 3.2 | 80.1 ± 3.9 | 80.5 ± 10.2 | 46.0 ± 12.0 | 79.7 ± 1.0 |
| Not stated (h) | 88.5 ± 1.4 | 91.7 ± 2.3 | 86.2 ± 1.7 | 86.3 ± 3.0 | 83.0 ± 3.6 | 88.8 ± 4.4 | 88.8 ± 5.2 | 46.6 ± 15.0 | 85.4 ± 1.2 |

(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.40. Readers are urged to be cautious when comparing results.

(c) Data for years 2010-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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 ± 3.8 | 387.6 ± 8.9 | 367.8 ± 5.2 | 338.9 ± 7.8 | 348.0 ± 9.8 | 371.7 ± 14.8 | 372.4 ± 14.7 | .. | 366.6 ± 2.6 |
| Provincial | 354.6 ± 4.6 | 372.6 ± 8.3 | 364.2 ± 5.8 | 308.1 ± 13.8 | 326.6 ± 16.8 | 373.4 ± 10.5 | np | 329.3 ± 14.9 | 353.0 ± 3.5 |
| Remote | 332.4 ± 12.3 | np | 324.0 ± 18.5 | 300.1 ± 14.6 | np | np | .. | 276.5 ± 22.5 | 305.8 ± 9.8 |
| Very remote | 341.0 ± 34.3 | .. | 316.2 ± 12.0 | 263.6 ± 24.3 | 262.7 ± 27.2 | np | .. | 207.2 ± 17.4 | 255.1 ± 13.0 |
| Total | 362.5 ± 3.2 | 379.8 ± 6.1 | 358.6 ± 4.3 | 308.7 ± 8.4 | 330.6 ± 9.2 | 372.5 ± 8.7 | 371.1 ± 14.2 | 247.9 ± 14.7 | 343.4 ± 3.4 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 438.7 ± 2.4 | 444.8 ± 2.4 | 428.9 ± 2.8 | 426.4 ± 3.5 | 423.6 ± 4.5 | 429.2 ± 10.4 | 444.7 ± 6.3 | .. | 436.0 ± 1.3 |
| Provincial | 415.1 ± 2.6 | 425.5 ± 2.9 | 412.2 ± 2.9 | 401.7 ± 5.1 | 405.8 ± 4.6 | 415.2 ± 7.1 | np | 406.1 ± 10.7 | 415.2 ± 1.5 |
| Remote | 406.4 ± 16.4 | 428.3 ± 33.0 | 404.7 ± 7.6 | 400.6 ± 6.6 | 409.8 ± 13.5 | 421.4 ± 30.9 | .. | 388.6 ± 18.5 | 402.8 ± 4.4 |
| Very remote | 419.3 ± 23.0 | .. | 407.2 ± 15.5 | 393.8 ± 11.6 | 388.8 ± 18.8 | np | .. | 379.9 ± 14.5 | 397.3 ± 8.3 |
| Total | 433.6 ± 2.0 | 440.3 ± 2.0 | 424.0 ± 2.2 | 421.0 ± 3.0 | 418.9 ± 3.6 | 421.5 ± 6.1 | 444.6 ± 6.3 | 401.4 ± 9.2 | 430.7 ± 1.1 |
| All students | | | | | | | | | |
| Metropolitan | 436.5 ± 2.5 | 444.2 ± 2.5 | 425.1 ± 3.0 | 422.6 ± 3.6 | 421.0 ± 4.6 | 424.7 ± 10.7 | 442.9 ± 6.3 | .. | 433.5 ± 1.3 |
| Provincial | 407.3 ± 2.9 | 423.6 ± 3.0 | 406.6 ± 3.0 | 391.9 ± 6.3 | 400.7 ± 5.4 | 413.8 ± 8.4 | np | 392.4 ± 12.0 | 409.3 ± 1.6 |
| Remote | 375.7 ± 17.5 | 429.7 ± 32.3 | 385.9 ± 11.3 | 374.5 ± 11.4 | 405.0 ± 14.3 | 417.4 ± 31.8 | .. | 341.3 ± 26.6 | 377.4 ± 7.1 |
| Very remote | 375.8 ± 29.9 | .. | 354.7 ± 14.9 | 319.7 ± 23.7 | 323.8 ± 30.5 | np | .. | 226.6 ± 21.4 | 303.7 ± 13.7 |
| Total | 429.5 ± 2.1 | 439.3 ± 2.0 | 418.4 ± 2.3 | 412.5 ± 3.4 | 414.8 ± 3.7 | 418.5 ± 6.6 | 442.7 ± 6.3 | 336.6 ± 17.3 | 425.5 ± 1.1 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 450.5 ± 3.9 | 466.5 ± 7.4 | 443.6 ± 5.5 | 425.4 ± 5.3 | 428.6 ± 8.6 | 448.8 ± 14.0 | 456.5 ± 15.8 | .. | 444.7 ± 2.6 |
| Provincial | 433.9 ± 3.9 | 447.2 ± 7.0 | 444.2 ± 6.1 | 410.1 ± 10.7 | 414.3 ± 11.9 | 448.4 ± 8.9 | np | 426.6 ± 13.6 | 435.2 ± 2.8 |
| Remote | 406.5 ± 16.3 | np | 409.6 ± 15.6 | 392.4 ± 11.1 | 397.4 ± 28.4 | np | .. | 379.8 ± 22.3 | 395.9 ± 8.6 |

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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 | 405.1 ± 18.0 | .. | 391.0 ± 13.7 | 359.4 ± 15.5 | 342.7 ± 32.7 | np | .. | 313.4 ± 17.6 | 348.2 ± 12.5 |
| Total | 440.5 ± 2.8 | 456.1 ± 5.2 | 435.9 ± 4.7 | 401.6 ± 6.6 | 414.3 ± 7.8 | 447.9 ± 7.7 | 455.6 ± 15.6 | 349.5 ± 16.4 | 425.1 ± 3.3 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 508.9 ± 2.5 | 513.4 ± 2.3 | 503.8 ± 2.7 | 499.7 ± 3.2 | 496.7 ± 4.0 | 504.6 ± 9.2 | 522.3 ± 6.9 | .. | 507.5 ± 1.2 |
| Provincial | 489.1 ± 2.5 | 494.7 ± 2.6 | 490.0 ± 2.5 | 483.9 ± 4.2 | 477.3 ± 4.3 | 489.0 ± 5.9 | np | 485.4 ± 11.6 | 489.4 ± 1.3 |
| Remote | 480.7 ± 13.3 | 497.5 ± 16.7 | 481.4 ± 6.9 | 478.5 ± 7.4 | 476.9 ± 11.2 | 474.2 ± 23.4 | .. | 497.1 ± 13.5 | 481.4 ± 4.5 |
| Very remote | 486.3 ± 36.4 | .. | 487.8 ± 15.6 | 470.8 ± 11.0 | 485.8 ± 29.1 | np | .. | 490.2 ± 25.9 | 481.4 ± 8.5 |
| Total | 504.6 ± 2.1 | 509.1 ± 1.9 | 499.7 ± 2.1 | 496.0 ± 2.7 | 491.5 ± 3.3 | 496.0 ± 5.3 | 522.3 ± 6.9 | 487.9 ± 9.2 | 502.9 ± 1.0 |
| All students | | | | | | | | | |
| Metropolitan | 507.0 ± 2.5 | 512.9 ± 2.3 | 500.3 ± 2.8 | 496.5 ± 3.3 | 494.4 ± 4.1 | 500.7 ± 9.5 | 520.8 ± 6.9 | .. | 505.3 ± 1.3 |
| Provincial | 482.3 ± 2.7 | 493.0 ± 2.6 | 484.9 ± 2.6 | 476.8 ± 5.1 | 473.0 ± 4.8 | 488.4 ± 8.0 | np | 475.1 ± 12.4 | 484.5 ± 1.4 |
| Remote | 453.2 ± 14.9 | 497.5 ± 16.7 | 462.5 ± 10.9 | 458.1 ± 10.9 | 472.5 ± 11.7 | 466.6 ± 28.7 | .. | 446.0 ± 27.4 | 459.4 ± 6.5 |
| Very remote | 445.0 ± 33.6 | .. | 426.2 ± 16.4 | 404.2 ± 18.7 | 411.4 ± 41.9 | np | .. | 329.4 ± 22.9 | 388.5 ± 13.7 |
| Total | 501.0 ± 2.1 | 508.3 ± 1.9 | 494.5 ± 2.2 | 488.9 ± 3.0 | 487.9 ± 3.5 | 493.6 ± 6.1 | 520.8 ± 6.9 | 426.3 ± 18.1 | 498.5 ± 1.1 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 506.1 ± 4.0 | 509.7 ± 6.0 | 500.5 ± 5.2 | 485.5 ± 7.3 | 496.2 ± 7.0 | 501.0 ± 11.7 | 519.3 ± 12.3 | .. | 501.5 ± 2.6 |
| Provincial | 490.1 ± 4.2 | 498.0 ± 6.5 | 491.8 ± 5.6 | 475.9 ± 10.3 | 481.9 ± 10.2 | 507.0 ± 6.8 | .. | 469.8 ± 16.1 | 489.6 ± 3.1 |
| Remote | 466.6 ± 15.3 | np | 472.7 ± 17.8 | 462.7 ± 11.1 | 485.2 ± 21.6 | np | .. | 445.5 ± 20.9 | 462.2 ± 8.8 |
| Very remote | np | .. | 459.1 ± 12.9 | 431.0 ± 11.4 | 414.5 ± 22.6 | np | .. | 382.0 ± 13.0 | 409.7 ± 12.4 |
| Total | 496.8 ± 3.2 | 503.5 ± 4.6 | 493.2 ± 3.9 | 468.4 ± 5.6 | 481.7 ± 7.2 | 504.7 ± 6.2 | 519.3 ± 12.3 | 412.2 ± 15.6 | 484.0 ± 3.3 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 554.6 ± 3.6 | 555.5 ± 3.1 | 551.3 ± 3.9 | 549.8 ± 5.5 | 547.9 ± 3.5 | 549.1 ± 12.0 | 566.8 ± 8.2 | .. | 553.4 ± 1.8 |
| Provincial | 538.4 ± 2.9 | 539.8 ± 3.5 | 537.8 ± 2.8 | 535.6 ± 6.6 | 533.7 ± 3.7 | 537.6 ± 7.1 | .. | 537.0 ± 12.2 | 538.0 ± 1.6 |

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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 | 514.4 ± 13.1 | 547.6 ± 22.2 | 523.7 ± 7.6 | 534.2 ± 6.6 | 535.4 ± 7.5 | np | .. | 548.0 ± 13.8 | 533.4 ± 5.3 |
| Very remote | np | .. | 523.9 ± 8.5 | 519.7 ± 19.9 | 531.7 ± 17.5 | np | .. | 543.2 ± 17.9 | 526.2 ± 8.6 |
| Total | 551.0 ± 2.9 | 551.9 ± 2.6 | 547.4 ± 3.0 | 547.0 ± 4.6 | 544.1 ± 2.8 | 542.8 ± 6.8 | 566.8 ± 8.2 | 539.4 ± 10.1 | 549.6 ± 1.4 |
| All students | | | | | | | | | |
| Metropolitan | 553.1 ± 3.6 | 555.0 ± 3.1 | 548.3 ± 4.0 | 547.2 ± 5.6 | 546.2 ± 3.6 | 546.2 ± 12.7 | 566.1 ± 8.2 | .. | 551.7 ± 1.8 |
| Provincial | 532.8 ± 3.2 | 538.3 ± 3.5 | 532.7 ± 3.0 | 528.8 ± 8.3 | 530.7 ± 4.0 | 535.8 ± 7.3 | .. | 524.6 ± 14.2 | 533.6 ± 1.7 |
| Remote | 491.6 ± 14.0 | 546.0 ± 22.6 | 507.6 ± 12.8 | 514.1 ± 9.5 | 531.9 ± 8.4 | 522.7 ± 7.9 | .. | 505.0 ± 33.4 | 512.8 ± 7.7 |
| Very remote | 469.3 ± 27.8 | .. | 485.8 ± 16.2 | 462.1 ± 17.6 | 463.9 ± 34.6 | np | .. | 393.7 ± 19.3 | 440.7 ± 14.7 |
| Total | 548.2 ± 2.9 | 551.1 ± 2.6 | 543.0 ± 3.1 | 541.2 ± 4.9 | 541.2 ± 2.9 | 540.4 ± 7.0 | 566.1 ± 8.2 | 483.4 ± 20.3 | 546.0 ± 1.5 |
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 534.9 ± 4.2 | 547.1 ± 10.1 | 532.9 ± 5.6 | 525.2 ± 7.6 | 528.2 ± 10.1 | 534.3 ± 13.8 | 551.6 ± 13.9 | .. | 533.7 ± 2.8 |
| Provincial | 522.2 ± 4.0 | 540.0 ± 6.1 | 521.3 ± 5.4 | 517.2 ± 11.8 | 522.5 ± 10.6 | 543.7 ± 9.3 | .. | 500.3 ± 18.8 | 523.1 ± 3.1 |
| Remote | 492.8 ± 16.2 | np | 504.2 ± 18.9 | 493.7 ± 10.1 | np | np | .. | 483.1 ± 24.7 | 493.7 ± 8.8 |
| Very remote | np | .. | 483.2 ± 15.5 | 467.4 ± 12.6 | np | np | .. | 414.5 ± 13.0 | 442.8 ± 12.4 |
| Total | 526.9 ± 3.1 | 543.3 ± 5.7 | 524.7 ± 4.1 | 508.0 ± 6.2 | 522.7 ± 7.1 | 540.0 ± 7.9 | 551.6 ± 13.9 | 448.7 ± 16.4 | 518.3 ± 3.0 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 589.3 ± 3.7 | 590.5 ± 3.6 | 580.3 ± 4.1 | 594.2 ± 5.6 | 580.3 ± 5.8 | 582.5 ± 12.3 | 599.5 ± 8.6 | .. | 587.9 ± 1.9 |
| Provincial | 571.6 ± 2.9 | 575.3 ± 4.0 | 566.1 ± 3.3 | 578.6 ± 6.4 | 565.5 ± 4.7 | 571.5 ± 7.3 | .. | 569.5 ± 12.4 | 571.3 ± 1.8 |
| Remote | 556.4 ± 12.0 | 590.9 ± 20.9 | 557.7 ± 10.0 | 572.0 ± 8.0 | 564.0 ± 9.6 | 547.1 ± 5.8 | .. | 584.9 ± 16.7 | 568.5 ± 5.8 |
| Very remote | 586.2 ± 48.9 | .. | 552.2 ± 11.8 | 561.5 ± 12.1 | 553.8 ± 11.0 | np | .. | 573.1 ± 23.4 | 559.8 ± 8.3 |
| Total | 585.3 ± 3.0 | 586.9 ± 2.9 | 576.2 ± 3.2 | 591.0 ± 4.7 | 576.3 ± 4.6 | 576.4 ± 6.9 | 599.5 ± 8.6 | 572.7 ± 10.6 | 583.8 ± 1.5 |
| All students | | | | | | | | | |
| Metropolitan | 587.3 ± 3.7 | 590.0 ± 3.6 | 577.5 ± 4.2 | 591.4 ± 5.7 | 578.6 ± 6.1 | 579.4 ± 13.1 | 598.7 ± 8.6 | .. | 586.0 ± 1.9 |

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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 | 565.9 ± 3.3 | 574.1 ± 4.0 | 561.1 ± 3.3 | 572.0 ± 8.1 | 563.0 ± 5.3 | 569.1 ± 7.3 | .. | 555.6 ± 13.9 | 566.9 ± 1.9 |
| Remote | 527.6 ± 16.8 | 590.9 ± 20.9 | 544.2 ± 14.0 | 548.2 ± 12.1 | 561.1 ± 11.1 | 543.5 ± 5.9 | .. | 543.6 ± 32.7 | 547.5 ± 8.1 |
| Very remote | 526.2 ± 81.1 | .. | 513.7 ± 20.0 | 502.5 ± 21.9 | 520.4 ± 18.2 | np | .. | 423.7 ± 17.0 | 476.8 ± 16.1 |
| Total | 582.1 ± 3.0 | 586.2 ± 3.0 | 572.2 ± 3.2 | 585.1 ± 5.0 | 574.0 ± 4.8 | 573.6 ± 7.1 | 598.7 ± 8.6 | 519.6 ± 19.5 | 580.2 ± 1.6 |

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>Proportion</i> | 429.5 ± 2.1 | 439.3 ± 2.0 | 418.4 ± 2.3 | 412.5 ± 3.4 | 414.8 ± 3.7 | 418.5 ± 6.6 | 442.7 ± 6.3 | 336.6 ± 17.3 | 425.5 ± 1.1 | |
| Compared to | | | | | | | | | | |
| <i>NSW</i> | 429.5 ± 2.1 | .. | ■ | ■ | △ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 439.3 ± 2.0 | ■ | .. | △ | △ | △ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 418.4 ± 2.3 | ■ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 412.5 ± 3.4 | ▽ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 414.8 ± 3.7 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 418.5 ± 6.6 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 442.7 ± 6.3 | ■ | ■ | △ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 336.6 ± 17.3 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 425.5 ± 1.1 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Statistical difference of mean scale scores, all students, year 5 | | | | | | | | | | |
| | <i>Proportion</i> | 501.0 ± 2.1 | 508.3 ± 1.9 | 494.5 ± 2.2 | 488.9 ± 3.0 | 487.9 ± 3.5 | 493.6 ± 6.1 | 520.8 ± 6.9 | 426.3 ± 18.1 | 498.5 ± 1.1 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 501.0 ± 2.1 | .. | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>Vic</i> | 508.3 ± 1.9 | ■ | .. | ■ | △ | △ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 494.5 ± 2.2 | ■ | ■ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 488.9 ± 3.0 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 487.9 ± 3.5 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 493.6 ± 6.1 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 520.8 ± 6.9 | △ | ■ | △ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 426.3 ± 18.1 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 498.5 ± 1.1 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |
| Statistical difference of mean scale scores, all students, year 7 | | | | | | | | | | |
| | <i>Proportion</i> | 548.2 ± 2.9 | 551.1 ± 2.6 | 543.0 ± 3.1 | 541.2 ± 4.9 | 541.2 ± 2.9 | 540.4 ± 7.0 | 566.1 ± 8.2 | 483.4 ± 20.3 | 546.0 ± 1.5 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 548.2 ± 2.9 | .. | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>Vic</i> | 551.1 ± 2.6 | ■ | .. | ■ | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>Qld</i> | 543.0 ± 3.1 | ■ | ■ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 541.2 ± 4.9 | ■ | ■ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 541.2 ± 2.9 | ■ | ■ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 540.4 ± 7.0 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 566.1 ± 8.2 | △ | △ | △ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 483.4 ± 20.3 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 546.0 ± 1.5 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Statistical difference of mean scale scores, all students, year 9 | | | | | | | | | | |
| | <i>Proportion</i> | 582.1 ± 3.0 | 586.2 ± 3.0 | 572.2 ± 3.2 | 585.1 ± 5.0 | 574.0 ± 4.8 | 573.6 ± 7.1 | 598.7 ± 8.6 | 519.6 ± 19.5 | 580.2 ± 1.6 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 582.1 ± 3.0 | .. | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>Vic</i> | 586.2 ± 3.0 | ■ | .. | △ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 572.2 ± 3.2 | ■ | ▽ | .. | ▽ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 585.1 ± 5.0 | ■ | ■ | △ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 574.0 ± 4.8 | ■ | ■ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 573.6 ± 7.1 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 598.7 ± 8.6 | △ | ■ | △ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 519.6 ± 19.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 580.2 ± 1.6 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |

▲ 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 (2015). 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.40. Readers are urged to be cautious when comparing results.

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(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 2010-2014 were included in earlier Reports.

.. Not applicable. **np** Not published.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.39

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 470.1 ± 1.9 | 471.1 ± 1.9 | 459.7 ± 2.2 | 455.4 ± 3.0 | 453.6 ± 3.6 | 468.8 ± 6.8 | 467.5 ± 5.0 | 424.6 ± 9.5 | 465.6 ± 1.0 |
| Advanced diploma/diploma | 424.6 ± 1.8 | 431.1 ± 2.2 | 417.4 ± 2.2 | 413.7 ± 3.2 | 416.5 ± 4.0 | 432.7 ± 7.8 | 420.1 ± 8.5 | 383.7 ± 11.2 | 422.9 ± 1.0 |
| Certificate I to IV (e) | 401.2 ± 1.6 | 414.2 ± 1.9 | 402.4 ± 1.9 | 395.4 ± 2.8 | 399.9 ± 3.3 | 401.8 ± 5.3 | 401.8 ± 8.2 | 355.2 ± 11.8 | 403.3 ± 0.9 |
| Year 12 or equivalent | 401.5 ± 2.7 | 416.4 ± 3.5 | 397.5 ± 2.8 | 393.7 ± 4.1 | 400.7 ± 5.3 | 392.2 ± 10.8 | 412.7 ± 10.5 | 356.7 ± 16.9 | 402.7 ± 1.5 |
| Year 11 or equivalent or below | 365.9 ± 2.3 | 384.0 ± 2.8 | 363.5 ± 3.0 | 350.9 ± 4.4 | 361.6 ± 5.4 | 365.4 ± 6.8 | 405.6 ± 59.6 | 254.0 ± 17.9 | 365.4 ± 1.6 |
| Not stated (f) | 417.0 ± 7.3 | 440.9 ± 7.9 | 397.5 ± 4.9 | 379.7 ± 8.9 | 391.0 ± 7.0 | 429.9 ± 24.6 | 429.7 ± 11.9 | 282.2 ± 38.4 | 398.1 ± 4.2 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 471.9 ± 2.0 | 476.9 ± 2.0 | 459.2 ± 2.4 | 454.4 ± 3.5 | 455.0 ± 4.0 | 468.7 ± 7.1 | 467.9 ± 7.4 | 416.5 ± 10.9 | 467.0 ± 1.1 |
| Other business managers and associate professionals | 443.2 ± 1.8 | 450.7 ± 2.0 | 432.8 ± 2.1 | 425.2 ± 3.2 | 429.7 ± 3.6 | 431.5 ± 7.1 | 447.2 ± 6.8 | 391.1 ± 10.2 | 440.1 ± 1.0 |
| Tradespeople, clerks, skilled office, sales and service staff | 413.2 ± 1.8 | 427.2 ± 1.9 | 409.2 ± 2.0 | 403.1 ± 2.7 | 408.5 ± 3.7 | 415.5 ± 5.9 | 418.9 ± 8.2 | 364.9 ± 10.0 | 414.1 ± 1.0 |
| Machine operators, hospitality staff, assistants, labourers | 393.4 ± 2.1 | 408.7 ± 2.3 | 389.0 ± 2.5 | 384.3 ± 3.9 | 393.5 ± 4.1 | 385.9 ± 6.9 | 388.7 ± 13.2 | 319.4 ± 20.4 | 395.1 ± 1.2 |
| Not in paid work in previous 12 months | 372.3 ± 2.5 | 391.6 ± 2.7 | 369.2 ± 3.8 | 362.0 ± 6.7 | 377.8 ± 6.5 | 360.2 ± 9.0 | 397.1 ± 14.9 | 252.4 ± 19.0 | 375.3 ± 1.7 |
| Not stated (h) | 409.2 ± 5.3 | 436.2 ± 7.8 | 395.2 ± 3.4 | 382.6 ± 6.2 | 382.7 ± 5.9 | 414.8 ± 21.5 | 421.1 ± 9.4 | 281.7 ± 36.8 | 394.1 ± 2.8 |
| Year 5 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 540.8 ± 2.2 | 539.7 ± 1.8 | 533.8 ± 2.1 | 528.3 ± 2.7 | 527.3 ± 3.3 | 547.2 ± 5.3 | 544.9 ± 6.1 | 511.4 ± 10.1 | 537.2 ± 1.1 |
| Advanced diploma/diploma | 497.0 ± 1.7 | 501.7 ± 1.9 | 495.4 ± 2.0 | 492.1 ± 2.7 | 490.1 ± 3.9 | 498.0 ± 6.8 | 503.6 ± 6.7 | 477.0 ± 10.4 | 496.9 ± 1.0 |
| Certificate I to IV (e) | 474.6 ± 1.4 | 484.2 ± 1.5 | 479.0 ± 1.6 | 472.7 ± 2.4 | 472.2 ± 2.8 | 479.3 ± 4.1 | 486.7 ± 7.7 | 447.1 ± 12.1 | 477.4 ± 0.8 |

TABLE 4A.39

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 477.5 ± 2.3 | 487.6 ± 3.6 | 474.4 ± 2.8 | 472.5 ± 3.6 | 471.1 ± 4.0 | 475.2 ± 8.8 | 486.8 ± 9.1 | 441.7 ± 16.8 | 478.0 ± 1.4 |
| Year 11 or equivalent or below | 442.9 ± 2.1 | 460.2 ± 2.7 | 447.5 ± 2.9 | 438.6 ± 3.9 | 442.8 ± 4.1 | 442.7 ± 5.8 | 488.3 ± 44.6 | 375.5 ± 13.3 | 446.4 ± 1.4 |
| Not stated (f) | 492.0 ± 6.8 | 517.4 ± 6.1 | 475.8 ± 4.9 | 464.2 ± 8.3 | 468.4 ± 7.9 | 502.0 ± 29.1 | 510.3 ± 13.8 | 371.5 ± 40.5 | 477.2 ± 4.1 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 540.9 ± 2.4 | 544.9 ± 2.1 | 532.7 ± 2.4 | 527.0 ± 3.1 | 526.2 ± 3.8 | 543.8 ± 5.9 | 545.6 ± 7.6 | 498.5 ± 10.9 | 537.6 ± 1.2 |
| Other business managers and associate professionals | 513.4 ± 1.9 | 517.9 ± 1.8 | 507.8 ± 1.9 | 499.9 ± 2.5 | 501.7 ± 3.3 | 507.8 ± 5.5 | 521.3 ± 5.7 | 488.4 ± 10.7 | 511.2 ± 1.0 |
| Tradespeople, clerks, skilled office, sales and service staff | 485.1 ± 1.7 | 496.1 ± 1.7 | 485.2 ± 1.8 | 480.0 ± 2.5 | 480.3 ± 3.2 | 486.6 ± 5.0 | 500.5 ± 8.4 | 452.8 ± 11.3 | 486.9 ± 0.9 |
| Machine operators, hospitality staff, assistants, labourers | 466.3 ± 2.1 | 478.2 ± 2.1 | 464.0 ± 2.4 | 462.7 ± 3.1 | 466.5 ± 3.4 | 464.5 ± 5.4 | 472.8 ± 13.0 | 405.7 ± 17.7 | 468.4 ± 1.2 |
| Not in paid work in previous 12 months | 451.1 ± 2.5 | 467.5 ± 2.5 | 452.4 ± 4.1 | 442.3 ± 5.3 | 453.7 ± 5.5 | 436.7 ± 6.9 | 476.7 ± 13.6 | 368.8 ± 16.0 | 454.6 ± 1.6 |
| Not stated (h) | 483.5 ± 4.9 | 516.4 ± 6.3 | 472.2 ± 3.4 | 466.3 ± 5.7 | 459.3 ± 6.0 | 488.5 ± 25.2 | 503.5 ± 11.6 | 374.2 ± 38.1 | 472.7 ± 2.9 |
| Year 7 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 583.3 ± 3.5 | 579.5 ± 2.5 | 577.2 ± 3.4 | 575.4 ± 5.5 | 574.4 ± 3.2 | 584.0 ± 7.2 | 587.2 ± 6.8 | 556.4 ± 13.0 | 579.8 ± 1.7 |
| Advanced diploma/diploma | 545.9 ± 2.0 | 545.9 ± 2.0 | 542.4 ± 2.1 | 541.0 ± 3.5 | 546.2 ± 2.9 | 553.3 ± 6.3 | 550.5 ± 4.5 | 525.1 ± 9.0 | 544.7 ± 1.0 |
| Certificate I to IV (e) | 525.7 ± 1.6 | 531.2 ± 1.6 | 529.4 ± 1.8 | 527.5 ± 2.7 | 530.5 ± 2.2 | 529.0 ± 3.8 | 531.5 ± 5.2 | 504.4 ± 9.7 | 528.3 ± 0.8 |
| Year 12 or equivalent | 529.1 ± 3.0 | 534.4 ± 5.1 | 527.3 ± 2.7 | 521.9 ± 4.0 | 529.1 ± 3.7 | 521.6 ± 7.8 | 540.2 ± 8.9 | 503.3 ± 23.1 | 529.2 ± 1.8 |
| Year 11 or equivalent or below | 499.9 ± 2.4 | 509.5 ± 2.6 | 503.7 ± 2.6 | 495.0 ± 4.3 | 506.9 ± 3.4 | 501.9 ± 5.5 | 547.1 ± 47.5 | 441.9 ± 18.7 | 502.4 ± 1.5 |
| Not stated (f) | 548.3 ± 6.7 | 566.2 ± 6.6 | 531.9 ± 6.6 | 527.6 ± 13.7 | 525.2 ± 6.4 | 544.0 ± 14.9 | 561.4 ± 17.2 | 443.1 ± 39.5 | 535.0 ± 4.5 |

TABLE 4A.39

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 582.9 ± 3.5 | 583.6 ± 2.8 | 576.1 ± 3.7 | 574.0 ± 6.1 | 574.9 ± 3.5 | 578.4 ± 9.1 | 586.5 ± 9.1 | 553.9 ± 13.8 | 580.0 ± 1.7 |
| Other business managers and associate professionals | 557.7 ± 2.5 | 558.7 ± 2.1 | 551.6 ± 2.3 | 547.9 ± 3.2 | 550.4 ± 2.5 | 554.1 ± 5.6 | 563.4 ± 6.1 | 531.1 ± 9.5 | 555.1 ± 1.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 534.0 ± 2.0 | 539.4 ± 1.8 | 534.1 ± 1.8 | 530.4 ± 3.1 | 535.7 ± 2.3 | 534.1 ± 4.9 | 544.5 ± 7.1 | 511.3 ± 10.1 | 535.1 ± 1.0 |
| Machine operators, hospitality staff, assistants, labourers | 519.4 ± 2.5 | 524.0 ± 2.1 | 518.4 ± 2.4 | 512.7 ± 3.8 | 523.8 ± 2.6 | 516.0 ± 5.0 | 523.2 ± 12.8 | 468.9 ± 18.3 | 519.7 ± 1.2 |
| Not in paid work in previous 12 months | 502.7 ± 2.8 | 511.5 ± 2.6 | 504.4 ± 3.9 | 493.6 ± 5.7 | 511.0 ± 4.5 | 500.9 ± 6.3 | 516.3 ± 12.8 | 440.0 ± 19.2 | 504.9 ± 1.6 |
| Not stated (h) | 540.3 ± 5.7 | 560.5 ± 6.4 | 525.1 ± 4.5 | 521.8 ± 11.9 | 520.7 ± 5.3 | 534.5 ± 13.1 | 556.7 ± 12.5 | 443.2 ± 37.5 | 528.4 ± 3.5 |
| Year 9 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 620.1 ± 3.6 | 616.7 ± 3.2 | 607.8 ± 3.8 | 620.4 ± 5.5 | 607.2 ± 4.9 | 621.6 ± 7.6 | 623.6 ± 7.0 | 587.1 ± 8.7 | 616.1 ± 1.8 |
| Advanced diploma/diploma | 582.9 ± 2.2 | 583.9 ± 2.2 | 574.1 ± 2.3 | 588.2 ± 3.4 | 578.1 ± 3.5 | 589.7 ± 5.0 | 583.3 ± 5.2 | 567.4 ± 10.6 | 581.6 ± 1.2 |
| Certificate I to IV (e) | 561.5 ± 1.7 | 567.7 ± 1.8 | 558.7 ± 1.9 | 571.1 ± 2.8 | 563.2 ± 3.2 | 560.7 ± 4.0 | 566.5 ± 6.3 | 544.5 ± 10.1 | 563.3 ± 0.9 |
| Year 12 or equivalent | 565.6 ± 3.0 | 573.3 ± 5.5 | 557.7 ± 2.7 | 573.3 ± 4.6 | 560.3 ± 4.3 | 559.6 ± 9.1 | 572.5 ± 9.1 | 546.3 ± 14.9 | 566.0 ± 2.0 |
| Year 11 or equivalent or below | 535.9 ± 2.3 | 548.6 ± 2.5 | 534.2 ± 2.6 | 540.8 ± 4.7 | 539.2 ± 4.9 | 539.2 ± 5.1 | 567.5 ± 34.3 | 492.1 ± 17.9 | 539.4 ± 1.3 |
| Not stated (f) | 573.2 ± 6.3 | 592.4 ± 7.1 | 558.2 ± 5.9 | 568.6 ± 12.5 | 564.4 ± 8.4 | 569.5 ± 11.6 | 586.8 ± 15.8 | 480.7 ± 38.6 | 565.4 ± 4.2 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 617.9 ± 3.4 | 619.8 ± 3.2 | 606.5 ± 3.8 | 618.1 ± 5.6 | 605.8 ± 5.2 | 617.6 ± 7.9 | 620.9 ± 8.2 | 577.4 ± 10.2 | 615.1 ± 1.8 |

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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 | 593.2 ± 2.6 | 594.8 ± 2.6 | 581.2 ± 2.6 | 593.2 ± 3.4 | 582.4 ± 3.7 | 589.7 ± 6.6 | 594.9 ± 7.2 | 572.2 ± 12.4 | 590.2 ± 1.3 |
| Tradespeople, clerks, skilled office, sales and service staff | 569.4 ± 2.2 | 576.1 ± 2.2 | 563.7 ± 2.0 | 575.2 ± 3.2 | 570.2 ± 3.4 | 567.3 ± 4.4 | 576.7 ± 9.3 | 549.1 ± 9.9 | 570.4 ± 1.1 |
| Machine operators, hospitality staff, assistants, labourers | 554.7 ± 2.8 | 561.2 ± 2.6 | 545.1 ± 2.6 | 556.7 ± 3.9 | 556.6 ± 3.7 | 545.4 ± 4.3 | 569.0 ± 10.6 | 506.3 ± 18.0 | 554.5 ± 1.4 |
| Not in paid work in previous 12 months | 538.5 ± 3.1 | 549.7 ± 3.3 | 535.2 ± 4.1 | 539.0 ± 6.3 | 540.7 ± 5.8 | 537.9 ± 7.9 | 567.6 ± 17.6 | 480.2 ± 18.5 | 541.4 ± 1.8 |
| Not stated (h) | 567.9 ± 5.2 | 590.0 ± 6.9 | 553.3 ± 4.0 | 564.6 ± 10.6 | 551.1 ± 7.6 | 561.6 ± 10.2 | 582.6 ± 14.5 | 483.2 ± 36.8 | 559.9 ± 3.4 |

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2015). 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.40. Readers are urged to be cautious when comparing results.

(c) Data for years 2010-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.40 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN reading assessment, by Indigenous status, 2015 (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 (e) | | | | | | | | | |
| Exempt | 2.4 | 7.3 | 2.6 | 1.1 | 3.9 | 1.6 | 3.8 | 2.6 | 2.7 |
| Absent | 4.1 | 5.6 | 5.5 | 11.6 | 10.5 | 4.5 | 7.0 | 20.0 | 7.4 |
| Withdrawn | 1.7 | 5.3 | 5.9 | 1.3 | 6.6 | 1.5 | 11.5 | 2.0 | 3.5 |
| Assessed | 91.8 | 81.8 | 86.0 | 86.0 | 79.0 | 92.4 | 77.7 | 75.4 | 86.4 |
| Participation rate | 94.2 | 89.1 | 88.6 | 87.1 | 83.0 | 94.0 | 81.5 | 78.0 | 89.1 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.6 | 2.6 | 1.3 | 1.1 | 2.1 | 1.7 | 1.9 | 1.4 | 1.8 |
| Absent | 1.6 | 2.6 | 2.0 | 2.1 | 2.6 | 2.6 | 1.9 | 2.8 | 2.1 |
| Withdrawn | 1.2 | 2.7 | 4.1 | 1.7 | 4.0 | 1.3 | 4.6 | 2.2 | 2.5 |
| Assessed | 95.6 | 92.1 | 92.6 | 95.1 | 91.3 | 94.4 | 91.6 | 93.6 | 93.6 |
| Participation rate | 97.2 | 94.7 | 93.9 | 96.2 | 93.4 | 96.1 | 93.6 | 95.0 | 95.4 |
| All students | | | | | | | | | |
| Exempt | 1.6 | 2.8 | 1.4 | 1.2 | 2.3 | 1.7 | 2.0 | 1.9 | 1.9 |
| Absent | 1.8 | 2.7 | 2.3 | 3.0 | 3.1 | 2.8 | 2.0 | 10.1 | 2.4 |
| Withdrawn | 1.3 | 2.8 | 4.5 | 1.8 | 4.2 | 2.3 | 4.7 | 2.3 | 2.7 |
| Assessed | 95.3 | 91.7 | 91.8 | 94.0 | 90.4 | 93.2 | 91.3 | 85.7 | 93.0 |
| Participation rate | 97.0 | 94.5 | 93.2 | 95.3 | 92.8 | 94.9 | 93.2 | 87.6 | 94.9 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students (e) | | | | | | | | | |
| Exempt | 3.2 | 7.3 | 2.6 | 1.7 | 4.3 | 1.5 | 2.1 | 2.0 | 3.0 |
| Absent | 4.1 | 5.6 | 5.5 | 12.3 | 9.0 | 3.5 | 6.4 | 21.1 | 7.6 |
| Withdrawn | 1.8 | 6.4 | 5.9 | 1.2 | 5.4 | 1.0 | 10.0 | 1.6 | 3.4 |
| Assessed | 90.9 | 80.7 | 86.0 | 84.8 | 81.3 | 94.0 | 81.5 | 75.3 | 86.0 |
| Participation rate | 94.1 | 88.0 | 88.6 | 86.5 | 85.6 | 95.4 | 83.6 | 77.3 | 89.0 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.5 | 2.7 | 1.2 | 1.1 | 2.1 | 1.4 | 2.0 | 2.0 | 1.8 |
| Absent | 1.6 | 2.5 | 1.9 | 2.2 | 2.7 | 2.1 | 2.0 | 3.1 | 2.0 |
| Withdrawn | 0.8 | 2.1 | 3.7 | 1.1 | 3.0 | 1.0 | 2.9 | 2.3 | 2.0 |
| Assessed | 96.1 | 92.7 | 93.2 | 95.6 | 92.2 | 95.5 | 93.1 | 92.6 | 94.2 |
| Participation rate | 97.6 | 95.4 | 94.4 | 96.7 | 94.3 | 96.9 | 95.1 | 94.6 | 96.0 |
| All students | | | | | | | | | |
| Exempt | 1.6 | 2.9 | 1.4 | 1.2 | 2.2 | 1.4 | 2.0 | 2.0 | 1.9 |
| Absent | 1.7 | 2.5 | 2.2 | 3.0 | 3.1 | 2.2 | 2.1 | 11.1 | 2.4 |
| Withdrawn | 0.9 | 2.2 | 4.0 | 1.1 | 3.1 | 2.2 | 3.1 | 2.1 | 2.1 |
| Assessed | 95.8 | 92.4 | 92.4 | 94.7 | 91.6 | 94.2 | 92.8 | 84.8 | 93.6 |
| Participation rate | 97.4 | 95.2 | 93.8 | 95.8 | 93.8 | 95.7 | 94.8 | 86.8 | 95.5 |

Table 4A.40 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN reading assessment, by Indigenous status, 2015 (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 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students (e) | | | | | | | | | |
| Exempt | 2.9 | 4.5 | 2.4 | 1.3 | 3.8 | 2.1 | 5.5 | 2.8 | 2.7 |
| Absent | 8.9 | 12.2 | 9.3 | 19.2 | 12.8 | 10.2 | 9.4 | 28.5 | 12.8 |
| Withdrawn | 1.0 | 2.7 | 6.3 | 0.4 | 4.4 | 0.4 | 3.9 | 0.5 | 2.7 |
| Assessed | 87.2 | 80.6 | 82.0 | 79.1 | 79.0 | 87.3 | 81.2 | 68.2 | 81.8 |
| Participation rate | 90.1 | 85.1 | 84.4 | 80.4 | 82.7 | 89.4 | 86.7 | 71.0 | 84.6 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.3 | 2.1 | 1.5 | 1.2 | 1.8 | 1.3 | 1.6 | 2.1 | 1.6 |
| Absent | 2.4 | 3.7 | 3.2 | 2.9 | 3.2 | 3.8 | 2.8 | 4.2 | 3.1 |
| Withdrawn | 0.7 | 1.5 | 4.1 | 0.4 | 2.6 | 0.5 | 2.3 | 0.9 | 1.7 |
| Assessed | 95.6 | 92.7 | 91.2 | 95.5 | 92.4 | 94.4 | 93.3 | 92.8 | 93.6 |
| Participation rate | 96.9 | 94.8 | 92.7 | 96.7 | 94.2 | 95.8 | 95.0 | 94.9 | 95.2 |
| All students | | | | | | | | | |
| Exempt | 1.4 | 2.2 | 1.6 | 1.3 | 1.9 | 1.4 | 1.7 | 2.4 | 1.7 |
| Absent | 2.8 | 3.8 | 3.8 | 4.1 | 3.7 | 4.3 | 2.9 | 14.9 | 3.6 |
| Withdrawn | 0.8 | 1.5 | 4.3 | 0.4 | 2.7 | 1.5 | 2.4 | 0.8 | 1.8 |
| Assessed | 95.0 | 92.5 | 90.3 | 94.2 | 91.7 | 92.8 | 93.0 | 81.9 | 92.9 |
| Participation rate | 96.5 | 94.6 | 91.9 | 95.5 | 93.5 | 94.2 | 94.7 | 84.3 | 94.5 |
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students (e) | | | | | | | | | |
| Exempt | 3.0 | 6.0 | 2.3 | 1.3 | 2.7 | 2.3 | 3.9 | 3.1 | 2.8 |
| Absent | 17.7 | 22.6 | 14.0 | 27.4 | 26.2 | 15.0 | 19.5 | 40.3 | 20.7 |
| Withdrawn | 1.6 | 4.1 | 7.3 | 0.4 | 7.7 | 1.0 | 12.5 | 3.2 | 3.8 |
| Assessed | 77.7 | 67.3 | 76.4 | 70.9 | 63.4 | 81.7 | 64.1 | 53.4 | 72.7 |
| Participation rate | 80.7 | 73.3 | 78.7 | 72.2 | 66.1 | 84.0 | 68.0 | 56.5 | 75.5 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.5 | 2.4 | 1.5 | 1.2 | 2.0 | 1.1 | 2.5 | 1.5 | 1.7 |
| Absent | 4.5 | 6.8 | 4.9 | 3.9 | 6.6 | 7.2 | 5.7 | 5.5 | 5.3 |
| Withdrawn | 0.9 | 2.2 | 5.3 | 0.3 | 3.2 | 0.6 | 3.9 | 2.6 | 2.3 |
| Assessed | 93.1 | 88.6 | 88.3 | 94.6 | 88.2 | 91.1 | 87.9 | 90.4 | 90.7 |
| Participation rate | 94.6 | 91.0 | 89.8 | 95.9 | 90.2 | 92.2 | 90.4 | 91.9 | 92.4 |
| All students | | | | | | | | | |
| Exempt | 1.5 | 2.5 | 1.5 | 1.2 | 2.0 | 1.3 | 2.6 | 2.2 | 1.8 |
| Absent | 5.3 | 7.1 | 5.7 | 5.6 | 7.5 | 7.8 | 6.0 | 20.5 | 6.2 |
| Withdrawn | 1.0 | 2.2 | 5.5 | 0.3 | 3.4 | 1.3 | 4.2 | 2.9 | 2.4 |
| Assessed | 92.2 | 88.2 | 87.3 | 92.9 | 87.1 | 89.6 | 87.2 | 74.4 | 89.6 |
| Participation rate | 93.8 | 90.7 | 88.8 | 94.1 | 89.1 | 90.9 | 89.8 | 76.6 | 91.4 |

Table 4A.40 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN reading assessment, by Indigenous status, 2015 (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) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) 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.
- (c) 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.
- (d) Data for 2010-2014 were included in earlier Reports.
- (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. 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.

Source: ACARA (2015) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.41 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 83.5 ± 1.8 | 83.2 ± 1.5 | 86.6 ± 1.3 | ■ | ■ |
| Mean scale score | no. | 347.5 ± 3.6 | 355.2 ± 3.4 | 362.5 ± 3.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.7 ± 0.2 | 95.4 ± 0.3 | 95.9 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 414.9 ± 1.7 | 426.6 ± 1.9 | 433.6 ± 2.0 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.1 ± 0.3 | 94.7 ± 0.3 | 95.3 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 412.3 ± 1.8 | 422.9 ± 2.0 | 429.5 ± 2.1 | △ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 77.6 ± 2.0 | 79.0 ± 1.8 | 81.2 ± 1.6 | ■ | ■ |
| Mean scale score | no. | 432.8 ± 3.5 | 440.4 ± 3.3 | 440.5 ± 2.8 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.4 ± 0.3 | 94.5 ± 0.3 | 94.6 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 497.4 ± 1.8 | 507.3 ± 1.9 | 504.6 ± 2.1 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.5 ± 0.4 | 93.7 ± 0.4 | 93.8 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 494.7 ± 1.9 | 504.0 ± 2.0 | 501.0 ± 2.1 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 82.4 ± 1.8 | 86.1 ± 1.4 | 87.3 ± 1.5 | △ | ■ |
| Mean scale score | no. | 486.5 ± 3.5 | 495.4 ± 3.0 | 496.8 ± 3.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.1 ± 0.4 | 95.9 ± 0.4 | 96.5 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 544.9 ± 2.9 | 551.1 ± 3.0 | 551.0 ± 2.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.4 ± 0.4 | 95.4 ± 0.4 | 95.9 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 542.5 ± 3.0 | 548.3 ± 3.0 | 548.2 ± 2.9 | ■ | ■ |

Table 4A.41 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 82.3 ± 2.2 | 77.3 ± 1.9 | 76.7 ± 1.8 | ▽ | ■ |
| Mean scale score | no. | 531.7 ± 3.6 | 529.2 ± 3.1 | 526.9 ± 3.1 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.1 ± 0.4 | 93.5 ± 0.5 | 93.5 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 585.5 ± 2.8 | 587.5 ± 3.0 | 585.3 ± 3.0 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.4 ± 0.5 | 92.6 ± 0.6 | 92.6 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 583.1 ± 2.8 | 584.3 ± 2.9 | 582.1 ± 3.0 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.42 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|---------------------|
| | | | | | <i>2008 to 2015</i> | <i>2014 to 2015</i> |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 88.1 ± 2.8 | 85.3 ± 2.7 | 85.6 ± 2.8 | ■ | ■ |
| Mean scale score | no. | 368.9 ± 6.3 | 371.4 ± 6.5 | 379.8 ± 6.1 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.6 ± 0.3 | 95.0 ± 0.4 | 95.8 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 420.6 ± 1.6 | 432.8 ± 1.9 | 440.3 ± 2.0 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.2 ± 0.2 | 94.6 ± 0.4 | 95.5 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 419.9 ± 1.6 | 431.7 ± 1.9 | 439.3 ± 2.0 | △ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 83.0 ± 3.3 | 82.9 ± 2.9 | 82.1 ± 2.9 | ■ | ■ |
| Mean scale score | no. | 449.7 ± 6.3 | 460.4 ± 5.7 | 456.1 ± 5.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.0 ± 0.4 | 94.6 ± 0.5 | 94.6 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 497.3 ± 1.6 | 510.6 ± 1.8 | 509.1 ± 1.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.7 ± 0.3 | 94.2 ± 0.5 | 94.3 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 496.7 ± 1.6 | 509.8 ± 1.8 | 508.3 ± 1.9 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 85.5 ± 3.2 | 84.3 ± 2.9 | 87.8 ± 2.6 | ■ | ■ |
| Mean scale score | no. | 488.8 ± 5.5 | 496.7 ± 5.4 | 503.5 ± 4.6 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.1 ± 0.4 | 95.9 ± 0.5 | 96.1 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 543.9 ± 2.6 | 551.3 ± 2.6 | 551.9 ± 2.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.8 ± 0.3 | 95.6 ± 0.5 | 95.9 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 543.0 ± 2.6 | 550.3 ± 2.6 | 551.1 ± 2.6 | ■ | ■ |

Table 4A.42 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 79.9 ± 4.1 | 81.8 ± 3.2 | 80.2 ± 3.8 | ■ | ■ |
| Mean scale score | no. | 536.0 ± 6.0 | 540.3 ± 4.9 | 543.3 ± 5.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.0 ± 0.5 | 93.5 ± 0.6 | 93.8 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 585.2 ± 2.9 | 586.3 ± 2.9 | 586.9 ± 2.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.7 ± 0.4 | 93.3 ± 0.6 | 93.5 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 584.6 ± 3.0 | 585.5 ± 2.9 | 586.2 ± 3.0 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.43

Table 4A.43 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 66.2 ± 3.3 | 80.3 ± 2.0 | 85.0 ± 1.8 | ▲ | △ |
| Mean scale score | no. | 309.5 ± 7.6 | 343.5 ± 4.3 | 358.6 ± 4.3 | ▲ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 88.7 ± 0.6 | 94.5 ± 0.4 | 95.9 ± 0.3 | ▲ | ■ |
| Mean scale score | no. | 375.9 ± 2.4 | 414.7 ± 2.3 | 424.0 ± 2.2 | ▲ | ■ |
| All students | | | | | | |
| At or above NMS | % | 87.1 ± 0.7 | 93.4 ± 0.5 | 95.0 ± 0.4 | ▲ | ■ |
| Mean scale score | no. | 371.1 ± 2.6 | 409.4 ± 2.4 | 418.4 ± 2.3 | ▲ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 62.9 ± 3.2 | 74.9 ± 2.4 | 79.2 ± 2.2 | △ | ■ |
| Mean scale score | no. | 404.4 ± 6.4 | 431.3 ± 4.5 | 435.9 ± 4.7 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 88.8 ± 0.6 | 94.3 ± 0.4 | 95.1 ± 0.4 | ▲ | ■ |
| Mean scale score | no. | 470.9 ± 2.2 | 501.0 ± 2.0 | 499.7 ± 2.1 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 86.9 ± 0.7 | 92.8 ± 0.5 | 93.8 ± 0.5 | △ | ■ |
| Mean scale score | no. | 466.1 ± 2.3 | 496.1 ± 2.2 | 494.5 ± 2.2 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 74.8 ± 3.2 | 80.2 ± 2.4 | 86.1 ± 1.7 | △ | △ |
| Mean scale score | no. | 472.4 ± 7.6 | 486.1 ± 4.3 | 493.2 ± 3.9 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.3 ± 0.4 | 95.5 ± 0.4 | 96.6 ± 0.4 | △ | ■ |
| Mean scale score | no. | 532.3 ± 2.0 | 545.7 ± 2.1 | 547.4 ± 3.0 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.9 ± 0.5 | 94.4 ± 0.5 | 95.8 ± 0.5 | △ | ■ |
| Mean scale score | no. | 528.1 ± 2.1 | 541.6 ± 2.2 | 543.0 ± 3.1 | △ | ■ |

Table 4A.43 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 70.0 ± 4.0 | 72.7 ± 2.8 | 76.0 ± 2.6 | ■ | ■ |
| Mean scale score | no. | 514.2 ± 9.3 | 521.3 ± 4.3 | 524.7 ± 4.1 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.0 ± 0.8 | 92.7 ± 0.7 | 93.1 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 572.2 ± 3.1 | 575.4 ± 3.0 | 576.2 ± 3.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 90.5 ± 0.9 | 91.3 ± 0.8 | 91.8 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 568.2 ± 3.3 | 571.6 ± 3.1 | 572.2 ± 3.2 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.44 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 57.3 ± 3.7 | 63.1 ± 3.5 | 66.6 ± 3.4 | Δ | ■ |
| Mean scale score | no. | 292.7 ± 7.1 | 303.5 ± 7.3 | 308.7 ± 8.4 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.1 ± 0.6 | 94.0 ± 0.5 | 95.1 ± 0.5 | Δ | ■ |
| Mean scale score | no. | 394.5 ± 2.7 | 414.3 ± 2.9 | 421.0 ± 3.0 | Δ | ■ |
| All students | | | | | | |
| At or above NMS | % | 89.4 ± 0.8 | 91.8 ± 0.7 | 93.0 ± 0.6 | Δ | ■ |
| Mean scale score | no. | 386.7 ± 3.1 | 406.3 ± 3.3 | 412.5 ± 3.4 | Δ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 51.8 ± 3.4 | 59.3 ± 3.7 | 63.4 ± 3.7 | Δ | ■ |
| Mean scale score | no. | 381.3 ± 5.8 | 395.6 ± 6.6 | 401.6 ± 6.6 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.2 ± 0.6 | 93.6 ± 0.6 | 94.2 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 481.4 ± 2.4 | 498.9 ± 2.8 | 496.0 ± 2.7 | Δ | ■ |
| All students | | | | | | |
| At or above NMS | % | 89.1 ± 0.9 | 91.2 ± 0.8 | 91.9 ± 0.7 | Δ | ■ |
| Mean scale score | no. | 473.6 ± 2.8 | 491.7 ± 3.1 | 488.9 ± 3.0 | Δ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 63.4 ± 3.7 | 71.6 ± 3.5 | 74.3 ± 4.1 | Δ | ■ |
| Mean scale score | no. | 450.0 ± 5.7 | 466.1 ± 5.4 | 468.4 ± 5.6 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.0 ± 0.5 | 96.6 ± 0.5 | 96.3 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 533.2 ± 2.6 | 550.5 ± 3.1 | 547.0 ± 4.6 | Δ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.7 ± 0.8 | 94.8 ± 0.7 | 94.7 ± 0.8 | Δ | ■ |
| Mean scale score | no. | 527.0 ± 2.8 | 544.1 ± 3.4 | 541.2 ± 4.9 | Δ | ■ |

Table 4A.44 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 62.8 ± 3.9 | 65.9 ± 4.5 | 66.9 ± 4.2 | ■ | ■ |
| Mean scale score | no. | 498.3 ± 5.7 | 508.4 ± 7.6 | 508.0 ± 6.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.0 ± 0.9 | 95.0 ± 0.7 | 95.1 ± 0.8 | ■ | ■ |
| Mean scale score | no. | 575.6 ± 4.4 | 590.0 ± 4.5 | 591.0 ± 4.7 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.8 ± 1.1 | 92.9 ± 1.0 | 93.2 ± 1.0 | ■ | ■ |
| Mean scale score | no. | 569.8 ± 4.6 | 584.4 ± 4.8 | 585.1 ± 5.0 | △ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.45 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|--------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 71.5 ± 4.4 | 69.6 ± 4.5 | 73.4 ± 4.4 | ■ | ■ |
| Mean scale score | no. | 329.7 ± 8.7 | 321.7 ± 10.5 | 330.6 ± 9.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.5 ± 0.9 | 93.0 ± 0.8 | 94.5 ± 0.7 | △ | ■ |
| Mean scale score | no. | 403.9 ± 3.1 | 411.5 ± 3.5 | 418.9 ± 3.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.5 ± 1.0 | 91.8 ± 0.9 | 93.4 ± 0.8 | ■ | ■ |
| Mean scale score | no. | 400.5 ± 3.3 | 407.3 ± 3.7 | 414.8 ± 3.7 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 60.6 ± 5.9 | 65.6 ± 5.4 | 69.1 ± 4.2 | ■ | ■ |
| Mean scale score | no. | 405.9 ± 9.8 | 412.0 ± 9.7 | 414.3 ± 7.8 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 91.3 ± 1.0 | 92.9 ± 0.8 | 92.9 ± 0.8 | ■ | ■ |
| Mean scale score | no. | 481.0 ± 2.8 | 493.0 ± 3.1 | 491.5 ± 3.3 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 89.9 ± 1.1 | 91.6 ± 0.9 | 91.7 ± 0.9 | ■ | ■ |
| Mean scale score | no. | 477.9 ± 3.0 | 489.6 ± 3.3 | 487.9 ± 3.5 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 69.6 ± 5.9 | 80.3 ± 4.7 | 79.5 ± 4.9 | △ | ■ |
| Mean scale score | no. | 464.9 ± 8.7 | 480.6 ± 8.3 | 481.7 ± 7.2 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.4 ± 0.7 | 95.8 ± 0.6 | 95.8 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 536.4 ± 2.7 | 543.7 ± 2.7 | 544.1 ± 2.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.4 ± 0.8 | 95.0 ± 0.7 | 95.0 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 533.5 ± 2.9 | 541.1 ± 2.8 | 541.2 ± 2.9 | ■ | ■ |

Table 4A.45 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 62.5 ± 6.5 | 70.9 ± 4.3 | 75.0 ± 4.7 | △ | ■ |
| Mean scale score | no. | 506.3 ± 10.1 | 516.7 ± 6.7 | 522.7 ± 7.1 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.5 ± 1.1 | 91.3 ± 1.5 | 92.5 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 578.5 ± 4.6 | 575.5 ± 4.7 | 576.3 ± 4.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.7 ± 1.8 | 90.3 ± 1.6 | 91.6 ± 1.3 | ■ | ■ |
| Mean scale score | no. | 574.9 ± 5.0 | 573.0 ± 5.0 | 574.0 ± 4.8 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.46 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 88.4 ± 4.1 | 88.1 ± 3.5 | 87.7 ± 3.3 | ■ | ■ |
| Mean scale score | no. | 376.6 ± 9.4 | 375.6 ± 9.2 | 372.5 ± 8.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.0 ± 1.0 | 92.4 ± 1.1 | 93.4 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 403.4 ± 5.2 | 418.2 ± 6.6 | 421.5 ± 6.1 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.8 ± 1.0 | 92.1 ± 1.1 | 92.9 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 401.2 ± 4.9 | 415.7 ± 6.8 | 418.5 ± 6.6 | △ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 84.5 ± 4.5 | 82.0 ± 5.1 | 82.3 ± 4.1 | ■ | ■ |
| Mean scale score | no. | 456.6 ± 9.8 | 449.2 ± 9.7 | 447.9 ± 7.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 90.7 ± 1.3 | 92.0 ± 1.2 | 92.8 ± 1.1 | ■ | ■ |
| Mean scale score | no. | 480.1 ± 4.9 | 500.4 ± 6.0 | 496.0 ± 5.3 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 89.7 ± 1.4 | 91.3 ± 1.3 | 92.1 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 476.4 ± 4.9 | 497.9 ± 6.5 | 493.6 ± 6.1 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 89.0 ± 3.5 | 89.1 ± 3.7 | 89.3 ± 3.6 | ■ | ■ |
| Mean scale score | no. | 513.8 ± 8.3 | 508.4 ± 6.7 | 504.7 ± 6.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.4 ± 1.4 | 95.1 ± 1.2 | 95.2 ± 1.1 | ■ | ■ |
| Mean scale score | no. | 536.6 ± 7.5 | 545.4 ± 6.7 | 542.8 ± 6.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.9 ± 1.5 | 94.7 ± 1.3 | 94.7 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 534.2 ± 7.2 | 542.9 ± 6.8 | 540.4 ± 7.0 | ■ | ■ |

Table 4A.46 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 90.7 ± 3.7 | 82.5 ± 3.7 | 81.8 ± 4.4 | ▽ | ■ |
| Mean scale score | no. | 564.9 ± 9.4 | 539.7 ± 7.5 | 540.0 ± 7.9 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.5 ± 1.4 | 91.4 ± 1.8 | 92.4 ± 1.5 | ■ | ■ |
| Mean scale score | no. | 580.9 ± 7.4 | 575.8 ± 7.1 | 576.4 ± 6.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.0 ± 1.7 | 90.5 ± 1.8 | 91.4 ± 1.7 | ■ | ■ |
| Mean scale score | no. | 578.8 ± 7.3 | 573.4 ± 7.4 | 573.6 ± 7.1 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.47 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|--------------|--------------|--------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 84.9 ± 8.1 | 83.4 ± 6.7 | 85.2 ± 5.9 | ■ | ■ |
| Mean scale score | no. | 359.5 ± 17.6 | 359.1 ± 17.0 | 371.1 ± 14.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.8 ± 1.4 | 95.8 ± 1.1 | 95.5 ± 1.1 | ■ | ■ |
| Mean scale score | no. | 422.8 ± 5.7 | 440.6 ± 6.1 | 444.6 ± 6.3 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.4 ± 1.5 | 95.4 ± 1.1 | 95.2 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 421.0 ± 5.9 | 438.7 ± 6.3 | 442.7 ± 6.3 | △ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 81.1 ± 8.0 | 83.1 ± 7.9 | 84.9 ± 7.5 | ■ | ■ |
| Mean scale score | no. | 441.9 ± 16.7 | 461.4 ± 15.2 | 455.6 ± 15.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.2 ± 1.1 | 96.1 ± 0.9 | 95.5 ± 1.3 | ■ | ■ |
| Mean scale score | no. | 504.9 ± 5.5 | 524.1 ± 6.0 | 522.3 ± 6.9 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.8 ± 1.2 | 95.6 ± 1.0 | 95.2 ± 1.3 | ■ | ■ |
| Mean scale score | no. | 503.3 ± 5.6 | 522.0 ± 6.0 | 520.8 ± 6.9 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 94.3 ± 4.8 | 83.1 ± 9.4 | 88.3 ± 6.8 | ■ | ■ |
| Mean scale score | no. | 519.4 ± 16.5 | 516.2 ± 17.4 | 519.3 ± 12.3 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.4 ± 1.4 | 96.8 ± 1.4 | 97.0 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 559.2 ± 10.2 | 568.9 ± 8.5 | 566.8 ± 8.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.3 ± 1.4 | 96.5 ± 1.5 | 96.8 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 558.2 ± 10.1 | 567.3 ± 8.7 | 566.1 ± 8.2 | ■ | ■ |

Table 4A.47 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 84.2 ± 9.0 | 79.4 ± 8.3 | 86.6 ± 7.9 | ■ | ■ |
| Mean scale score | no. | 552.8 ± 17.7 | 540.3 ± 14.4 | 551.6 ± 13.9 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.9 ± 1.1 | 94.3 ± 1.8 | 94.2 ± 1.8 | ▽ | ■ |
| Mean scale score | no. | 603.1 ± 9.8 | 599.1 ± 8.5 | 599.5 ± 8.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.6 ± 1.3 | 93.9 ± 1.9 | 94.0 ± 1.8 | ▽ | ■ |
| Mean scale score | no. | 601.9 ± 10.0 | 597.3 ± 8.6 | 598.7 ± 8.6 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.48 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 30.4 ± 6.0 | 34.1 ± 6.6 | 42.5 ± 5.8 | Δ | ■ |
| Mean scale score | no. | 208.1 ± 19.5 | 226.1 ± 22.2 | 247.9 ± 14.7 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 88.2 ± 2.8 | 89.1 ± 3.5 | 92.4 ± 1.8 | Δ | ■ |
| Mean scale score | no. | 382.5 ± 8.1 | 401.6 ± 8.7 | 401.4 ± 9.2 | Δ | ■ |
| All students | | | | | | |
| At or above NMS | % | 62.7 ± 6.5 | 67.0 ± 6.6 | 71.1 ± 5.7 | ■ | ■ |
| Mean scale score | no. | 306.6 ± 19.9 | 332.0 ± 21.8 | 336.6 ± 17.3 | Δ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 25.8 ± 5.7 | 32.0 ± 6.7 | 38.2 ± 6.8 | Δ | ■ |
| Mean scale score | no. | 307.3 ± 17.7 | 339.4 ± 16.4 | 349.5 ± 16.4 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 88.9 ± 2.5 | 92.3 ± 2.7 | 91.4 ± 2.6 | ■ | ■ |
| Mean scale score | no. | 474.5 ± 6.9 | 489.1 ± 6.7 | 487.9 ± 9.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 62.5 ± 6.6 | 66.4 ± 7.0 | 67.7 ± 6.8 | ■ | ■ |
| Mean scale score | no. | 405.1 ± 18.0 | 425.5 ± 17.5 | 426.3 ± 18.1 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 32.4 ± 8.6 | 37.1 ± 8.7 | 44.7 ± 7.8 | ■ | ■ |
| Mean scale score | no. | 386.1 ± 17.6 | 401.2 ± 19.9 | 412.2 ± 15.6 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.5 ± 2.8 | 93.9 ± 2.8 | 94.4 ± 2.3 | ■ | ■ |
| Mean scale score | no. | 531.0 ± 10.8 | 535.5 ± 12.8 | 539.4 ± 10.1 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 67.1 ± 9.4 | 69.1 ± 9.2 | 72.4 ± 8.4 | ■ | ■ |
| Mean scale score | no. | 468.4 ± 21.9 | 478.5 ± 22.6 | 483.4 ± 20.3 | ■ | ■ |

Table 4A.48 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 37.9 ± 9.6 | 33.7 ± 9.7 | 32.9 ± 8.3 | ■ | ■ |
| Mean scale score | no. | 446.5 ± 23.3 | 437.8 ± 22.9 | 448.7 ± 16.4 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.2 ± 2.3 | 90.9 ± 3.8 | 91.5 ± 3.3 | ■ | ■ |
| Mean scale score | no. | 578.1 ± 9.7 | 572.4 ± 12.0 | 572.7 ± 10.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 69.9 ± 8.3 | 68.8 ± 9.1 | 66.2 ± 9.3 | ■ | ■ |
| Mean scale score | no. | 524.2 ± 21.6 | 521.7 ± 22.2 | 519.6 ± 19.5 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.49 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 68.3 ± 2.0 | 74.7 ± 1.6 | 78.7 ± 1.3 | Δ | ■ |
| Mean scale score | no. | 313.7 ± 4.9 | 332.9 ± 4.0 | 343.4 ± 3.4 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.5 ± 0.2 | 94.7 ± 0.2 | 95.6 ± 0.2 | Δ | ■ |
| Mean scale score | no. | 405.0 ± 1.1 | 423.2 ± 1.0 | 430.7 ± 1.1 | Δ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.1 ± 0.3 | 93.5 ± 0.2 | 94.6 ± 0.2 | Δ | ■ |
| Mean scale score | no. | 400.5 ± 1.2 | 418.3 ± 1.1 | 425.5 ± 1.1 | Δ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 63.4 ± 1.8 | 70.3 ± 1.6 | 73.6 ± 1.6 | Δ | ■ |
| Mean scale score | no. | 403.4 ± 4.1 | 422.1 ± 3.4 | 425.1 ± 3.3 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.6 ± 0.2 | 94.2 ± 0.2 | 94.5 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 488.7 ± 1.0 | 505.0 ± 1.0 | 502.9 ± 1.0 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.0 ± 0.3 | 92.9 ± 0.2 | 93.3 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 484.4 ± 1.1 | 500.6 ± 1.0 | 498.5 ± 1.1 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 71.9 ± 2.0 | 77.1 ± 1.8 | 80.8 ± 1.7 | Δ | ■ |
| Mean scale score | no. | 466.5 ± 4.2 | 479.0 ± 3.7 | 484.0 ± 3.3 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.4 ± 0.2 | 95.9 ± 0.2 | 96.3 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 540.2 ± 1.3 | 549.8 ± 1.4 | 549.6 ± 1.4 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.2 ± 0.3 | 94.9 ± 0.3 | 95.4 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 536.5 ± 1.4 | 546.1 ± 1.4 | 546.0 ± 1.5 | ■ | ■ |

Table 4A.49 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 70.7 ± 2.1 | 71.2 ± 1.6 | 71.7 ± 1.7 | ■ | ■ |
| Mean scale score | no. | 513.8 ± 4.6 | 517.4 ± 3.2 | 518.3 ± 3.0 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.2 ± 0.3 | 93.3 ± 0.3 | 93.6 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 581.3 ± 1.5 | 583.9 ± 1.5 | 583.8 ± 1.5 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.9 ± 0.4 | 92.1 ± 0.4 | 92.3 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 578.0 ± 1.5 | 580.4 ± 1.5 | 580.2 ± 1.6 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Year 3 | | | | | | | | | |
| Average age | <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 | <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> |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 91.7 ± 1.2 | 90.2 ± 3.2 | 88.2 ± 1.8 | 83.8 ± 2.8 | 82.3 ± 4.2 | 90.5 ± 4.9 | 85.9 ± 8.0 | .. | 88.6 ± 0.9 |
| Provincial | 88.1 ± 1.8 | 88.3 ± 3.1 | 87.0 ± 2.4 | 75.3 ± 5.7 | 77.5 ± 7.7 | 90.6 ± 3.8 | np | 74.0 ± 8.0 | 85.6 ± 1.3 |
| Remote | 82.5 ± 8.4 | np | 76.1 ± 11.0 | 66.5 ± 7.8 | np | np | .. | 58.4 ± 10.2 | 69.3 ± 4.7 |
| Very remote | 86.4 ± 20.6 | .. | 75.9 ± 9.7 | 52.9 ± 8.8 | 42.8 ± 19.5 | np | .. | 25.8 ± 6.7 | 47.6 ± 6.6 |
| Total | 89.5 ± 1.2 | 89.2 ± 2.2 | 85.8 ± 1.9 | 72.2 ± 3.4 | 76.0 ± 4.4 | 90.5 ± 3.0 | 85.9 ± 7.6 | 43.2 ± 6.9 | 81.2 ± 1.4 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 97.1 ± 0.3 | 96.8 ± 0.4 | 96.3 ± 0.4 | 96.6 ± 0.4 | 95.1 ± 0.8 | 95.7 ± 1.2 | 96.1 ± 1.1 | .. | 96.6 ± 0.2 |
| Provincial | 96.0 ± 0.5 | 96.5 ± 0.6 | 95.4 ± 0.6 | 95.7 ± 1.0 | 94.3 ± 1.3 | 96.2 ± 1.1 | np | 94.3 ± 2.0 | 95.8 ± 0.3 |
| Remote | 96.5 ± 2.8 | 96.8 ± 6.1 | 95.9 ± 1.5 | 95.1 ± 1.9 | 95.7 ± 2.2 | 98.2 ± 3.4 | .. | 94.4 ± 3.3 | 95.5 ± 1.0 |
| Very remote | 100.0 | .. | 95.2 ± 3.1 | 93.9 ± 3.1 | 95.8 ± 5.4 | np | .. | 93.6 ± 6.3 | 94.8 ± 1.7 |
| Total | 96.8 ± 0.2 | 96.7 ± 0.3 | 96.0 ± 0.3 | 96.4 ± 0.4 | 94.9 ± 0.7 | 96.0 ± 0.8 | 96.1 ± 1.1 | 94.3 ± 1.7 | 96.4 ± 0.1 |
| All students | | | | | | | | | |
| Metropolitan | 96.8 ± 0.3 | 96.6 ± 0.4 | 95.7 ± 0.4 | 96.1 ± 0.5 | 94.6 ± 0.9 | 95.3 ± 1.3 | 95.9 ± 1.2 | .. | 96.3 ± 0.2 |
| Provincial | 95.0 ± 0.5 | 96.1 ± 0.6 | 94.5 ± 0.6 | 93.5 ± 1.4 | 93.2 ± 1.5 | 95.6 ± 1.1 | np | 90.4 ± 3.1 | 94.8 ± 0.3 |
| Remote | 90.6 ± 4.6 | 96.9 ± 6.0 | 91.2 ± 3.7 | 87.8 ± 4.0 | 93.8 ± 2.7 | 97.0 ± 5.6 | .. | 79.0 ± 8.4 | 88.6 ± 2.2 |
| Very remote | 93.0 ± 10.6 | .. | 83.6 ± 6.3 | 70.5 ± 7.8 | 69.4 ± 16.3 | np | .. | 33.5 ± 9.1 | 63.7 ± 5.8 |
| Total | 96.4 ± 0.2 | 96.5 ± 0.3 | 95.1 ± 0.4 | 94.6 ± 0.6 | 94.0 ± 0.8 | 95.4 ± 0.9 | 95.9 ± 1.2 | 72.5 ± 6.2 | 95.5 ± 0.2 |
| Year 5 | | | | | | | | | |
| Average age | <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 10 m</i> | <i>10 y 8 m</i> | <i>10 y 6 m</i> | <i>10 y 7 m</i> |
| Years of schooling | <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> |

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 82.8 ± 2.0 | 83.0 ± 4.1 | 75.8 ± 2.5 | 70.9 ± 4.4 | 69.6 ± 6.1 | 80.1 ± 7.7 | 77.5 ± 7.4 | .. | 77.9 ± 1.4 |
| Provincial | 76.4 ± 2.5 | 81.3 ± 3.8 | 77.6 ± 3.2 | 67.1 ± 6.6 | 58.5 ± 8.0 | 79.7 ± 6.1 | np | 62.0 ± 9.5 | 74.9 ± 1.7 |
| Remote | 53.0 ± 13.7 | np | 56.9 ± 11.9 | 52.8 ± 9.5 | 60.6 ± 23.3 | np | .. | 41.8 ± 13.2 | 51.4 ± 5.8 |
| Very remote | 68.8 ± 15.7 | .. | 45.5 ± 10.3 | 30.3 ± 7.0 | 22.7 ± 14.2 | np | .. | 8.6 ± 3.1 | 25.5 ± 4.8 |
| Total | 78.5 ± 1.7 | 82.1 ± 2.7 | 71.9 ± 2.7 | 57.9 ± 4.1 | 61.1 ± 5.0 | 79.5 ± 4.6 | 76.4 ± 8.1 | 26.2 ± 5.9 | 68.2 ± 1.7 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 95.2 ± 0.4 | 95.3 ± 0.5 | 92.8 ± 0.7 | 94.3 ± 0.6 | 92.2 ± 1.1 | 92.6 ± 2.1 | 94.3 ± 1.5 | .. | 94.4 ± 0.3 |
| Provincial | 92.4 ± 0.7 | 93.9 ± 0.8 | 91.0 ± 0.8 | 92.3 ± 1.3 | 88.5 ± 1.8 | 90.9 ± 1.5 | np | 86.7 ± 4.2 | 92.0 ± 0.4 |
| Remote | 92.3 ± 3.8 | 99.5 ± 3.1 | 91.8 ± 3.0 | 90.6 ± 2.5 | 89.6 ± 4.8 | 85.7 ± 13.7 | .. | 87.3 ± 6.6 | 90.6 ± 1.9 |
| Very remote | 94.6 ± 7.3 | .. | 90.6 ± 7.3 | 86.4 ± 5.8 | 87.8 ± 8.1 | np | .. | 83.5 ± 10.8 | 88.4 ± 3.8 |
| Total | 94.6 ± 0.3 | 95.0 ± 0.4 | 92.3 ± 0.6 | 93.8 ± 0.5 | 91.2 ± 0.9 | 91.7 ± 1.3 | 94.3 ± 1.5 | 86.6 ± 3.3 | 93.8 ± 0.2 |
| All students | | | | | | | | | |
| Metropolitan | 94.7 ± 0.4 | 95.1 ± 0.5 | 91.8 ± 0.8 | 93.3 ± 0.7 | 91.3 ± 1.2 | 91.7 ± 2.2 | 93.8 ± 1.5 | .. | 93.8 ± 0.3 |
| Provincial | 90.4 ± 0.9 | 93.5 ± 0.8 | 89.5 ± 0.9 | 89.9 ± 1.7 | 86.5 ± 2.1 | 90.0 ± 1.7 | np | 82.0 ± 5.2 | 90.3 ± 0.5 |
| Remote | 77.2 ± 9.6 | 99.5 ± 3.1 | 82.7 ± 5.9 | 81.5 ± 4.8 | 88.0 ± 5.3 | 81.8 ± 17.8 | .. | 67.5 ± 12.6 | 80.5 ± 3.2 |
| Very remote | 81.6 ± 13.0 | .. | 61.9 ± 10.0 | 52.9 ± 9.4 | 53.0 ± 19.7 | np | .. | 15.3 ± 6.8 | 44.5 ± 6.1 |
| Total | 93.6 ± 0.4 | 94.7 ± 0.4 | 90.6 ± 0.6 | 91.1 ± 0.8 | 89.7 ± 1.1 | 90.7 ± 1.4 | 93.8 ± 1.5 | 59.6 ± 7.4 | 92.3 ± 0.3 |
| Year 7 | | | | | | | | | |
| Average age | 12 y 7 m | 12 y 9 m | 12 y 5 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 | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 69.7 ± 2.9 | 77.5 ± 3.9 | 64.9 ± 3.8 | 55.8 ± 6.1 | 67.9 ± 5.2 | 66.9 ± 9.9 | 73.8 ± 8.8 | .. | 66.9 ± 2.0 |
| Provincial | 56.1 ± 3.6 | 66.5 ± 4.8 | 58.4 ± 4.6 | 49.1 ± 8.4 | 56.3 ± 9.4 | 70.8 ± 5.9 | .. | 41.8 ± 11.3 | 57.1 ± 2.4 |

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-------------------|
| Remote | 44.4 ± 15.8 | np | 48.6 ± 12.9 | 39.2 ± 9.4 | 52.3 ± 17.8 | np | .. | 27.4 ± 11.6 | 39.6 ± 7.2 |
| Very remote | np | .. | 40.1 ± 10.3 | 21.6 ± 7.1 | 14.0 ± 12.7 | np | .. | 3.4 ± 2.6 | 15.1 ± 5.2 |
| Total | 62.1 ± 2.6 | 71.7 ± 3.2 | 60.0 ± 2.8 | 44.6 ± 4.2 | 57.5 ± 5.3 | 69.3 ± 5.3 | 73.8 ± 8.8 | 16.2 ± 6.0 | 55.6 ± 1.9 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 90.6 ± 0.8 | 92.3 ± 0.8 | 88.3 ± 1.3 | 89.9 ± 1.4 | 90.4 ± 1.2 | 88.0 ± 3.6 | 90.9 ± 2.4 | .. | 90.5 ± 0.5 |
| Provincial | 84.5 ± 1.3 | 87.8 ± 1.6 | 84.8 ± 1.4 | 86.0 ± 2.7 | 85.7 ± 2.0 | 85.1 ± 3.0 | .. | 78.7 ± 4.5 | 85.5 ± 0.7 |
| Remote | 70.0 ± 8.0 | 86.9 ± 11.4 | 81.4 ± 6.0 | 86.5 ± 3.3 | 85.8 ± 4.8 | np | .. | 83.2 ± 8.2 | 83.9 ± 2.5 |
| Very remote | np | .. | 81.3 ± 6.2 | 82.0 ± 7.4 | 81.8 ± 10.7 | np | .. | 78.5 ± 10.6 | 81.9 ± 3.8 |
| Total | 89.2 ± 0.7 | 91.3 ± 0.7 | 87.3 ± 1.0 | 89.2 ± 1.2 | 89.1 ± 1.0 | 86.5 ± 2.3 | 90.9 ± 2.4 | 79.6 ± 4.0 | 89.2 ± 0.4 |
| All students | | | | | | | | | |
| Metropolitan | 89.8 ± 0.9 | 92.1 ± 0.8 | 86.9 ± 1.4 | 88.7 ± 1.6 | 89.6 ± 1.3 | 86.5 ± 4.1 | 90.5 ± 2.5 | .. | 89.6 ± 0.5 |
| Provincial | 81.2 ± 1.7 | 87.0 ± 1.7 | 81.8 ± 1.7 | 82.0 ± 4.1 | 84.0 ± 2.2 | 83.6 ± 3.0 | .. | 71.8 ± 6.9 | 82.8 ± 0.9 |
| Remote | 57.8 ± 11.3 | 87.4 ± 11.1 | 71.1 ± 8.6 | 73.4 ± 6.4 | 83.9 ± 5.5 | 86.3 ± 4.7 | .. | 59.5 ± 18.8 | 71.2 ± 4.7 |
| Very remote | 54.2 ± 20.4 | .. | 56.8 ± 11.6 | 43.2 ± 12.1 | 42.0 ± 18.9 | np | .. | 8.8 ± 7.4 | 32.9 ± 7.6 |
| Total | 87.7 ± 0.9 | 90.9 ± 0.7 | 85.1 ± 1.2 | 86.0 ± 1.6 | 87.6 ± 1.1 | 84.9 ± 2.5 | 90.5 ± 2.5 | 51.6 ± 9.8 | 87.3 ± 0.5 |
| Year 9 | | | | | | | | | |
| Average age | 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 | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 53.9 ± 3.1 | 63.1 ± 6.6 | 55.8 ± 4.0 | 50.1 ± 6.4 | 52.2 ± 7.2 | 52.2 ± 9.5 | 57.8 ± 10.7 | .. | 54.6 ± 2.0 |
| Provincial | 45.0 ± 3.5 | 54.5 ± 5.7 | 48.4 ± 4.2 | 45.5 ± 8.0 | 40.0 ± 10.8 | 62.9 ± 6.6 | .. | 30.4 ± 8.3 | 46.7 ± 2.4 |
| Remote | 28.8 ± 11.8 | np | 38.5 ± 15.9 | 32.7 ± 6.4 | np | np | .. | 21.3 ± 11.0 | 30.3 ± 5.7 |
| Very remote | np | .. | 28.0 ± 11.1 | 17.9 ± 8.9 | np | np | .. | 3.2 ± 2.3 | 13.0 ± 3.9 |
| Total | 48.7 ± 2.3 | 58.4 ± 4.1 | 50.8 ± 2.9 | 40.6 ± 4.2 | 46.3 ± 6.1 | 58.9 ± 5.7 | 57.8 ± 10.7 | 13.7 ± 4.9 | 46.1 ± 1.7 |

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|-------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 83.6 ± 1.3 | 87.3 ± 1.1 | 81.9 ± 1.7 | 87.2 ± 1.8 | 81.9 ± 2.9 | 81.1 ± 4.6 | 84.1 ± 3.4 | .. | 84.5 ± 0.7 |
| Provincial | 73.5 ± 1.9 | 81.0 ± 1.9 | 75.0 ± 2.1 | 81.9 ± 3.2 | 74.7 ± 3.6 | 79.7 ± 2.8 | .. | 68.0 ± 7.7 | 76.7 ± 1.1 |
| Remote | 63.6 ± 12.0 | 90.0 ± 10.6 | 71.3 ± 9.9 | 80.3 ± 4.6 | 71.5 ± 9.7 | 70.6 ± 4.5 | .. | 72.7 ± 10.2 | 74.5 ± 4.0 |
| Very remote | 87.9 ± 21.6 | .. | 69.3 ± 8.8 | 73.7 ± 7.9 | 71.3 ± 12.9 | np | .. | 70.5 ± 11.4 | 72.7 ± 5.2 |
| Total | 81.4 ± 1.1 | 85.8 ± 1.0 | 80.0 ± 1.4 | 86.1 ± 1.6 | 79.9 ± 2.4 | 80.2 ± 2.6 | 84.1 ± 3.4 | 69.0 ± 6.2 | 82.6 ± 0.6 |
| All students | | | | | | | | | |
| Metropolitan | 82.6 ± 1.3 | 87.0 ± 1.1 | 80.4 ± 1.8 | 85.8 ± 2.0 | 80.8 ± 3.1 | 78.9 ± 5.3 | 83.5 ± 3.6 | .. | 83.5 ± 0.7 |
| Provincial | 70.2 ± 2.2 | 80.0 ± 2.0 | 72.1 ± 2.3 | 78.2 ± 4.5 | 72.7 ± 4.1 | 78.1 ± 2.8 | .. | 60.3 ± 8.4 | 73.9 ± 1.2 |
| Remote | 47.8 ± 13.4 | 90.0 ± 10.6 | 63.4 ± 12.1 | 65.8 ± 6.9 | 69.1 ± 11.3 | 70.3 ± 0.0 | .. | 51.1 ± 17.3 | 62.1 ± 5.1 |
| Very remote | 63.9 ± 36.3 | .. | 46.2 ± 13.7 | 38.4 ± 13.3 | 54.5 ± 12.1 | np | .. | 7.3 ± 5.2 | 30.4 ± 7.2 |
| Total | 79.6 ± 1.2 | 85.3 ± 1.0 | 77.7 ± 1.5 | 83.0 ± 1.9 | 78.4 ± 2.6 | 78.4 ± 2.8 | 83.5 ± 3.6 | 45.2 ± 8.7 | 80.5 ± 0.7 |

Statistical difference of proportions at and above national minimum standard, 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>Proportion</i> | 96.4 ± 0.2 | 96.5 ± 0.3 | 95.1 ± 0.4 | 94.6 ± 0.6 | 94.0 ± 0.8 | 95.4 ± 0.9 | 95.9 ± 1.2 | 72.5 ± 6.2 | 95.5 ± 0.2 |
| Compared to | | | | | | | | | |
| <i>NSW</i> | 96.4 ± 0.2 | .. | ■ | △ | △ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 96.5 ± 0.3 | ■ | .. | △ | △ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 95.1 ± 0.4 | ■ | ▽ | .. | ■ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 94.6 ± 0.6 | ▽ | ▽ | ■ | .. | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 94.0 ± 0.8 | ▽ | ▽ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>Tas</i> | 95.4 ± 0.9 | ■ | ■ | ■ | ■ | ■ | .. | ▲ | ■ |
| <i>ACT</i> | 95.9 ± 1.2 | ■ | ■ | ■ | ■ | △ | ■ | ▲ | ■ |
| <i>NT</i> | 72.5 ± 6.2 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 95.5 ± 0.2 | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|---|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Statistical difference of proportions at and above national minimum standard, all students, year 5 | | | | | | | | | | |
| | <i>Proportion</i> | 93.6 ± 0.4 | 94.7 ± 0.4 | 90.6 ± 0.6 | 91.1 ± 0.8 | 89.7 ± 1.1 | 90.7 ± 1.4 | 93.8 ± 1.5 | 59.6 ± 7.4 | 92.3 ± 0.3 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 93.6 ± 0.4 | .. | ■ | △ | △ | △ | △ | ■ | ▲ | ■ |
| <i>Vic</i> | 94.7 ± 0.4 | ■ | .. | △ | △ | △ | △ | ■ | ▲ | △ |
| <i>Qld</i> | 90.6 ± 0.6 | ▽ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 91.1 ± 0.8 | ▽ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 89.7 ± 1.1 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 90.7 ± 1.4 | ▽ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 93.8 ± 1.5 | ■ | ■ | △ | △ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 59.6 ± 7.4 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 92.3 ± 0.3 | ■ | ▽ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |
| Statistical difference of proportions at and above national minimum standard, all students, year 7 | | | | | | | | | | |
| | <i>Proportion</i> | 87.7 ± 0.9 | 90.9 ± 0.7 | 85.1 ± 1.2 | 86.0 ± 1.6 | 87.6 ± 1.1 | 84.9 ± 2.5 | 90.5 ± 2.5 | 51.6 ± 9.8 | 87.3 ± 0.5 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 87.7 ± 0.9 | .. | ▽ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 90.9 ± 0.7 | △ | .. | △ | △ | △ | △ | ■ | ▲ | △ |
| <i>Qld</i> | 85.1 ± 1.2 | ■ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 86.0 ± 1.6 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 87.6 ± 1.1 | ■ | ▽ | ■ | ■ | .. | ■ | ■ | ▲ | ■ |
| <i>Tas</i> | 84.9 ± 2.5 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 90.5 ± 2.5 | ■ | ■ | △ | △ | ■ | △ | .. | ▲ | △ |
| <i>NT</i> | 51.6 ± 9.8 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 87.3 ± 0.5 | ■ | ▽ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|---|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Statistical difference of proportions at and above national minimum standard, all students, year 9 | | | | | | | | | | |
| | <i>Proportion</i> | 79.6 ± 1.2 | 85.3 ± 1.0 | 77.7 ± 1.5 | 83.0 ± 1.9 | 78.4 ± 2.6 | 78.4 ± 2.8 | 83.5 ± 3.6 | 45.2 ± 8.7 | 80.5 ± 0.7 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 79.6 ± 1.2 | .. | ▽ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 85.3 ± 1.0 | △ | .. | △ | ■ | △ | △ | ■ | ▲ | △ |
| <i>Qld</i> | 77.7 ± 1.5 | ■ | ▽ | .. | ▽ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 83.0 ± 1.9 | ■ | ■ | △ | .. | ■ | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 78.4 ± 2.6 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 78.4 ± 2.8 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 83.5 ± 3.6 | ■ | ■ | △ | ■ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 45.2 ± 8.7 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 80.5 ± 0.7 | ■ | ▽ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |

▲ 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 (2015). 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.54. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive writing) were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(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) 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.

(g) Insufficient students in an area of geographic classification are tabulated as not published.

.. Not applicable. **np** Not published.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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 | 98.2 ± 0.2 | 98.1 ± 0.3 | 98.2 ± 0.3 | 98.4 ± 0.3 | 97.6 ± 0.7 | 98.1 ± 0.7 | 97.5 ± 0.9 | 96.6 ± 1.7 | 98.1 ± 0.1 |
| Advanced diploma/diploma | 97.4 ± 0.3 | 97.1 ± 0.4 | 96.5 ± 0.5 | 96.7 ± 0.7 | 96.6 ± 0.8 | 98.2 ± 1.1 | 95.1 ± 2.3 | 92.4 ± 3.5 | 97.0 ± 0.2 |
| Certificate I to IV (e) | 95.9 ± 0.3 | 96.1 ± 0.5 | 95.2 ± 0.5 | 94.9 ± 0.7 | 94.1 ± 0.9 | 95.5 ± 1.2 | 94.6 ± 2.4 | 84.6 ± 4.6 | 95.4 ± 0.2 |
| Year 12 or equivalent | 95.6 ± 0.6 | 95.4 ± 0.7 | 93.8 ± 0.7 | 94.6 ± 1.1 | 93.4 ± 1.6 | 94.9 ± 2.4 | 95.1 ± 2.6 | 83.9 ± 6.8 | 94.7 ± 0.4 |
| Year 11 or equivalent or below | 90.3 ± 0.8 | 90.5 ± 1.1 | 87.2 ± 1.2 | 86.5 ± 1.7 | 85.9 ± 2.2 | 90.5 ± 2.2 | 89.2 ± 7.1 | 51.7 ± 7.5 | 88.2 ± 0.6 |
| Not stated (f) | 93.3 ± 1.3 | 93.6 ± 1.7 | 91.1 ± 1.3 | 87.0 ± 2.4 | 87.9 ± 2.9 | 94.1 ± 2.7 | 93.4 ± 3.6 | 47.6 ± 13.2 | 88.8 ± 1.2 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 98.5 ± 0.2 | 98.6 ± 0.2 | 98.2 ± 0.3 | 98.4 ± 0.3 | 98.0 ± 0.5 | 98.1 ± 0.8 | 97.3 ± 1.0 | 95.4 ± 2.3 | 98.4 ± 0.1 |
| Other business managers and associate professionals | 98.0 ± 0.2 | 98.0 ± 0.3 | 97.8 ± 0.3 | 97.6 ± 0.5 | 96.9 ± 0.7 | 98.6 ± 0.8 | 96.7 ± 1.5 | 93.4 ± 3.2 | 97.8 ± 0.1 |
| Tradespeople, clerks, skilled office, sales and service staff | 96.8 ± 0.3 | 97.3 ± 0.4 | 95.9 ± 0.4 | 96.0 ± 0.7 | 95.7 ± 0.9 | 97.0 ± 1.1 | 96.5 ± 1.5 | 89.0 ± 3.2 | 96.5 ± 0.2 |
| Machine operators, hospitality staff, assistants, labourers | 95.1 ± 0.5 | 95.2 ± 0.6 | 92.6 ± 0.7 | 93.1 ± 1.0 | 93.1 ± 1.2 | 94.2 ± 1.7 | 90.2 ± 4.8 | 73.8 ± 7.5 | 94.1 ± 0.3 |
| Not in paid work in previous 12 months | 89.3 ± 0.9 | 89.7 ± 1.1 | 87.1 ± 1.6 | 85.8 ± 2.2 | 87.1 ± 2.3 | 87.8 ± 3.0 | 87.5 ± 6.7 | 46.8 ± 8.1 | 88.0 ± 0.6 |
| Not stated (h) | 93.5 ± 0.9 | 92.6 ± 1.9 | 91.4 ± 1.0 | 88.7 ± 1.7 | 87.6 ± 2.1 | 93.1 ± 2.3 | 93.9 ± 2.6 | 48.2 ± 12.3 | 89.7 ± 0.8 |
| Year 5 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 97.6 ± 0.2 | 97.4 ± 0.3 | 96.8 ± 0.4 | 97.0 ± 0.5 | 97.0 ± 0.5 | 98.0 ± 0.9 | 96.8 ± 1.2 | 91.3 ± 3.4 | 97.3 ± 0.2 |
| Advanced diploma/diploma | 95.3 ± 0.5 | 95.8 ± 0.5 | 93.4 ± 0.7 | 94.6 ± 0.8 | 93.6 ± 1.5 | 94.8 ± 2.2 | 93.9 ± 2.4 | 83.3 ± 5.8 | 94.7 ± 0.3 |
| Certificate I to IV (e) | 92.2 ± 0.5 | 93.6 ± 0.6 | 89.8 ± 0.8 | 91.7 ± 0.9 | 89.3 ± 1.2 | 90.7 ± 1.6 | 91.4 ± 3.2 | 72.0 ± 6.2 | 91.5 ± 0.4 |

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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 | 92.5 ± 0.8 | 93.4 ± 0.9 | 88.2 ± 1.2 | 89.9 ± 1.4 | 88.9 ± 1.9 | 86.6 ± 4.6 | 90.6 ± 3.2 | 74.5 ± 8.9 | 90.8 ± 0.5 |
| Year 11 or equivalent or below | 82.0 ± 1.1 | 86.5 ± 1.3 | 77.7 ± 2.0 | 78.8 ± 2.1 | 74.4 ± 2.7 | 80.6 ± 3.3 | 84.5 ± 9.9 | 37.3 ± 8.6 | 80.4 ± 0.8 |
| Not stated (f) | 90.6 ± 1.6 | 93.0 ± 1.7 | 84.2 ± 1.7 | 81.9 ± 3.0 | 81.9 ± 3.1 | 88.4 ± 4.0 | 89.2 ± 4.0 | 35.5 ± 14.3 | 83.6 ± 1.4 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 97.7 ± 0.3 | 98.0 ± 0.3 | 96.7 ± 0.4 | 97.1 ± 0.5 | 96.4 ± 0.7 | 97.2 ± 1.0 | 97.2 ± 1.2 | 88.8 ± 4.1 | 97.3 ± 0.2 |
| Other business managers and associate professionals | 96.6 ± 0.4 | 97.0 ± 0.3 | 94.9 ± 0.5 | 95.5 ± 0.7 | 95.0 ± 0.9 | 94.8 ± 1.7 | 96.0 ± 1.4 | 86.4 ± 4.7 | 96.0 ± 0.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 94.0 ± 0.4 | 95.7 ± 0.4 | 91.3 ± 0.7 | 93.0 ± 0.9 | 92.4 ± 1.2 | 93.3 ± 1.7 | 92.8 ± 2.7 | 75.1 ± 5.8 | 93.4 ± 0.3 |
| Machine operators, hospitality staff, assistants, labourers | 90.2 ± 0.7 | 92.2 ± 0.8 | 85.7 ± 1.3 | 87.5 ± 1.5 | 87.1 ± 1.7 | 86.8 ± 2.9 | 84.8 ± 7.9 | 53.7 ± 10.6 | 89.0 ± 0.6 |
| Not in paid work in previous 12 months | 82.1 ± 1.2 | 85.4 ± 1.3 | 76.9 ± 2.0 | 77.2 ± 2.9 | 77.7 ± 3.3 | 76.6 ± 4.6 | 84.1 ± 6.4 | 29.5 ± 8.4 | 81.0 ± 0.8 |
| Not stated (h) | 89.4 ± 1.3 | 91.9 ± 1.8 | 83.9 ± 1.4 | 83.9 ± 2.2 | 79.4 ± 2.6 | 87.0 ± 3.7 | 89.2 ± 3.7 | 37.0 ± 13.6 | 83.7 ± 1.0 |
| Year 7 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 95.5 ± 0.4 | 96.2 ± 0.5 | 94.3 ± 0.7 | 94.9 ± 0.9 | 95.7 ± 0.8 | 95.5 ± 1.6 | 95.2 ± 1.3 | 82.2 ± 5.5 | 95.3 ± 0.3 |
| Advanced diploma/diploma | 90.6 ± 0.8 | 92.2 ± 0.8 | 87.9 ± 1.1 | 89.9 ± 1.4 | 91.2 ± 1.4 | 90.2 ± 3.2 | 89.4 ± 3.6 | 78.5 ± 6.3 | 90.3 ± 0.4 |
| Certificate I to IV (e) | 83.7 ± 1.0 | 88.2 ± 0.9 | 83.1 ± 1.2 | 85.0 ± 1.6 | 87.0 ± 1.4 | 84.4 ± 2.3 | 85.0 ± 4.0 | 65.5 ± 6.5 | 84.9 ± 0.5 |
| Year 12 or equivalent | 84.8 ± 1.5 | 88.4 ± 1.4 | 81.7 ± 1.6 | 83.5 ± 2.2 | 87.7 ± 2.0 | 83.0 ± 5.3 | 88.5 ± 5.3 | 66.7 ± 12.5 | 85.0 ± 0.8 |
| Year 11 or equivalent or below | 69.0 ± 1.8 | 77.6 ± 1.9 | 68.4 ± 2.1 | 67.9 ± 3.2 | 74.1 ± 2.6 | 72.2 ± 3.8 | 78.3 ± 16.7 | 29.6 ± 9.7 | 70.8 ± 1.0 |
| Not stated (f) | 86.4 ± 2.5 | 92.6 ± 1.7 | 78.8 ± 2.8 | 77.1 ± 5.8 | 80.2 ± 3.3 | 81.9 ± 7.0 | 84.0 ± 6.5 | 31.4 ± 18.5 | 79.8 ± 1.9 |
| Parental occupation (g) | | | | | | | | | |

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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 | 95.5 ± 0.4 | 97.0 ± 0.4 | 94.1 ± 0.8 | 94.5 ± 1.0 | 95.5 ± 0.8 | 95.0 ± 2.0 | 94.6 ± 1.7 | 82.7 ± 5.9 | 95.3 ± 0.3 |
| Other business managers and associate professionals | 92.6 ± 0.7 | 94.3 ± 0.6 | 90.7 ± 0.9 | 91.4 ± 1.2 | 92.9 ± 1.0 | 90.2 ± 2.4 | 92.3 ± 2.7 | 75.4 ± 6.8 | 92.4 ± 0.4 |
| Tradespeople, clerks, skilled office, sales and service staff | 87.0 ± 0.9 | 91.2 ± 0.8 | 85.5 ± 1.1 | 86.7 ± 1.6 | 89.9 ± 1.5 | 87.8 ± 2.4 | 87.9 ± 4.5 | 70.5 ± 6.1 | 87.7 ± 0.5 |
| Machine operators, hospitality staff, assistants, labourers | 80.2 ± 1.3 | 85.5 ± 1.1 | 76.5 ± 1.6 | 79.0 ± 2.2 | 83.6 ± 2.0 | 80.6 ± 3.9 | 81.2 ± 8.2 | 48.7 ± 11.7 | 80.9 ± 0.7 |
| Not in paid work in previous 12 months | 67.7 ± 1.9 | 74.9 ± 1.9 | 64.5 ± 2.8 | 63.7 ± 4.2 | 74.0 ± 3.1 | 67.6 ± 5.2 | 75.1 ± 8.6 | 26.4 ± 10.0 | 69.2 ± 1.2 |
| Not stated (h) | 84.1 ± 2.1 | 92.1 ± 1.6 | 76.8 ± 2.2 | 75.3 ± 5.1 | 78.6 ± 2.7 | 78.9 ± 5.4 | 85.6 ± 5.0 | 31.3 ± 17.5 | 78.2 ± 1.5 |
| Year 9 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 92.1 ± 0.7 | 93.9 ± 0.6 | 90.7 ± 1.0 | 93.6 ± 1.1 | 90.7 ± 1.5 | 91.7 ± 2.2 | 91.2 ± 2.0 | 75.9 ± 5.9 | 92.3 ± 0.4 |
| Advanced diploma/diploma | 83.7 ± 1.1 | 87.0 ± 1.0 | 81.9 ± 1.3 | 87.5 ± 1.6 | 84.6 ± 2.5 | 85.7 ± 3.0 | 83.5 ± 3.5 | 67.8 ± 8.2 | 84.6 ± 0.6 |
| Certificate I to IV (e) | 73.7 ± 1.3 | 81.5 ± 1.2 | 74.2 ± 1.5 | 81.6 ± 1.8 | 75.7 ± 2.5 | 77.6 ± 2.4 | 74.8 ± 5.7 | 58.2 ± 6.6 | 76.5 ± 0.7 |
| Year 12 or equivalent | 76.0 ± 1.9 | 83.3 ± 1.6 | 73.8 ± 2.1 | 81.3 ± 2.9 | 75.5 ± 3.6 | 72.1 ± 5.8 | 72.5 ± 6.6 | 52.2 ± 12.7 | 77.7 ± 1.0 |
| Year 11 or equivalent or below | 57.1 ± 2.0 | 69.3 ± 2.0 | 57.6 ± 2.2 | 63.8 ± 3.6 | 60.5 ± 3.8 | 65.0 ± 4.4 | 73.5 ± 13.6 | 30.1 ± 7.2 | 61.4 ± 1.1 |
| Not stated (f) | 75.1 ± 2.8 | 84.9 ± 2.9 | 69.5 ± 3.3 | 73.4 ± 5.6 | 71.0 ± 5.3 | 74.7 ± 7.8 | 74.2 ± 7.1 | 28.2 ± 16.1 | 71.7 ± 2.0 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 91.7 ± 0.8 | 94.7 ± 0.6 | 90.8 ± 1.1 | 93.2 ± 1.1 | 90.9 ± 1.6 | 91.9 ± 2.3 | 90.8 ± 2.3 | 72.3 ± 7.7 | 92.2 ± 0.4 |
| Other business managers and associate professionals | 86.2 ± 0.9 | 90.4 ± 0.9 | 84.0 ± 1.2 | 89.1 ± 1.3 | 85.8 ± 2.2 | 86.4 ± 2.5 | 85.8 ± 3.4 | 69.4 ± 8.0 | 87.0 ± 0.5 |

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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 | 77.7 ± 1.2 | 85.3 ± 1.0 | 76.5 ± 1.4 | 83.0 ± 1.9 | 79.1 ± 2.3 | 79.5 ± 2.7 | 79.0 ± 6.7 | 59.4 ± 7.5 | 79.9 ± 0.7 |
| Machine operators, hospitality staff, assistants, labourers | 69.2 ± 1.7 | 77.8 ± 1.4 | 66.4 ± 1.8 | 73.8 ± 2.8 | 72.8 ± 2.9 | 70.6 ± 3.5 | 72.4 ± 7.5 | 39.0 ± 8.8 | 71.6 ± 0.9 |
| Not in paid work in previous 12 months | 55.6 ± 2.3 | 66.2 ± 2.2 | 55.3 ± 2.9 | 58.4 ± 4.4 | 58.3 ± 4.8 | 58.0 ± 5.7 | 68.6 ± 11.6 | 21.4 ± 8.9 | 59.3 ± 1.3 |
| Not stated (h) | 73.1 ± 2.5 | 83.8 ± 3.1 | 67.4 ± 2.7 | 72.1 ± 4.7 | 64.0 ± 4.7 | 73.0 ± 6.8 | 73.3 ± 7.7 | 29.2 ± 15.3 | 69.3 ± 1.7 |

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (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.54. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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 | 380.8 ± 3.5 | 395.7 ± 6.4 | 363.8 ± 4.8 | 349.4 ± 7.3 | 343.8 ± 9.5 | 374.1 ± 13.4 | 368.3 ± 14.3 | .. | 369.3 ± 2.6 |
| Provincial | 363.8 ± 4.6 | 380.2 ± 6.6 | 362.9 ± 6.5 | 320.0 ± 12.7 | 325.7 ± 16.4 | 376.4 ± 10.0 | np | 324.0 ± 17.6 | 358.1 ± 3.5 |
| Remote | 335.8 ± 14.6 | np | 328.9 ± 22.8 | 300.4 ± 18.3 | np | np | .. | 278.6 ± 25.5 | 307.6 ± 11.3 |
| Very remote | 349.7 ± 52.4 | .. | 323.9 ± 20.3 | 266.1 ± 20.6 | 252.8 ± 34.7 | np | .. | 194.0 ± 19.7 | 251.8 ± 16.7 |
| Total | 370.5 ± 3.0 | 387.6 ± 4.6 | 357.3 ± 4.4 | 316.1 ± 8.4 | 326.8 ± 9.5 | 375.1 ± 7.9 | 367.9 ± 13.8 | 239.3 ± 18.7 | 346.3 ± 3.9 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 430.9 ± 1.7 | 436.1 ± 1.7 | 414.4 ± 2.5 | 419.9 ± 2.7 | 406.3 ± 3.8 | 413.5 ± 7.0 | 421.3 ± 5.3 | .. | 425.7 ± 1.0 |
| Provincial | 406.7 ± 2.2 | 417.5 ± 2.3 | 400.9 ± 2.9 | 399.5 ± 4.8 | 391.5 ± 4.6 | 408.2 ± 6.2 | np | 395.0 ± 10.1 | 406.3 ± 1.3 |
| Remote | 404.5 ± 15.4 | 416.0 ± 31.6 | 399.6 ± 7.2 | 397.5 ± 7.7 | 394.2 ± 8.7 | 406.4 ± 13.6 | .. | 387.6 ± 14.9 | 397.4 ± 4.2 |
| Very remote | 416.1 ± 12.4 | .. | 395.7 ± 13.4 | 392.6 ± 12.7 | 394.2 ± 17.8 | np | .. | 372.8 ± 19.6 | 392.6 ± 7.7 |
| Total | 425.7 ± 1.5 | 431.7 ± 1.4 | 410.5 ± 2.0 | 415.4 ± 2.4 | 402.5 ± 3.1 | 410.5 ± 4.6 | 421.3 ± 5.3 | 392.4 ± 8.3 | 420.8 ± 0.9 |
| All students | | | | | | | | | |
| Metropolitan | 429.2 ± 1.7 | 435.6 ± 1.7 | 411.1 ± 2.6 | 417.0 ± 2.8 | 404.1 ± 3.9 | 410.3 ± 7.3 | 419.8 ± 5.3 | .. | 423.6 ± 1.1 |
| Provincial | 401.2 ± 2.4 | 416.2 ± 2.4 | 396.2 ± 3.0 | 391.3 ± 5.9 | 387.2 ± 5.1 | 405.6 ± 6.1 | np | 381.6 ± 11.5 | 401.6 ± 1.4 |
| Remote | 376.0 ± 17.2 | 415.5 ± 30.8 | 382.9 ± 11.2 | 372.5 ± 12.5 | 389.5 ± 9.6 | 400.3 ± 16.2 | .. | 341.7 ± 25.6 | 373.9 ± 7.1 |
| Very remote | 380.2 ± 29.7 | .. | 353.5 ± 16.7 | 320.7 ± 22.9 | 322.0 ± 36.9 | np | .. | 214.4 ± 25.3 | 300.0 ± 16.3 |
| Total | 422.5 ± 1.6 | 431.0 ± 1.5 | 405.8 ± 2.1 | 408.1 ± 2.8 | 398.9 ± 3.2 | 407.6 ± 4.7 | 419.7 ± 5.3 | 327.5 ± 18.6 | 416.3 ± 1.0 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 440.0 ± 3.8 | 453.4 ± 7.1 | 425.4 ± 5.0 | 411.8 ± 6.0 | 409.7 ± 9.7 | 430.5 ± 13.0 | 430.5 ± 13.2 | .. | 430.0 ± 2.6 |
| Provincial | 422.7 ± 4.6 | 441.2 ± 5.7 | 429.1 ± 6.0 | 399.8 ± 11.2 | 386.7 ± 14.9 | 431.5 ± 11.9 | np | 391.9 ± 19.9 | 421.2 ± 3.2 |
| Remote | 390.0 ± 22.8 | np | 388.8 ± 21.9 | 366.8 ± 19.2 | 390.2 ± 24.9 | np | .. | 345.0 ± 29.6 | 370.9 ± 12.1 |

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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 | 402.8 ± 28.5 | .. | 366.7 ± 19.1 | 321.5 ± 17.8 | 289.2 ± 56.0 | np | .. | 253.9 ± 17.7 | 304.7 ± 15.6 |
| Total | 429.6 ± 3.1 | 446.8 ± 4.4 | 417.9 ± 5.1 | 381.2 ± 8.1 | 389.7 ± 11.1 | 430.2 ± 9.0 | 428.7 ± 13.2 | 299.7 ± 18.9 | 406.2 ± 4.2 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 491.4 ± 1.7 | 495.9 ± 1.5 | 479.0 ± 2.5 | 482.3 ± 2.5 | 471.7 ± 3.4 | 476.7 ± 7.0 | 487.1 ± 5.5 | .. | 487.5 ± 1.0 |
| Provincial | 467.7 ± 2.1 | 476.1 ± 2.0 | 465.2 ± 2.6 | 466.5 ± 3.7 | 453.6 ± 4.6 | 467.6 ± 5.2 | np | 456.2 ± 11.6 | 467.9 ± 1.2 |
| Remote | 459.6 ± 11.5 | 477.5 ± 17.6 | 464.0 ± 7.2 | 457.7 ± 7.9 | 451.1 ± 13.5 | 450.3 ± 18.3 | .. | 457.9 ± 17.7 | 458.5 ± 4.7 |
| Very remote | 470.5 ± 27.1 | .. | 464.4 ± 16.3 | 451.2 ± 15.4 | 465.1 ± 29.4 | np | .. | 448.8 ± 26.2 | 458.5 ± 9.4 |
| Total | 486.2 ± 1.5 | 491.4 ± 1.3 | 475.1 ± 1.9 | 478.4 ± 2.2 | 466.8 ± 2.9 | 471.6 ± 4.2 | 487.1 ± 5.5 | 456.2 ± 9.5 | 482.6 ± 0.8 |
| All students | | | | | | | | | |
| Metropolitan | 489.7 ± 1.7 | 495.5 ± 1.5 | 475.8 ± 2.6 | 479.1 ± 2.7 | 469.6 ± 3.6 | 473.4 ± 7.2 | 485.6 ± 5.6 | .. | 485.5 ± 1.0 |
| Provincial | 462.1 ± 2.4 | 474.9 ± 2.0 | 460.9 ± 2.7 | 460.0 ± 4.6 | 449.0 ± 5.0 | 464.9 ± 5.3 | np | 444.1 ± 13.1 | 463.4 ± 1.3 |
| Remote | 433.2 ± 17.6 | 477.5 ± 17.6 | 444.2 ± 13.0 | 436.2 ± 12.4 | 448.3 ± 13.7 | 440.8 ± 27.8 | .. | 408.8 ± 30.3 | 436.1 ± 7.4 |
| Very remote | 436.1 ± 27.9 | .. | 401.7 ± 20.4 | 373.8 ± 22.6 | 372.8 ± 58.7 | np | .. | 271.5 ± 23.8 | 351.2 ± 17.0 |
| Total | 483.0 ± 1.6 | 490.7 ± 1.3 | 470.2 ± 2.1 | 471.1 ± 2.6 | 463.2 ± 3.1 | 468.5 ± 4.3 | 485.5 ± 5.6 | 386.2 ± 20.4 | 478.1 ± 0.9 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 462.4 ± 5.3 | 478.7 ± 7.1 | 452.7 ± 8.2 | 434.6 ± 10.7 | 456.4 ± 11.1 | 459.7 ± 16.1 | 472.9 ± 15.5 | .. | 456.8 ± 3.9 |
| Provincial | 433.5 ± 6.6 | 457.6 ± 8.6 | 439.3 ± 9.0 | 421.0 ± 15.9 | 428.7 ± 21.5 | 458.9 ± 9.4 | .. | 402.0 ± 26.6 | 435.8 ± 4.8 |
| Remote | 390.8 ± 46.9 | np | 417.7 ± 28.9 | 387.9 ± 20.7 | 433.4 ± 26.7 | np | .. | 351.3 ± 40.0 | 387.4 ± 18.0 |
| Very remote | np | .. | 400.2 ± 29.7 | 356.8 ± 18.9 | 294.7 ± 42.8 | np | .. | 259.4 ± 21.6 | 311.0 ± 23.9 |
| Total | 445.8 ± 4.7 | 467.6 ± 6.0 | 442.6 ± 6.2 | 407.9 ± 8.7 | 427.8 ± 14.0 | 459.3 ± 8.6 | 472.9 ± 15.5 | 306.4 ± 27.2 | 427.8 ± 5.6 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 520.9 ± 3.3 | 529.0 ± 3.0 | 515.2 ± 4.3 | 517.2 ± 5.4 | 519.4 ± 4.0 | 510.5 ± 12.1 | 522.8 ± 8.8 | .. | 521.3 ± 1.7 |
| Provincial | 493.1 ± 3.4 | 504.7 ± 3.9 | 496.8 ± 3.8 | 498.4 ± 7.1 | 498.5 ± 5.2 | 501.6 ± 8.7 | .. | 487.5 ± 12.4 | 498.0 ± 1.9 |

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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 | 459.4 ± 13.8 | 498.1 ± 24.3 | 485.3 ± 13.0 | 497.7 ± 8.1 | 495.8 ± 12.0 | np | .. | 500.5 ± 19.3 | 493.1 ± 6.4 |
| Very remote | np | .. | 489.7 ± 15.4 | 487.5 ± 23.6 | 488.8 ± 28.6 | np | .. | 481.9 ± 23.3 | 489.0 ± 10.6 |
| Total | 514.7 ± 2.8 | 523.4 ± 2.6 | 510.0 ± 3.4 | 513.5 ± 4.7 | 513.6 ± 3.4 | 505.8 ± 7.2 | 522.8 ± 8.8 | 489.8 ± 10.9 | 515.6 ± 1.5 |
| All students | | | | | | | | | |
| Metropolitan | 519.1 ± 3.4 | 528.4 ± 3.0 | 511.6 ± 4.6 | 514.1 ± 5.7 | 517.2 ± 4.1 | 507.5 ± 13.2 | 521.9 ± 8.8 | .. | 519.2 ± 1.8 |
| Provincial | 486.1 ± 4.0 | 503.0 ± 4.0 | 490.3 ± 4.1 | 489.9 ± 9.6 | 494.5 ± 5.7 | 497.0 ± 8.6 | .. | 471.8 ± 15.7 | 492.1 ± 2.2 |
| Remote | 426.7 ± 30.8 | 497.5 ± 24.0 | 464.4 ± 16.6 | 467.3 ± 14.8 | 491.8 ± 12.8 | 500.9 ± 7.1 | .. | 437.7 ± 50.1 | 463.0 ± 11.2 |
| Very remote | 426.6 ± 42.3 | .. | 436.1 ± 28.6 | 403.7 ± 28.5 | 373.9 ± 58.1 | np | .. | 275.5 ± 30.9 | 358.5 ± 26.2 |
| Total | 511.1 ± 2.9 | 522.5 ± 2.6 | 504.6 ± 3.6 | 506.0 ± 5.2 | 509.5 ± 3.6 | 501.7 ± 7.6 | 521.9 ± 8.8 | 409.1 ± 30.5 | 510.6 ± 1.6 |
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 480.6 ± 6.5 | 506.9 ± 13.7 | 486.0 ± 8.3 | 474.0 ± 12.5 | 475.9 ± 14.4 | 485.3 ± 16.6 | 496.0 ± 22.3 | .. | 483.6 ± 4.2 |
| Provincial | 461.6 ± 7.2 | 491.8 ± 8.3 | 467.7 ± 9.2 | 462.9 ± 18.6 | 450.6 ± 25.0 | 502.0 ± 12.0 | .. | 414.2 ± 34.5 | 465.1 ± 5.4 |
| Remote | 411.8 ± 44.4 | np | 442.6 ± 29.1 | 426.4 ± 18.9 | np | np | .. | 387.5 ± 43.2 | 418.3 ± 18.1 |
| Very remote | np | .. | 427.5 ± 19.9 | 375.0 ± 25.7 | np | np | .. | 280.7 ± 24.5 | 337.8 ± 23.9 |
| Total | 468.9 ± 5.1 | 498.9 ± 7.8 | 474.3 ± 6.1 | 446.4 ± 10.6 | 463.9 ± 12.6 | 495.8 ± 10.3 | 496.0 ± 22.3 | 333.9 ± 26.8 | 458.2 ± 5.2 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 556.0 ± 4.0 | 567.1 ± 3.7 | 549.1 ± 4.9 | 565.5 ± 6.1 | 551.4 ± 7.9 | 545.4 ± 13.0 | 560.4 ± 10.2 | .. | 558.3 ± 2.1 |
| Provincial | 523.3 ± 4.3 | 542.0 ± 5.0 | 527.6 ± 4.9 | 543.0 ± 8.0 | 525.2 ± 8.3 | 537.7 ± 7.5 | .. | 515.0 ± 18.9 | 531.2 ± 2.5 |
| Remote | 505.4 ± 16.9 | 568.4 ± 14.8 | 520.9 ± 18.9 | 539.3 ± 10.5 | 520.3 ± 18.2 | 522.0 ± 11.4 | .. | 531.0 ± 27.7 | 528.6 ± 8.6 |
| Very remote | 554.0 ± 39.7 | .. | 514.0 ± 15.9 | 522.6 ± 12.5 | 522.3 ± 19.8 | np | .. | 524.7 ± 20.4 | 521.7 ± 9.2 |
| Total | 548.7 ± 3.4 | 561.2 ± 3.2 | 543.0 ± 4.0 | 561.0 ± 5.3 | 544.5 ± 6.4 | 541.1 ± 7.1 | 560.4 ± 10.2 | 518.4 ± 16.1 | 551.6 ± 1.8 |
| All students | | | | | | | | | |
| Metropolitan | 553.4 ± 4.1 | 566.5 ± 3.8 | 545.3 ± 5.1 | 561.9 ± 6.5 | 549.0 ± 8.3 | 541.8 ± 14.1 | 559.0 ± 10.3 | .. | 555.6 ± 2.2 |

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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 | 516.3 ± 4.7 | 540.3 ± 5.1 | 520.9 ± 5.1 | 534.7 ± 10.6 | 520.9 ± 9.6 | 534.5 ± 7.5 | .. | 495.1 ± 21.7 | 525.2 ± 2.8 |
| Remote | 463.0 ± 34.3 | 568.4 ± 14.8 | 500.9 ± 23.9 | 505.1 ± 16.0 | 515.2 ± 20.7 | 519.8 ± 10.0 | .. | 473.1 ± 50.5 | 497.8 ± 12.5 |
| Very remote | 487.6 ± 87.9 | .. | 464.1 ± 26.7 | 430.1 ± 35.9 | 481.4 ± 26.7 | np | .. | 295.2 ± 29.7 | 391.4 ± 27.6 |
| Total | 544.5 ± 3.5 | 560.2 ± 3.3 | 537.6 ± 4.1 | 553.0 ± 5.9 | 541.0 ± 6.8 | 537.6 ± 7.5 | 559.0 ± 10.3 | 439.8 ± 29.8 | 546.5 ± 1.9 |

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>Proportion</i> | 422.5 ± 1.6 | 431.0 ± 1.5 | 405.8 ± 2.1 | 408.1 ± 2.8 | 398.9 ± 3.2 | 407.6 ± 4.7 | 419.7 ± 5.3 | 327.5 ± 18.6 | 416.3 ± 1.0 | |
| Compared to | | | | | | | | | | |
| <i>NSW</i> | 422.5 ± 1.6 | .. | ■ | △ | △ | △ | △ | ■ | ▲ | ■ |
| <i>Vic</i> | 431.0 ± 1.5 | ■ | .. | △ | △ | ▲ | △ | △ | ▲ | △ |
| <i>Qld</i> | 405.8 ± 2.1 | ▽ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 408.1 ± 2.8 | ▽ | ▽ | ■ | .. | ■ | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 398.9 ± 3.2 | ▽ | ▼ | ■ | ■ | .. | ■ | ▽ | ▲ | ▽ |
| <i>Tas</i> | 407.6 ± 4.7 | ▽ | ▽ | ■ | ■ | ■ | .. | ■ | ▲ | ■ |
| <i>ACT</i> | 419.7 ± 5.3 | ■ | ▽ | △ | ■ | △ | ■ | .. | ▲ | ■ |
| <i>NT</i> | 327.5 ± 18.6 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 416.3 ± 1.0 | ■ | ▽ | ■ | ■ | △ | ■ | ■ | ▲ | .. |

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Statistical difference of mean scale scores, all students, year 5 | | | | | | | | | | |
| | <i>Proportion</i> | 483.0 ± 1.6 | 490.7 ± 1.3 | 470.2 ± 2.1 | 471.1 ± 2.6 | 463.2 ± 3.1 | 468.5 ± 4.3 | 485.5 ± 5.6 | 386.2 ± 20.4 | 478.1 ± 0.9 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 483.0 ± 1.6 | .. | ■ | △ | ■ | △ | △ | ■ | ▲ | ■ |
| <i>Vic</i> | 490.7 ± 1.3 | ■ | .. | △ | △ | △ | △ | ■ | ▲ | △ |
| <i>Qld</i> | 470.2 ± 2.1 | ▽ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 471.1 ± 2.6 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 463.2 ± 3.1 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ▽ |
| <i>Tas</i> | 468.5 ± 4.3 | ▽ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 485.5 ± 5.6 | ■ | ■ | △ | △ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 386.2 ± 20.4 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 478.1 ± 0.9 | ■ | ▽ | ■ | ■ | △ | ■ | ■ | ▲ | .. |
| Statistical difference of mean scale scores, all students, year 7 | | | | | | | | | | |
| | <i>Proportion</i> | 511.1 ± 2.9 | 522.5 ± 2.6 | 504.6 ± 3.6 | 506.0 ± 5.2 | 509.5 ± 3.6 | 501.7 ± 7.6 | 521.9 ± 8.8 | 409.1 ± 30.5 | 510.6 ± 1.6 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 511.1 ± 2.9 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 522.5 ± 2.6 | ■ | .. | △ | △ | ■ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 504.6 ± 3.6 | ■ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 506.0 ± 5.2 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 509.5 ± 3.6 | ■ | ■ | ■ | ■ | .. | ■ | ■ | ▲ | ■ |
| <i>Tas</i> | 501.7 ± 7.6 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 521.9 ± 8.8 | ■ | ■ | △ | △ | ■ | △ | .. | ▲ | ■ |
| <i>NT</i> | 409.1 ± 30.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 510.6 ± 1.6 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|-------------|
| Statistical difference of mean scale scores, all students, year 9 | | | | | | | | | | |
| | <i>Proportion</i> | 544.5 ± 3.5 | 560.2 ± 3.3 | 537.6 ± 4.1 | 553.0 ± 5.9 | 541.0 ± 6.8 | 537.6 ± 7.5 | 559.0 ± 10.3 | 439.8 ± 29.8 | 546.5 ± 1.9 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 544.5 ± 3.5 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 560.2 ± 3.3 | ■ | .. | △ | ■ | △ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 537.6 ± 4.1 | ■ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 553.0 ± 5.9 | ■ | ■ | ■ | .. | ■ | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 541.0 ± 6.8 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 537.6 ± 7.5 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 559.0 ± 10.3 | ■ | ■ | △ | ■ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 439.8 ± 29.8 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 546.5 ± 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) 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 (2015). 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.54. 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.

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(f) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive writing) were included in earlier Reports.

.. Not applicable. **np** Not published.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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 | 446.9 ± 1.4 | 448.4 ± 1.4 | 435.0 ± 1.9 | 437.7 ± 2.2 | 426.4 ± 3.1 | 435.7 ± 5.1 | 433.0 ± 4.4 | 406.7 ± 8.4 | 442.2 ± 0.8 |
| Advanced diploma/diploma | 423.3 ± 1.6 | 427.6 ± 1.7 | 408.7 ± 2.1 | 413.4 ± 2.7 | 404.9 ± 3.7 | 421.4 ± 6.5 | 408.6 ± 7.8 | 378.1 ± 10.9 | 418.7 ± 0.9 |
| Certificate I to IV (e) | 405.3 ± 1.4 | 416.7 ± 1.6 | 395.2 ± 1.9 | 397.8 ± 2.6 | 387.6 ± 3.2 | 400.6 ± 4.5 | 398.5 ± 8.2 | 357.0 ± 11.1 | 402.8 ± 0.9 |
| Year 12 or equivalent | 409.4 ± 2.3 | 422.1 ± 2.4 | 391.4 ± 2.6 | 398.1 ± 3.4 | 390.8 ± 4.8 | 394.3 ± 7.7 | 406.0 ± 9.1 | 353.1 ± 17.8 | 404.4 ± 1.3 |
| Year 11 or equivalent or below | 377.9 ± 2.4 | 397.7 ± 2.6 | 361.2 ± 3.2 | 360.5 ± 4.6 | 358.1 ± 5.2 | 371.2 ± 6.0 | 400.3 ± 43.8 | 262.0 ± 16.6 | 373.0 ± 1.7 |
| Not stated (f) | 412.3 ± 7.7 | 429.7 ± 6.6 | 388.3 ± 4.8 | 379.0 ± 8.0 | 379.9 ± 6.6 | 410.4 ± 8.4 | 408.7 ± 9.2 | 258.9 ± 43.6 | 389.7 ± 4.3 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 447.2 ± 1.4 | 450.6 ± 1.5 | 434.3 ± 2.0 | 435.8 ± 2.6 | 426.2 ± 3.4 | 436.0 ± 5.0 | 432.6 ± 5.8 | 399.7 ± 9.4 | 441.9 ± 0.9 |
| Other business managers and associate professionals | 432.7 ± 1.4 | 438.1 ± 1.5 | 419.3 ± 1.9 | 420.8 ± 2.5 | 411.0 ± 3.2 | 420.1 ± 5.2 | 425.2 ± 6.0 | 387.4 ± 11.2 | 428.4 ± 0.9 |
| Tradespeople, clerks, skilled office, sales and service staff | 415.0 ± 1.5 | 426.1 ± 1.6 | 402.0 ± 2.0 | 405.0 ± 2.5 | 396.5 ± 3.2 | 408.1 ± 4.5 | 409.0 ± 7.6 | 363.8 ± 9.4 | 411.9 ± 0.9 |
| Machine operators, hospitality staff, assistants, labourers | 401.6 ± 2.1 | 414.7 ± 2.0 | 383.7 ± 2.4 | 388.2 ± 3.8 | 384.5 ± 4.3 | 388.9 ± 6.2 | 389.0 ± 10.9 | 328.0 ± 16.9 | 398.3 ± 1.2 |
| Not in paid work in previous 12 months | 380.1 ± 2.5 | 401.4 ± 2.7 | 362.3 ± 3.8 | 366.0 ± 6.7 | 367.0 ± 5.9 | 366.5 ± 7.2 | 380.2 ± 15.8 | 253.3 ± 19.0 | 379.9 ± 1.8 |
| Not stated (h) | 409.5 ± 5.3 | 428.9 ± 6.3 | 386.2 ± 3.2 | 384.3 ± 5.6 | 375.5 ± 5.3 | 402.4 ± 8.8 | 407.0 ± 8.4 | 260.1 ± 40.8 | 388.9 ± 2.8 |
| Year 5 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 508.3 ± 1.5 | 508.8 ± 1.3 | 499.7 ± 1.8 | 499.9 ± 2.2 | 491.5 ± 2.7 | 503.2 ± 4.2 | 501.0 ± 4.5 | 473.2 ± 9.0 | 504.5 ± 0.8 |
| Advanced diploma/diploma | 483.9 ± 1.4 | 488.5 ± 1.5 | 474.2 ± 2.0 | 477.5 ± 2.6 | 469.1 ± 3.5 | 478.7 ± 6.0 | 480.0 ± 6.8 | 445.6 ± 12.1 | 481.1 ± 0.8 |

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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> |
|---|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|-------------|
| Certificate I to IV (e) | 466.2 ± 1.4 | 476.2 ± 1.4 | 459.7 ± 1.8 | 463.2 ± 2.4 | 453.8 ± 3.1 | 460.8 ± 4.0 | 463.5 ± 8.2 | 415.3 ± 13.7 | 465.1 ± 0.8 |
| Year 12 or equivalent | 471.1 ± 2.2 | 481.7 ± 2.8 | 456.9 ± 2.7 | 461.7 ± 3.1 | 455.5 ± 4.0 | 454.9 ± 8.1 | 465.1 ± 8.4 | 423.9 ± 17.2 | 467.2 ± 1.3 |
| Year 11 or equivalent or below | 439.4 ± 2.3 | 460.3 ± 2.3 | 428.2 ± 3.2 | 428.3 ± 4.6 | 423.1 ± 5.0 | 432.2 ± 5.6 | 465.5 ± 44.6 | 333.7 ± 19.0 | 437.4 ± 1.7 |
| Not stated (f) | 475.3 ± 6.7 | 492.6 ± 4.1 | 452.8 ± 4.4 | 444.5 ± 7.5 | 443.3 ± 7.7 | 467.4 ± 9.9 | 472.1 ± 9.2 | 320.0 ± 44.7 | 453.5 ± 4.2 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 507.8 ± 1.6 | 510.7 ± 1.5 | 498.9 ± 2.0 | 498.7 ± 2.5 | 490.1 ± 3.1 | 501.4 ± 4.4 | 501.5 ± 6.2 | 464.1 ± 10.9 | 504.0 ± 0.9 |
| Other business managers and associate professionals | 492.1 ± 1.4 | 497.0 ± 1.4 | 482.7 ± 1.8 | 483.0 ± 2.2 | 475.8 ± 2.8 | 480.8 ± 5.2 | 487.3 ± 5.0 | 453.5 ± 12.6 | 489.1 ± 0.8 |
| Tradespeople, clerks, skilled office, sales and service staff | 475.6 ± 1.4 | 485.8 ± 1.4 | 465.2 ± 2.0 | 468.4 ± 2.4 | 461.9 ± 3.0 | 468.0 ± 4.1 | 475.0 ± 8.0 | 424.7 ± 12.1 | 473.4 ± 0.9 |
| Machine operators, hospitality staff, assistants, labourers | 462.0 ± 2.0 | 474.4 ± 1.7 | 448.0 ± 2.6 | 452.8 ± 3.2 | 449.6 ± 3.8 | 448.5 ± 5.9 | 455.8 ± 15.2 | 377.8 ± 20.0 | 460.0 ± 1.2 |
| Not in paid work in previous 12 months | 443.5 ± 2.4 | 462.6 ± 2.2 | 429.6 ± 4.0 | 429.4 ± 5.9 | 429.7 ± 5.9 | 424.5 ± 6.5 | 453.9 ± 12.7 | 314.8 ± 20.2 | 443.3 ± 1.7 |
| Not stated (h) | 469.8 ± 4.8 | 493.2 ± 4.7 | 450.2 ± 3.2 | 449.3 ± 5.3 | 438.1 ± 5.7 | 460.8 ± 9.5 | 471.8 ± 10.8 | 323.3 ± 42.4 | 452.1 ± 2.9 |
| Year 7 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 543.0 ± 3.0 | 547.2 ± 2.4 | 538.6 ± 3.8 | 539.7 ± 5.1 | 542.5 ± 3.8 | 542.5 ± 7.7 | 540.1 ± 7.4 | 502.6 ± 12.9 | 542.6 ± 1.5 |
| Advanced diploma/diploma | 512.9 ± 2.3 | 519.1 ± 2.2 | 506.6 ± 2.7 | 509.7 ± 3.9 | 516.7 ± 3.7 | 512.9 ± 8.3 | 509.2 ± 6.6 | 478.4 ± 14.1 | 512.8 ± 1.2 |
| Certificate I to IV (e) | 490.4 ± 2.2 | 504.6 ± 2.2 | 491.3 ± 2.7 | 494.9 ± 3.6 | 499.9 ± 3.0 | 492.6 ± 5.3 | 497.8 ± 7.2 | 451.4 ± 13.7 | 494.8 ± 1.2 |
| Year 12 or equivalent | 498.4 ± 3.2 | 511.2 ± 5.4 | 491.4 ± 3.7 | 491.1 ± 5.4 | 503.1 ± 4.3 | 490.3 ± 9.8 | 499.6 ± 10.1 | 447.4 ± 31.9 | 499.3 ± 2.2 |
| Year 11 or equivalent or below | 459.9 ± 3.5 | 483.9 ± 3.3 | 460.7 ± 3.9 | 453.7 ± 6.5 | 472.4 ± 4.7 | 465.1 ± 7.2 | 502.8 ± 53.8 | 358.4 ± 28.4 | 464.9 ± 2.1 |

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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> |
|---|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|
| Not stated (f) | 510.3 ± 7.1 | 533.6 ± 6.1 | 491.4 ± 8.3 | 486.6 ± 15.4 | 487.4 ± 9.0 | 500.0 ± 17.1 | 508.4 ± 19.7 | 344.9 ± 59.2 | 492.7 ± 5.9 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 541.5 ± 3.0 | 549.8 ± 2.7 | 538.3 ± 4.0 | 536.7 ± 5.6 | 542.2 ± 4.2 | 540.1 ± 9.1 | 537.4 ± 9.6 | 500.5 ± 13.9 | 541.9 ± 1.6 |
| Other business managers and associate professionals | 522.0 ± 2.5 | 530.1 ± 2.3 | 516.5 ± 2.8 | 516.6 ± 3.9 | 521.4 ± 3.2 | 515.0 ± 6.7 | 524.7 ± 8.1 | 477.5 ± 13.9 | 522.1 ± 1.3 |
| Tradespeople, clerks, skilled office, sales and service staff | 500.7 ± 2.4 | 514.5 ± 2.3 | 497.8 ± 2.5 | 498.7 ± 3.6 | 509.4 ± 3.1 | 500.4 ± 6.1 | 507.7 ± 11.5 | 462.3 ± 11.9 | 503.6 ± 1.3 |
| Machine operators, hospitality staff, assistants, labourers | 485.7 ± 3.1 | 499.7 ± 2.7 | 477.8 ± 3.3 | 481.1 ± 4.8 | 492.8 ± 3.8 | 482.6 ± 6.2 | 490.8 ± 13.1 | 410.2 ± 28.9 | 487.5 ± 1.6 |
| Not in paid work in previous 12 months | 460.4 ± 3.9 | 482.3 ± 3.2 | 456.3 ± 5.3 | 448.8 ± 8.3 | 470.9 ± 6.2 | 455.2 ± 7.4 | 476.6 ± 14.3 | 351.3 ± 34.8 | 465.2 ± 2.3 |
| Not stated (h) | 503.3 ± 6.3 | 529.8 ± 6.3 | 482.8 ± 6.0 | 481.1 ± 13.5 | 484.3 ± 7.1 | 490.0 ± 11.4 | 507.7 ± 13.0 | 345.2 ± 56.0 | 486.7 ± 4.6 |
| Year 9 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 584.5 ± 3.6 | 591.0 ± 3.2 | 576.4 ± 4.3 | 590.8 ± 5.6 | 578.8 ± 5.9 | 582.9 ± 8.9 | 584.4 ± 7.8 | 537.8 ± 13.0 | 584.7 ± 1.9 |
| Advanced diploma/diploma | 549.0 ± 2.8 | 558.9 ± 2.7 | 542.8 ± 3.2 | 558.7 ± 4.3 | 549.9 ± 5.7 | 553.1 ± 6.6 | 547.2 ± 8.4 | 512.3 ± 19.1 | 551.1 ± 1.5 |
| Certificate I to IV (e) | 522.1 ± 2.8 | 541.0 ± 2.5 | 523.4 ± 3.1 | 540.6 ± 4.2 | 527.6 ± 5.4 | 528.2 ± 4.6 | 527.1 ± 10.8 | 479.7 ± 17.0 | 528.9 ± 1.5 |
| Year 12 or equivalent | 531.6 ± 3.8 | 550.8 ± 6.0 | 524.0 ± 3.7 | 540.7 ± 5.8 | 530.3 ± 7.7 | 524.6 ± 12.0 | 528.9 ± 13.7 | 480.4 ± 24.4 | 535.2 ± 2.5 |
| Year 11 or equivalent or below | 488.9 ± 4.1 | 519.3 ± 3.5 | 490.6 ± 4.4 | 501.2 ± 7.1 | 496.4 ± 8.2 | 501.9 ± 6.6 | 535.2 ± 42.3 | 405.5 ± 23.9 | 498.6 ± 2.2 |
| Not stated (f) | 535.6 ± 8.6 | 566.5 ± 7.6 | 519.8 ± 8.2 | 532.1 ± 16.5 | 528.4 ± 11.8 | 531.1 ± 14.6 | 539.1 ± 17.8 | 378.9 ± 57.9 | 525.8 ± 5.9 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 581.9 ± 3.6 | 593.8 ± 3.3 | 575.9 ± 4.3 | 587.9 ± 5.8 | 577.5 ± 6.3 | 579.5 ± 10.1 | 582.1 ± 8.9 | 520.8 ± 19.8 | 583.4 ± 1.9 |

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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 | 557.9 ± 2.9 | 570.5 ± 2.9 | 550.4 ± 3.3 | 564.9 ± 4.2 | 554.6 ± 5.5 | 553.5 ± 6.5 | 558.0 ± 9.3 | 514.8 ± 18.5 | 559.7 ± 1.6 |
| Tradespeople, clerks, skilled office, sales and service staff | 533.2 ± 2.9 | 552.1 ± 2.7 | 529.8 ± 3.1 | 545.0 ± 4.5 | 538.1 ± 5.5 | 535.3 ± 5.6 | 542.3 ± 15.5 | 493.0 ± 17.6 | 538.6 ± 1.6 |
| Machine operators, hospitality staff, assistants, labourers | 516.0 ± 3.9 | 534.0 ± 3.2 | 507.2 ± 3.7 | 524.2 ± 5.7 | 521.3 ± 6.2 | 514.2 ± 5.1 | 528.6 ± 13.9 | 432.1 ± 23.3 | 520.0 ± 2.0 |
| Not in paid work in previous 12 months | 487.5 ± 4.8 | 517.3 ± 3.7 | 488.0 ± 5.6 | 493.8 ± 8.7 | 492.6 ± 10.4 | 491.8 ± 9.1 | 531.6 ± 22.2 | 377.5 ± 26.5 | 497.4 ± 2.6 |
| Not stated (h) | 530.0 ± 7.1 | 564.0 ± 8.4 | 512.7 ± 5.7 | 526.8 ± 13.9 | 510.8 ± 10.7 | 525.4 ± 12.0 | 533.3 ± 17.4 | 383.4 ± 55.4 | 519.0 ± 4.8 |

(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 (2015). 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 2008-2010 (narrative writing) and 2011-2014 (persuasive 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.54 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN persuasive writing assessment, by Indigenous status, 2015 (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 | 2.4 | 7.4 | 2.6 | 1.1 | 3.9 | 1.6 | 3.8 | 2.6 | 2.7 |
| Absent | 3.9 | 6.6 | 5.3 | 11.1 | 8.8 | 5.1 | 7.6 | 17.6 | 7.1 |
| Withdrawn | 1.7 | 5.0 | 6.0 | 1.2 | 6.7 | 1.5 | 11.5 | 2.0 | 3.4 |
| Assessed | 92.0 | 81.0 | 86.1 | 86.6 | 80.6 | 91.8 | 77.1 | 77.8 | 86.8 |
| Participation rate | 94.4 | 88.4 | 88.7 | 87.7 | 84.5 | 93.5 | 80.9 | 80.4 | 89.5 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.6 | 2.6 | 1.3 | 1.1 | 2.1 | 1.7 | 2.0 | 1.4 | 1.8 |
| Absent | 1.6 | 2.8 | 2.0 | 2.2 | 2.6 | 3.3 | 2.4 | 2.5 | 2.2 |
| Withdrawn | 1.2 | 2.8 | 4.2 | 1.7 | 4.1 | 1.3 | 4.6 | 2.1 | 2.5 |
| Assessed | 95.6 | 91.8 | 92.5 | 95.0 | 91.2 | 93.7 | 91.0 | 94.0 | 93.5 |
| Participation rate | 97.2 | 94.4 | 93.8 | 96.1 | 93.3 | 95.4 | 93.1 | 95.4 | 95.3 |
| All students | | | | | | | | | |
| Exempt | 1.7 | 2.8 | 1.4 | 1.2 | 2.3 | 1.7 | 2.0 | 1.9 | 1.9 |
| Absent | 1.8 | 2.9 | 2.3 | 3.0 | 3.0 | 3.5 | 2.5 | 9.0 | 2.5 |
| Withdrawn | 1.3 | 2.9 | 4.5 | 1.8 | 4.3 | 2.3 | 4.7 | 2.3 | 2.7 |
| Assessed | 95.2 | 91.4 | 91.8 | 94.0 | 90.4 | 92.5 | 90.8 | 86.8 | 92.9 |
| Participation rate | 96.9 | 94.3 | 93.1 | 95.3 | 92.7 | 94.2 | 92.7 | 88.7 | 94.8 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Exempt | 3.2 | 7.3 | 2.6 | 1.7 | 4.3 | 1.5 | 2.1 | 2.0 | 3.0 |
| Absent | 4.2 | 5.8 | 5.3 | 12.9 | 9.0 | 4.6 | 7.9 | 18.4 | 7.5 |
| Withdrawn | 1.7 | 6.6 | 6.0 | 1.2 | 5.5 | 1.0 | 9.3 | 1.6 | 3.5 |
| Assessed | 90.9 | 80.3 | 86.1 | 84.2 | 81.2 | 92.9 | 80.7 | 78.0 | 86.0 |
| Participation rate | 94.0 | 87.7 | 88.7 | 85.9 | 85.5 | 94.4 | 82.9 | 80.0 | 89.1 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.5 | 2.7 | 1.3 | 1.2 | 2.1 | 1.4 | 2.0 | 2.0 | 1.8 |
| Absent | 1.6 | 2.6 | 1.9 | 2.2 | 2.8 | 2.3 | 2.5 | 3.0 | 2.1 |
| Withdrawn | 0.8 | 2.3 | 3.8 | 1.2 | 3.1 | 0.9 | 2.9 | 2.2 | 2.0 |
| Assessed | 96.1 | 92.4 | 93.0 | 95.4 | 92.0 | 95.4 | 92.6 | 92.8 | 94.1 |
| Participation rate | 97.6 | 95.2 | 94.3 | 96.6 | 94.2 | 96.7 | 94.6 | 94.8 | 95.9 |
| All students | | | | | | | | | |
| Exempt | 1.6 | 2.9 | 1.4 | 1.2 | 2.2 | 1.4 | 2.0 | 2.0 | 1.9 |
| Absent | 1.7 | 2.6 | 2.3 | 3.1 | 3.1 | 2.5 | 2.6 | 9.8 | 2.4 |
| Withdrawn | 0.9 | 2.3 | 4.1 | 1.2 | 3.2 | 2.1 | 3.1 | 2.0 | 2.2 |
| Assessed | 95.8 | 92.2 | 92.2 | 94.5 | 91.5 | 94.0 | 92.3 | 86.2 | 93.5 |
| Participation rate | 97.3 | 95.0 | 93.6 | 95.7 | 93.7 | 95.4 | 94.3 | 88.2 | 95.4 |

Table 4A.54 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN persuasive writing assessment, by Indigenous status, 2015 (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 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Exempt | 2.9 | 4.5 | 2.5 | 1.3 | 3.8 | 2.1 | 5.5 | 3.0 | 2.7 |
| Absent | 8.3 | 12.9 | 8.4 | 19.7 | 11.5 | 8.1 | 7.0 | 25.1 | 11.9 |
| Withdrawn | 0.9 | 2.5 | 6.0 | 0.4 | 4.5 | 0.4 | 3.9 | 0.4 | 2.5 |
| Assessed | 87.9 | 80.1 | 83.1 | 78.6 | 80.2 | 89.4 | 83.6 | 71.5 | 82.9 |
| Participation rate | 90.8 | 84.6 | 85.5 | 79.9 | 84.0 | 91.5 | 89.1 | 74.5 | 85.5 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.3 | 2.1 | 1.5 | 1.2 | 1.8 | 1.3 | 1.6 | 2.1 | 1.6 |
| Absent | 2.3 | 3.7 | 3.0 | 2.5 | 3.1 | 4.2 | 2.2 | 3.8 | 2.9 |
| Withdrawn | 0.7 | 1.5 | 4.1 | 0.4 | 2.6 | 0.5 | 2.2 | 0.9 | 1.7 |
| Assessed | 95.7 | 92.7 | 91.4 | 95.9 | 92.5 | 94.0 | 94.0 | 93.2 | 93.8 |
| Participation rate | 97.1 | 94.8 | 93.0 | 97.1 | 94.3 | 95.3 | 95.6 | 95.2 | 95.4 |
| All students | | | | | | | | | |
| Exempt | 1.4 | 2.2 | 1.6 | 1.3 | 1.9 | 1.5 | 1.8 | 2.5 | 1.7 |
| Absent | 2.6 | 3.8 | 3.5 | 3.8 | 3.6 | 4.6 | 2.3 | 13.3 | 3.4 |
| Withdrawn | 0.7 | 1.5 | 4.3 | 0.4 | 2.7 | 1.5 | 2.3 | 0.8 | 1.8 |
| Assessed | 95.3 | 92.5 | 90.6 | 94.5 | 91.8 | 92.4 | 93.6 | 83.4 | 93.1 |
| Participation rate | 96.7 | 94.7 | 92.2 | 95.8 | 93.7 | 93.9 | 95.4 | 85.9 | 94.7 |
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Exempt | 3.0 | 6.0 | 2.3 | 1.3 | 2.7 | 2.5 | 3.9 | 3.2 | 2.8 |
| Absent | 17.1 | 21.5 | 13.1 | 27.2 | 25.7 | 16.7 | 12.5 | 37.2 | 19.9 |
| Withdrawn | 1.4 | 3.8 | 7.0 | 0.4 | 7.6 | 1.2 | 12.5 | 3.0 | 3.6 |
| Assessed | 78.4 | 68.7 | 77.6 | 71.1 | 64.0 | 79.6 | 71.1 | 56.6 | 73.7 |
| Participation rate | 81.4 | 74.7 | 79.9 | 72.4 | 66.7 | 82.1 | 75.0 | 59.8 | 76.5 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.5 | 2.4 | 1.5 | 1.2 | 2.0 | 1.1 | 2.5 | 1.5 | 1.7 |
| Absent | 4.3 | 6.6 | 4.6 | 3.6 | 6.3 | 7.5 | 5.0 | 5.1 | 5.1 |
| Withdrawn | 0.9 | 2.1 | 5.2 | 0.3 | 3.2 | 0.7 | 4.0 | 2.5 | 2.2 |
| Assessed | 93.3 | 88.9 | 88.7 | 94.9 | 88.5 | 90.7 | 88.5 | 90.9 | 91.0 |
| Participation rate | 94.8 | 91.3 | 90.2 | 96.1 | 90.6 | 91.8 | 91.0 | 92.4 | 92.7 |
| All students | | | | | | | | | |
| Exempt | 1.5 | 2.5 | 1.5 | 1.2 | 2.0 | 1.3 | 2.6 | 2.2 | 1.8 |
| Absent | 5.0 | 6.9 | 5.4 | 5.4 | 7.2 | 8.3 | 5.1 | 18.8 | 6.0 |
| Withdrawn | 0.9 | 2.1 | 5.4 | 0.3 | 3.3 | 1.4 | 4.3 | 2.8 | 2.3 |
| Assessed | 92.6 | 88.5 | 87.7 | 93.1 | 87.5 | 89.0 | 88.0 | 76.2 | 89.9 |
| Participation rate | 94.0 | 91.0 | 89.3 | 94.3 | 89.4 | 90.4 | 90.6 | 78.4 | 91.7 |

Table 4A.54 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN persuasive writing assessment, by Indigenous status, 2015 (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) 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.
- (c) 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.
- (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. 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.
- (e) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive writing) were included in earlier Reports.

Source: ACARA (2015) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.55 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, NSW (a), (b)**

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 88.1 ± 1.3 | 83.6 ± 1.6 | 89.5 ± 1.2 | ■ | △ |
| Mean scale score | no. | 370.6 ± 4.0 | 349.5 ± 3.5 | 370.5 ± 3.0 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.9 ± 0.2 | 95.5 ± 0.3 | 96.8 ± 0.2 | ■ | △ |
| Mean scale score | no. | 432.1 ± 1.4 | 411.9 ± 1.6 | 425.7 ± 1.5 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 96.5 ± 0.3 | 94.8 ± 0.3 | 96.4 ± 0.2 | ■ | △ |
| Mean scale score | no. | 429.2 ± 1.5 | 408.6 ± 1.7 | 422.5 ± 1.6 | ■ | △ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 81.8 ± 1.7 | 72.2 ± 2.1 | 78.5 ± 1.7 | ■ | △ |
| Mean scale score | no. | 436.2 ± 3.5 | 414.6 ± 3.9 | 429.6 ± 3.1 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.7 ± 0.3 | 92.8 ± 0.4 | 94.6 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 495.1 ± 1.5 | 476.9 ± 1.5 | 486.2 ± 1.5 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.0 ± 0.3 | 91.7 ± 0.4 | 93.6 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 492.6 ± 1.5 | 473.7 ± 1.6 | 483.0 ± 1.6 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 72.5 ± 2.3 | 66.9 ± 2.1 | 62.1 ± 2.6 | ▽ | ■ |
| Mean scale score | no. | 464.0 ± 4.0 | 450.6 ± 4.5 | 445.8 ± 4.7 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.0 ± 0.5 | 90.3 ± 0.7 | 89.2 ± 0.7 | ▽ | ■ |
| Mean scale score | no. | 530.4 ± 2.9 | 515.8 ± 2.7 | 514.7 ± 2.8 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.1 ± 0.6 | 89.0 ± 0.7 | 87.7 ± 0.9 | ▽ | ■ |
| Mean scale score | no. | 527.5 ± 3.0 | 512.4 ± 2.9 | 511.1 ± 2.9 | ▽ | ■ |

Table 4A.55 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, NSW (a), (b)**

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 55.9 ± 2.5 | 50.5 ± 2.6 | 48.7 ± 2.3 | ■ | ■ |
| Mean scale score | no. | 487.6 ± 4.6 | 470.5 ± 5.5 | 468.9 ± 5.1 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 86.3 ± 0.9 | 82.5 ± 1.1 | 81.4 ± 1.1 | ▽ | ■ |
| Mean scale score | no. | 566.3 ± 3.5 | 552.6 ± 3.5 | 548.7 ± 3.4 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 84.9 ± 1.0 | 80.8 ± 1.2 | 79.6 ± 1.2 | ▽ | ■ |
| Mean scale score | no. | 562.8 ± 3.6 | 548.1 ± 3.6 | 544.5 ± 3.5 | ▽ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.56 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Victoria (a), (b)

| | | 2011 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 91.3 ± 2.3 | 88.4 ± 2.4 | 89.2 ± 2.2 | ■ | ■ |
| Mean scale score | no. | 380.0 ± 5.5 | 370.7 ± 5.3 | 387.6 ± 4.6 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.6 ± 0.3 | 95.5 ± 0.4 | 96.7 ± 0.3 | ■ | △ |
| Mean scale score | no. | 424.5 ± 1.4 | 417.3 ± 1.5 | 431.7 ± 1.4 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 96.2 ± 0.3 | 95.2 ± 0.4 | 96.5 ± 0.3 | ■ | △ |
| Mean scale score | no. | 423.6 ± 1.4 | 416.3 ± 1.5 | 431.0 ± 1.5 | ■ | △ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 83.3 ± 3.1 | 79.3 ± 3.0 | 82.1 ± 2.7 | ■ | ■ |
| Mean scale score | no. | 448.4 ± 5.5 | 440.4 ± 5.4 | 446.8 ± 4.4 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.7 ± 0.4 | 93.7 ± 0.5 | 95.0 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 493.6 ± 1.5 | 481.5 ± 1.3 | 491.4 ± 1.3 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.4 ± 0.4 | 93.2 ± 0.5 | 94.7 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 492.8 ± 1.5 | 480.8 ± 1.3 | 490.7 ± 1.3 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 74.0 ± 3.7 | 68.9 ± 3.9 | 71.7 ± 3.2 | ■ | ■ |
| Mean scale score | no. | 474.1 ± 7.2 | 461.1 ± 7.1 | 467.6 ± 6.0 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.1 ± 0.7 | 91.0 ± 0.7 | 91.3 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 534.3 ± 3.0 | 519.4 ± 2.6 | 523.4 ± 2.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.6 ± 0.7 | 90.5 ± 0.8 | 90.9 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 533.3 ± 3.1 | 518.4 ± 2.7 | 522.5 ± 2.6 | ■ | ■ |

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Victoria (a), (b)**

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 66.7 ± 4.6 | 62.1 ± 4.1 | 58.4 ± 4.1 | ▽ | ■ |
| Mean scale score | no. | 512.2 ± 7.0 | 502.3 ± 7.2 | 498.9 ± 7.8 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 88.0 ± 0.9 | 85.8 ± 1.0 | 85.8 ± 1.0 | ■ | ■ |
| Mean scale score | no. | 579.7 ± 3.8 | 560.8 ± 3.3 | 561.2 ± 3.2 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 87.5 ± 0.9 | 85.4 ± 1.0 | 85.3 ± 1.0 | ■ | ■ |
| Mean scale score | no. | 578.5 ± 3.9 | 559.8 ± 3.3 | 560.2 ± 3.3 | ▽ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.57 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Queensland (a), (b)

| | | 2011 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 84.0 ± 1.8 | 80.6 ± 2.0 | 85.8 ± 1.9 | ■ | △ |
| Mean scale score | no. | 349.9 ± 4.6 | 338.4 ± 4.7 | 357.3 ± 4.4 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.3 ± 0.4 | 94.1 ± 0.4 | 96.0 ± 0.3 | ■ | △ |
| Mean scale score | no. | 408.9 ± 1.9 | 394.6 ± 2.0 | 410.5 ± 2.0 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 94.3 ± 0.4 | 93.1 ± 0.5 | 95.1 ± 0.4 | ■ | △ |
| Mean scale score | no. | 404.1 ± 2.1 | 390.4 ± 2.1 | 405.8 ± 2.1 | ■ | △ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 72.1 ± 2.3 | 66.4 ± 2.6 | 71.9 ± 2.7 | ■ | ■ |
| Mean scale score | no. | 416.5 ± 4.9 | 401.7 ± 5.2 | 417.9 ± 5.1 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 91.7 ± 0.5 | 89.1 ± 0.6 | 92.3 ± 0.6 | ■ | △ |
| Mean scale score | no. | 475.6 ± 1.9 | 461.7 ± 1.9 | 475.1 ± 1.9 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 90.2 ± 0.6 | 87.4 ± 0.7 | 90.6 ± 0.6 | ■ | △ |
| Mean scale score | no. | 470.9 ± 2.0 | 457.3 ± 2.1 | 470.2 ± 2.1 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 74.0 ± 2.5 | 62.8 ± 3.0 | 60.0 ± 2.8 | ▽ | ■ |
| Mean scale score | no. | 474.1 ± 5.5 | 446.4 ± 6.6 | 442.6 ± 6.2 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.0 ± 0.4 | 87.7 ± 0.8 | 87.3 ± 1.0 | ▽ | ■ |
| Mean scale score | no. | 537.6 ± 2.0 | 510.0 ± 2.3 | 510.0 ± 3.4 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.6 ± 0.5 | 85.8 ± 0.9 | 85.1 ± 1.2 | ▽ | ■ |
| Mean scale score | no. | 532.9 ± 2.2 | 505.4 ± 2.5 | 504.6 ± 3.6 | ▽ | ■ |

Table 4A.57 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Queensland (a), (b)

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 60.8 ± 3.1 | 52.3 ± 3.2 | 50.8 ± 2.9 | ▽ | ■ |
| Mean scale score | no. | 498.2 ± 6.8 | 479.3 ± 6.8 | 474.3 ± 6.1 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 86.9 ± 1.0 | 81.5 ± 1.2 | 80.0 ± 1.4 | ▽ | ■ |
| Mean scale score | no. | 569.5 ± 3.7 | 548.6 ± 3.5 | 543.0 ± 4.0 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 85.0 ± 1.1 | 79.4 ± 1.3 | 77.7 ± 1.5 | ▽ | ■ |
| Mean scale score | no. | 564.4 ± 3.9 | 543.8 ± 3.7 | 537.6 ± 4.1 | ▽ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.58 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Western Australia (a), (b)

| | | | 2011 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|--|-------------|--------------|-------------|------------------------------|--------------|
| | | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | | |
| At or above NMS | % | | 74.6 ± 3.4 | 66.0 ± 3.9 | 72.2 ± 3.4 | ■ | ■ |
| Mean scale score | no. | | 321.9 ± 7.4 | 302.2 ± 8.9 | 316.1 ± 8.4 | ■ | ■ |
| Non-Indigenous students | | | | | | | |
| At or above NMS | % | | 96.3 ± 0.4 | 95.3 ± 0.5 | 96.4 ± 0.4 | ■ | ■ |
| Mean scale score | no. | | 410.3 ± 2.2 | 405.0 ± 2.4 | 415.4 ± 2.4 | ■ | ■ |
| All students | | | | | | | |
| At or above NMS | % | | 94.8 ± 0.6 | 93.2 ± 0.7 | 94.6 ± 0.6 | ■ | ■ |
| Mean scale score | no. | | 403.9 ± 2.5 | 397.4 ± 2.9 | 408.1 ± 2.8 | ■ | ■ |
| <i>Year 5</i> | | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | | |
| At or above NMS | % | | 56.4 ± 4.0 | 53.6 ± 3.7 | 57.9 ± 4.1 | ■ | ■ |
| Mean scale score | no. | | 379.8 ± 7.9 | 367.8 ± 8.6 | 381.2 ± 8.1 | ■ | ■ |
| Non-Indigenous students | | | | | | | |
| At or above NMS | % | | 93.0 ± 0.6 | 92.5 ± 0.6 | 93.8 ± 0.5 | ■ | ■ |
| Mean scale score | no. | | 479.3 ± 2.4 | 471.8 ± 2.2 | 478.4 ± 2.2 | ■ | ■ |
| All students | | | | | | | |
| At or above NMS | % | | 90.5 ± 0.8 | 89.8 ± 0.9 | 91.1 ± 0.8 | ■ | ■ |
| Mean scale score | no. | | 472.2 ± 2.8 | 464.4 ± 2.7 | 471.1 ± 2.6 | ■ | ■ |
| <i>Year 7</i> | | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | | |
| At or above NMS | % | | 60.7 ± 4.1 | 54.8 ± 4.2 | 44.6 ± 4.2 | ▽ | ▽ |
| Mean scale score | no. | | 442.6 ± 8.1 | 420.5 ± 10.6 | 407.9 ± 8.7 | ▽ | ■ |
| Non-Indigenous students | | | | | | | |
| At or above NMS | % | | 93.5 ± 0.6 | 92.4 ± 0.7 | 89.2 ± 1.2 | ▽ | ▽ |
| Mean scale score | no. | | 535.9 ± 3.0 | 521.9 ± 3.1 | 513.5 ± 4.7 | ▽ | ■ |
| All students | | | | | | | |
| At or above NMS | % | | 91.3 ± 0.9 | 89.5 ± 1.0 | 86.0 ± 1.6 | ▽ | ▽ |
| Mean scale score | no. | | 529.5 ± 3.3 | 514.1 ± 3.5 | 506.0 ± 5.2 | ▽ | ■ |

Table 4A.58 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Western Australia (a), (b)

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 47.4 ± 5.2 | 48.2 ± 4.4 | 40.6 ± 4.2 | ■ | ■ |
| Mean scale score | no. | 465.2 ± 12.1 | 463.6 ± 10.9 | 446.4 ± 10.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 85.4 ± 1.7 | 88.3 ± 1.3 | 86.1 ± 1.6 | ■ | ■ |
| Mean scale score | no. | 568.0 ± 6.1 | 567.8 ± 4.9 | 561.0 ± 5.3 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 83.1 ± 2.0 | 85.4 ± 1.6 | 83.0 ± 1.9 | ■ | ■ |
| Mean scale score | no. | 561.8 ± 6.6 | 560.6 ± 5.4 | 553.0 ± 5.9 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.59 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, South Australia (a), (b)

| | | 2011 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|--------------|--------------|--------------|------------------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 77.5 ± 5.5 | 70.7 ± 5.0 | 76.0 ± 4.4 | ■ | ■ |
| Mean scale score | no. | 335.3 ± 10.5 | 307.7 ± 11.3 | 326.8 ± 9.5 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.9 ± 0.7 | 92.9 ± 0.8 | 94.9 ± 0.7 | ■ | △ |
| Mean scale score | no. | 402.6 ± 2.7 | 388.5 ± 3.2 | 402.5 ± 3.1 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 94.1 ± 0.7 | 91.8 ± 0.9 | 94.0 ± 0.8 | ■ | △ |
| Mean scale score | no. | 400.1 ± 2.9 | 384.6 ± 3.3 | 398.9 ± 3.2 | ■ | △ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 65.5 ± 5.5 | 58.2 ± 5.3 | 61.1 ± 5.0 | ■ | ■ |
| Mean scale score | no. | 399.2 ± 9.6 | 380.0 ± 12.9 | 389.7 ± 11.1 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 91.4 ± 0.9 | 88.5 ± 1.1 | 91.2 ± 0.9 | ■ | ■ |
| Mean scale score | no. | 472.2 ± 3.1 | 458.8 ± 3.0 | 466.8 ± 2.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 90.3 ± 1.0 | 87.1 ± 1.2 | 89.7 ± 1.1 | ■ | ■ |
| Mean scale score | no. | 469.7 ± 3.2 | 455.4 ± 3.1 | 463.2 ± 3.1 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 64.3 ± 5.5 | 60.4 ± 5.0 | 57.5 ± 5.3 | ■ | ■ |
| Mean scale score | no. | 450.7 ± 11.9 | 435.8 ± 10.6 | 427.8 ± 14.0 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.4 ± 0.8 | 89.4 ± 1.0 | 89.1 ± 1.0 | ▽ | ■ |
| Mean scale score | no. | 531.6 ± 3.4 | 512.5 ± 3.2 | 513.6 ± 3.4 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.2 ± 0.9 | 88.1 ± 1.1 | 87.6 ± 1.1 | ▽ | ■ |
| Mean scale score | no. | 528.8 ± 3.6 | 509.2 ± 3.4 | 509.5 ± 3.6 | ▽ | ■ |

Table 4A.59 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, South Australia (a), (b)**

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 48.7 ± 6.1 | 46.8 ± 4.7 | 46.3 ± 6.1 | ■ | ■ |
| Mean scale score | no. | 472.6 ± 11.4 | 460.7 ± 11.1 | 463.9 ± 12.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 83.3 ± 2.2 | 81.3 ± 2.4 | 79.9 ± 2.4 | ■ | ■ |
| Mean scale score | no. | 562.7 ± 6.9 | 549.2 ± 6.2 | 544.5 ± 6.4 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 82.2 ± 2.4 | 79.7 ± 2.5 | 78.4 ± 2.6 | ■ | ■ |
| Mean scale score | no. | 560.3 ± 7.1 | 545.3 ± 6.6 | 541.0 ± 6.8 | ▽ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.60 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Tasmania (a), (b)

| | | 2011 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|--------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 90.4 ± 3.7 | 91.1 ± 2.7 | 90.5 ± 3.0 | ■ | ■ |
| Mean scale score | no. | 366.7 ± 9.7 | 371.3 ± 7.5 | 375.1 ± 7.9 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.6 ± 0.8 | 93.5 ± 1.0 | 96.0 ± 0.8 | ■ | △ |
| Mean scale score | no. | 403.6 ± 4.5 | 396.4 ± 4.6 | 410.5 ± 4.6 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 95.2 ± 0.8 | 93.4 ± 0.9 | 95.4 ± 0.9 | ■ | △ |
| Mean scale score | no. | 400.7 ± 4.5 | 394.7 ± 4.6 | 407.6 ± 4.7 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 79.6 ± 4.3 | 76.8 ± 5.2 | 79.5 ± 4.6 | ■ | ■ |
| Mean scale score | no. | 433.6 ± 6.4 | 423.3 ± 8.6 | 430.2 ± 9.0 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 91.1 ± 1.4 | 90.1 ± 1.4 | 91.7 ± 1.3 | ■ | ■ |
| Mean scale score | no. | 468.1 ± 4.9 | 464.1 ± 4.8 | 471.6 ± 4.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 90.3 ± 1.4 | 89.0 ± 1.4 | 90.7 ± 1.4 | ■ | ■ |
| Mean scale score | no. | 465.2 ± 4.8 | 461.0 ± 4.8 | 468.5 ± 4.3 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 69.5 ± 6.3 | 73.6 ± 5.1 | 69.3 ± 5.3 | ■ | ■ |
| Mean scale score | no. | 464.6 ± 11.8 | 466.7 ± 9.3 | 459.3 ± 8.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 86.1 ± 2.6 | 87.8 ± 2.0 | 86.5 ± 2.3 | ■ | ■ |
| Mean scale score | no. | 512.7 ± 8.3 | 505.8 ± 6.7 | 505.8 ± 7.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 84.3 ± 3.0 | 86.8 ± 2.1 | 84.9 ± 2.5 | ■ | ■ |
| Mean scale score | no. | 507.5 ± 9.0 | 502.8 ± 6.7 | 501.7 ± 7.6 | ■ | ■ |

Table 4A.60 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Tasmania (a), (b)**

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|-------------|--------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 60.0 ± 6.8 | 66.7 ± 5.3 | 58.9 ± 5.7 | ■ | ■ |
| Mean scale score | no. | 499.7 ± 12.3 | 508.3 ± 8.8 | 495.8 ± 10.3 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 79.5 ± 3.5 | 80.6 ± 2.9 | 80.2 ± 2.6 | ■ | ■ |
| Mean scale score | no. | 552.0 ± 10.3 | 542.5 ± 7.8 | 541.1 ± 7.1 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 77.0 ± 3.9 | 79.2 ± 2.9 | 78.4 ± 2.8 | ■ | ■ |
| Mean scale score | no. | 545.8 ± 11.0 | 539.4 ± 7.8 | 537.6 ± 7.5 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.61 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australian Capital Territory (a), (b)

| | | 2011 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|--------------|--------------|--------------|------------------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 90.5 ± 5.3 | 86.7 ± 7.2 | 85.9 ± 7.6 | ■ | ■ |
| Mean scale score | no. | 366.1 ± 17.7 | 357.4 ± 15.2 | 367.9 ± 13.8 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.3 ± 1.1 | 95.1 ± 1.2 | 96.1 ± 1.1 | ■ | ■ |
| Mean scale score | no. | 420.9 ± 4.9 | 404.6 ± 5.1 | 421.3 ± 5.3 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 96.2 ± 1.1 | 94.9 ± 1.2 | 95.9 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 419.7 ± 5.0 | 403.5 ± 5.1 | 419.7 ± 5.3 | ■ | △ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 87.0 ± 7.3 | 73.5 ± 7.9 | 76.4 ± 8.1 | ■ | ■ |
| Mean scale score | no. | 448.9 ± 17.0 | 424.1 ± 12.8 | 428.7 ± 13.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.9 ± 1.3 | 93.5 ± 1.4 | 94.3 ± 1.5 | ■ | ■ |
| Mean scale score | no. | 496.0 ± 5.6 | 474.8 ± 5.1 | 487.1 ± 5.5 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.7 ± 1.4 | 92.8 ± 1.5 | 93.8 ± 1.5 | ■ | ■ |
| Mean scale score | no. | 495.0 ± 5.5 | 473.0 ± 5.2 | 485.5 ± 5.6 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 69.3 ± 11.6 | 66.9 ± 12.5 | 73.8 ± 8.8 | ■ | ■ |
| Mean scale score | no. | 478.9 ± 21.8 | 472.6 ± 19.8 | 472.9 ± 15.5 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.4 ± 2.4 | 91.4 ± 2.3 | 90.9 ± 2.4 | ■ | ■ |
| Mean scale score | no. | 537.0 ± 9.8 | 524.8 ± 7.8 | 522.8 ± 8.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.8 ± 2.5 | 90.7 ± 2.5 | 90.5 ± 2.5 | ■ | ■ |
| Mean scale score | no. | 535.7 ± 10.0 | 523.1 ± 8.1 | 521.9 ± 8.8 | ■ | ■ |

Table 4A.61 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australian Capital Territory (a), (b)

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 62.7 ± 13.4 | 57.5 ± 11.5 | 57.8 ± 10.7 | ■ | ■ |
| Mean scale score | no. | 500.4 ± 25.0 | 489.8 ± 20.3 | 496.0 ± 22.3 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 86.1 ± 3.3 | 84.7 ± 3.3 | 84.1 ± 3.4 | ■ | ■ |
| Mean scale score | no. | 576.9 ± 12.2 | 561.3 ± 9.7 | 560.4 ± 10.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 85.5 ± 3.4 | 83.8 ± 3.5 | 83.5 ± 3.6 | ■ | ■ |
| Mean scale score | no. | 574.9 ± 12.5 | 558.7 ± 9.9 | 559.0 ± 10.3 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.62 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Northern Territory (a), (b)

| | | | | <i>Nature of differences</i> | | |
|--|-----|--------------|--------------|------------------------------|---------------------|---|
| | | | | <i>2011 to 2015</i> | <i>2014 to 2015</i> | |
| | | <i>2011</i> | <i>2014</i> | <i>2015</i> | | |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 42.0 ± 6.5 | 33.9 ± 6.2 | 43.2 ± 6.9 | ■ | ■ |
| Mean scale score | no. | 250.9 ± 14.2 | 219.1 ± 17.5 | 239.3 ± 18.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.6 ± 2.2 | 90.4 ± 3.5 | 94.3 ± 1.7 | ■ | ■ |
| Mean scale score | no. | 393.4 ± 8.1 | 383.8 ± 8.1 | 392.4 ± 8.3 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 70.4 ± 6.2 | 67.7 ± 6.7 | 72.5 ± 6.2 | ■ | ■ |
| Mean scale score | no. | 330.0 ± 17.2 | 317.5 ± 19.7 | 327.5 ± 18.6 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 29.1 ± 6.2 | 24.8 ± 5.9 | 26.2 ± 5.9 | ■ | ■ |
| Mean scale score | no. | 314.3 ± 16.0 | 281.6 ± 20.0 | 299.7 ± 18.9 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 88.7 ± 2.7 | 86.1 ± 3.0 | 86.6 ± 3.3 | ■ | ■ |
| Mean scale score | no. | 464.8 ± 6.6 | 452.3 ± 6.1 | 456.2 ± 9.5 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 61.7 ± 7.2 | 59.9 ± 6.9 | 59.6 ± 7.4 | ■ | ■ |
| Mean scale score | no. | 396.5 ± 18.2 | 379.5 ± 20.5 | 386.2 ± 20.4 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 26.0 ± 7.5 | 19.9 ± 6.3 | 16.2 ± 6.0 | ▽ | ■ |
| Mean scale score | no. | 350.6 ± 21.5 | 307.4 ± 26.8 | 306.4 ± 27.2 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 84.8 ± 5.0 | 83.7 ± 4.4 | 79.6 ± 4.0 | ■ | ■ |
| Mean scale score | no. | 520.9 ± 16.2 | 495.3 ± 11.9 | 489.8 ± 10.9 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 59.2 ± 9.4 | 56.2 ± 9.8 | 51.6 ± 9.8 | ■ | ■ |
| Mean scale score | no. | 446.3 ± 27.5 | 415.5 ± 31.4 | 409.1 ± 30.5 | ■ | ■ |

Table 4A.62 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Northern Territory (a), (b)

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 22.5 ± 6.7 | 17.8 ± 5.9 | 13.7 ± 4.9 | ▽ | ■ |
| Mean scale score | no. | 384.5 ± 24.6 | 344.6 ± 28.4 | 333.9 ± 26.8 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 79.6 ± 5.8 | 75.0 ± 6.4 | 69.0 ± 6.2 | ▽ | ■ |
| Mean scale score | no. | 561.5 ± 11.3 | 534.9 ± 18.2 | 518.4 ± 16.1 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 57.5 ± 8.5 | 53.3 ± 9.3 | 45.2 ± 8.7 | ■ | ■ |
| Mean scale score | no. | 491.9 ± 24.9 | 463.1 ± 31.5 | 439.8 ± 29.8 | ▽ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.63 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australia (a), (b)

| | | 2011 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 79.9 ± 1.6 | 75.8 ± 1.6 | 81.2 ± 1.4 | ■ | ■ |
| Mean scale score | no. | 343.5 ± 4.0 | 327.9 ± 4.0 | 346.3 ± 3.9 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.2 ± 0.2 | 94.9 ± 0.2 | 96.4 ± 0.1 | ■ | △ |
| Mean scale score | no. | 420.1 ± 0.8 | 406.6 ± 0.9 | 420.8 ± 0.9 | ■ | △ |
| All students | | | | | | |
| At or above NMS | % | 95.3 ± 0.2 | 93.8 ± 0.2 | 95.5 ± 0.2 | ■ | △ |
| Mean scale score | no. | 415.9 ± 0.9 | 402.2 ± 1.0 | 416.3 ± 1.0 | ■ | △ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 68.9 ± 1.8 | 63.3 ± 1.6 | 68.2 ± 1.7 | ■ | ■ |
| Mean scale score | no. | 408.1 ± 4.0 | 391.8 ± 4.3 | 406.2 ± 4.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.9 ± 0.2 | 91.9 ± 0.3 | 93.8 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 486.7 ± 0.9 | 472.7 ± 0.8 | 482.6 ± 0.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.5 ± 0.3 | 90.2 ± 0.3 | 92.3 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 482.6 ± 1.0 | 468.3 ± 0.9 | 478.1 ± 0.9 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 66.9 ± 1.6 | 59.3 ± 1.8 | 55.6 ± 1.9 | ▽ | ■ |
| Mean scale score | no. | 454.5 ± 3.9 | 431.0 ± 5.5 | 427.8 ± 5.6 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.6 ± 0.3 | 90.2 ± 0.4 | 89.2 ± 0.4 | ▽ | ■ |
| Mean scale score | no. | 533.2 ± 1.4 | 516.2 ± 1.3 | 515.6 ± 1.5 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.1 ± 0.3 | 88.5 ± 0.4 | 87.3 ± 0.5 | ▽ | ■ |
| Mean scale score | no. | 529.1 ± 1.4 | 511.6 ± 1.4 | 510.6 ± 1.6 | ▽ | ■ |

Table 4A.63 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australia (a), (b)

| | | 2011 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2011 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 55.0 ± 1.7 | 49.4 ± 1.7 | 46.1 ± 1.7 | ▽ | ■ |
| Mean scale score | no. | 483.0 ± 4.0 | 465.5 ± 4.6 | 458.2 ± 5.2 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 86.4 ± 0.5 | 83.6 ± 0.6 | 82.6 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 570.2 ± 1.9 | 555.0 ± 1.8 | 551.6 ± 1.8 | ▽ | ■ |
| All students | | | | | | |
| At or above NMS | % | 84.8 ± 0.6 | 81.8 ± 0.6 | 80.5 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 565.9 ± 2.0 | 550.3 ± 1.8 | 546.5 ± 1.9 | ▽ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Year 3 | | | | | | | | | |
| Average age | 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 | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 87.0 ± 1.6 | 87.8 ± 4.8 | 85.6 ± 2.3 | 81.3 ± 3.5 | 77.5 ± 4.8 | 89.0 ± 6.9 | 85.9 ± 7.8 | .. | 85.3 ± 1.1 |
| Provincial | 82.4 ± 2.0 | 83.3 ± 3.4 | 85.4 ± 2.9 | 69.4 ± 7.0 | 67.7 ± 8.1 | 90.3 ± 4.0 | np | 77.9 ± 6.3 | 81.6 ± 1.5 |
| Remote | 81.9 ± 6.9 | np | 71.7 ± 10.3 | 66.4 ± 7.7 | np | np | .. | 57.7 ± 10.8 | 68.3 ± 4.6 |
| Very remote | 74.6 ± 23.9 | .. | 67.8 ± 7.2 | 51.2 ± 7.5 | 48.5 ± 17.1 | np | .. | 33.9 ± 6.4 | 48.5 ± 4.8 |
| Total | 84.4 ± 1.3 | 85.4 ± 3.1 | 82.9 ± 1.9 | 69.5 ± 3.3 | 71.1 ± 4.4 | 89.7 ± 4.0 | 85.4 ± 7.8 | 48.6 ± 6.3 | 78.2 ± 1.3 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 95.6 ± 0.3 | 95.7 ± 0.4 | 96.3 ± 0.4 | 95.8 ± 0.5 | 94.0 ± 1.0 | 93.6 ± 1.9 | 96.3 ± 1.0 | .. | 95.7 ± 0.2 |
| Provincial | 94.7 ± 0.5 | 94.9 ± 0.7 | 95.4 ± 0.7 | 94.9 ± 1.0 | 93.7 ± 1.1 | 95.1 ± 1.3 | np | 94.6 ± 1.8 | 94.9 ± 0.3 |
| Remote | 94.6 ± 3.6 | 94.2 ± 7.2 | 95.9 ± 1.5 | 95.2 ± 1.9 | 93.7 ± 2.8 | 91.3 ± 7.5 | .. | 94.1 ± 3.1 | 94.9 ± 1.0 |
| Very remote | 96.6 ± 7.0 | .. | 95.4 ± 3.1 | 94.1 ± 3.2 | 93.9 ± 3.9 | np | .. | 94.3 ± 5.8 | 94.7 ± 1.7 |
| Total | 95.4 ± 0.3 | 95.5 ± 0.4 | 96.1 ± 0.3 | 95.6 ± 0.5 | 93.9 ± 0.8 | 94.4 ± 1.1 | 96.3 ± 1.0 | 94.5 ± 1.6 | 95.5 ± 0.2 |
| All students | | | | | | | | | |
| Metropolitan | 95.2 ± 0.3 | 95.5 ± 0.5 | 95.7 ± 0.5 | 95.2 ± 0.6 | 93.3 ± 1.1 | 93.2 ± 2.1 | 96.0 ± 1.0 | .. | 95.3 ± 0.2 |
| Provincial | 93.1 ± 0.6 | 94.5 ± 0.7 | 94.3 ± 0.7 | 92.2 ± 1.6 | 92.0 ± 1.5 | 94.7 ± 1.3 | np | 91.4 ± 2.5 | 93.6 ± 0.4 |
| Remote | 89.2 ± 4.3 | 94.4 ± 7.0 | 90.3 ± 3.9 | 87.8 ± 4.0 | 92.6 ± 3.1 | 90.9 ± 9.0 | .. | 78.6 ± 8.2 | 88.0 ± 2.2 |
| Very remote | 85.3 ± 13.5 | .. | 79.4 ± 5.5 | 69.3 ± 7.4 | 70.3 ± 13.4 | np | .. | 40.7 ± 8.0 | 64.2 ± 4.8 |
| Total | 94.7 ± 0.3 | 95.3 ± 0.4 | 95.0 ± 0.4 | 93.7 ± 0.6 | 92.8 ± 0.9 | 94.0 ± 1.2 | 96.0 ± 1.0 | 75.0 ± 5.4 | 94.4 ± 0.2 |
| Year 5 | | | | | | | | | |
| Average age | 10 y 7 m | 10 y 9 m | 10 y 5 m | 10 y 5 m | 10 y 7 m | 10 y 10 m | 10 y 8 m | 10 y 6 m | 10 y 7 m |
| Years of schooling | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Metropolitan | 88.3 ± 2.0 | 87.0 ± 4.3 | 86.7 ± 2.3 | 82.6 ± 3.0 | 78.9 ± 4.5 | 91.2 ± 5.6 | 87.8 ± 5.5 | .. | 86.4 ± 1.3 |
| Provincial | 83.4 ± 2.2 | 83.8 ± 3.9 | 87.0 ± 2.8 | 76.4 ± 5.7 | 76.5 ± 7.0 | 90.6 ± 4.2 | np | 77.7 ± 8.0 | 83.5 ± 1.3 |
| Remote | 73.7 ± 8.6 | np | 68.6 ± 9.4 | 67.1 ± 8.2 | 75.0 ± 17.3 | np | .. | 57.2 ± 14.0 | 66.3 ± 5.3 |
| Very remote | 82.5 ± 10.3 | .. | 63.2 ± 9.5 | 48.5 ± 8.7 | 41.3 ± 15.7 | np | .. | 31.1 ± 6.5 | 45.3 ± 5.4 |
| Total | 85.4 ± 1.5 | 85.3 ± 3.0 | 83.1 ± 2.1 | 71.0 ± 3.6 | 74.5 ± 4.4 | 90.5 ± 3.2 | 87.6 ± 5.5 | 45.9 ± 6.7 | 78.6 ± 1.5 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 96.2 ± 0.3 | 96.1 ± 0.5 | 96.8 ± 0.4 | 96.4 ± 0.5 | 95.1 ± 0.9 | 95.9 ± 1.4 | 96.8 ± 1.1 | .. | 96.3 ± 0.2 |
| Provincial | 95.3 ± 0.6 | 95.7 ± 0.7 | 96.2 ± 0.5 | 95.6 ± 0.9 | 94.4 ± 1.3 | 94.8 ± 1.1 | np | 94.0 ± 2.6 | 95.5 ± 0.3 |
| Remote | 96.3 ± 2.7 | 99.5 ± 3.0 | 96.4 ± 1.8 | 95.7 ± 2.3 | 96.4 ± 3.1 | 92.9 ± 11.8 | .. | 95.7 ± 2.8 | 96.0 ± 0.9 |
| Very remote | 95.4 ± 7.3 | .. | 94.9 ± 3.8 | 92.9 ± 3.7 | 95.0 ± 6.1 | np | .. | 93.6 ± 5.2 | 94.2 ± 2.3 |
| Total | 96.0 ± 0.3 | 96.0 ± 0.4 | 96.6 ± 0.3 | 96.2 ± 0.4 | 95.0 ± 0.7 | 95.3 ± 0.8 | 96.8 ± 1.1 | 94.3 ± 2.1 | 96.1 ± 0.2 |
| All students | | | | | | | | | |
| Metropolitan | 95.9 ± 0.3 | 95.9 ± 0.5 | 96.2 ± 0.4 | 95.7 ± 0.6 | 94.5 ± 0.9 | 95.5 ± 1.5 | 96.5 ± 1.1 | .. | 95.9 ± 0.2 |
| Provincial | 93.8 ± 0.6 | 95.2 ± 0.7 | 95.1 ± 0.6 | 93.7 ± 1.4 | 93.3 ± 1.5 | 94.5 ± 1.1 | np | 90.9 ± 3.6 | 94.4 ± 0.3 |
| Remote | 87.6 ± 5.5 | 99.5 ± 3.0 | 89.3 ± 4.5 | 88.9 ± 4.3 | 95.3 ± 3.2 | 89.9 ± 16.2 | .. | 78.9 ± 10.3 | 88.4 ± 2.5 |
| Very remote | 88.5 ± 8.6 | .. | 74.5 ± 7.9 | 66.1 ± 8.4 | 66.4 ± 16.8 | np | .. | 36.7 ± 8.3 | 59.9 ± 5.6 |
| Total | 95.4 ± 0.3 | 95.8 ± 0.4 | 95.5 ± 0.4 | 94.3 ± 0.6 | 94.0 ± 0.8 | 94.9 ± 0.9 | 96.5 ± 1.1 | 72.7 ± 6.3 | 95.1 ± 0.2 |
| Year 7 | | | | | | | | | |
| Average age | 12 y 7 m | 12 y 9 m | 12 y 5 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 | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 89.1 ± 1.6 | 89.9 ± 3.1 | 90.4 ± 1.9 | 85.4 ± 3.5 | 88.0 ± 3.6 | 89.5 ± 6.2 | 86.1 ± 6.6 | .. | 89.0 ± 1.2 |
| Provincial | 84.6 ± 2.5 | 86.6 ± 3.7 | 86.8 ± 3.4 | 83.2 ± 4.8 | 83.1 ± 6.1 | 92.4 ± 4.3 | .. | 81.4 ± 7.8 | 85.5 ± 1.5 |
| Remote | 78.2 ± 8.3 | np | 81.0 ± 11.0 | 73.8 ± 7.7 | np | np | .. | 71.5 ± 8.2 | 75.9 ± 4.4 |
| Very remote | np | .. | 75.1 ± 11.6 | 64.1 ± 9.5 | 58.4 ± 16.7 | np | .. | 39.0 ± 6.5 | 52.7 ± 6.8 |

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Total | 86.5 ± 1.5 | 88.2 ± 2.4 | 87.6 ± 1.7 | 78.7 ± 3.1 | 83.0 ± 4.0 | 91.3 ± 3.7 | 86.1 ± 6.6 | 54.2 ± 8.1 | 82.8 ± 1.5 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 96.9 ± 0.4 | 96.7 ± 0.5 | 97.0 ± 0.5 | 97.0 ± 0.6 | 96.4 ± 0.7 | 96.4 ± 1.6 | 97.0 ± 1.2 | .. | 96.8 ± 0.2 |
| Provincial | 95.9 ± 0.6 | 95.7 ± 0.9 | 96.8 ± 0.6 | 96.2 ± 1.2 | 96.4 ± 0.9 | 96.5 ± 1.2 | .. | 95.5 ± 2.6 | 96.1 ± 0.3 |
| Remote | 94.2 ± 4.9 | 98.5 ± 3.5 | 95.2 ± 2.7 | 97.7 ± 1.5 | 96.7 ± 2.3 | np | .. | 96.6 ± 3.0 | 96.6 ± 1.1 |
| Very remote | np | .. | 95.1 ± 3.4 | 96.3 ± 3.1 | 97.3 ± 3.1 | np | .. | 98.5 ± 4.1 | 96.5 ± 1.7 |
| Total | 96.7 ± 0.3 | 96.5 ± 0.5 | 96.9 ± 0.4 | 96.9 ± 0.6 | 96.4 ± 0.6 | 96.5 ± 0.9 | 97.0 ± 1.2 | 95.8 ± 2.1 | 96.7 ± 0.2 |
| All students | | | | | | | | | |
| Metropolitan | 96.6 ± 0.4 | 96.6 ± 0.5 | 96.7 ± 0.6 | 96.6 ± 0.7 | 96.1 ± 0.7 | 95.8 ± 1.8 | 96.7 ± 1.2 | .. | 96.6 ± 0.3 |
| Provincial | 94.6 ± 0.7 | 95.3 ± 0.9 | 95.7 ± 0.8 | 94.7 ± 1.8 | 95.6 ± 1.0 | 96.2 ± 1.2 | .. | 92.8 ± 3.3 | 95.1 ± 0.4 |
| Remote | 86.2 ± 5.9 | 98.6 ± 3.4 | 90.6 ± 4.7 | 91.0 ± 3.7 | 96.1 ± 2.8 | 92.6 ± 4.7 | .. | 85.7 ± 8.6 | 90.5 ± 2.3 |
| Very remote | 78.6 ± 15.4 | .. | 83.5 ± 7.8 | 75.2 ± 9.2 | 74.9 ± 14.6 | np | .. | 43.2 ± 8.4 | 64.4 ± 6.9 |
| Total | 96.1 ± 0.4 | 96.3 ± 0.5 | 96.2 ± 0.5 | 95.6 ± 0.7 | 95.8 ± 0.6 | 96.0 ± 1.0 | 96.7 ± 1.2 | 77.4 ± 7.5 | 95.9 ± 0.2 |
| Year 9 | | | | | | | | | |
| Average age | 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 | 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 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 86.3 ± 1.9 | 86.0 ± 4.9 | 89.7 ± 2.0 | 86.3 ± 4.2 | 83.8 ± 5.8 | 86.6 ± 7.6 | 85.3 ± 8.4 | .. | 87.2 ± 1.2 |
| Provincial | 84.7 ± 2.2 | 84.2 ± 4.4 | 88.2 ± 2.4 | 87.3 ± 4.7 | 83.6 ± 6.0 | 92.0 ± 3.2 | .. | 76.9 ± 11.1 | 85.7 ± 1.4 |
| Remote | 75.5 ± 11.9 | np | 78.5 ± 10.0 | 78.1 ± 7.6 | np | np | .. | 68.8 ± 9.0 | 75.7 ± 4.9 |
| Very remote | np | .. | 73.1 ± 11.6 | 63.8 ± 9.2 | np | np | .. | 43.5 ± 7.4 | 54.7 ± 6.5 |
| Total | 85.0 ± 1.5 | 85.0 ± 3.3 | 87.8 ± 1.6 | 81.3 ± 3.1 | 82.9 ± 4.5 | 90.0 ± 3.9 | 85.3 ± 8.4 | 56.9 ± 7.6 | 82.8 ± 1.3 |

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (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> | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----|
| Non-Indigenous students | | | | | | | | | | |
| Metropolitan | 96.6 ± 0.4 | 96.0 ± 0.6 | 97.1 ± 0.5 | 97.5 ± 0.6 | 95.6 ± 1.2 | 96.0 ± 1.6 | 95.5 ± 1.6 | .. | 96.5 ± 0.3 | |
| Provincial | 95.7 ± 0.6 | 95.1 ± 1.0 | 96.8 ± 0.6 | 97.6 ± 0.9 | 95.7 ± 1.1 | 96.6 ± 1.0 | .. | 95.6 ± 2.8 | 96.0 ± 0.4 | |
| Remote | 94.0 ± 5.9 | 98.3 ± 5.1 | 96.0 ± 2.2 | 97.3 ± 1.3 | 94.6 ± 4.5 | 98.8 ± 3.5 | .. | 97.6 ± 2.1 | 96.4 ± 1.4 | |
| Very remote | np | .. | 96.2 ± 3.3 | 98.1 ± 2.9 | 93.0 ± 6.4 | np | .. | 95.9 ± 6.1 | 96.5 ± 2.2 | |
| Total | 96.4 ± 0.4 | 95.8 ± 0.5 | 97.0 ± 0.4 | 97.5 ± 0.5 | 95.6 ± 1.0 | 96.4 ± 0.9 | 95.5 ± 1.6 | 96.0 ± 2.2 | 96.4 ± 0.2 | |
| All students | | | | | | | | | | |
| Metropolitan | 96.3 ± 0.5 | 95.8 ± 0.7 | 96.6 ± 0.6 | 97.0 ± 0.7 | 95.2 ± 1.3 | 95.2 ± 2.0 | 95.2 ± 1.7 | .. | 96.2 ± 0.3 | |
| Provincial | 94.5 ± 0.7 | 94.7 ± 1.1 | 95.9 ± 0.7 | 96.5 ± 1.3 | 95.0 ± 1.3 | 96.2 ± 1.1 | .. | 91.7 ± 4.4 | 95.1 ± 0.4 | |
| Remote | 85.6 ± 8.7 | 98.3 ± 5.1 | 92.0 ± 3.8 | 91.4 ± 3.6 | 94.3 ± 4.9 | 98.9 ± 3.2 | .. | 85.4 ± 8.5 | 90.6 ± 2.3 | |
| Very remote | 74.2 ± 29.8 | .. | 83.4 ± 8.5 | 76.9 ± 9.7 | 83.2 ± 7.4 | np | .. | 46.5 ± 8.1 | 67.0 ± 6.8 | |
| Total | 95.8 ± 0.4 | 95.6 ± 0.6 | 96.3 ± 0.5 | 96.4 ± 0.6 | 95.0 ± 1.0 | 95.8 ± 1.1 | 95.2 ± 1.7 | 79.1 ± 6.9 | 95.7 ± 0.2 | |
| Statistical difference of proportions at and above national minimum standard, 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>Proportion</i> | 94.7 ± 0.3 | 95.3 ± 0.4 | 95.0 ± 0.4 | 93.7 ± 0.6 | 92.8 ± 0.9 | 94.0 ± 1.2 | 96.0 ± 1.0 | 75.0 ± 5.4 | 94.4 ± 0.2 | |
| Compared to | | | | | | | | | | |
| <i>NSW</i> | 94.7 ± 0.3 | .. | ■ | ■ | ■ | △ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 95.3 ± 0.4 | ■ | .. | ■ | ■ | △ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 95.0 ± 0.4 | ■ | ■ | .. | ■ | △ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 93.7 ± 0.6 | ■ | ■ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 92.8 ± 0.9 | ▽ | ▽ | ▽ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 94.0 ± 1.2 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 96.0 ± 1.0 | ■ | ■ | ■ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 75.0 ± 5.4 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 94.4 ± 0.2 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (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> |
|---|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Statistical difference of proportions at and above national minimum standard, all students, year 5 | | | | | | | | | | |
| | <i>Proportion</i> | 95.4 ± 0.3 | 95.8 ± 0.4 | 95.5 ± 0.4 | 94.3 ± 0.6 | 94.0 ± 0.8 | 94.9 ± 0.9 | 96.5 ± 1.1 | 72.7 ± 6.3 | 95.1 ± 0.2 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 95.4 ± 0.3 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 95.8 ± 0.4 | ■ | .. | ■ | ■ | △ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 95.5 ± 0.4 | ■ | ■ | .. | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 94.3 ± 0.6 | ■ | ■ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 94.0 ± 0.8 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 94.9 ± 0.9 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 96.5 ± 1.1 | ■ | ■ | ■ | △ | △ | △ | .. | ▲ | △ |
| <i>NT</i> | 72.7 ± 6.3 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 95.1 ± 0.2 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. |
| Statistical difference of proportions at and above national minimum standard, all students, year 7 | | | | | | | | | | |
| | <i>Proportion</i> | 96.1 ± 0.4 | 96.3 ± 0.5 | 96.2 ± 0.5 | 95.6 ± 0.7 | 95.8 ± 0.6 | 96.0 ± 1.0 | 96.7 ± 1.2 | 77.4 ± 7.5 | 95.9 ± 0.2 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 96.1 ± 0.4 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 96.3 ± 0.5 | ■ | .. | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 96.2 ± 0.5 | ■ | ■ | .. | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 95.6 ± 0.7 | ■ | ■ | ■ | .. | ■ | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 95.8 ± 0.6 | ■ | ■ | ■ | ■ | .. | ■ | ■ | ▲ | ■ |
| <i>Tas</i> | 96.0 ± 1.0 | ■ | ■ | ■ | ■ | ■ | .. | ■ | ▲ | ■ |
| <i>ACT</i> | 96.7 ± 1.2 | ■ | ■ | ■ | ■ | ■ | ■ | .. | ▲ | ■ |
| <i>NT</i> | 77.4 ± 7.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 95.9 ± 0.2 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (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> |
|---|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Statistical difference of proportions at and above national minimum standard, all students, year 9 | | | | | | | | | | |
| | <i>Proportion</i> | 95.8 ± 0.4 | 95.6 ± 0.6 | 96.3 ± 0.5 | 96.4 ± 0.6 | 95.0 ± 1.0 | 95.8 ± 1.1 | 95.2 ± 1.7 | 79.1 ± 6.9 | 95.7 ± 0.2 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 95.8 ± 0.4 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 95.6 ± 0.6 | ■ | .. | ■ | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>Qld</i> | 96.3 ± 0.5 | ■ | ■ | .. | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 96.4 ± 0.6 | ■ | ■ | ■ | .. | △ | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 95.0 ± 1.0 | ■ | ■ | ■ | ▽ | .. | ■ | ■ | ▲ | ■ |
| <i>Tas</i> | 95.8 ± 1.1 | ■ | ■ | ■ | ■ | ■ | .. | ■ | ▲ | ■ |
| <i>ACT</i> | 95.2 ± 1.7 | ■ | ■ | ■ | ■ | ■ | ■ | .. | ▲ | ■ |
| <i>NT</i> | 79.1 ± 6.9 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 95.7 ± 0.2 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. |

▲ 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 (2015). 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.68. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2014 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (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) 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.
- (g) Insufficient students in an area of geographic classification are tabulated as not published.
- .. Not applicable. **np** Not published.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.65

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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 | 97.9 ± 0.3 | 98.5 ± 0.2 | 98.1 ± 0.4 | 97.5 ± 0.7 | 98.2 ± 0.7 | 97.9 ± 0.9 | 95.9 ± 2.0 | 98.0 ± 0.1 |
| Advanced diploma/diploma | 96.2 ± 0.4 | 95.8 ± 0.5 | 96.7 ± 0.5 | 96.0 ± 1.0 | 95.4 ± 1.0 | 97.4 ± 1.5 | 95.9 ± 2.0 | 92.8 ± 3.9 | 96.1 ± 0.3 |
| Certificate I to IV (e) | 93.6 ± 0.4 | 94.5 ± 0.6 | 95.0 ± 0.4 | 94.0 ± 0.8 | 93.3 ± 1.0 | 94.2 ± 1.5 | 94.8 ± 2.2 | 83.7 ± 4.3 | 94.1 ± 0.2 |
| Year 12 or equivalent | 92.6 ± 0.8 | 93.1 ± 0.8 | 93.3 ± 0.9 | 92.8 ± 1.4 | 91.6 ± 1.6 | 89.2 ± 4.7 | 94.0 ± 2.6 | 84.4 ± 6.9 | 92.8 ± 0.4 |
| Year 11 or equivalent or below | 84.9 ± 0.9 | 86.7 ± 1.3 | 85.6 ± 1.3 | 83.3 ± 1.8 | 81.1 ± 2.4 | 87.7 ± 3.0 | 87.8 ± 7.4 | 55.3 ± 7.8 | 84.5 ± 0.6 |
| Not stated (f) | 90.8 ± 1.5 | 92.6 ± 1.9 | 91.0 ± 1.4 | 86.5 ± 2.3 | 86.5 ± 2.9 | 93.2 ± 3.1 | 92.2 ± 3.3 | 55.6 ± 10.5 | 88.2 ± 1.0 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 98.3 ± 0.2 | 98.5 ± 0.2 | 98.6 ± 0.3 | 98.3 ± 0.4 | 98.0 ± 0.6 | 98.2 ± 0.8 | 97.7 ± 1.0 | 94.8 ± 2.6 | 98.3 ± 0.1 |
| Other business managers and associate professionals | 97.3 ± 0.3 | 97.4 ± 0.3 | 97.7 ± 0.3 | 97.0 ± 0.5 | 96.5 ± 0.8 | 98.0 ± 1.1 | 97.4 ± 1.3 | 93.0 ± 3.3 | 97.3 ± 0.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 95.3 ± 0.4 | 95.9 ± 0.5 | 95.8 ± 0.5 | 94.9 ± 0.9 | 94.5 ± 1.1 | 95.7 ± 1.5 | 96.4 ± 2.1 | 88.3 ± 3.6 | 95.4 ± 0.2 |
| Machine operators, hospitality staff, assistants, labourers | 91.7 ± 0.7 | 92.9 ± 0.8 | 91.9 ± 1.0 | 91.0 ± 1.3 | 91.3 ± 1.3 | 91.6 ± 2.5 | 88.7 ± 5.2 | 75.1 ± 9.1 | 91.8 ± 0.4 |
| Not in paid work in previous 12 months | 84.4 ± 1.0 | 86.3 ± 1.3 | 86.1 ± 1.8 | 83.2 ± 2.5 | 84.7 ± 3.0 | 83.5 ± 4.4 | 89.9 ± 5.6 | 52.7 ± 8.9 | 84.7 ± 0.7 |
| Not stated (h) | 90.4 ± 1.3 | 91.8 ± 2.1 | 91.3 ± 1.0 | 87.7 ± 1.7 | 85.0 ± 2.3 | 91.8 ± 2.9 | 92.9 ± 2.5 | 54.9 ± 10.1 | 88.6 ± 0.8 |
| Year 5 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 98.4 ± 0.2 | 98.1 ± 0.3 | 98.8 ± 0.2 | 98.3 ± 0.4 | 98.4 ± 0.5 | 98.9 ± 0.6 | 98.1 ± 1.0 | 97.0 ± 1.9 | 98.4 ± 0.1 |
| Advanced diploma/diploma | 96.6 ± 0.4 | 96.5 ± 0.5 | 97.2 ± 0.5 | 96.4 ± 0.6 | 96.0 ± 1.2 | 97.5 ± 1.3 | 95.8 ± 2.0 | 91.6 ± 4.6 | 96.6 ± 0.3 |

TABLE 4A.65

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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) | 94.4 ± 0.4 | 95.2 ± 0.6 | 95.6 ± 0.5 | 95.3 ± 0.6 | 94.4 ± 0.8 | 95.9 ± 1.1 | 96.2 ± 2.1 | 84.9 ± 5.0 | 94.9 ± 0.2 |
| Year 12 or equivalent | 94.4 ± 0.7 | 94.5 ± 0.8 | 94.3 ± 0.9 | 94.1 ± 1.2 | 93.5 ± 1.6 | 92.4 ± 2.8 | 94.8 ± 4.6 | 84.0 ± 7.4 | 94.2 ± 0.4 |
| Year 11 or equivalent or below | 86.3 ± 1.1 | 88.5 ± 1.3 | 87.8 ± 1.3 | 85.8 ± 1.8 | 83.7 ± 2.4 | 88.3 ± 2.4 | 92.4 ± 5.6 | 59.4 ± 7.6 | 86.5 ± 0.7 |
| Not stated (f) | 93.3 ± 1.4 | 93.9 ± 1.6 | 91.5 ± 1.2 | 86.9 ± 2.7 | 89.2 ± 2.7 | 92.4 ± 3.5 | 93.5 ± 2.8 | 50.1 ± 12.8 | 89.0 ± 1.2 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 98.5 ± 0.2 | 98.6 ± 0.3 | 98.7 ± 0.3 | 98.4 ± 0.5 | 98.0 ± 0.6 | 98.8 ± 0.7 | 98.2 ± 1.0 | 94.7 ± 3.2 | 98.5 ± 0.1 |
| Other business managers and associate professionals | 97.7 ± 0.3 | 97.7 ± 0.3 | 98.1 ± 0.3 | 97.5 ± 0.5 | 97.4 ± 0.8 | 97.7 ± 1.0 | 98.1 ± 0.9 | 93.9 ± 3.1 | 97.7 ± 0.1 |
| Tradespeople, clerks, skilled office, sales and service staff | 95.8 ± 0.4 | 96.8 ± 0.4 | 96.5 ± 0.5 | 95.8 ± 0.7 | 95.9 ± 0.8 | 96.1 ± 1.4 | 95.8 ± 1.9 | 87.7 ± 4.3 | 96.1 ± 0.2 |
| Machine operators, hospitality staff, assistants, labourers | 92.7 ± 0.6 | 93.6 ± 0.7 | 93.1 ± 0.8 | 91.9 ± 1.3 | 93.2 ± 1.2 | 94.4 ± 1.8 | 93.6 ± 4.7 | 68.9 ± 8.4 | 92.9 ± 0.4 |
| Not in paid work in previous 12 months | 86.0 ± 1.3 | 87.6 ± 1.3 | 86.4 ± 1.7 | 85.2 ± 2.2 | 86.2 ± 2.4 | 85.9 ± 4.0 | 89.9 ± 5.2 | 56.9 ± 8.3 | 86.2 ± 0.8 |
| Not stated (h) | 92.5 ± 1.0 | 93.5 ± 1.7 | 91.5 ± 1.0 | 88.7 ± 2.0 | 87.0 ± 2.2 | 91.3 ± 3.3 | 94.0 ± 2.7 | 51.0 ± 12.1 | 89.4 ± 0.8 |
| Year 7 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 98.6 ± 0.3 | 98.5 ± 0.3 | 98.7 ± 0.3 | 98.7 ± 0.5 | 98.7 ± 0.4 | 99.0 ± 0.7 | 98.3 ± 0.8 | 95.6 ± 3.6 | 98.6 ± 0.1 |
| Advanced diploma/diploma | 97.2 ± 0.4 | 97.1 ± 0.5 | 97.5 ± 0.5 | 97.5 ± 0.8 | 97.2 ± 0.8 | 98.1 ± 1.1 | 96.8 ± 1.8 | 94.9 ± 4.0 | 97.3 ± 0.2 |
| Certificate I to IV (e) | 95.2 ± 0.5 | 95.4 ± 0.6 | 96.4 ± 0.5 | 96.2 ± 0.7 | 96.3 ± 0.7 | 96.4 ± 1.0 | 93.7 ± 2.5 | 91.4 ± 3.6 | 95.7 ± 0.3 |
| Year 12 or equivalent | 95.2 ± 0.8 | 95.3 ± 0.8 | 95.2 ± 0.8 | 94.9 ± 1.2 | 95.8 ± 1.1 | 94.5 ± 3.5 | 97.9 ± 1.8 | 88.5 ± 8.2 | 95.3 ± 0.4 |
| Year 11 or equivalent or below | 88.7 ± 1.2 | 90.0 ± 1.3 | 90.1 ± 1.5 | 88.6 ± 2.0 | 90.4 ± 1.9 | 92.0 ± 2.5 | 92.0 ± 7.6 | 67.6 ± 9.2 | 89.2 ± 0.6 |
| Not stated (f) | 95.5 ± 1.3 | 96.8 ± 1.1 | 93.4 ± 1.3 | 90.7 ± 3.3 | 92.3 ± 2.0 | 94.4 ± 3.4 | 94.4 ± 4.1 | 61.1 ± 13.6 | 92.0 ± 1.2 |

TABLE 4A.65

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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 | 98.7 ± 0.2 | 98.9 ± 0.3 | 98.6 ± 0.3 | 98.7 ± 0.4 | 98.4 ± 0.5 | 98.9 ± 0.8 | 98.4 ± 0.8 | 96.0 ± 3.0 | 98.7 ± 0.1 |
| Other business managers and associate professionals | 98.1 ± 0.3 | 98.1 ± 0.4 | 98.3 ± 0.3 | 98.0 ± 0.6 | 97.9 ± 0.6 | 98.6 ± 0.9 | 97.0 ± 1.6 | 94.1 ± 3.6 | 98.0 ± 0.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 96.2 ± 0.4 | 96.6 ± 0.5 | 97.0 ± 0.4 | 96.7 ± 0.7 | 97.1 ± 0.7 | 97.5 ± 1.3 | 96.4 ± 2.0 | 92.3 ± 3.9 | 96.6 ± 0.2 |
| Machine operators, hospitality staff, assistants, labourers | 94.1 ± 0.6 | 94.3 ± 0.9 | 93.9 ± 0.9 | 93.1 ± 1.1 | 94.9 ± 1.1 | 94.8 ± 1.9 | 92.7 ± 5.5 | 79.3 ± 8.7 | 94.0 ± 0.4 |
| Not in paid work in previous 12 months | 87.6 ± 1.3 | 87.9 ± 1.5 | 88.2 ± 2.0 | 85.7 ± 2.7 | 90.4 ± 2.3 | 89.0 ± 3.8 | 89.0 ± 6.5 | 68.1 ± 10.0 | 87.6 ± 0.8 |
| Not stated (h) | 94.2 ± 1.1 | 97.1 ± 0.9 | 93.2 ± 1.2 | 90.5 ± 2.8 | 92.0 ± 1.5 | 93.4 ± 2.5 | 94.7 ± 3.1 | 61.3 ± 13.1 | 91.8 ± 0.9 |
| Year 9 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 98.6 ± 0.3 | 98.5 ± 0.3 | 98.9 ± 0.3 | 98.7 ± 0.5 | 98.5 ± 0.5 | 98.7 ± 0.7 | 97.7 ± 1.1 | 96.7 ± 3.3 | 98.6 ± 0.2 |
| Advanced diploma/diploma | 97.3 ± 0.4 | 96.6 ± 0.7 | 97.4 ± 0.5 | 97.9 ± 0.6 | 97.0 ± 1.0 | 98.2 ± 1.4 | 96.8 ± 1.6 | 96.2 ± 3.9 | 97.2 ± 0.3 |
| Certificate I to IV (e) | 95.2 ± 0.5 | 94.7 ± 0.7 | 96.4 ± 0.5 | 97.1 ± 0.6 | 95.6 ± 0.9 | 96.3 ± 1.1 | 92.0 ± 2.8 | 91.1 ± 4.8 | 95.5 ± 0.3 |
| Year 12 or equivalent | 94.9 ± 0.9 | 95.2 ± 0.9 | 95.3 ± 0.8 | 96.4 ± 1.3 | 94.5 ± 1.6 | 93.3 ± 3.8 | 92.5 ± 3.7 | 91.7 ± 5.5 | 95.1 ± 0.4 |
| Year 11 or equivalent or below | 88.7 ± 1.0 | 88.9 ± 1.5 | 91.1 ± 1.2 | 91.1 ± 1.7 | 88.3 ± 2.0 | 92.5 ± 1.8 | 86.5 ± 8.1 | 73.5 ± 8.3 | 89.4 ± 0.6 |
| Not stated (f) | 94.0 ± 1.2 | 94.3 ± 1.7 | 93.3 ± 1.3 | 92.2 ± 2.5 | 91.5 ± 4.0 | 93.0 ± 3.7 | 92.9 ± 4.6 | 64.5 ± 11.8 | 91.7 ± 1.1 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 98.6 ± 0.2 | 98.7 ± 0.3 | 98.8 ± 0.3 | 98.9 ± 0.4 | 98.5 ± 0.6 | 98.9 ± 0.8 | 97.9 ± 0.9 | 95.4 ± 2.9 | 98.7 ± 0.2 |

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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 | 97.8 ± 0.3 | 97.8 ± 0.4 | 98.3 ± 0.3 | 98.3 ± 0.5 | 97.9 ± 0.6 | 98.2 ± 1.1 | 97.4 ± 1.3 | 95.8 ± 3.7 | 97.9 ± 0.2 |
| Tradespeople, clerks, skilled office, sales and service staff | 96.1 ± 0.5 | 96.2 ± 0.6 | 96.7 ± 0.5 | 97.3 ± 0.6 | 96.7 ± 0.9 | 96.4 ± 1.3 | 93.8 ± 2.5 | 92.6 ± 4.5 | 96.4 ± 0.2 |
| Machine operators, hospitality staff, assistants, labourers | 93.8 ± 0.7 | 93.5 ± 0.9 | 94.4 ± 0.7 | 94.9 ± 1.2 | 93.9 ± 1.3 | 94.8 ± 1.6 | 89.9 ± 5.4 | 82.2 ± 9.0 | 93.8 ± 0.4 |
| Not in paid work in previous 12 months | 87.5 ± 1.3 | 86.4 ± 1.9 | 88.5 ± 1.7 | 88.1 ± 3.0 | 86.8 ± 2.7 | 89.0 ± 2.9 | 84.0 ± 8.3 | 68.3 ± 10.4 | 87.1 ± 0.9 |
| Not stated (h) | 93.2 ± 1.1 | 94.5 ± 1.7 | 93.2 ± 1.1 | 92.3 ± 2.0 | 89.3 ± 3.2 | 93.8 ± 2.8 | 91.1 ± 4.9 | 65.3 ± 11.4 | 91.5 ± 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 (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.68. Readers are urged to be cautious when comparing results.

(c) Data for years 2008-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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 | 351.7 ± 3.5 | 366.1 ± 7.3 | 344.9 ± 4.5 | 329.6 ± 6.0 | 326.6 ± 7.7 | 355.3 ± 11.8 | 350.5 ± 12.8 | .. | 346.1 ± 2.3 |
| Provincial | 336.8 ± 4.1 | 357.8 ± 7.0 | 344.4 ± 5.6 | 304.2 ± 10.4 | 308.3 ± 12.6 | 362.2 ± 9.2 | np | 322.2 ± 10.1 | 337.0 ± 2.9 |
| Remote | 328.3 ± 10.6 | np | 312.3 ± 15.6 | 300.2 ± 11.5 | np | np | .. | 286.8 ± 12.3 | 304.7 ± 7.1 |
| Very remote | 310.9 ± 33.6 | .. | 300.1 ± 10.8 | 269.1 ± 16.9 | 267.2 ± 24.2 | np | .. | 243.5 ± 10.2 | 267.1 ± 8.2 |
| Total | 343.0 ± 2.7 | 361.8 ± 4.9 | 338.1 ± 3.6 | 305.5 ± 6.4 | 313.4 ± 7.1 | 359.4 ± 7.4 | 349.2 ± 12.4 | 269.5 ± 9.5 | 330.0 ± 2.5 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 409.2 ± 2.2 | 414.5 ± 2.1 | 400.7 ± 2.5 | 399.8 ± 3.0 | 388.8 ± 3.8 | 395.3 ± 7.6 | 411.7 ± 4.9 | .. | 406.4 ± 1.2 |
| Provincial | 388.8 ± 2.3 | 397.2 ± 2.5 | 388.6 ± 2.6 | 379.2 ± 4.0 | 376.4 ± 3.8 | 390.1 ± 5.8 | np | 379.9 ± 8.0 | 389.2 ± 1.3 |
| Remote | 388.6 ± 13.9 | 397.8 ± 27.1 | 385.2 ± 6.9 | 380.7 ± 5.9 | 374.0 ± 11.7 | 377.3 ± 23.5 | .. | 370.9 ± 11.2 | 380.6 ± 3.9 |
| Very remote | 383.2 ± 22.8 | .. | 382.7 ± 14.4 | 373.6 ± 11.0 | 377.8 ± 13.8 | np | .. | 371.4 ± 11.4 | 377.8 ± 6.9 |
| Total | 404.8 ± 1.8 | 410.5 ± 1.8 | 397.2 ± 1.9 | 395.5 ± 2.6 | 385.5 ± 3.0 | 392.4 ± 4.6 | 411.7 ± 4.9 | 377.7 ± 6.5 | 402.0 ± 0.9 |
| All students | | | | | | | | | |
| Metropolitan | 407.3 ± 2.2 | 414.0 ± 2.2 | 397.3 ± 2.6 | 396.8 ± 3.1 | 386.7 ± 3.9 | 392.3 ± 7.9 | 410.1 ± 5.0 | .. | 404.2 ± 1.2 |
| Provincial | 382.1 ± 2.5 | 395.8 ± 2.6 | 383.4 ± 2.7 | 371.4 ± 5.0 | 371.9 ± 4.4 | 390.8 ± 8.2 | np | 369.3 ± 8.7 | 384.3 ± 1.4 |
| Remote | 363.5 ± 14.4 | 398.9 ± 26.2 | 368.2 ± 10.0 | 360.0 ± 9.6 | 370.1 ± 11.8 | 379.6 ± 26.2 | .. | 335.5 ± 17.3 | 360.8 ± 5.5 |
| Very remote | 343.6 ± 26.8 | .. | 335.4 ± 13.5 | 313.8 ± 18.2 | 320.9 ± 25.0 | np | .. | 258.2 ± 14.6 | 304.9 ± 9.8 |
| Total | 401.3 ± 1.9 | 409.7 ± 1.8 | 392.2 ± 2.0 | 388.6 ± 2.8 | 382.1 ± 3.1 | 391.3 ± 5.7 | 410.0 ± 5.0 | 332.0 ± 11.9 | 397.8 ± 1.0 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 449.4 ± 3.3 | 460.1 ± 6.7 | 442.1 ± 4.9 | 429.2 ± 4.5 | 424.9 ± 7.3 | 450.6 ± 11.4 | 447.9 ± 11.3 | .. | 443.5 ± 2.2 |
| Provincial | 435.2 ± 3.4 | 446.3 ± 6.0 | 442.1 ± 5.1 | 419.4 ± 8.6 | 417.1 ± 10.2 | 453.9 ± 7.7 | np | 425.6 ± 9.7 | 436.3 ± 2.4 |
| Remote | 415.5 ± 14.3 | np | 409.5 ± 12.9 | 403.8 ± 10.3 | 405.4 ± 20.6 | np | .. | 389.5 ± 16.3 | 403.5 ± 6.7 |

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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 | 414.9 ± 16.6 | .. | 392.2 ± 11.4 | 374.3 ± 12.7 | 363.5 ± 26.2 | np | .. | 344.7 ± 12.3 | 366.8 ± 8.7 |
| Total | 441.1 ± 2.4 | 452.7 ± 4.6 | 434.5 ± 3.9 | 410.3 ± 5.4 | 415.7 ± 7.2 | 452.3 ± 6.8 | 447.1 ± 11.1 | 370.0 ± 11.5 | 428.0 ± 2.5 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 505.7 ± 2.3 | 507.8 ± 2.0 | 494.4 ± 2.4 | 494.8 ± 3.0 | 484.9 ± 3.5 | 490.3 ± 7.1 | 503.5 ± 5.6 | .. | 501.2 ± 1.2 |
| Provincial | 482.1 ± 2.1 | 489.7 ± 2.2 | 482.2 ± 2.3 | 477.7 ± 3.6 | 469.3 ± 3.6 | 479.7 ± 5.0 | np | 475.6 ± 9.4 | 482.6 ± 1.1 |
| Remote | 482.6 ± 10.5 | 498.5 ± 18.4 | 472.5 ± 5.1 | 475.6 ± 7.3 | 474.1 ± 12.9 | 461.8 ± 19.4 | .. | 482.5 ± 10.4 | 476.0 ± 4.1 |
| Very remote | 472.0 ± 30.9 | .. | 470.3 ± 13.3 | 465.5 ± 9.9 | 480.2 ± 21.6 | np | .. | 479.9 ± 17.8 | 471.1 ± 6.7 |
| Total | 500.6 ± 2.0 | 503.7 ± 1.7 | 490.7 ± 1.9 | 490.9 ± 2.5 | 480.9 ± 2.9 | 484.4 ± 4.2 | 503.5 ± 5.6 | 477.1 ± 7.5 | 496.5 ± 1.0 |
| All students | | | | | | | | | |
| Metropolitan | 503.8 ± 2.4 | 507.3 ± 2.0 | 491.4 ± 2.5 | 491.8 ± 3.0 | 483.0 ± 3.6 | 487.4 ± 7.3 | 501.9 ± 5.6 | .. | 499.1 ± 1.2 |
| Provincial | 476.2 ± 2.3 | 488.2 ± 2.3 | 477.6 ± 2.4 | 472.1 ± 4.3 | 465.8 ± 3.9 | 479.9 ± 6.8 | np | 466.5 ± 9.9 | 478.3 ± 1.2 |
| Remote | 457.3 ± 12.2 | 498.5 ± 18.4 | 456.0 ± 9.2 | 458.5 ± 10.1 | 469.7 ± 12.5 | 456.6 ± 24.1 | .. | 441.9 ± 21.3 | 457.3 ± 5.6 |
| Very remote | 443.7 ± 26.7 | .. | 420.3 ± 14.2 | 410.9 ± 15.3 | 419.2 ± 33.8 | np | .. | 356.8 ± 16.6 | 398.2 ± 10.3 |
| Total | 497.2 ± 2.0 | 502.9 ± 1.7 | 486.0 ± 2.0 | 484.7 ± 2.7 | 477.9 ± 3.0 | 483.1 ± 4.9 | 501.8 ± 5.6 | 429.3 ± 13.6 | 492.5 ± 1.0 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 496.5 ± 3.9 | 504.0 ± 6.4 | 496.4 ± 4.9 | 482.2 ± 5.7 | 486.3 ± 5.7 | 490.0 ± 10.6 | 499.0 ± 12.7 | .. | 494.5 ± 2.4 |
| Provincial | 481.2 ± 4.0 | 491.7 ± 6.3 | 487.3 ± 5.5 | 474.4 ± 9.0 | 477.0 ± 8.9 | 500.6 ± 5.6 | .. | 473.8 ± 12.0 | 483.8 ± 2.7 |
| Remote | 464.0 ± 13.9 | np | 471.8 ± 16.9 | 462.7 ± 11.7 | np | np | .. | 456.9 ± 14.5 | 464.7 ± 7.3 |
| Very remote | np | .. | 459.0 ± 12.0 | 444.1 ± 10.5 | 438.1 ± 22.2 | np | .. | 401.9 ± 11.4 | 424.6 ± 10.3 |
| Total | 487.8 ± 2.9 | 497.6 ± 4.7 | 489.4 ± 3.6 | 469.4 ± 4.6 | 477.7 ± 5.6 | 496.9 ± 5.8 | 499.0 ± 12.7 | 427.2 ± 13.1 | 480.5 ± 2.7 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 556.1 ± 4.6 | 554.0 ± 3.5 | 547.8 ± 4.1 | 547.2 ± 6.1 | 538.8 ± 3.9 | 534.9 ± 10.8 | 550.3 ± 9.1 | .. | 551.4 ± 2.1 |
| Provincial | 528.7 ± 2.8 | 533.3 ± 3.6 | 531.9 ± 2.8 | 529.4 ± 6.8 | 526.0 ± 3.7 | 527.6 ± 6.0 | .. | 527.8 ± 12.5 | 530.4 ± 1.6 |

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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 | 504.7 ± 7.6 | 543.6 ± 16.9 | 516.5 ± 8.2 | 531.0 ± 6.5 | 522.3 ± 7.8 | np | .. | 537.9 ± 15.4 | 525.9 ± 5.3 |
| Very remote | np | .. | 519.0 ± 10.0 | 523.0 ± 17.0 | 533.6 ± 20.7 | np | .. | 529.7 ± 15.9 | 524.5 ± 7.2 |
| Total | 550.1 ± 3.7 | 549.2 ± 3.0 | 543.2 ± 3.2 | 543.9 ± 5.2 | 535.3 ± 3.1 | 530.9 ± 5.9 | 550.3 ± 9.1 | 529.9 ± 10.5 | 546.2 ± 1.7 |
| All students | | | | | | | | | |
| Metropolitan | 554.1 ± 4.5 | 553.4 ± 3.5 | 544.8 ± 4.3 | 544.6 ± 6.2 | 537.2 ± 3.9 | 532.2 ± 11.6 | 549.4 ± 9.1 | .. | 549.5 ± 2.1 |
| Provincial | 523.1 ± 3.1 | 531.8 ± 3.6 | 527.0 ± 2.9 | 523.0 ± 8.2 | 523.2 ± 4.0 | 526.0 ± 6.3 | .. | 517.9 ± 13.4 | 526.1 ± 1.7 |
| Remote | 485.2 ± 11.5 | 542.7 ± 17.7 | 502.4 ± 12.0 | 511.8 ± 9.2 | 520.1 ± 8.2 | 516.6 ± 6.4 | .. | 504.0 ± 28.3 | 508.3 ± 6.8 |
| Very remote | 473.6 ± 29.2 | .. | 483.6 ± 15.1 | 470.7 ± 15.8 | 477.3 ± 28.2 | np | .. | 411.2 ± 16.2 | 450.9 ± 12.5 |
| Total | 546.7 ± 3.7 | 548.4 ± 3.0 | 538.9 ± 3.3 | 538.3 ± 5.3 | 532.7 ± 3.1 | 528.8 ± 6.2 | 549.4 ± 9.1 | 484.7 ± 17.1 | 542.5 ± 1.7 |
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 541.7 ± 3.8 | 552.2 ± 8.9 | 545.6 ± 5.2 | 538.0 ± 7.2 | 532.2 ± 8.6 | 539.0 ± 11.3 | 545.1 ± 12.7 | .. | 542.6 ± 2.5 |
| Provincial | 532.4 ± 3.6 | 545.2 ± 6.7 | 536.3 ± 4.8 | 532.2 ± 9.4 | 526.2 ± 10.6 | 548.9 ± 8.0 | .. | 518.9 ± 12.2 | 534.5 ± 2.5 |
| Remote | 512.1 ± 16.0 | np | 521.4 ± 16.2 | 516.7 ± 10.3 | np | np | .. | 508.6 ± 15.7 | 515.4 ± 7.1 |
| Very remote | np | .. | 505.0 ± 14.5 | 497.3 ± 12.4 | np | np | .. | 466.0 ± 9.6 | 482.4 ± 8.4 |
| Total | 535.8 ± 2.7 | 548.5 ± 5.6 | 539.0 ± 3.7 | 526.1 ± 5.3 | 529.0 ± 6.5 | 545.1 ± 6.6 | 545.1 ± 12.7 | 487.2 ± 10.7 | 531.9 ± 2.3 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 605.6 ± 4.7 | 602.2 ± 4.7 | 592.6 ± 4.3 | 604.9 ± 6.4 | 585.2 ± 6.8 | 582.9 ± 11.9 | 600.5 ± 10.1 | .. | 600.3 ± 2.4 |
| Provincial | 578.5 ± 2.9 | 583.3 ± 4.4 | 578.5 ± 3.1 | 588.3 ± 7.0 | 569.2 ± 4.9 | 577.2 ± 6.6 | .. | 575.5 ± 12.3 | 579.7 ± 1.8 |
| Remote | 563.0 ± 11.8 | 585.8 ± 13.4 | 572.5 ± 8.9 | 580.5 ± 7.7 | 571.1 ± 13.1 | 572.9 ± 6.7 | .. | 581.4 ± 18.1 | 576.0 ± 5.6 |
| Very remote | np | .. | 561.0 ± 11.3 | 573.5 ± 9.1 | 559.4 ± 13.1 | np | .. | 572.7 ± 17.6 | 568.4 ± 8.0 |
| Total | 599.6 ± 3.8 | 597.7 ± 3.8 | 588.5 ± 3.3 | 601.5 ± 5.4 | 581.0 ± 5.3 | 579.7 ± 6.5 | 600.5 ± 10.1 | 576.6 ± 10.4 | 595.2 ± 1.9 |

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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> | |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|---------------------|--------------------|----|
| All students | | | | | | | | | | |
| Metropolitan | 603.3 ± 4.7 | 601.7 ± 4.7 | 589.8 ± 4.3 | 602.2 ± 6.5 | 583.6 ± 7.1 | 580.2 ± 12.7 | 599.6 ± 10.0 | .. | 598.3 ± 2.3 | |
| Provincial | 573.2 ± 3.2 | 582.0 ± 4.5 | 573.8 ± 3.2 | 582.1 ± 8.3 | 566.7 ± 5.4 | 575.0 ± 6.5 | .. | 564.0 ± 12.8 | 575.6 ± 1.9 | |
| Remote | 539.5 ± 15.0 | 585.8 ± 13.4 | 559.4 ± 12.8 | 561.2 ± 11.3 | 568.6 ± 14.5 | 570.1 ± 5.1 | .. | 551.8 ± 26.0 | 559.0 ± 7.1 | |
| Very remote | 538.3 ± 83.2 | .. | 529.5 ± 16.7 | 525.7 ± 17.4 | 539.0 ± 13.4 | np | .. | 472.1 ± 12.0 | 507.3 ± 11.5 | |
| Total | 596.0 ± 3.8 | 597.0 ± 3.8 | 584.7 ± 3.3 | 596.0 ± 5.6 | 578.9 ± 5.5 | 577.3 ± 6.7 | 599.6 ± 10.0 | 538.2 ± 14.5 | 591.7 ± 1.9 | |
| 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>Proportion</i> | 401.3 ± 1.9 | 409.7 ± 1.8 | 392.2 ± 2.0 | 388.6 ± 2.8 | 382.1 ± 3.1 | 391.3 ± 5.7 | 410.0 ± 5.0 | 332.0 ± 11.9 | 397.8 ± 1.0 | |
| Compared to | | | | | | | | | | |
| <i>NSW</i> | 401.3 ± 1.9 | .. | ■ | ■ | ■ | Δ | ■ | ■ | ▲ | ■ |
| <i>Vic</i> | 409.7 ± 1.8 | ■ | .. | Δ | Δ | Δ | ■ | ▲ | ■ | ■ |
| <i>Qld</i> | 392.2 ± 2.0 | ■ | ▽ | .. | ■ | ■ | ▽ | ▲ | ■ | ■ |
| <i>WA</i> | 388.6 ± 2.8 | ■ | ▽ | ■ | .. | ■ | ▽ | ▲ | ■ | ■ |
| <i>SA</i> | 382.1 ± 3.1 | ▽ | ▽ | ■ | ■ | .. | ▽ | ▲ | ▽ | ▽ |
| <i>Tas</i> | 391.3 ± 5.7 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 410.0 ± 5.0 | ■ | ■ | Δ | Δ | Δ | Δ | .. | ▲ | ■ |
| <i>NT</i> | 332.0 ± 11.9 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 397.8 ± 1.0 | ■ | ■ | ■ | ■ | Δ | ■ | ■ | ▲ | .. |

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Statistical difference of mean scale scores, all students, year 5 | | | | | | | | | | |
| | <i>Proportion</i> | 497.2 ± 2.0 | 502.9 ± 1.7 | 486.0 ± 2.0 | 484.7 ± 2.7 | 477.9 ± 3.0 | 483.1 ± 4.9 | 501.8 ± 5.6 | 429.3 ± 13.6 | 492.5 ± 1.0 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 497.2 ± 2.0 | .. | ■ | ■ | ■ | △ | △ | ■ | ▲ | ■ |
| <i>Vic</i> | 502.9 ± 1.7 | ■ | .. | △ | △ | △ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 486.0 ± 2.0 | ■ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 484.7 ± 2.7 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ |
| <i>SA</i> | 477.9 ± 3.0 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ▽ |
| <i>Tas</i> | 483.1 ± 4.9 | ▽ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ |
| <i>ACT</i> | 501.8 ± 5.6 | ■ | ■ | △ | △ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 429.3 ± 13.6 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 492.5 ± 1.0 | ■ | ■ | ■ | ■ | △ | ■ | ■ | ▲ | .. |
| Statistical difference of mean scale scores, all students, year 7 | | | | | | | | | | |
| | <i>Proportion</i> | 546.7 ± 3.7 | 548.4 ± 3.0 | 538.9 ± 3.3 | 538.3 ± 5.3 | 532.7 ± 3.1 | 528.8 ± 6.2 | 549.4 ± 9.1 | 484.7 ± 17.1 | 542.5 ± 1.7 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 546.7 ± 3.7 | .. | ■ | ■ | ■ | ■ | △ | ■ | ▲ | ■ |
| <i>Vic</i> | 548.4 ± 3.0 | ■ | .. | ■ | ■ | △ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 538.9 ± 3.3 | ■ | ■ | .. | ■ | ■ | ■ | ■ | ▲ | ■ |
| <i>WA</i> | 538.3 ± 5.3 | ■ | ■ | ■ | .. | ■ | ■ | ■ | ▲ | ■ |
| <i>SA</i> | 532.7 ± 3.1 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 528.8 ± 6.2 | ▽ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ▽ |
| <i>ACT</i> | 549.4 ± 9.1 | ■ | ■ | ■ | ■ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 484.7 ± 17.1 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 542.5 ± 1.7 | ■ | ■ | ■ | ■ | ■ | △ | ■ | ▲ | .. |

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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> |
|--|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|-------------|
| Statistical difference of mean scale scores, all students, year 9 | | | | | | | | | | |
| | <i>Proportion</i> | 596.0 ± 3.8 | 597.0 ± 3.8 | 584.7 ± 3.3 | 596.0 ± 5.6 | 578.9 ± 5.5 | 577.3 ± 6.7 | 599.6 ± 10.0 | 538.2 ± 14.5 | 591.7 ± 1.9 |
| | Compared to | | | | | | | | | |
| <i>NSW</i> | 596.0 ± 3.8 | .. | ■ | ■ | ■ | △ | △ | ■ | ▲ | ■ |
| <i>Vic</i> | 597.0 ± 3.8 | ■ | .. | ■ | ■ | △ | △ | ■ | ▲ | ■ |
| <i>Qld</i> | 584.7 ± 3.3 | ■ | ■ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ |
| <i>WA</i> | 596.0 ± 5.6 | ■ | ■ | ■ | .. | △ | △ | ■ | ▲ | ■ |
| <i>SA</i> | 578.9 ± 5.5 | ▽ | ▽ | ■ | ▽ | .. | ■ | ▽ | ▲ | ■ |
| <i>Tas</i> | 577.3 ± 6.7 | ▽ | ▽ | ■ | ▽ | ■ | .. | ▽ | ▲ | ▽ |
| <i>ACT</i> | 599.6 ± 10.0 | ■ | ■ | △ | ■ | △ | △ | .. | ▲ | ■ |
| <i>NT</i> | 538.2 ± 14.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ |
| <i>Aust</i> | 591.7 ± 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) 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 (2015). 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.68. 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.

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(f) Data for 2010-2014 were included in earlier Reports.

.. Not applicable. **np** Not published.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (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 | 437.4 ± 1.8 | 436.7 ± 1.8 | 426.9 ± 2.0 | 424.8 ± 2.6 | 415.2 ± 2.8 | 428.0 ± 4.8 | 428.4 ± 4.3 | 391.8 ± 7.6 | 432.1 ± 1.0 |
| Advanced diploma/diploma | 396.7 ± 1.6 | 401.2 ± 1.8 | 391.8 ± 1.9 | 389.1 ± 2.7 | 383.5 ± 3.6 | 402.0 ± 6.8 | 392.9 ± 7.1 | 365.6 ± 8.4 | 395.1 ± 0.9 |
| Certificate I to IV (e) | 376.1 ± 1.4 | 388.3 ± 1.6 | 378.9 ± 1.6 | 373.2 ± 2.4 | 370.0 ± 2.6 | 380.4 ± 4.5 | 381.3 ± 7.2 | 343.1 ± 7.6 | 378.6 ± 0.8 |
| Year 12 or equivalent | 376.9 ± 2.4 | 391.1 ± 3.0 | 374.1 ± 2.4 | 373.2 ± 3.3 | 369.3 ± 4.2 | 365.1 ± 7.9 | 384.7 ± 8.2 | 345.4 ± 11.7 | 378.3 ± 1.4 |
| Year 11 or equivalent or below | 345.1 ± 2.0 | 363.7 ± 2.6 | 345.3 ± 2.8 | 338.4 ± 3.5 | 335.6 ± 4.1 | 349.8 ± 6.1 | 379.1 ± 43.8 | 280.7 ± 11.8 | 346.9 ± 1.3 |
| Not stated (f) | 389.7 ± 6.5 | 411.8 ± 6.8 | 374.4 ± 4.2 | 362.1 ± 7.3 | 362.2 ± 5.7 | 404.1 ± 30.0 | 401.1 ± 10.0 | 292.7 ± 27.8 | 375.4 ± 3.5 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 437.3 ± 1.9 | 440.2 ± 2.1 | 426.3 ± 2.2 | 422.7 ± 3.0 | 416.4 ± 3.1 | 427.9 ± 5.1 | 429.0 ± 5.9 | 385.8 ± 8.3 | 432.1 ± 1.1 |
| Other business managers and associate professionals | 414.0 ± 1.6 | 419.6 ± 1.7 | 404.7 ± 1.9 | 400.5 ± 2.6 | 396.3 ± 3.0 | 403.5 ± 5.4 | 415.3 ± 4.8 | 370.3 ± 7.7 | 410.9 ± 1.0 |
| Tradespeople, clerks, skilled office, sales and service staff | 388.5 ± 1.5 | 399.3 ± 1.9 | 384.9 ± 1.7 | 379.7 ± 2.4 | 375.1 ± 2.9 | 388.4 ± 5.1 | 392.8 ± 6.7 | 351.4 ± 6.6 | 388.3 ± 0.9 |
| Machine operators, hospitality staff, assistants, labourers | 369.2 ± 1.9 | 384.0 ± 2.0 | 366.9 ± 2.3 | 364.4 ± 3.0 | 363.3 ± 3.4 | 366.9 ± 5.7 | 366.4 ± 10.3 | 324.5 ± 13.5 | 371.5 ± 1.1 |
| Not in paid work in previous 12 months | 350.7 ± 2.2 | 371.4 ± 2.6 | 350.4 ± 3.7 | 346.3 ± 5.4 | 347.9 ± 4.8 | 343.2 ± 6.9 | 366.3 ± 12.9 | 278.2 ± 11.4 | 355.4 ± 1.4 |
| Not stated (h) | 382.8 ± 4.7 | 409.0 ± 6.1 | 372.3 ± 2.9 | 365.5 ± 5.0 | 356.0 ± 4.8 | 391.1 ± 24.6 | 393.0 ± 7.9 | 291.4 ± 26.7 | 371.8 ± 2.3 |
| Year 5 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 533.3 ± 2.3 | 529.3 ± 1.8 | 518.9 ± 2.0 | 518.8 ± 2.7 | 510.5 ± 2.9 | 523.9 ± 3.9 | 522.0 ± 5.5 | 493.9 ± 8.2 | 526.1 ± 1.1 |
| Advanced diploma/diploma | 493.2 ± 1.6 | 495.6 ± 1.7 | 485.8 ± 1.7 | 486.1 ± 2.4 | 477.7 ± 3.4 | 487.3 ± 4.9 | 488.9 ± 6.2 | 465.3 ± 9.1 | 490.3 ± 0.9 |

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (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> |
|---|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|-------------|
| Certificate I to IV (e) | 472.6 ± 1.3 | 482.3 ± 1.4 | 474.2 ± 1.5 | 471.2 ± 2.1 | 466.0 ± 2.2 | 473.7 ± 3.4 | 475.6 ± 6.0 | 444.7 ± 8.9 | 474.4 ± 0.7 |
| Year 12 or equivalent | 478.1 ± 2.3 | 487.6 ± 3.1 | 470.3 ± 2.3 | 472.4 ± 3.2 | 465.1 ± 3.2 | 464.0 ± 7.5 | 470.6 ± 8.2 | 439.8 ± 13.4 | 476.2 ± 1.3 |
| Year 11 or equivalent or below | 445.0 ± 2.1 | 464.1 ± 2.3 | 445.5 ± 2.5 | 441.8 ± 3.4 | 438.2 ± 3.7 | 444.8 ± 5.1 | 473.5 ± 30.0 | 393.0 ± 10.1 | 447.9 ± 1.3 |
| Not stated (f) | 487.5 ± 6.2 | 510.3 ± 5.6 | 469.3 ± 4.5 | 462.3 ± 7.0 | 463.1 ± 7.1 | 485.6 ± 26.2 | 491.1 ± 9.8 | 387.5 ± 31.1 | 472.5 ± 3.5 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 530.6 ± 2.3 | 531.7 ± 2.0 | 517.1 ± 2.3 | 517.0 ± 3.0 | 508.3 ± 3.4 | 520.2 ± 4.7 | 523.0 ± 6.3 | 483.4 ± 9.4 | 524.5 ± 1.2 |
| Other business managers and associate professionals | 507.8 ± 1.9 | 511.0 ± 1.7 | 497.9 ± 1.8 | 493.9 ± 2.3 | 488.5 ± 3.0 | 495.6 ± 4.6 | 501.0 ± 4.5 | 476.1 ± 8.8 | 503.6 ± 1.0 |
| Tradespeople, clerks, skilled office, sales and service staff | 484.3 ± 1.6 | 493.3 ± 1.5 | 479.0 ± 1.6 | 477.0 ± 2.3 | 471.7 ± 2.7 | 479.3 ± 3.9 | 483.1 ± 6.6 | 450.9 ± 8.0 | 483.3 ± 0.8 |
| Machine operators, hospitality staff, assistants, labourers | 469.9 ± 2.2 | 479.2 ± 1.8 | 461.9 ± 2.1 | 462.0 ± 3.0 | 462.4 ± 2.9 | 461.8 ± 4.5 | 466.9 ± 9.3 | 414.5 ± 13.5 | 469.0 ± 1.1 |
| Not in paid work in previous 12 months | 451.8 ± 2.4 | 469.0 ± 2.3 | 448.5 ± 3.4 | 445.5 ± 4.5 | 445.7 ± 4.6 | 437.7 ± 5.7 | 462.8 ± 10.7 | 386.4 ± 11.3 | 454.8 ± 1.4 |
| Not stated (h) | 481.1 ± 4.5 | 511.5 ± 5.1 | 466.8 ± 3.1 | 466.2 ± 5.0 | 456.4 ± 5.3 | 476.2 ± 21.9 | 488.4 ± 10.2 | 388.9 ± 29.4 | 469.6 ± 2.5 |
| Year 7 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 585.4 ± 5.0 | 577.3 ± 3.3 | 572.6 ± 4.0 | 572.6 ± 6.7 | 566.6 ± 3.9 | 567.4 ± 6.2 | 570.3 ± 8.8 | 541.8 ± 12.3 | 577.5 ± 2.3 |
| Advanced diploma/diploma | 543.0 ± 2.5 | 540.6 ± 2.3 | 538.7 ± 2.3 | 536.2 ± 3.8 | 534.4 ± 3.0 | 537.0 ± 5.1 | 533.5 ± 5.2 | 513.3 ± 8.4 | 539.8 ± 1.2 |
| Certificate I to IV (e) | 520.4 ± 1.8 | 526.6 ± 1.8 | 525.5 ± 1.9 | 522.9 ± 2.7 | 520.8 ± 2.4 | 520.2 ± 3.6 | 513.9 ± 5.5 | 501.6 ± 8.3 | 523.0 ± 0.9 |
| Year 12 or equivalent | 530.4 ± 3.5 | 535.0 ± 5.9 | 523.8 ± 2.8 | 520.0 ± 4.2 | 521.5 ± 3.2 | 514.1 ± 8.1 | 527.7 ± 9.9 | 490.9 ± 14.8 | 527.6 ± 2.1 |
| Year 11 or equivalent or below | 496.8 ± 2.7 | 510.2 ± 2.9 | 500.4 ± 2.8 | 493.2 ± 4.3 | 500.7 ± 3.3 | 494.3 ± 4.6 | 528.7 ± 41.7 | 452.0 ± 14.9 | 500.0 ± 1.5 |

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (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> |
|---|-------------|-------------|-------------|--------------|-------------|--------------|--------------|--------------|-------------|
| Not stated (f) | 545.9 ± 7.9 | 565.1 ± 6.7 | 526.6 ± 6.5 | 528.4 ± 15.6 | 518.0 ± 5.9 | 530.7 ± 14.9 | 546.8 ± 17.1 | 454.7 ± 35.0 | 532.3 ± 4.6 |
| Parental occupation (g) | | | | | | | | | |
| Senior management and qualified professionals | 581.3 ± 4.7 | 579.1 ± 3.7 | 570.7 ± 4.2 | 569.0 ± 7.4 | 563.5 ± 4.3 | 562.7 ± 7.5 | 570.1 ± 10.2 | 540.2 ± 12.3 | 575.2 ± 2.2 |
| Other business managers and associate professionals | 556.6 ± 3.5 | 555.5 ± 2.6 | 548.7 ± 2.6 | 545.0 ± 3.7 | 541.6 ± 2.7 | 542.2 ± 4.8 | 545.7 ± 6.1 | 518.7 ± 7.7 | 551.9 ± 1.5 |
| Tradespeople, clerks, skilled office, sales and service staff | 531.3 ± 2.6 | 536.1 ± 2.1 | 530.2 ± 2.1 | 526.5 ± 3.1 | 526.9 ± 2.5 | 524.9 ± 4.4 | 524.0 ± 5.7 | 506.9 ± 9.9 | 531.1 ± 1.2 |
| Machine operators, hospitality staff, assistants, labourers | 520.3 ± 3.5 | 523.7 ± 2.8 | 514.7 ± 2.5 | 511.9 ± 4.3 | 515.9 ± 2.9 | 507.4 ± 4.0 | 508.0 ± 11.1 | 471.7 ± 13.9 | 518.3 ± 1.6 |
| Not in paid work in previous 12 months | 500.5 ± 3.2 | 510.3 ± 2.9 | 500.4 ± 3.8 | 490.7 ± 5.7 | 502.7 ± 4.4 | 491.0 ± 5.7 | 503.8 ± 13.1 | 452.8 ± 15.6 | 502.2 ± 1.7 |
| Not stated (h) | 537.6 ± 6.7 | 560.8 ± 6.3 | 520.5 ± 4.4 | 522.3 ± 13.3 | 515.4 ± 5.0 | 521.4 ± 12.6 | 543.4 ± 14.3 | 454.0 ± 33.5 | 525.7 ± 3.6 |
| Year 9 | | | | | | | | | |
| Parental education (d) | | | | | | | | | |
| Bachelor degree or above | 637.9 ± 5.2 | 629.3 ± 5.0 | 618.2 ± 4.4 | 633.0 ± 7.0 | 612.2 ± 6.2 | 619.8 ± 6.8 | 624.2 ± 10.1 | 586.6 ± 7.8 | 629.0 ± 2.6 |
| Advanced diploma/diploma | 594.1 ± 2.8 | 592.9 ± 2.9 | 584.4 ± 2.2 | 595.5 ± 3.8 | 582.5 ± 3.8 | 590.1 ± 5.5 | 583.7 ± 6.1 | 572.0 ± 11.2 | 590.8 ± 1.4 |
| Certificate I to IV (e) | 571.3 ± 1.9 | 575.2 ± 2.1 | 571.9 ± 1.9 | 580.4 ± 3.2 | 565.5 ± 3.6 | 566.6 ± 3.9 | 567.1 ± 7.1 | 550.7 ± 10.6 | 572.5 ± 1.0 |
| Year 12 or equivalent | 582.9 ± 3.7 | 586.5 ± 6.7 | 572.2 ± 2.6 | 582.6 ± 4.2 | 568.7 ± 4.8 | 564.5 ± 7.6 | 574.8 ± 9.4 | 555.5 ± 10.5 | 579.5 ± 2.3 |
| Year 11 or equivalent or below | 550.2 ± 2.9 | 560.3 ± 3.0 | 550.3 ± 2.5 | 553.8 ± 4.4 | 545.1 ± 5.3 | 547.1 ± 4.7 | 564.9 ± 28.8 | 517.4 ± 11.6 | 552.3 ± 1.5 |
| Not stated (f) | 586.7 ± 6.0 | 607.0 ± 7.5 | 572.1 ± 5.7 | 582.4 ± 13.1 | 571.6 ± 9.0 | 573.0 ± 10.5 | 591.3 ± 16.3 | 513.1 ± 29.6 | 579.1 ± 4.0 |
| Parental occupation (g) | | | | | | | | | |

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (score points) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|-------------|-------------|--------------|-------------|-------------|--------------|--------------|-------------|
| Senior management and qualified professionals | 632.2 ± 4.8 | 630.2 ± 4.8 | 616.4 ± 4.3 | 628.9 ± 7.0 | 609.4 ± 6.5 | 616.5 ± 7.0 | 621.1 ± 10.7 | 576.5 ± 10.0 | 625.7 ± 2.4 |
| Other business managers and associate professionals | 605.9 ± 3.7 | 605.8 ± 3.6 | 594.3 ± 2.8 | 602.5 ± 4.2 | 587.9 ± 4.1 | 590.5 ± 6.1 | 594.7 ± 7.7 | 573.0 ± 10.5 | 601.2 ± 1.8 |
| Tradespeople, clerks, skilled office, sales and service staff | 581.9 ± 2.7 | 585.2 ± 2.7 | 575.7 ± 2.0 | 585.0 ± 3.5 | 573.4 ± 3.9 | 571.6 ± 4.2 | 574.2 ± 7.5 | 558.4 ± 10.2 | 580.7 ± 1.3 |
| Machine operators, hospitality staff, assistants, labourers | 571.7 ± 3.9 | 573.1 ± 3.4 | 560.2 ± 2.4 | 569.8 ± 4.3 | 561.7 ± 4.3 | 554.6 ± 4.4 | 569.0 ± 10.4 | 530.6 ± 11.5 | 568.3 ± 1.8 |
| Not in paid work in previous 12 months | 552.9 ± 3.6 | 560.8 ± 3.9 | 549.8 ± 3.6 | 550.5 ± 6.4 | 543.8 ± 6.1 | 546.2 ± 7.3 | 569.4 ± 17.5 | 508.3 ± 12.1 | 553.9 ± 2.0 |
| Not stated (h) | 581.9 ± 5.1 | 606.1 ± 7.3 | 566.9 ± 3.8 | 577.9 ± 11.0 | 559.1 ± 8.3 | 565.2 ± 8.8 | 589.5 ± 17.3 | 514.2 ± 28.3 | 573.3 ± 3.3 |

- (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 (2015). 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.68. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.68 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN numeracy assessment, by Indigenous status, 2015 (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 | 2.3 | 7.2 | 2.5 | 1.0 | 3.7 | 1.6 | 3.8 | 2.5 | 2.6 |
| Absent | 4.9 | 6.1 | 6.7 | 13.9 | 11.1 | 5.3 | 4.5 | 22.1 | 8.6 |
| Withdrawn | 1.7 | 4.6 | 5.8 | 1.2 | 5.9 | 1.1 | 10.2 | 2.0 | 3.3 |
| Assessed | 91.1 | 82.1 | 85.0 | 83.9 | 79.3 | 92.0 | 81.5 | 73.4 | 85.5 |
| Participation rate | 93.4 | 89.3 | 87.5 | 84.9 | 83.0 | 93.6 | 85.4 | 75.9 | 88.1 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.5 | 2.5 | 1.2 | 1.1 | 2.0 | 1.7 | 1.9 | 1.2 | 1.7 |
| Absent | 2.0 | 2.8 | 2.4 | 2.5 | 3.0 | 3.1 | 2.3 | 3.2 | 2.5 |
| Withdrawn | 1.1 | 2.6 | 3.9 | 1.6 | 3.8 | 1.1 | 4.3 | 2.1 | 2.4 |
| Assessed | 95.4 | 92.1 | 92.5 | 94.8 | 91.2 | 94.1 | 91.5 | 93.5 | 93.4 |
| Participation rate | 96.8 | 94.6 | 93.7 | 96.0 | 93.2 | 95.8 | 93.4 | 94.7 | 95.2 |
| All students | | | | | | | | | |
| Exempt | 1.6 | 2.7 | 1.3 | 1.1 | 2.2 | 1.7 | 1.9 | 1.7 | 1.8 |
| Absent | 2.2 | 2.9 | 2.8 | 3.4 | 3.5 | 3.3 | 2.4 | 11.2 | 2.8 |
| Withdrawn | 1.2 | 2.6 | 4.2 | 1.7 | 4.0 | 2.1 | 4.5 | 2.3 | 2.5 |
| Assessed | 95.0 | 91.8 | 91.7 | 93.8 | 90.3 | 92.9 | 91.2 | 84.8 | 92.9 |
| Participation rate | 96.6 | 94.5 | 93.0 | 94.9 | 92.6 | 94.6 | 93.2 | 86.5 | 94.6 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Exempt | 3.2 | 7.4 | 2.4 | 1.7 | 4.1 | 1.7 | 2.1 | 2.0 | 2.9 |
| Absent | 4.9 | 6.6 | 7.4 | 14.9 | 10.0 | 5.0 | 6.4 | 23.1 | 9.1 |
| Withdrawn | 1.7 | 6.1 | 5.8 | 1.2 | 5.5 | 1.0 | 10.7 | 1.6 | 3.4 |
| Assessed | 90.2 | 79.9 | 84.4 | 82.2 | 80.4 | 92.3 | 80.8 | 73.3 | 84.6 |
| Participation rate | 93.4 | 87.3 | 86.8 | 83.9 | 84.5 | 93.9 | 82.9 | 75.3 | 87.5 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.5 | 2.7 | 1.2 | 1.1 | 2.0 | 1.4 | 1.9 | 2.0 | 1.7 |
| Absent | 1.9 | 2.7 | 2.4 | 2.5 | 3.3 | 2.7 | 2.5 | 3.2 | 2.4 |
| Withdrawn | 0.8 | 2.1 | 3.6 | 1.1 | 3.0 | 0.9 | 2.9 | 2.1 | 1.9 |
| Assessed | 95.8 | 92.5 | 92.8 | 95.3 | 91.7 | 95.0 | 92.7 | 92.7 | 94.0 |
| Participation rate | 97.3 | 95.2 | 94.0 | 96.4 | 93.7 | 96.4 | 94.7 | 94.6 | 95.7 |
| All students | | | | | | | | | |
| Exempt | 1.6 | 2.8 | 1.3 | 1.2 | 2.2 | 1.4 | 1.9 | 2.0 | 1.8 |
| Absent | 2.1 | 2.8 | 2.9 | 3.5 | 3.7 | 2.8 | 2.6 | 12.1 | 2.8 |
| Withdrawn | 0.9 | 2.1 | 3.9 | 1.1 | 3.1 | 2.1 | 3.1 | 2.0 | 2.1 |
| Assessed | 95.4 | 92.3 | 91.9 | 94.2 | 91.0 | 93.7 | 92.4 | 83.9 | 93.3 |
| Participation rate | 97.0 | 95.1 | 93.3 | 95.4 | 93.2 | 95.1 | 94.3 | 85.9 | 95.1 |

Table 4A.68 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN numeracy assessment, by Indigenous status, 2015 (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 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Exempt | 2.9 | 4.5 | 2.8 | 1.3 | 3.8 | 2.1 | 5.5 | 2.8 | 2.8 |
| Absent | 10.2 | 14.2 | 9.9 | 20.1 | 14.1 | 9.1 | 11.7 | 27.3 | 13.5 |
| Withdrawn | 1.0 | 2.7 | 6.2 | 0.5 | 4.4 | 0.4 | 3.9 | 0.5 | 2.6 |
| Assessed | 85.9 | 78.6 | 81.1 | 78.1 | 77.7 | 88.4 | 78.9 | 69.4 | 81.1 |
| Participation rate | 88.9 | 83.1 | 83.9 | 79.5 | 81.5 | 90.5 | 84.4 | 72.3 | 83.8 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.3 | 2.1 | 1.6 | 1.2 | 1.8 | 1.3 | 1.6 | 2.1 | 1.6 |
| Absent | 2.9 | 3.8 | 3.5 | 3.1 | 3.7 | 4.1 | 3.2 | 3.9 | 3.4 |
| Withdrawn | 0.7 | 1.5 | 4.0 | 0.4 | 2.7 | 0.5 | 2.2 | 0.9 | 1.7 |
| Assessed | 95.1 | 92.6 | 90.9 | 95.3 | 91.8 | 94.1 | 93.0 | 93.1 | 93.3 |
| Participation rate | 96.4 | 94.7 | 92.5 | 96.5 | 93.7 | 95.4 | 94.5 | 95.2 | 94.9 |
| All students | | | | | | | | | |
| Exempt | 1.4 | 2.2 | 1.7 | 1.2 | 1.9 | 1.4 | 1.8 | 2.4 | 1.7 |
| Absent | 3.3 | 4.0 | 4.0 | 4.4 | 4.3 | 4.6 | 3.4 | 14.3 | 4.0 |
| Withdrawn | 0.8 | 1.5 | 4.3 | 0.4 | 2.7 | 1.5 | 2.3 | 0.8 | 1.8 |
| Assessed | 94.5 | 92.3 | 90.0 | 94.0 | 91.1 | 92.5 | 92.5 | 82.5 | 92.5 |
| Participation rate | 95.9 | 94.5 | 91.7 | 95.2 | 93.0 | 93.9 | 94.2 | 84.9 | 94.2 |
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Exempt | 3.0 | 6.0 | 2.6 | 1.3 | 2.7 | 2.3 | 3.9 | 3.1 | 2.9 |
| Absent | 19.6 | 22.2 | 14.8 | 27.6 | 28.5 | 16.0 | 21.1 | 41.6 | 21.9 |
| Withdrawn | 1.6 | 4.6 | 7.1 | 0.4 | 7.4 | 1.4 | 12.5 | 3.0 | 3.8 |
| Assessed | 75.8 | 67.2 | 75.5 | 70.7 | 61.4 | 80.3 | 62.5 | 52.3 | 71.4 |
| Participation rate | 78.8 | 73.2 | 78.1 | 72.0 | 64.0 | 82.7 | 66.4 | 55.3 | 74.4 |
| Non-Indigenous students | | | | | | | | | |
| Exempt | 1.5 | 2.3 | 1.5 | 1.2 | 2.0 | 1.0 | 2.5 | 1.5 | 1.7 |
| Absent | 5.2 | 6.8 | 5.4 | 4.1 | 7.1 | 7.6 | 5.8 | 5.9 | 5.7 |
| Withdrawn | 0.9 | 2.2 | 5.2 | 0.3 | 3.3 | 0.6 | 4.0 | 2.7 | 2.3 |
| Assessed | 92.4 | 88.7 | 87.9 | 94.4 | 87.6 | 90.8 | 87.7 | 89.9 | 90.3 |
| Participation rate | 93.9 | 90.9 | 89.4 | 95.6 | 89.7 | 91.9 | 90.2 | 91.4 | 92.0 |
| All students | | | | | | | | | |
| Exempt | 1.5 | 2.5 | 1.5 | 1.2 | 2.0 | 1.3 | 2.5 | 2.2 | 1.8 |
| Absent | 6.0 | 7.1 | 6.2 | 5.8 | 8.1 | 8.3 | 6.2 | 21.3 | 6.6 |
| Withdrawn | 1.0 | 2.3 | 5.4 | 0.3 | 3.4 | 1.3 | 4.3 | 2.9 | 2.4 |
| Assessed | 91.5 | 88.1 | 86.9 | 92.7 | 86.5 | 89.1 | 87.0 | 73.6 | 89.2 |
| Participation rate | 93.1 | 90.6 | 88.4 | 93.9 | 88.5 | 90.4 | 89.6 | 75.7 | 91.0 |

Table 4A.68 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN numeracy assessment, by Indigenous status, 2015 (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) 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.
- (c) 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.
- (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. 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.
- (e) Data for 2010-2014 were included in earlier Reports.

Source: ACARA (2015) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.69 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)**

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 88.6 ± 1.4 | 84.8 ± 1.4 | 84.4 ± 1.3 | ■ | ■ |
| Mean scale score | no. | 350.3 ± 3.1 | 348.1 ± 3.1 | 343.0 ± 2.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 97.3 ± 0.2 | 96.0 ± 0.3 | 95.4 ± 0.3 | ▽ | ■ |
| Mean scale score | no. | 411.3 ± 1.6 | 410.6 ± 1.7 | 404.8 ± 1.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.9 ± 0.2 | 95.4 ± 0.3 | 94.7 ± 0.3 | ▽ | ■ |
| Mean scale score | no. | 408.9 ± 1.6 | 407.3 ± 1.8 | 401.3 ± 1.9 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 78.9 ± 1.9 | 79.6 ± 1.9 | 85.4 ± 1.5 | △ | △ |
| Mean scale score | no. | 424.9 ± 3.2 | 433.0 ± 3.0 | 441.1 ± 2.4 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.2 ± 0.3 | 95.2 ± 0.3 | 96.0 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 490.5 ± 1.9 | 496.6 ± 1.8 | 500.6 ± 2.0 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.4 ± 0.3 | 94.3 ± 0.3 | 95.4 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 487.8 ± 2.0 | 493.4 ± 1.9 | 497.2 ± 2.0 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 84.5 ± 2.1 | 85.3 ± 1.4 | 86.5 ± 1.5 | ■ | ■ |
| Mean scale score | no. | 485.6 ± 3.5 | 489.2 ± 3.1 | 487.8 ± 2.9 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.6 ± 0.3 | 96.1 ± 0.4 | 96.7 ± 0.3 | ■ | ■ |
| Mean scale score | no. | 554.1 ± 3.7 | 553.6 ± 3.8 | 550.1 ± 3.7 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.0 ± 0.4 | 95.5 ± 0.4 | 96.1 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 551.3 ± 3.7 | 550.3 ± 3.8 | 546.7 ± 3.7 | ■ | ■ |

Table 4A.69 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)**

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 80.3 ± 2.1 | 81.1 ± 1.8 | 85.0 ± 1.5 | △ | ■ |
| Mean scale score | no. | 528.3 ± 3.5 | 531.5 ± 3.2 | 535.8 ± 2.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.4 ± 0.4 | 95.3 ± 0.4 | 96.4 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 594.3 ± 3.5 | 598.0 ± 3.9 | 599.6 ± 3.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.7 ± 0.4 | 94.5 ± 0.5 | 95.8 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 591.4 ± 3.5 | 594.3 ± 3.8 | 596.0 ± 3.8 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.70 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 93.0 ± 2.2 | 88.5 ± 3.0 | 85.4 ± 3.1 | ▽ | ■ |
| Mean scale score | no. | 376.9 ± 5.5 | 365.2 ± 5.0 | 361.8 ± 4.9 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.8 ± 0.3 | 95.8 ± 0.4 | 95.5 ± 0.4 | ▽ | ■ |
| Mean scale score | no. | 417.5 ± 1.4 | 414.8 ± 1.7 | 410.5 ± 1.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.5 ± 0.2 | 95.5 ± 0.4 | 95.3 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 416.9 ± 1.4 | 413.9 ± 1.7 | 409.7 ± 1.8 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 83.3 ± 3.5 | 84.8 ± 2.6 | 85.3 ± 3.0 | ■ | ■ |
| Mean scale score | no. | 440.6 ± 5.4 | 452.0 ± 4.8 | 452.7 ± 4.6 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.0 ± 0.3 | 95.0 ± 0.4 | 96.0 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 490.3 ± 1.6 | 497.3 ± 1.6 | 503.7 ± 1.7 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.6 ± 0.3 | 94.7 ± 0.4 | 95.8 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 489.7 ± 1.7 | 496.6 ± 1.7 | 502.9 ± 1.7 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 87.9 ± 3.1 | 83.6 ± 3.1 | 88.2 ± 2.4 | ■ | △ |
| Mean scale score | no. | 492.9 ± 5.7 | 490.6 ± 5.2 | 497.6 ± 4.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.8 ± 0.4 | 95.8 ± 0.5 | 96.5 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 553.2 ± 3.0 | 549.6 ± 3.0 | 549.2 ± 3.0 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.5 ± 0.3 | 95.5 ± 0.5 | 96.3 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 552.3 ± 3.1 | 548.6 ± 3.0 | 548.4 ± 3.0 | ■ | ■ |

Table 4A.70 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 78.4 ± 4.5 | 83.3 ± 3.0 | 85.0 ± 3.3 | △ | ■ |
| Mean scale score | no. | 530.2 ± 6.1 | 538.3 ± 4.5 | 548.5 ± 5.6 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.5 ± 0.5 | 95.0 ± 0.6 | 95.8 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 591.5 ± 3.6 | 593.2 ± 3.8 | 597.7 ± 3.8 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.2 ± 0.4 | 94.8 ± 0.6 | 95.6 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 590.7 ± 3.7 | 592.3 ± 3.8 | 597.0 ± 3.8 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.71

Table 4A.71 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy writing, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 75.5 ± 3.2 | 82.4 ± 2.1 | 82.9 ± 1.9 | Δ | ■ |
| Mean scale score | no. | 316.2 ± 6.4 | 336.0 ± 3.8 | 338.1 ± 3.6 | Δ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.3 ± 0.5 | 95.6 ± 0.4 | 96.1 ± 0.3 | Δ | ■ |
| Mean scale score | no. | 371.9 ± 2.1 | 398.1 ± 2.0 | 397.2 ± 1.9 | Δ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.0 ± 0.6 | 94.6 ± 0.4 | 95.0 ± 0.4 | Δ | ■ |
| Mean scale score | no. | 367.9 ± 2.2 | 393.4 ± 2.1 | 392.2 ± 2.0 | Δ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 69.5 ± 3.1 | 73.9 ± 2.7 | 83.1 ± 2.1 | Δ | Δ |
| Mean scale score | no. | 406.8 ± 5.2 | 422.3 ± 3.9 | 434.5 ± 3.9 | Δ | Δ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.0 ± 0.5 | 94.7 ± 0.4 | 96.6 ± 0.3 | ▲ | Δ |
| Mean scale score | no. | 462.3 ± 1.9 | 486.2 ± 1.9 | 490.7 ± 1.9 | Δ | ■ |
| All students | | | | | | |
| At or above NMS | % | 90.4 ± 0.6 | 93.1 ± 0.5 | 95.5 ± 0.4 | Δ | Δ |
| Mean scale score | no. | 458.2 ± 2.1 | 481.7 ± 2.1 | 486.0 ± 2.0 | Δ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 81.8 ± 2.7 | 83.8 ± 2.1 | 87.6 ± 1.7 | Δ | ■ |
| Mean scale score | no. | 483.2 ± 7.6 | 487.8 ± 4.1 | 489.4 ± 3.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.9 ± 0.3 | 96.2 ± 0.4 | 96.9 ± 0.4 | ■ | ■ |
| Mean scale score | no. | 543.2 ± 2.2 | 547.8 ± 2.4 | 543.2 ± 3.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.9 ± 0.4 | 95.3 ± 0.5 | 96.2 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 539.0 ± 2.3 | 543.6 ± 2.5 | 538.9 ± 3.3 | ■ | ■ |

Table 4A.71 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy writing, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 73.2 ± 3.6 | 77.8 ± 2.6 | 87.8 ± 1.6 | ▲ | △ |
| Mean scale score | no. | 515.9 ± 9.1 | 525.6 ± 3.9 | 539.0 ± 3.7 | △ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.8 ± 0.7 | 95.4 ± 0.5 | 97.0 ± 0.4 | △ | △ |
| Mean scale score | no. | 574.7 ± 3.3 | 583.7 ± 3.3 | 588.5 ± 3.3 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.4 ± 0.8 | 94.2 ± 0.6 | 96.3 ± 0.5 | △ | △ |
| Mean scale score | no. | 570.7 ± 3.5 | 579.8 ± 3.4 | 584.7 ± 3.3 | △ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.72 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 75.5 ± 3.4 | 70.5 ± 3.6 | 69.5 ± 3.3 | ■ | ■ |
| Mean scale score | no. | 313.9 ± 5.1 | 310.4 ± 5.9 | 305.5 ± 6.4 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.1 ± 0.6 | 95.6 ± 0.5 | 95.6 ± 0.5 | ■ | ■ |
| Mean scale score | no. | 387.4 ± 2.2 | 399.0 ± 2.5 | 395.5 ± 2.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.5 ± 0.6 | 93.8 ± 0.6 | 93.7 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 381.9 ± 2.4 | 392.5 ± 2.8 | 388.6 ± 2.8 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 61.6 ± 3.4 | 61.2 ± 3.5 | 71.0 ± 3.6 | △ | △ |
| Mean scale score | no. | 393.0 ± 4.6 | 397.3 ± 5.4 | 410.3 ± 5.4 | △ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.7 ± 0.6 | 94.5 ± 0.5 | 96.2 ± 0.4 | △ | △ |
| Mean scale score | no. | 466.5 ± 2.3 | 486.9 ± 2.5 | 490.9 ± 2.5 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 91.1 ± 0.8 | 92.2 ± 0.7 | 94.3 ± 0.6 | △ | △ |
| Mean scale score | no. | 460.7 ± 2.5 | 480.6 ± 2.8 | 484.7 ± 2.7 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 74.2 ± 3.9 | 77.2 ± 3.5 | 78.7 ± 3.1 | ■ | ■ |
| Mean scale score | no. | 463.2 ± 5.2 | 469.0 ± 5.0 | 469.4 ± 4.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.5 ± 0.4 | 96.9 ± 0.4 | 96.9 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 539.5 ± 2.8 | 551.9 ± 3.6 | 543.9 ± 5.2 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.7 ± 0.6 | 95.4 ± 0.6 | 95.6 ± 0.7 | ■ | ■ |
| Mean scale score | no. | 533.7 ± 3.0 | 545.5 ± 3.7 | 538.3 ± 5.3 | ■ | ■ |

Table 4A.72 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 66.2 ± 3.7 | 74.2 ± 4.4 | 81.3 ± 3.1 | △ | △ |
| Mean scale score | no. | 500.6 ± 5.3 | 518.0 ± 7.4 | 526.1 ± 5.3 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.3 ± 0.9 | 96.4 ± 0.6 | 97.5 ± 0.5 | ▲ | △ |
| Mean scale score | no. | 576.4 ± 5.1 | 596.5 ± 5.4 | 601.5 ± 5.4 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.3 ± 1.1 | 94.7 ± 0.9 | 96.4 ± 0.6 | △ | △ |
| Mean scale score | no. | 570.7 ± 5.2 | 591.1 ± 5.5 | 596.0 ± 5.6 | △ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.73

Table 4A.73 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 79.2 ± 4.5 | 71.7 ± 5.1 | 71.1 ± 4.4 | ■ | ■ |
| Mean scale score | no. | 330.7 ± 6.5 | 316.4 ± 9.0 | 313.4 ± 7.1 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.6 ± 0.8 | 94.3 ± 0.7 | 93.9 ± 0.8 | ■ | ■ |
| Mean scale score | no. | 391.7 ± 2.5 | 388.9 ± 2.8 | 385.5 ± 3.0 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.8 ± 0.9 | 93.2 ± 0.8 | 92.8 ± 0.9 | ■ | ■ |
| Mean scale score | no. | 388.8 ± 2.7 | 385.4 ± 3.0 | 382.1 ± 3.1 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 68.5 ± 5.3 | 66.9 ± 5.4 | 74.5 ± 4.4 | ■ | △ |
| Mean scale score | no. | 409.1 ± 6.8 | 407.5 ± 8.0 | 415.7 ± 7.2 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 91.7 ± 0.9 | 93.1 ± 0.8 | 95.0 ± 0.7 | △ | △ |
| Mean scale score | no. | 462.9 ± 2.7 | 473.6 ± 2.8 | 480.9 ± 2.9 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 90.5 ± 1.0 | 91.8 ± 0.9 | 94.0 ± 0.8 | △ | △ |
| Mean scale score | no. | 460.4 ± 2.8 | 470.9 ± 2.9 | 477.9 ± 3.0 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 75.9 ± 5.2 | 80.3 ± 4.5 | 83.0 ± 4.0 | ■ | ■ |
| Mean scale score | no. | 468.7 ± 7.0 | 472.9 ± 7.3 | 477.7 ± 5.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.4 ± 0.7 | 95.5 ± 0.6 | 96.4 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 539.2 ± 3.1 | 536.5 ± 3.1 | 535.3 ± 3.1 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.5 ± 0.8 | 94.8 ± 0.7 | 95.8 ± 0.6 | ■ | ■ |
| Mean scale score | no. | 536.2 ± 3.3 | 533.9 ± 3.1 | 532.7 ± 3.1 | ■ | ■ |

Table 4A.73 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)

| | | | | | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|---------------------|
| | | <i>2008</i> | <i>2014</i> | <i>2015</i> | <i>2008 to 2015</i> | <i>2014 to 2015</i> |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 68.7 ± 6.0 | 73.2 ± 4.0 | 82.9 ± 4.5 | ▲ | ▲ |
| Mean scale score | no. | 508.8 ± 8.2 | 513.8 ± 5.9 | 529.0 ± 6.5 | ▲ | ▲ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.7 ± 1.1 | 93.6 ± 1.4 | 95.6 ± 1.0 | ▲ | ▲ |
| Mean scale score | no. | 574.6 ± 5.1 | 576.3 ± 5.0 | 581.0 ± 5.3 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.0 ± 1.8 | 92.6 ± 1.4 | 95.0 ± 1.0 | ▲ | ▲ |
| Mean scale score | no. | 571.1 ± 5.4 | 573.6 ± 5.3 | 578.9 ± 5.5 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.74

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 94.5 ± 2.8 | 92.5 ± 3.0 | 89.7 ± 4.0 | ■ | ■ |
| Mean scale score | no. | 377.1 ± 8.2 | 365.2 ± 6.8 | 359.4 ± 7.4 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.8 ± 0.6 | 94.6 ± 0.8 | 94.4 ± 1.1 | ▽ | ■ |
| Mean scale score | no. | 401.6 ± 4.5 | 398.2 ± 5.2 | 392.4 ± 4.6 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.7 ± 0.6 | 94.5 ± 0.8 | 94.0 ± 1.2 | ▽ | ■ |
| Mean scale score | no. | 399.9 ± 4.2 | 396.3 ± 5.4 | 391.3 ± 5.7 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 87.8 ± 3.9 | 84.7 ± 4.9 | 90.5 ± 3.2 | ■ | ■ |
| Mean scale score | no. | 447.4 ± 7.6 | 441.3 ± 7.6 | 452.3 ± 6.8 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 92.9 ± 1.1 | 93.3 ± 1.2 | 95.3 ± 0.8 | △ | △ |
| Mean scale score | no. | 467.5 ± 4.5 | 479.6 ± 4.8 | 484.4 ± 4.2 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.1 ± 1.2 | 92.6 ± 1.2 | 94.9 ± 0.9 | △ | △ |
| Mean scale score | no. | 464.6 ± 4.4 | 477.3 ± 4.8 | 483.1 ± 4.9 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 92.4 ± 2.7 | 88.9 ± 3.9 | 91.3 ± 3.7 | ■ | ■ |
| Mean scale score | no. | 512.3 ± 7.6 | 498.1 ± 7.4 | 496.9 ± 5.8 | ▽ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.5 ± 1.2 | 95.3 ± 1.1 | 96.5 ± 0.9 | ■ | ■ |
| Mean scale score | no. | 536.9 ± 7.5 | 536.1 ± 6.7 | 530.9 ± 5.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.2 ± 1.3 | 94.8 ± 1.2 | 96.0 ± 1.0 | ■ | ■ |
| Mean scale score | no. | 533.8 ± 7.3 | 533.1 ± 6.7 | 528.8 ± 6.2 | ■ | ■ |

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 88.5 ± 3.7 | 86.2 ± 3.6 | 90.0 ± 3.9 | ■ | ■ |
| Mean scale score | no. | 551.0 ± 9.5 | 541.2 ± 7.1 | 545.1 ± 6.6 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.1 ± 1.5 | 94.3 ± 1.3 | 96.4 ± 0.9 | △ | △ |
| Mean scale score | no. | 570.2 ± 7.2 | 575.0 ± 6.8 | 579.7 ± 6.5 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.3 ± 1.8 | 93.5 ± 1.4 | 95.8 ± 1.1 | △ | △ |
| Mean scale score | no. | 568.0 ± 7.2 | 572.8 ± 7.0 | 577.3 ± 6.7 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.75

Table 4A.75 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|--------------|--------------|--------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 88.4 ± 9.3 | 88.1 ± 5.9 | 85.4 ± 7.8 | ■ | ■ |
| Mean scale score | no. | 355.1 ± 16.2 | 356.1 ± 13.9 | 349.2 ± 12.4 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.7 ± 1.1 | 96.7 ± 0.9 | 96.3 ± 1.0 | ■ | ■ |
| Mean scale score | no. | 413.1 ± 5.0 | 415.2 ± 4.9 | 411.7 ± 4.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.4 ± 1.2 | 96.5 ± 1.0 | 96.0 ± 1.0 | ■ | ■ |
| Mean scale score | no. | 411.5 ± 5.1 | 413.9 ± 5.0 | 410.0 ± 5.0 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 82.3 ± 8.5 | 84.4 ± 7.1 | 87.6 ± 5.5 | ■ | ■ |
| Mean scale score | no. | 428.5 ± 14.0 | 442.7 ± 11.6 | 447.1 ± 11.1 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.3 ± 1.1 | 96.3 ± 0.9 | 96.8 ± 1.1 | ■ | ■ |
| Mean scale score | no. | 485.3 ± 5.6 | 499.1 ± 5.0 | 503.5 ± 5.6 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 94.9 ± 1.2 | 95.9 ± 0.9 | 96.5 ± 1.1 | ■ | ■ |
| Mean scale score | no. | 483.8 ± 5.8 | 497.4 ± 5.0 | 501.8 ± 5.6 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 90.3 ± 7.6 | 85.1 ± 9.0 | 86.1 ± 6.6 | ■ | ■ |
| Mean scale score | no. | 504.7 ± 14.3 | 504.0 ± 16.9 | 499.0 ± 12.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 97.3 ± 1.1 | 96.6 ± 1.4 | 97.0 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 557.5 ± 10.1 | 558.3 ± 9.3 | 550.3 ± 9.1 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 97.1 ± 1.2 | 96.3 ± 1.5 | 96.7 ± 1.2 | ■ | ■ |
| Mean scale score | no. | 556.2 ± 10.1 | 556.6 ± 9.6 | 549.4 ± 9.1 | ■ | ■ |

Table 4A.75 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 83.8 ± 11.1 | 82.8 ± 8.5 | 85.3 ± 8.4 | ■ | ■ |
| Mean scale score | no. | 546.5 ± 14.6 | 535.6 ± 12.4 | 545.1 ± 12.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.9 ± 1.1 | 95.3 ± 1.6 | 95.5 ± 1.6 | ■ | ■ |
| Mean scale score | no. | 596.0 ± 10.2 | 596.2 ± 9.6 | 600.5 ± 10.1 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 96.6 ± 1.2 | 94.9 ± 1.7 | 95.2 ± 1.7 | ■ | ■ |
| Mean scale score | no. | 594.9 ± 10.3 | 594.4 ± 9.7 | 599.6 ± 10.0 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.76 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|--------------|--------------|--------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 52.4 ± 6.9 | 43.0 ± 6.8 | 48.6 ± 6.3 | ■ | ■ |
| Mean scale score | no. | 275.0 ± 11.0 | 260.8 ± 13.7 | 269.5 ± 9.5 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.5 ± 1.3 | 93.2 ± 3.1 | 94.5 ± 1.6 | ■ | ■ |
| Mean scale score | no. | 386.9 ± 5.9 | 388.4 ± 6.2 | 377.7 ± 6.5 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 77.0 ± 5.6 | 73.0 ± 6.2 | 75.0 ± 5.4 | ■ | ■ |
| Mean scale score | no. | 338.4 ± 12.4 | 338.1 ± 15.5 | 332.0 ± 11.9 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 38.3 ± 6.3 | 36.2 ± 6.4 | 45.9 ± 6.7 | ■ | ■ |
| Mean scale score | no. | 355.9 ± 10.0 | 357.4 ± 11.0 | 370.0 ± 11.5 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 91.6 ± 2.2 | 92.3 ± 2.8 | 94.3 ± 2.1 | ■ | ■ |
| Mean scale score | no. | 459.4 ± 5.4 | 469.9 ± 5.7 | 477.1 ± 7.5 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 69.1 ± 5.9 | 68.2 ± 6.6 | 72.7 ± 6.3 | ■ | ■ |
| Mean scale score | no. | 416.3 ± 11.0 | 422.7 ± 13.4 | 429.3 ± 13.6 | ■ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 50.2 ± 7.4 | 47.7 ± 7.9 | 54.2 ± 8.1 | ■ | ■ |
| Mean scale score | no. | 428.3 ± 11.3 | 422.5 ± 13.2 | 427.2 ± 13.1 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 95.6 ± 2.0 | 95.2 ± 2.1 | 95.8 ± 2.1 | ■ | ■ |
| Mean scale score | no. | 534.2 ± 9.3 | 527.8 ± 11.8 | 529.9 ± 10.5 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 75.9 ± 7.2 | 74.4 ± 7.9 | 77.4 ± 7.5 | ■ | ■ |
| Mean scale score | no. | 488.1 ± 15.8 | 484.4 ± 18.6 | 484.7 ± 17.1 | ■ | ■ |

Table 4A.76 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|--------------|--------------|--------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 46.1 ± 9.3 | 44.1 ± 8.5 | 56.9 ± 7.6 | ■ | △ |
| Mean scale score | no. | 470.5 ± 15.9 | 467.6 ± 13.8 | 487.2 ± 10.7 | ■ | △ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 93.6 ± 2.6 | 93.1 ± 3.5 | 96.0 ± 2.2 | ■ | ■ |
| Mean scale score | no. | 575.4 ± 10.6 | 569.2 ± 11.5 | 576.6 ± 10.4 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 74.1 ± 7.5 | 74.2 ± 7.8 | 79.1 ± 6.9 | ■ | ■ |
| Mean scale score | no. | 532.6 ± 17.2 | 532.0 ± 17.2 | 538.2 ± 14.5 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.77

Table 4A.77 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)

| | | 2008 | 2014 | 2015 | <i>Nature of differences</i> | |
|--|-----|-------------|-------------|-------------|------------------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 3</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 78.6 ± 1.7 | 78.2 ± 1.4 | 78.2 ± 1.3 | ■ | ■ |
| Mean scale score | no. | 327.6 ± 3.3 | 331.5 ± 2.9 | 330.0 ± 2.5 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.0 ± 0.2 | 95.7 ± 0.2 | 95.5 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 400.5 ± 1.0 | 405.9 ± 0.9 | 402.0 ± 0.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.0 ± 0.2 | 94.6 ± 0.2 | 94.4 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 396.9 ± 1.0 | 401.8 ± 1.0 | 397.8 ± 1.0 | ■ | ■ |
| <i>Year 5</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 69.2 ± 1.7 | 71.1 ± 1.6 | 78.6 ± 1.5 | △ | △ |
| Mean scale score | no. | 408.0 ± 2.8 | 417.9 ± 2.6 | 428.0 ± 2.5 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.0 ± 0.2 | 94.8 ± 0.2 | 96.1 ± 0.2 | △ | ■ |
| Mean scale score | no. | 479.5 ± 1.0 | 491.5 ± 0.9 | 496.5 ± 1.0 | △ | ■ |
| All students | | | | | | |
| At or above NMS | % | 92.7 ± 0.2 | 93.5 ± 0.2 | 95.1 ± 0.2 | △ | ■ |
| Mean scale score | no. | 475.9 ± 1.1 | 487.6 ± 1.0 | 492.5 ± 1.0 | △ | ■ |
| <i>Year 7</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 78.6 ± 1.7 | 79.5 ± 1.6 | 82.8 ± 1.5 | ■ | ■ |
| Mean scale score | no. | 476.2 ± 3.4 | 478.5 ± 2.8 | 480.5 ± 2.7 | ■ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 96.4 ± 0.2 | 96.1 ± 0.2 | 96.7 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 548.6 ± 1.6 | 549.7 ± 1.7 | 546.2 ± 1.7 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 95.4 ± 0.2 | 95.1 ± 0.2 | 95.9 ± 0.2 | ■ | ■ |
| Mean scale score | no. | 545.0 ± 1.6 | 545.9 ± 1.7 | 542.5 ± 1.7 | ■ | ■ |

Table 4A.77 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)

| | | 2008 | 2014 | 2015 | Nature of differences | |
|--|-----|-------------|-------------|-------------|-----------------------|--------------|
| | | | | | 2008 to 2015 | 2014 to 2015 |
| <i>Year 9</i> | | | | | | |
| Aboriginal and Torres Strait Islander students (c) | | | | | | |
| At or above NMS | % | 72.5 ± 2.0 | 76.2 ± 1.5 | 82.8 ± 1.3 | △ | △ |
| Mean scale score | no. | 515.1 ± 4.0 | 522.8 ± 2.5 | 531.9 ± 2.3 | △ | ■ |
| Non-Indigenous students | | | | | | |
| At or above NMS | % | 94.8 ± 0.3 | 95.2 ± 0.3 | 96.4 ± 0.2 | △ | ■ |
| Mean scale score | no. | 585.7 ± 1.8 | 591.4 ± 1.9 | 595.2 ± 1.9 | ■ | ■ |
| All students | | | | | | |
| At or above NMS | % | 93.6 ± 0.3 | 94.1 ± 0.3 | 95.7 ± 0.2 | △ | △ |
| Mean scale score | no. | 582.2 ± 1.8 | 587.8 ± 1.9 | 591.7 ± 1.9 | ■ | ■ |

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.78 **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.79 **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.80 **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 |
| Indigenous students | 25.5 ± 10.0 |
| Non-Indigenous students | 54.7 ± 2.2 |
| LBOTE students (d) | na |
| 2009 | |
| Male students | 52.3 ± 2.6 |
| Female students | 51.7 ± 2.6 |
| Indigenous students | 19.6 ± 6.0 |
| Non-Indigenous students | 53.9 ± 2.3 |
| LBOTE students | 48.9 ± 4.9 |
| 2012 | |
| Male students | 51.7 ± 2.6 |
| Female students | 51.1 ± 2.2 |
| Indigenous students | 20.1 ± 5.8 |
| Non-Indigenous students | 52.8 ± 2.0 |
| LBOTE students | 47.6 ± 5.4 |

LBOTE = Language Background Other Than English.

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

TABLE 4A.81

Table 4A.81 **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 | 396 ± 12.1 | 398 ± 9.2 | 385 ± 8.9 | 393 ± 9.6 | 380 ± 10.4 | 386 ± 13.5 | 415 ± 10.6 | 326 ± 28.6 | 392 ± 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.82

Table 4A.82 **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.82 **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 | 395 ± 9.9 | 393 ± 9.7 | 392 ± 6.4 | 406 ± 9.5 | 392 ± 7.9 | 395 ± 12.3 | 429 ± 13.2 | 319 ± 31.1 | |
| | <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.83

Table 4A.83 **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.83

Table 4A.83 **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 | 5.0 ± 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.83

Table 4A.83 **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 | 04 ± 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.83 **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) *2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.84

Table 4A.84 **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.84 **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) *2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.85

Table 4A.85 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

| | <i>Below level 1</i> | <i>Level 1</i> | <i>Level 2</i> | <i>Level 3</i> | <i>Level 4 (d)</i> | <i>Level 5</i> | <i>At or above proficient standard (a)</i> |
|-------------------------|----------------------|-------------------|-------------------|-------------------|--------------------|------------------|--|
| 2007 | | | | | | | |
| Year 6 | | | | | | | |
| Male students | 13.7 ± 1.9 | 36.4 ± 2.6 | 40.9 ± 3.1 | 8.7 ± 1.6 | 0.3 ± 0.3 | .. | 49.9 ± 3.3 |
| Female students | 8.8 ± 1.6 | 34.0 ± 3.1 | 46.3 ± 3.1 | 10.7 ± 1.6 | 0.3 ± 0.3 | .. | 57.2 ± 3.4 |
| Indigenous students | 37.0 ± 11.9 | 36.8 ± 11.1 | 23.4 ± 11.1 | 2.8 ± 4.5 | – | .. | 26.2 ± 13.6 |
| Non-Indigenous students | 10.5 ± 1.4 | 35.8 ± 2.7 | 44.0 ± 2.7 | 9.4 ± 1.4 | 0.3 ± 0.2 | .. | 53.7 ± 3.1 |
| LBOTE students | 13.7 ± 4.8 | 37.5 ± 6.1 | 40.2 ± 7.1 | 8.5 ± 3.6 | 0.1 ± 0.3 | .. | 48.9 ± 7.8 |
| All students | 11.3 ± 1.3 | 35.2 ± 2.4 | 43.5 ± 2.6 | 9.7 ± 1.1 | 0.3 ± 0.2 | .. | 53.4 ± 2.8 |
| Year 10 | | | | | | | |
| Male students | 4.9 ± 1.8 | 18.5 ± 2.8 | 38.8 ± 3.1 | 32.2 ± 3.0 | 5.4 ± 1.7 | 0.2 ± 0.4 | 37.9 ± 3.7 |
| Female students | 2.7 ± 1.3 | 13.2 ± 2.5 | 39.0 ± 3.7 | 36.6 ± 2.9 | 8.3 ± 2.1 | 0.2 ± 0.3 | 45.1 ± 3.4 |
| Indigenous students | 14.1 ± 8.0 | 33.3 ± 10.6 | 34.1 ± 9.7 | 16.0 ± 8.8 | 2.5 ± 3.7 | – | 18.5 ± 8.1 |
| Non-Indigenous students | 3.3 ± 1.3 | 15.2 ± 2.1 | 39.1 ± 2.8 | 35.1 ± 2.1 | 7.0 ± 1.4 | 0.2 ± 0.2 | 42.3 ± 2.6 |
| LBOTE students | 6.3 ± 3.6 | 17.3 ± 4.3 | 37.0 ± 5.1 | 32.6 ± 4.4 | 6.5 ± 2.6 | 0.3 ± 0.6 | 39.4 ± 5.6 |
| All students | 3.8 ± 1.4 | 15.8 ± 2.2 | 38.9 ± 2.8 | 34.4 ± 2.1 | 6.9 ± 1.4 | 0.2 ± 0.2 | 41.5 ± 2.6 |
| 2010 | | | | | | | |
| Year 6 | | | | | | | |
| Male students | 15 ± 2.2 | 36 ± 2.9 | 36 ± 3.4 | 12 ± 2.1 | 1 ± 0.7 | .. | 49 ± 3.4 |
| Female students | 11 ± 1.9 | 34 ± 2.5 | 39 ± 2.5 | 14 ± 2.0 | 2 ± 0.8 | .. | 55 ± 3.1 |
| Indigenous students | 48 ± 11.2 | 36 ± 11.8 | 14 ± 6.9 | 2 ± 2.7 | 0 ± 0.1 | .. | 16 ± 7.8 |
| Non-Indigenous students | 12 ± 1.7 | 35 ± 2.0 | 39 ± 2.4 | 13 ± 1.5 | 1 ± 0.6 | .. | 54 ± 2.6 |
| All students | 13 ± 1.7 | 35 ± 1.9 | 38 ± 2.3 | 13 ± 1.4 | 1 ± 0.6 | .. | 52 ± 2.4 |
| Year 10 | | | | | | | |

TABLE 4A.85

Table 4A.85 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

| | <i>Below level 1</i> | <i>Level 1</i> | <i>Level 2</i> | <i>Level 3</i> | <i>Level 4 (d)</i> | <i>Level 5</i> | <i>At or above proficient standard (a)</i> |
|-----------------------------|----------------------|-----------------|-----------------|-----------------|--------------------|----------------|--|
| Male students | 6 ± 1.9 | 16 ± 2.4 | 34 ± 2.9 | 33 ± 3.0 | 10 ± 2.4 | 1 ± 0.7 | 44 ± 4.5 |
| Female students | 4 ± 1.2 | 13 ± 2.5 | 30 ± 3.3 | 39 ± 3.2 | 14 ± 3.1 | 1 ± 0.5 | 53 ± 4.7 |
| Indigenous students | 19 ± 8.1 | 26 ± 9.3 | 38 ± 10.3 | 15 ± 7.5 | 2 ± 3.0 | na | 17 ± 7.7 |
| Non-Indigenous students | 4 ± 1.3 | 14 ± 2.0 | 32 ± 2.3 | 37 ± 2.5 | 12 ± 2.0 | 1 ± 0.4 | 50 ± 3.8 |
| All students | 5 ± 1.3 | 14 ± 2.0 | 32 ± 2.2 | 36 ± 2.5 | 12 ± 1.9 | 1 ± 0.4 | 49 ± 3.7 |
| 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 |
| Indigenous students | 38 ± 8.2 | 40 ± 9.4 | 19 ± 8.6 | 2 ± 3.5 | na | .. | 16 ± 7.8 |
| 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 |
| Indigenous students | 13 ± 5.5 | 29 ± 10.7 | 41 ± 10.8 | 17 ± 10.3 | 0 ± 0.5 | na | 17 ± 10.4 |
| 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.

Table 4A.85 **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> |
|---|----------------------|----------------|----------------|----------------|--------------------|----------------|--|
| (a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard. | | | | | | | |
| (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals. | | | | | | | |
| (c) 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) *2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.86

Table 4A.86 **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.86 **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>2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013</i> , Sydney; | | | | | | | | |

TABLE 4A.87

Table 4A.87 **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.87

Table 4A.87 **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.87

Table 4A.87 **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.87

Table 4A.87 **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 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | .. |

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(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.

Table 4A.87

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> |
|---------|---|------------|------------|-----------|-----------|------------|------------|-----------|
| 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>2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013</i> , Sydney. | | | | | | | |

TABLE 4A.88

Table 4A.88 **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.88

Table 4A.88 **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> |
| 2014 | | | | | | | | | |
| Year 6 | | | | | | | | | |
| Level 1 | 13 ± 3.7 | 8 ± 2.1 | 18 ± 4.5 | 16 ± 4.4 | 13 ± 3.3 | 21 ± 5.2 | 10 ± 4.4 | 25 ± 8.0 | 14 ± 1.9 |
| Level 2 | 31 ± 3.9 | 28 ± 4.0 | 34 ± 4.2 | 32 ± 4.7 | 29 ± 4.0 | 33 ± 3.6 | 32 ± 8.1 | 32 ± 5.8 | 31 ± 2.4 |

Table 4A.88 **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 | 42 ± 4.7 | 48 ± 4.1 | 38 ± 5.7 | 38 ± 4.0 | 43 ± 3.5 | 36 ± 5.2 | 41 ± 6.0 | 34 ± 7.3 | 42 ± 2.5 |
| Level 4 and above | 13 ± 2.4 | 17 ± 3.0 | 10 ± 2.7 | 14 ± 3.4 | 16 ± 3.3 | 9 ± 2.9 | 17 ± 8.4 | 9 ± 5.7 | 14 ± 1.2 |
| <i>At or above the proficient standard</i> | <i>55 ± 4.9</i> | <i>64 ± 4.5</i> | <i>48 ± 5.8</i> | <i>52 ± 4.8</i> | <i>59 ± 4.3</i> | <i>46 ± 5.4</i> | <i>58 ± 10.6</i> | <i>43 ± 6.3</i> | <i>55 ± 2.5</i> |
| Year 10 | | | | | | | | | |
| Level 2 and below | 16 ± 4.0 | 12 ± 3.7 | 19 ± 6.0 | 9 ± 3.1 | 11 ± 3.6 | 18 ± 5.1 | 14 ± 7.3 | 17 ± 8.4 | 15 ± 2.0 |
| Level 3 | 34 ± 4.4 | 33 ± 5.3 | 34 ± 5.3 | 34 ± 4.0 | 32 ± 4.7 | 32 ± 4.5 | 26 ± 7.1 | 40 ± 10.4 | 33 ± 2.1 |
| Level 4 | 42 ± 5.3 | 43 ± 4.2 | 41 ± 5.1 | 48 ± 5.4 | 46 ± 5.0 | 41 ± 5.1 | 46 ± 7.3 | 37 ± 7.6 | 43 ± 2.0 |
| Level 5 and above | 8 ± 3.2 | 12 ± 3.4 | 6 ± 2.1 | 10 ± 2.9 | 11 ± 3.5 | 10 ± 3.3 | 14 ± 6.2 | 6 ± 6.1 | 9 ± 1.4 |
| <i>At or above the proficient standard</i> | <i>50 ± 5.5</i> | <i>55 ± 5.9</i> | <i>47 ± 5.6</i> | <i>57 ± 5.8</i> | <i>57 ± 5.9</i> | <i>51 ± 5.8</i> | <i>60 ± 9.1</i> | <i>43 ± 9.1</i> | <i>52 ± 2.5</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.
- (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 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 (2015), *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.89

Table 4A.89 **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 | 2014 | 2005 | 2008 | 2011 | 2014 |
| Male students | 45 ± 4.9 | 52 ± 3.0 | 58 ± 2.7 | 51 ± 3.3 | 60 ± 4.2 | 63 ± 3.9 | 62 ± 2.7 | 47 ± 3.4 |
| Female students | 52 ± 4.1 | 62 ± 3.6 | 66 ± 2.5 | 60 ± 2.9 | 63 ± 3.5 | 70 ± 3.2 | 67 ± 3.3 | 58 ± 3.3 |
| Indigenous students | 30 ± 12.9 | 24 ± 6.1 | 31 ± 8.4 | 22 ± 8.1 | 35 ± 11.5 | 32 ± 11.7 | 36 ± 11.5 | 20 ± 8.8 |
| Non-Indigenous students | 50 ± 3.1 | 59 ± 2.8 | 64 ± 2.1 | 57 ± 2.5 | 62 ± 3.1 | 68 ± 2.7 | 66 ± 2.3 | 53 ± 2.6 |
| LBOTE students | 48.8 ± 6.2 | 58.9 ± 6.0 | 66 ± 4.8 | 58 ± 5.5 | 58.6 ± 5.6 | 64.0 ± 5.9 | 63 ± 5.1 | 51 ± 6.1 |
| Geographic location: | | | | | | | | |
| Metropolitan | 52 ± 3.8 | 61 ± 3.3 | 66 ± 2.3 | 58 ± 2.9 | 63 ± 4.1 | 69 ± 3.3 | 67 ± 2.5 | 54 ± 3.0 |
| Provincial | 43 ± 5.5 | 48 ± 5.7 | 51 ± 3.2 | 48 ± 5.1 | 59 ± 5.7 | 62 ± 5.6 | 58 ± 4.9 | 47 ± 4.7 |
| Remote | 33 ± 18.9 | 38 ± 12.7 | 45 ± 20.9 | 35 ± 5.8 | 46 ± 9.7 | 45 ± 10.6 | 47 ± 15.7 | 32 ± 15.6 |
| Parental occupation: | | | | | | | | |
| Senior managers and professionals | 68.0 ± 6.1 | 71.7 ± 3.6 | 79 ± 3.7 | 72 ± 4.0 | 75.4 ± 5.4 | 78.5 ± 3.6 | 78 ± 3.2 | 65 ± 4.5 |
| Other managers, associate professionals | 58.9 ± 4.8 | 66.2 ± 4.9 | 68 ± 3.8 | 63 ± 5.0 | 65.7 ± 4.0 | 70.7 ± 4.0 | 69 ± 4.2 | 56 ± 4.1 |
| Skilled trades, clerical and sales | 46.1 ± 4.5 | 54.0 ± 3.7 | 59 ± 4.2 | 52 ± 4.2 | 75.1 ± 5.8 | 62.6 ± 4.6 | 63 ± 4.5 | 50 ± 5.5 |
| Unskilled manual, office and sales | 32.1 ± 5.7 | 41.0 ± 4.7 | 43 ± 6.6 | 42 ± 4.9 | 48.8 ± 7.0 | 52.1 ± 6.0 | 57 ± 7.4 | 40 ± 6.0 |
| All students | 49 ± 3.0 | 57 ± 2.8 | 62 ± 2.0 | 55 ± 2.5 | 61 ± 3.1 | 66 ± 3.0 | 65 ± 2.3 | 52 ± 2.5 |

LBOTE = Language Background Other Than English (at least one language other than English spoken at home).

- (a) National minimum such as those set in literacy and numeracy have not been set for ICT literacy performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6). This is a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2015), *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.90

Table 4A.90 **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 |
| 2014 | 412 ± 12.0 | 437 ± 9.6 | 393 ± 13.7 | 404 ± 13.2 | 421 ± 10.3 | 385 ± 15.1 | 429 ± 26.0 | 361 ± 20.5 | 413 ± 5.7 |
| Statistical significance of mean scores, year 6 | | | | | | | | | |
| Nature of the difference 2005-2014 | • | • | • | ↑ | • | • | • | • | • |
| Nature of the difference 2008-2014 | • | • | • | • | • | • | ↓ | • | • |
| Nature of the difference 2011-2014 | ↓ | • | ↓ | • | • | • | ↓ | • | ↓ |
| 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 |
| 2014 | 512 ± 13.7 | 532 ± 14.3 | 504 ± 16.8 | 539 ± 11.8 | 532 ± 15.8 | 514 ± 15.6 | 536 ± 26.2 | 501 ± 19.9 | 520 ± 6.7 |
| Statistical significance of mean scores, year 10 | | | | | | | | | |
| Nature of the difference 2005-2014 | ↓ | ↓ | ↓ | • | • | • | ↓ | • | ↓ |
| Nature of the difference 2008-2014 | ↓ | ↓ | ↓ | • | ↓ | • | ↓ | • | ↓ |
| Nature of the difference 2011-2014 | ↓ | ↓ | ↓ | • | • | • | ↓ | • | ↓ |

↑= 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 (2015), *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.91

Table 4A.91 **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.91

Table 4A.91 **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.91

Table 4A.91 **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 | ▼ | ▼ | ▼ | ▼ | ▼ | ● | ▼ | .. |
| 2014 | | | | | | | | | |
| Year 6 | Mean score | 412 ± 12.0 | 437 ± 9.6 | 393 ± 13.7 | 404 ± 13.2 | 421 ± 10.3 | 385 ± 15.1 | 429 ± 26.0 | 361 ± 20.5 |
| | <i>NSW</i> 412 ± 12.0 | .. | ▼ | ▲ | ● | ● | ▲ | ● | ▲ |
| | <i>Vic</i> 437 ± 9.6 | ▲ | .. | ▲ | ▲ | ▲ | ▲ | ● | ▲ |

TABLE 4A.91

Table 4A.91 **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> |
|---------|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | <i>Qld</i> 393 ± 13.7 | ▼ | ▼ | .. | ● | ▼ | ● | ▼ | ▲ |
| | <i>WA</i> 404 ± 13.2 | ● | ▼ | ● | .. | ▼ | ● | ● | ▲ |
| | <i>SA</i> 421 ± 10.3 | ● | ▼ | ▲ | ▲ | .. | ▲ | ● | ▲ |
| | <i>Tas</i> 385 ± 15.1 | ▼ | ▼ | ● | ● | ▼ | .. | ▼ | ● |
| | <i>ACT</i> 429 ± 26.0 | ● | ● | ▲ | ● | ● | ▲ | .. | ▲ |
| | <i>NT</i> 361 ± 20.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ● | ▼ | .. |
| Year 10 | Mean score | 512 ± 13.7 | 532 ± 14.3 | 504 ± 16.8 | 539 ± 11.8 | 532 ± 15.8 | 514 ± 15.6 | 536 ± 26.2 | 501 ± 19.9 |
| | <i>NSW</i> 512 ± 13.7 | .. | ▼ | ● | ▼ | ● | ● | ● | ● |
| | <i>Vic</i> 532 ± 14.3 | ▲ | .. | ▲ | ● | ● | ● | ● | ▲ |
| | <i>Qld</i> 504 ± 16.8 | ● | ▼ | .. | ▼ | ▼ | ● | ▼ | ● |
| | <i>WA</i> 539 ± 11.8 | ▲ | | ▲ | .. | ● | ▲ | ● | ▲ |
| | <i>SA</i> 532 ± 15.8 | ● | ● | ▲ | ● | .. | ● | ● | ▲ |
| | <i>Tas</i> 514 ± 15.6 | ● | ● | ● | ▼ | ● | .. | ● | ● |
| | <i>ACT</i> 536 ± 26.2 | ● | ● | ▲ | ● | | ● | .. | ▲ |
| | <i>NT</i> 501 ± 19.9 | ● | ▼ | ● | ▼ | ▼ | ● | ▼ | .. |

▲ = 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 (2015), National Assessment Program ICT Literacy Years 6 and 10 Report 2014, Sydney.

TABLE 4A.92

Table 4A.92 **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 |

↑ = 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) 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.93 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)**

| | <i>Aust</i> |
|--|-------------|
| 2000 | |
| All students | 69.0 ± 2.4 |
| Male students | 63.2 ± 3.3 |
| Female students | 75.8 ± 2.9 |
| Students from low socioeconomic families (d) | 54.3 ± 3.5 |
| Indigenous students | 38.0 ± 6.7 |
| Non-Indigenous students (e) | 69.9 ± 2.5 |
| Geographically remote students (f) | 47.9 ± 17.2 |
| 2003 | |
| All students | 69.9 ± 1.9 |
| Male students | 62.3 ± 2.5 |
| Female students | 77.8 ± 2.2 |
| Students from low socioeconomic families (d) | 56.2 ± 2.7 |
| Indigenous students | 38.1 ± 7.6 |
| Non-Indigenous students (e) | 70.6 ± 1.8 |
| Geographically remote students (f) | 53.5 ± 9.0 |
| 2006 | |
| All students | 65.6 ± 1.8 |
| Male students | 58.0 ± 2.4 |
| Female students | 73.5 ± 2.0 |
| Students from low socioeconomic families (d) | 47.8 ± 2.2 |
| Indigenous students | 33.5 ± 4.9 |
| Non-Indigenous students (e) | 66.5 ± 1.8 |
| Geographically remote students (f) | 48.9 ± 15.7 |
| 2009 | |
| All students | 65.3 ± 1.8 |
| Male students | 57.8 ± 2.3 |
| Female students | 72.5 ± 2.2 |
| Students from low socioeconomic families (d) | 46.9 ± 2.5 |
| Indigenous students | 34.7 ± 5.4 |
| <i>Level 5 and Level 6</i> | 2.4 ± 1.2 |
| <i>Level 1 and below</i> | 38.8 ± 5.2 |
| Non-Indigenous students (e) | 66.3 ± 1.7 |
| <i>Level 5 and Level 6</i> | 13.1 ± 1.6 |
| <i>Level 1 and below</i> | 13.4 ± 1.1 |
| Geographically remote students (f) | 48.6 ± 8.7 |
| 2012 | |
| All students | 64.2 ± 1.3 |
| Male students | 57.4 ± 1.8 |

Table 4A.93 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)

| | <i>Aust</i> |
|--|-------------|
| Female students | 71.4 ± 1.7 |
| Students from low socioeconomic families (d) | 46.4 ± 2.5 |
| Indigenous students | 30.6 ± 3.3 |
| Non-Indigenous students (e) | 65.4 ± 1.3 |
| Geographically remote students (f) | 43.1 ± 12.1 |

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.94 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.95

Table 4A.95 **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.95 **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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

↑ = 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.96

Table 4A.96 **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 (unpublished).

TABLE 4A.97

Table 4A.97 **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.98 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

| | <i>Aust</i> |
|--|-------------|
| 2003 | |
| All students | 67.1 ± 1.8 |
| Male students | 67.3 ± 2.4 |
| Female students | 66.8 ± 2.5 |
| Students from low socioeconomic families (d) | 47.2 ± 3.7 |
| Indigenous students | 30.1 ± 6.3 |
| Non-Indigenous students (e) | 67.9 ± 1.8 |
| Geographically remote students (f) | 51.5 ± 12.7 |
| 2006 | |
| All students | 66.5 ± 1.8 |
| Male students | 68.6 ± 2.4 |
| Female students | 64.3 ± 2.2 |
| Students from low socioeconomic families (d) | 50.2 ± 2.4 |
| Indigenous students | 32.4 ± 5.1 |
| Non-Indigenous students (e) | 67.5 ± 1.8 |
| Geographically remote students (f) | 44.0 ± 11.4 |
| 2009 | |
| All students | 63.9 ± 1.9 |
| Male students | 65.5 ± 2.4 |
| Female students | 62.3 ± 2.4 |
| Students from low socioeconomic families (d) | 44.7 ± 2.5 |
| Indigenous students | 34.5 ± 5.1 |
| <i>Level 5 and Level 6</i> | 3.2 ± 1.5 |
| <i>Level 1 and below</i> | 40.4 ± 5.0 |
| Non-Indigenous students (e) | 64.8 ± 1.9 |
| <i>Level 5 and Level 6</i> | 16.9 ± 1.8 |
| <i>Level 1 and below</i> | 15.1 ± 1.3 |
| Geographically remote students (f) | 42.7 ± 14.7 |
| 2012 | |
| All students | 58.4 ± 1.5 |
| Male students | 60.2 ± 2.1 |
| Female students | 56.5 ± 2.0 |
| Students from low socioeconomic families (d) | 61.3 ± 1.7 |
| Indigenous students | 23.2 ± 3.1 |
| Non-Indigenous students (e) | 59.7 ± 1.5 |
| Geographically remote students (f) | 37.5 ± 14.1 |

Table 4A.98 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.99 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.100

Table 4A.100 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

| | | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Proportions at achievement levels | | | | | | | | | | |
| Level 6 | % | 6.1 ± 1.8 | 3.2 ± 1.4 | 3.7 ± 1.1 | 4.6 ± 1.3 | 1.9 ± 0.8 | 2.0 ± 1.2 | 5.2 ± 2.0 | 1.5 ± 1.7 | 4.3 ± 0.7 |
| Level 5 | % | 11.4 ± 1.6 | 8.9 ± 1.8 | 10.9 ± 2.1 | 12.8 ± 2.2 | 8.4 ± 1.9 | 7.1 ± 2.1 | 13.3 ± 3.2 | 5.0 ± 4.1 | 10.5 ± 0.8 |
| Level 4 | % | 18.0 ± 1.7 | 19.6 ± 2.2 | 19.2 ± 2.1 | 22.6 ± 2.7 | 17.3 ± 2.8 | 14.6 ± 2.8 | 21.0 ± 3.3 | 11.0 ± 5.8 | 19.0 ± 1.0 |
| Level 3 | % | 23.8 ± 2.2 | 26.1 ± 2.5 | 24.7 ± 2.8 | 22.8 ± 2.8 | 25.1 ± 2.8 | 24.4 ± 2.9 | 25.2 ± 3.4 | 23.7 ± 6.0 | 24.6 ± 1.3 |
| Level 2 | % | 21.0 ± 2.4 | 22.8 ± 2.4 | 21.9 ± 2.5 | 21.0 ± 2.7 | 23.8 ± 3.1 | 25.3 ± 3.5 | 19.8 ± 3.4 | 22.8 ± 7.0 | 21.9 ± 1.5 |
| Level 1 | % | 13.1 ± 1.8 | 13.7 ± 2.4 | 14.0 ± 1.6 | 11.7 ± 1.9 | 16.1 ± 2.3 | 16.4 ± 2.8 | 9.9 ± 2.6 | 17.8 ± 6.7 | 13.5 ± 1.1 |
| Below level 1 | % | 6.5 ± 1.2 | 5.7 ± 1.6 | 5.7 ± 1.6 | 4.3 ± 1.3 | 7.2 ± 1.6 | 10.2 ± 2.0 | 5.6 ± 2.0 | 18.1 ± 4.5 | 6.1 ± 0.7 |
| <i>At or above level 3</i> | % | 59.4 ± 2.8 | 57.9 ± 3.2 | 58.4 ± 3.1 | 62.9 ± 3.4 | 52.8 ± 3.4 | 48.1 ± 3.4 | 64.7 ± 3.7 | 41.3 ± 10.7 | 58.4 ± 1.5 |
| <i>Levels 5 and 6</i> | % | 17.6 ± 2.8 | 12.2 ± 2.8 | 14.6 ± 2.1 | 17.4 ± 2.7 | 10.4 ± 2.1 | 9.1 ± 2.3 | 18.5 ± 3.2 | 6.6 ± 4.3 | 14.8 ± 1.3 |
| <i>Level 1 and below</i> | % | 19.6 ± 2.1 | 19.4 ± 2.4 | 19.7 ± 2.4 | 16.0 ± 2.3 | 23.4 ± 2.7 | 26.6 ± 3.2 | 15.5 ± 3.3 | 35.9 ± 8.3 | 19.7 ± 1.2 |
| Mean score | no. | 509.1 ± 7.1 | 500.8 ± 7.3 | 503.3 ± 5.7 | 516.3 ± 6.7 | 489.1 ± 6.5 | 477.8 ± 6.7 | 517.6 ± 7.1 | 451.7 ± 20.4 | 504.2 ± 3.1 |
| Statistical difference of mean score performance | | | | | | | | | | |
| Performance of: | | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Compared to: | NSW | .. | ● | ● | ● | ↓ | ↓ | ● | ↓ | .. |
| | Vic | ● | .. | ● | ↑ | ↓ | ↓ | ↑ | ↓ | .. |
| | Qld | ● | ● | .. | ↑ | ↓ | ↓ | ↑ | ↓ | .. |
| | WA | ● | ↓ | ↓ | .. | ↓ | ↓ | ● | ↓ | .. |
| | SA | ↑ | ↑ | ↑ | ↑ | .. | ↓ | ↑ | ↓ | .. |
| | Tas | ↑ | ↑ | ↑ | ↑ | ↑ | .. | ↑ | ↓ | .. |
| | ACT | ● | ↓ | ↓ | ● | ↓ | ↓ | .. | ↓ | .. |
| | NT | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | .. | .. |

Table 4A.100 **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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

↑= 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.101

Table 4A.101 **Mean scores for mathematical literacy and statistical significance of differences between PISA 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2003 | | | | | | | | | |
| All students | 526 | 511 | 520 | 548 | 535 | 507 | 548 | 496 | 524 |
| 2006 | | | | | | | | | |
| All students | 523 | 513 | 519 | 531 | 520 | 502 | 539 | 481 | 520 |
| 2009 | | | | | | | | | |
| All students | 512 | 512 | 518 | 529 | 509 | 487 | 528 | 487 | 514 |
| 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 (unpublished).

Table 4A.102 **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.103 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

| | <i>Aust</i> |
|--|-------------|
| 2006 | |
| All students | 67.0 ± 1.7 |
| Male students | 66.5 ± 2.4 |
| Female students | 67.5 ± 2.0 |
| Students from low socioeconomic families (d) | 50.8 ± 2.3 |
| Indigenous students | 34.3 ± 5.6 |
| Non-Indigenous students (e) | 67.9 ± 1.7 |
| Geographically remote students (f) | 47.8 ± 12.9 |
| 2009 | |
| All students | 67.5 ± 1.7 |
| Male students | 66.6 ± 2.2 |
| Female students | 68.3 ± 2.1 |
| Students from low socioeconomic families (d) | 49.4 ± 2.5 |
| Indigenous students | 37.8 ± 5.5 |
| <i>Level 5 and Level 6</i> | 2.9 ± 1.4 |
| <i>Level 1 and below</i> | 35.1 ± 5.3 |
| Non-Indigenous students (e) | 68.5 ± 1.7 |
| <i>Level 5 and Level 6</i> | 14.9 ± 1.7 |
| <i>Level 1 and below</i> | 11.8 ± 1.2 |
| Geographically remote students (f) | 48.6 ± 10.8 |
| 2012 | |
| All students | 64.9 ± 1.4 |
| Male students | 65.2 ± 1.8 |
| Female students | 64.5 ± 1.8 |
| Students from low socioeconomic families (d) | 47.3 ± 2.3 |
| Indigenous students | 33.0 ± 3.4 |
| Non-Indigenous students (e) | 66.0 ± 1.4 |
| Geographically remote students (f) | 48.1 ± 15.4 |

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.103 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.104 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.105

Table 4A.105 **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.105 **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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

↑= 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.106 **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 (unpublished).

TABLE 4A.107

Table 4A.107 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.107

Table 4A.107 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.107 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 and PIRLS 2011* Melbourne; Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.108

Table 4A.108 **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.108

Table 4A.108 **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.108 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.109

Table 4A.109 **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.109

Table 4A.109 **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.109 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.110

Table 4A.110 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.110

Table 4A.110 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.110 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.111 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

| | <i>Proportion of achieving at or above the intermediate international benchmark</i> | | <i>Mean scores</i> | |
|--|---|----------------------------|--------------------------------|----------------------------|
| | <i>Mathematics achievement</i> | <i>Science achievement</i> | <i>Mathematics achievement</i> | <i>Science achievement</i> |
| Year 4 | | | | |
| All students | 70.2 ± 2.7 | 71.6 ± 2.5 | 516 ± 5.7 | 516 ± 5.5 |
| By sex | | | | |
| Male students | 71.6 ± 3.2 | 71.5 ± 3.1 | 519 ± 7.1 | 516 ± 7.3 |
| Female students | 69.4 ± 3.0 | 72.4 ± 3.0 | 513 ± 6.5 | 516 ± 6.1 |
| By Indigenous status | | | | |
| Indigenous students | 45.7 ± 8.4 | 46.9 ± 8.1 | 458 ± 15.3 | 458 ± 15.1 |
| Non-Indigenous students (d) | 72.7 ± 2.5 | 74.3 ± 2.3 | 522 ± 5.3 | 522 ± 5.1 |
| By language background | | | | |
| Speaks English at home | 71.9 ± 2.5 | 74.3 ± 2.3 | 520 ± 5.1 | 522 ± 5.1 |
| Language other than English spoken at home | 65.8 ± 6.1 | 63.4 ± 5.6 | 507 ± 12.2 | 498 ± 11.0 |
| By geographic location of school (e) | | | | |
| Metropolitan | 72.2 ± 2.8 | 73.3 ± 2.9 | 521 ± 6.3 | 520 ± 6.1 |
| Provincial | 65.6 ± 6.3 | 67.5 ± 4.9 | 505 ± 11.0 | 507 ± 11.6 |
| Remote | 49.3 ± 7.8 | 52.0 ± 12.5 | 457 ± 15.3 | 459 ± 17.1 |
| Year 8 | | | | |
| All students | 62.9 ± 4.7 | 70.3 ± 3.9 | 505 ± 10.0 | 519 ± 9.4 |
| By sex | | | | |
| Male students | 64.4 ± 6.1 | 73.0 ± 4.4 | 509 ± 14.3 | 527 ± 11.6 |
| Female students | 61.8 ± 4.9 | 68.0 ± 4.7 | 500 ± 9.2 | 511 ± 8.8 |
| By Indigenous status | | | | |
| Indigenous students | 31.8 ± 6.3 | 42.2 ± 6.1 | 438 ± 9.4 | 459 ± 8.8 |
| Non-Indigenous students (d) | 65.1 ± 5.0 | 72.3 ± 4.0 | 509 ± 10.4 | 524 ± 9.8 |
| By language background | | | | |
| Speaks English at home | 61.7 ± 5.1 | 71.3 ± 4.1 | 504 ± 9.8 | 521 ± 9.4 |
| Language other than English spoken at home | 69.1 ± 6.2 | 68.1 ± 5.7 | 521 ± 20.2 | 500 ± 18.0 |
| By geographic location of school (e) | | | | |
| Metropolitan | 66.4 ± 5.2 | 71.9 ± 4.4 | 512 ± 11.4 | 523 ± 10.4 |
| Provincial | 54.5 ± 9.2 | 67.0 ± 7.5 | 487 ± 17.8 | 511 ± 16.9 |
| Remote | 40.3 ± 29.6 | 48.8 ± 32.1 | 448 ± 53.7 | 486 ± 63.7 |
| By level of parental education | | | | |
| Completed a University degree | 86.2 ± 4.7 | 89.5 ± 3.7 | 569 ± 19.4 | 580 ± 16.3 |

Table 4A.111 **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.112

Table 4A.112 **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.113 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments by equity group, Australia (a)

| | <i>Proportion of achieving at or above the intermediate international benchmark</i> | <i>Mean score</i> |
|--------------------------------------|---|-------------------|
| All students | 75.6 ± 2.0 | 527 ± 4.3 |
| By sex | | |
| Male students | 72.2 ± 2.6 | 519 ± 5.3 |
| Female students | 79.2 ± 2.4 | 536 ± 5.3 |
| By Indigenous status | | |
| Indigenous students | 51.7 ± 7.7 | 475 ± 10.8 |
| Non-Indigenous students (b) | 77.9 ± 1.8 | 532 ± 4.3 |
| By geographic location of school (c) | | |
| Metropolitan | 77.6 ± 2.3 | 532 ± 5.1 |
| Provincial | 71.4 ± 3.9 | 518 ± 8.8 |
| Remote | 47.9 ± 7.4 | 462 ± 34.1 |

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.

(b) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.

(c) The 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.114

Table 4A.114 **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), (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> |
|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Level 4 | 5.5 ± 2.5 | 4.5 ± 1.8 | 2.7 ± 1.8 | 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.115 **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 | |
| Indigenous 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.116

Table 4A.116 **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 | 14 592 | 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 | 90.4 | 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 | 19 032 | 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 | 96.8 | 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 | 2 739 205 |
| Total 6–15 year old population (c) | no. | 886 833 | 655 162 | 570 501 | 285 815 | 196 228 | 65 901 | 42 333 | 33 624 | 2 736 802 |
| Proportion of 6–15 year old population enrolled in school | % | 99.4 | 100.6 | 100.5 | 99.7 | 100.3 | 100.1 | 107.7 | 94.0 | 100.1 |
| 2009 | | | | | | | | | | |
| 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 | 14 692 | 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 | 87.5 | 85.4 |

TABLE 4A.116

Table 4A.116 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 | 19 213 | 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 | 97.2 | 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 | 2 748 736 |
| Total 6–15 year old population (c) | no. | 887 203 | 656 640 | 575 982 | 289 629 | 195 271 | 65 518 | 42 215 | 33 905 | 2 746 766 |
| Proportion of 6–15 year old population enrolled in school | % | 99.3 | 100.8 | 100.6 | 99.6 | 100.4 | 99.7 | 108.6 | 93.0 | 100.1 |
| 2010 | | | | | | | | | | |
| 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 | 14 806 | 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 | 90.2 | 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 | 19 037 | 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 | 98.0 | 100.9 |
| All students | | | | | | | | | | |

TABLE 4A.116

Table 4A.116 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 | 2 755 893 |
| Total 6–15 year old population (c) | no. | 888 390 | 658 249 | 580 096 | 291 926 | 195 045 | 65 002 | 42 154 | 33 843 | 2 755 102 |
| Proportion of 6–15 year old population enrolled in school | % | 99.4 | 100.7 | 100.4 | 99.0 | 100.4 | 99.5 | 109.2 | 94.6 | 100.0 |
| 2011 | | | | | | | | | | |
| 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 | 14 921 | 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 | 90.3 | 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 | 18 711 | 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 | 98.6 | 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 | 2 768 177 |
| Total 6–15 year old population (c) | no. | 890 885 | 661 142 | 586 089 | 296 067 | 194 304 | 64 476 | 42 350 | 33 632 | 2 769 311 |
| Proportion of 6–15 year old population enrolled in school | % | 99.4 | 100.8 | 100.2 | 98.7 | 100.4 | 99.3 | 109.0 | 94.9 | 100.0 |

2012

Aboriginal and Torres Strait Islander students

TABLE 4A.116

Table 4A.116 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 | 15 055 | 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 | 90.2 | 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 | 18 967 | 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 | 99.3 | 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 | 2 801 751 |
| 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 | 99.9 |
| 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 | 15 156 | 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 | 91.0 | 95.4 |
| Non-Indigenous students | | | | | | | | | | |

TABLE 4A.116

Table 4A.116 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. | 855 595 | 666 448 | 558 784 | 290 757 | 186 610 | 58 008 | 42 582 | 19 345 | 2 678 421 |
| Proportion of 6–15 year old population enrolled in school | % | 100.0 | 101.2 | 101.3 | 98.8 | 101.1 | 100.4 | 110.6 | 97.7 | 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 | 2 844 983 |
| Total 6–15 year old population (c) | no. | 905 463 | 677 520 | 605 135 | 311 348 | 195 261 | 63 680 | 43 844 | 34 501 | 2 837 100 |
| Proportion of 6–15 year old population enrolled in school | % | 99.6 | 101.0 | 100.8 | 98.8 | 100.8 | 99.1 | 110.3 | 94.8 | 100.3 |
| 2014 | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | | |
| Number of children aged 6–15 years enrolled in school (b) | no. | 49 442 | 10 552 | 46 312 | 20 913 | 8 524 | 5 142 | 1 327 | 13 831 | 156 043 |
| Total 6–15 year old population (c) | no. | 49 858 | 11 200 | 46 809 | 20 729 | 8 741 | 5 773 | 1 229 | 15 206 | 159 604 |
| Proportion of 6–15 year old population enrolled in school | % | 99.2 | 94.2 | 98.9 | 100.9 | 97.5 | 89.1 | 108.0 | 91.0 | 97.8 |
| Non-Indigenous students | | | | | | | | | | |
| Number of children aged 6–15 years enrolled in school (b) | no. | 865 058 | 687 214 | 573 430 | 292 275 | 189 944 | 58 301 | 47 951 | 19 076 | 2 733 249 |
| Total 6–15 year old population (c) | no. | 866 639 | 678 033 | 567 212 | 296 369 | 187 781 | 58 089 | 43 287 | 19 310 | 2 717 009 |
| Proportion of 6–15 year old population enrolled in school | % | 99.8 | 101.4 | 101.1 | 98.6 | 101.2 | 100.4 | 110.8 | 98.8 | 100.6 |
| All students | | | | | | | | | | |

Table 4A.116 **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. | 914 500 | 697 766 | 619 742 | 313 188 | 198 468 | 63 443 | 49 278 | 32 907 | 2 889 292 |
| Total 6–15 year old population (c) | no. | 916 497 | 689 233 | 614 021 | 317 098 | 196 522 | 63 862 | 44 516 | 34 516 | 2 876 613 |
| Proportion of 6–15 year old population enrolled in school | % | 99.8 | 101.2 | 100.9 | 98.8 | 101.0 | 99.3 | 110.7 | 95.3 | 100.4 |

- (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 2008-2014. 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 2014) 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 (2015) *Schools Australia*, 2014, Cat. no. 4221.0; ABS (2014) *Population by Age and Sex, Australian States and Territories, June 2014*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0;

Table 4A.117 School participation rates by age and sex of students, all schools, 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 (e)</i> | <i>NT</i> | <i>Aust</i> |
|-----------------|------------|------------|------------|-----------|-----------|------------|----------------|-----------|-------------|
| 15–19 year olds | | | | | | | | | |
| Male | 57.2 | 62.6 | 51.0 | 47.9 | 63.2 | 60.9 | 72.7 | 43.3 | 56.8 |
| Female | 58.3 | 63.6 | 51.1 | 47.6 | 63.9 | 64.3 | 73.1 | 47.1 | 57.5 |
| All students | 57.7 | 63.1 | 51.1 | 47.7 | 63.6 | 62.6 | 72.9 | 45.1 | 57.1 |
| 14 year olds | | | | | | | | | |
| Male | 99.1 | 101.6 | 101.3 | 98.8 | 101.2 | 98.5 | 114.7 | 89.7 | 100.4 |
| Female | 99.4 | 101.4 | 100.9 | 97.1 | 99.7 | 99.5 | 112.4 | 90.5 | 100.1 |
| All students | 99.2 | 101.5 | 101.1 | 98.0 | 100.5 | 99.0 | 113.6 | 90.1 | 100.2 |
| 15 year olds | | | | | | | | | |
| Male | 98.1 | 100.9 | 98.7 | 96.1 | 101.8 | 99.5 | 115.5 | 83.7 | 99.0 |
| Female | 98.8 | 101.1 | 99.0 | 95.0 | 101.3 | 102.5 | 115.8 | 82.9 | 99.3 |
| All students | 98.4 | 101.0 | 98.9 | 95.5 | 101.5 | 101.0 | 115.6 | 83.3 | 99.2 |
| 16 year olds | | | | | | | | | |
| Male | 91.1 | 94.6 | 91.3 | 88.2 | 100.3 | 92.3 | 112.2 | 69.6 | 92.4 |
| Female | 93.6 | 97.7 | 94.8 | 88.7 | 102.3 | 97.1 | 116.5 | 77.6 | 95.2 |
| All students | 92.3 | 96.1 | 93.0 | 88.5 | 101.3 | 94.6 | 114.3 | 73.2 | 93.7 |
| 17 year olds | | | | | | | | | |
| Male | 75.4 | 83.8 | 57.9 | 48.8 | 85.5 | 75.3 | 101.3 | 49.9 | 71.7 |
| Female | 80.9 | 88.6 | 56.2 | 49.1 | 90.1 | 84.3 | 106.6 | 60.3 | 75.0 |
| All students | 78.1 | 86.1 | 57.1 | 48.9 | 87.8 | 79.7 | 103.8 | 54.8 | 73.3 |
| 18 year olds | | | | | | | | | |
| Male | 20.0 | 31.4 | 6.4 | 5.0 | 23.5 | 34.8 | 32.2 | 11.4 | 19.0 |
| Female | 17.0 | 28.6 | 5.0 | 4.0 | 20.9 | 35.4 | 24.2 | 13.5 | 16.7 |
| All students | 18.5 | 30.0 | 5.7 | 4.5 | 22.2 | 35.1 | 28.3 | 12.4 | 17.9 |
| 19 year olds | | | | | | | | | |
| Male | 1.2 | 2.3 | 0.7 | 1.2 | 4.9 | 2.8 | 2.4 | 1.9 | 1.7 |
| Female | 1.1 | 2.0 | 0.7 | 1.1 | 5.0 | 2.4 | 2.3 | 1.4 | 1.5 |
| All students | 1.1 | 2.1 | 0.7 | 1.2 | 5.0 | 2.6 | 2.4 | 1.7 | 1.6 |

(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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia 2014*.

Table 4A.118 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 | | | | | | | | | |
| 15–19 year olds | 52.2 | 59.1 | 46.9 | 44.9 | 58.2 | 58.4 | 67.5 | 41.6 | 52.7 |
| 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 | | | | | | | | | |
| 15–19 year olds | 56.2 | 61.4 | 49.4 | 45.9 | 60.8 | 64.3 | 68.0 | 43.6 | 55.5 |
| 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 | | | | | | | | | |
| 15–19 year olds | 55.3 | 61.2 | 49.2 | 45.9 | 60.5 | 61.2 | 66.8 | 42.3 | 55.0 |
| 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 | | | | | | | | | |
| 15–19 year olds | 56.4 | 61.7 | 49.7 | 46.0 | 62.2 | 65.1 | 70.3 | 44.2 | 55.9 |
| 14 year olds | 99.6 | 101.7 | 100.8 | 98.4 | 100.8 | 100.9 | 115.9 | 90.7 | 100.4 |
| 15 year olds | 98.0 | 100.0 | 98.8 | 96.7 | 102.2 | 99.2 | 115.3 | 83.8 | 99.2 |
| 16 year olds | 90.0 | 95.1 | 91.2 | 85.5 | 100.1 | 93.4 | 113.5 | 72.7 | 92.3 |
| 17 year olds | 74.9 | 84.4 | 56.0 | 46.9 | 85.2 | 77.2 | 99.9 | 51.9 | 71.6 |
| 18 year olds | 18.0 | 29.4 | 5.6 | 4.6 | 21.6 | 33.3 | 28.0 | 12.6 | 17.5 |
| 19 year olds | 1.3 | 2.3 | 0.8 | 1.2 | 4.7 | 3.3 | 2.0 | 2.0 | 1.7 |
| 2013 | | | | | | | | | |
| 15–19 year olds | 57.3 | 62.3 | 50.5 | 47.1 | 62.8 | 61.4 | 71.0 | 45.2 | 56.5 |
| 14 year olds | 99.2 | 101.7 | 100.8 | 98.4 | 100.8 | 100.9 | 115.9 | 90.7 | 100.4 |
| 15 year olds | 98.9 | 100.0 | 98.8 | 96.7 | 102.2 | 99.2 | 115.3 | 83.8 | 99.2 |
| 16 year olds | 91.2 | 95.1 | 91.2 | 85.5 | 100.1 | 93.4 | 113.5 | 72.7 | 92.3 |
| 17 year olds | 76.8 | 84.4 | 56.0 | 46.9 | 85.2 | 77.2 | 99.9 | 51.9 | 71.6 |
| 18 year olds | 18.2 | 29.4 | 5.6 | 4.6 | 21.6 | 33.3 | 28.0 | 12.6 | 17.5 |
| 19 year olds | 1.2 | 2.3 | 0.8 | 1.2 | 4.7 | 3.3 | 2.0 | 2.0 | 1.7 |

Table 4A.118 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

| | NSW | Vic | Qld | WA (f) | SA | Tas | ACT (g) | NT | Aust |
|-----------------|------|-------|-------|--------|-------|-------|---------|------|-------|
| 2014 | | | | | | | | | |
| 15–19 year olds | 57.7 | 63.1 | 51.1 | 47.7 | 63.6 | 62.6 | 72.9 | 45.1 | 57.1 |
| 14 year olds | 99.2 | 101.5 | 101.1 | 98.0 | 100.5 | 99.0 | 113.6 | 90.1 | 100.2 |
| 15 year olds | 98.4 | 101.0 | 98.9 | 95.5 | 101.5 | 101.0 | 115.6 | 83.3 | 99.2 |
| 16 year olds | 92.3 | 96.1 | 93.0 | 88.5 | 101.3 | 94.6 | 114.3 | 73.2 | 93.7 |
| 17 year olds | 78.1 | 86.1 | 57.1 | 48.9 | 87.8 | 79.7 | 103.8 | 54.8 | 73.3 |
| 18 year olds | 18.5 | 30.0 | 5.7 | 4.5 | 22.2 | 35.1 | 28.3 | 12.4 | 17.9 |
| 19 year olds | 1.1 | 2.1 | 0.7 | 1.2 | 5.0 | 2.6 | 2.4 | 1.7 | 1.6 |

- (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 2009 are based on the 2006 Census. ERP data for 2010 onwards 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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

Table 4A.119 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2014 (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 | 103.1 | 106.9 | 103.1 | 102.2 | 104.6 | 101.0 | 106.2 | 89.0 | 103.8 | |
| To year 11 | 91.2 | 98.1 | 96.2 | 105.2 | 113.0 | 88.2 | 137.8 | 75.9 | 97.3 | |
| To year 12 (total) | 74.0 | 82.5 | 82.9 | 95.8 | 90.9 | 69.2 | 112.6 | 61.3 | 81.0 | |
| To year 12 (male) | 69.2 | 78.0 | 79.5 | 90.9 | 84.9 | 65.0 | 107.1 | 54.2 | 76.5 | |
| To year 12 (female) | 79.1 | 87.6 | 86.5 | 101.6 | 97.6 | 73.9 | 118.5 | 69.1 | 85.8 | |
| All schools | | | | | | | | | | |
| To year 10 | 101.6 | 103.3 | 101.5 | 99.7 | 103.2 | 99.3 | 101.9 | 88.3 | 101.7 | |
| To year 11 | 91.0 | 96.6 | 97.2 | 98.4 | 108.5 | 83.3 | 108.7 | 72.2 | 95.6 | |
| To year 12 (total) | 78.1 | 85.2 | 87.1 | 89.3 | 93.0 | 68.4 | 94.6 | 59.6 | 83.6 | |
| To year 12 (male) | 74.1 | 81.1 | 84.9 | 85.9 | 88.0 | 65.7 | 94.1 | 54.1 | 80.0 | |
| To year 12 (female) | 82.2 | 89.6 | 89.4 | 93.1 | 98.4 | 71.2 | 95.2 | 65.3 | 87.4 | |
| Aboriginal and Torres Strait Islander students (e), (f) | | | | | | | | | | |
| Government schools | | | | | | | | | | |
| To year 10 | 103.7 | 97.2 | 97.7 | 84.9 | 99.6 | 103.9 | 103.7 | 71.6 | 95.8 | |
| To year 11 | 75.6 | 91.5 | 81.1 | 72.9 | 104.8 | 68.5 | 120.9 | 52.6 | 77.5 | |
| To year 12 (total) | 48.4 | 56.0 | 62.3 | 49.2 | 83.5 | 53.5 | 81.0 | 33.6 | 54.8 | |
| To year 12 (male) | 42.4 | 49.1 | 59.4 | 49.1 | 73.8 | 42.9 | 62.8 | 27.4 | 49.5 | |
| To year 12 (female) | 54.5 | 62.9 | 65.2 | 49.3 | 92.2 | 65.7 | 102.8 | 40.2 | 60.2 | |
| All schools | | | | | | | | | | |
| To year 10 | 106.6 | 98.5 | 100.0 | 86.9 | 101.3 | 105.7 | 102.6 | 78.1 | 98.2 | |
| To year 11 | 78.6 | 93.6 | 88.6 | 78.2 | 103.0 | 69.0 | 121.8 | 52.7 | 81.3 | |
| To year 12 (total) | 52.1 | 60.5 | 69.0 | 56.1 | 85.1 | 57.0 | 76.6 | 36.4 | 59.4 | |
| To year 12 (male) | 46.4 | 53.3 | 66.3 | 57.6 | 77.7 | 50.7 | 72.2 | 30.8 | 55.1 | |
| To year 12 (female) | 57.8 | 67.7 | 71.6 | 54.4 | 91.7 | 63.3 | 81.1 | 42.3 | 63.8 | |
| Non-Indigenous students (f) | | | | | | | | | | |
| Government schools | | | | | | | | | | |
| To year 10 | 103.1 | 107.1 | 103.6 | 104.0 | 104.9 | 100.7 | 106.3 | 105.3 | 104.4 | |
| To year 11 | 92.2 | 98.3 | 97.7 | 108.4 | 113.5 | 90.3 | 138.5 | 97.8 | 98.7 | |
| To year 12 (total) | 75.7 | 83.0 | 84.9 | 100.4 | 91.3 | 70.7 | 113.7 | 84.9 | 82.7 | |
| To year 12 (male) | 70.9 | 78.5 | 81.4 | 95.0 | 85.5 | 67.1 | 108.7 | 76.8 | 78.3 | |
| To year 12 (female) | 80.7 | 88.1 | 88.6 | 106.6 | 97.9 | 74.7 | 119.1 | 93.7 | 87.6 | |
| All schools | | | | | | | | | | |
| To year 10 | 101.3 | 103.4 | 101.6 | 100.6 | 103.2 | 98.9 | 101.9 | 95.9 | 101.9 | |
| To year 11 | 91.5 | 96.7 | 97.8 | 99.7 | 108.7 | 84.4 | 108.4 | 86.2 | 96.3 | |
| To year 12 (total) | 79.3 | 85.5 | 88.5 | 91.4 | 93.3 | 69.2 | 95.0 | 74.5 | 84.8 | |
| To year 12 (male) | 75.4 | 81.4 | 86.2 | 87.8 | 88.3 | 66.8 | 94.6 | 69.1 | 81.2 | |
| To year 12 (female) | 83.3 | 89.8 | 90.8 | 95.5 | 98.6 | 71.8 | 95.5 | 80.0 | 88.5 | |

Table 4A.119 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2014 (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.120 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.120 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 | 73.1 | 79.8 | 76.6 | 73.7 | 92.5 | 106.8 | 108.5 | 66.5 | 78.3 |
| Non-government schools | 80.9 | 89.8 | 91.9 | 83.1 | 93.7 | 66.1 | 74.0 | 49.2 | 85.9 |
| All schools | 76.1 | 83.9 | 82.1 | 77.5 | 93.0 | 93.8 | 91.8 | 61.0 | 81.2 |
| 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.120 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 |
| 2014 | | | | | | | | | |
| Full time secondary students | | | | | | | | | |
| Government schools | 72.5 | 79.8 | 80.6 | 87.0 | 86.6 | 70.1 | 107.6 | 68.8 | 78.6 |
| Non-government schools | 85.5 | 90.2 | 94.7 | 84.5 | 94.7 | 67.9 | 76.9 | 66.6 | 88.6 |
| All schools | 77.5 | 84.1 | 85.9 | 85.9 | 89.9 | 69.4 | 92.4 | 68.1 | 82.5 |
| Full time and part time secondary students | | | | | | | | | |
| Government schools | 75.3 | 82.3 | 83.1 | 89.4 | 96.2 | 85.1 | 110.3 | 69.3 | 82.0 |
| Non-government schools | 85.6 | 90.6 | 94.9 | 84.7 | 96.0 | 68.6 | 76.7 | 67.1 | 88.9 |
| All schools | 79.3 | 85.7 | 87.5 | 87.3 | 96.1 | 79.5 | 93.6 | 68.6 | 84.7 |

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

Table 4A.121 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 | | | | | | | | | |
| 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 |
| 2014 | 101.6 | 103.3 | 101.5 | 99.7 | 103.2 | 99.3 | 101.9 | 88.3 | 101.7 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| 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 |
| 2014 | 106.6 | 98.5 | 100.0 | 86.9 | 101.3 | 105.7 | 102.6 | 78.1 | 98.2 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 101.3 | 103.4 | 101.6 | 100.6 | 103.2 | 98.9 | 101.9 | 95.9 | 101.9 |
| Year 7 or 8 to year 12 | | | | | | | | | |
| All students | | | | | | | | | |
| 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 |
| 2008 | 69.6 | 79.4 | 78.1 | 73.8 | 74.4 | 64.8 | 85.2 | 60.1 | 74.6 |

Table 4A.121 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> |
|--|------------|------------|------------|---------------|-----------|----------------|------------|-----------|-------------|
| 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 |
| 2014 | 78.1 | 85.2 | 87.1 | 89.3 | 93.0 | 68.4 | 94.6 | 59.6 | 83.6 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| 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 |
| 2014 | 52.1 | 60.5 | 69.0 | 56.1 | 85.1 | 57.0 | 76.6 | 36.4 | 59.4 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 79.3 | 85.5 | 88.5 | 91.4 | 93.3 | 69.2 | 95.0 | 74.5 | 84.8 |
| Year 10 to year 12 | | | | | | | | | |
| All students | | | | | | | | | |
| 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 |
| 2014 | 77.5 | 84.1 | 85.9 | 85.9 | 89.9 | 69.4 | 92.4 | 68.1 | 82.5 |

Table 4A.121 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 | | | | | | | | | |
| 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 |
| 2014 | 48.9 | 60.3 | 70.5 | 61.7 | 84.2 | 56.3 | 79.6 | 48.0 | 60.4 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 78.9 | 84.4 | 87.0 | 87.2 | 90.1 | 70.3 | 92.6 | 78.5 | 83.6 |

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.122 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 | | | | | | | | | |
| 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 |
| 2014 | 103.1 | 106.9 | 103.1 | 102.2 | 104.6 | 101.0 | 106.2 | 89.0 | 103.8 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| 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 |
| 2014 | 103.7 | 97.2 | 97.7 | 84.9 | 99.6 | 103.9 | 103.7 | 71.6 | 95.8 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 103.1 | 107.1 | 103.6 | 104.0 | 104.9 | 100.7 | 106.3 | 105.3 | 104.4 |
| Year 7 or 8 to year 12 | | | | | | | | | |
| All students | | | | | | | | | |
| 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 |
| 2008 | 64.6 | 71.9 | 70.3 | 68.2 | 64.7 | 61.3 | 95.9 | 67.6 | 68.3 |

Table 4A.122 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> |
|--|------------|------------|------------|---------------|-----------|----------------|------------|-----------|-------------|
| 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 |
| 2014 | 74.0 | 82.5 | 82.9 | 95.8 | 90.9 | 69.2 | 112.6 | 61.3 | 81.0 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| 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 |
| 2014 | 48.4 | 56.0 | 62.3 | 49.2 | 83.5 | 53.5 | 81.0 | 33.6 | 54.8 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 75.7 | 83.0 | 84.9 | 100.4 | 91.3 | 70.7 | 113.7 | 84.9 | 82.7 |
| Year 10 to year 12 | | | | | | | | | |
| All students | | | | | | | | | |
| 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 |
| 2014 | 72.5 | 79.8 | 80.6 | 87.0 | 86.6 | 70.1 | 107.6 | 68.8 | 78.6 |

Table 4A.122 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 | | | | | | | | | |
| 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 |
| 2014 | 45.6 | 59.7 | 64.3 | 57.4 | 82.9 | 53.1 | 85.3 | 49.9 | 56.8 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 74.3 | 80.1 | 82.1 | 89.2 | 86.9 | 71.7 | 108.3 | 78.9 | 79.9 |

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.123 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 | | | | | | | | | |
| 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 |
| 2014 | 99.3 | 98.8 | 99.1 | 96.3 | 101.2 | 96.3 | 97.6 | 87.0 | 98.7 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| 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 |
| 2014 | 122.5 | 103.8 | 108.6 | 96.3 | 112.7 | 116.7 | 100.0 | 97.0 | 108.8 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 98.8 | 98.8 | 98.7 | 96.3 | 101.0 | 95.7 | 97.6 | 82.5 | 98.5 |
| Year 7 or 8 to year 12 | | | | | | | | | |
| All students | | | | | | | | | |
| 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 |
| 2008 | 78.2 | 90.9 | 92.7 | 82.6 | 90.7 | 72.7 | 73.0 | 44.3 | 85.0 |

Table 4A.123 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> |
|--|------------|------------|------------|---------------|-----------|----------------|------------|-----------|-------------|
| 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 |
| 2014 | 84.4 | 88.8 | 93.9 | 82.3 | 96.1 | 66.8 | 77.2 | 56.0 | 87.5 |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| 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 |
| 2014 | 72.1 | 84.8 | 94.5 | 78.8 | 98.7 | 77.8 | 64.3 | 47.5 | 80.3 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 84.6 | 88.8 | 93.9 | 82.4 | 96.1 | 66.5 | 77.3 | 58.8 | 87.6 |
| Year 10 to year 12 | | | | | | | | | |
| All students | | | | | | | | | |
| 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 |
| 2014 | 85.5 | 90.2 | 94.7 | 84.5 | 94.7 | 67.9 | 76.9 | 66.6 | 88.6 |

Table 4A.123 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 | | | | | | | | | |
| 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 |
| 2014 | 66.6 | 62.7 | 92.9 | 73.0 | 94.9 | 75.4 | 64.3 | 43.5 | 75.1 |
| Non-Indigenous students | | | | | | | | | |
| 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 |
| 2014 | 85.9 | 90.4 | 94.7 | 84.9 | 94.7 | 67.7 | 77.1 | 77.8 | 88.9 |

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.124 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 (f)</i> | <i>SA (g)</i> | <i>Tas (h)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-------------------------------------|------------|------------|------------|---------------|---------------|----------------|------------|-----------|-------------|
| 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 | | | | | | | | | |
| 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 | | | | | | | | | |

Table 4A.124 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 (f)</i> | <i>SA (g)</i> | <i>Tas (h)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-------------------------------------|------------|------------|------------|---------------|---------------|----------------|------------|-----------|-------------|
| 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 |
| 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 |
| 2014 | | | | | | | | | |
| Low socioeconomic status deciles | | | | | | | | | |
| Male students | 63 | 74 | 59 | 43 | 72 | 38 | np | 16 | 62 |
| Female students | 76 | 79 | 71 | 49 | 88 | 47 | np | 21 | 73 |
| All students | 69 | 76 | 65 | 46 | 79 | 42 | np | 18 | 67 |
| Medium socioeconomic status deciles | | | | | | | | | |
| Male students | 67 | 79 | 67 | 48 | 76 | 48 | np | 42 | 68 |
| Female students | 76 | 86 | 76 | 52 | 89 | 63 | np | 61 | 77 |
| All students | 71 | 82 | 71 | 49 | 82 | 55 | np | 51 | 72 |
| High socioeconomic status deciles | | | | | | | | | |
| Male students | 77 | 84 | 69 | 49 | 87 | 60 | 84 | np | 74 |
| Female students | 81 | 88 | 75 | 48 | 93 | 72 | 89 | np | 78 |

Table 4A.124 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 (f)</i> | <i>SA (g)</i> | <i>Tas (h)</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----------------|------------|------------|------------|---------------|---------------|----------------|------------|-----------|-------------|
| All students | 79 | 86 | 72 | 49 | 90 | 66 | 86 | np | 76 |
| Total | | | | | | | | | |
| Male students | 68 | 80 | 65 | 47 | 77 | 45 | 84 | 35 | 68 |
| Female students | 77 | 85 | 74 | 50 | 89 | 56 | 87 | 47 | 76 |
| All students | 73 | 82 | 70 | 48 | 83 | 50 | 85 | 40 | 72 |

- (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) WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.
- (g) 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.
- (h) 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: Australian Government Department of Education and Training (unpublished).

**Table 4A.125 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 (e)</i> | <i>SA (d) (f)</i> | <i>Tas (d) (g)</i> | <i>ACT (d) (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|-------------------|------------|----------------|------------|---------------|-------------------|--------------------|--------------------|---------------|-------------|
| 2010 | | | | | | | | | |
| Metropolitan zone | | | | | | | | | |
| Male students | 68 | 74 | 65 | 68 | 60 | 42 | 74 | .. | 68 |
| Female students | 76 | 83 | 72 | 75 | 75 | 51 | 77 | .. | 77 |
| All students | 72 | 78 | 69 | 71 | 67 | 47 | 75 | .. | 72 |
| Provincial zone | | | | | | | | | |
| Male students | 56 | 65 | 61 | 68 | 48 | 32 | .. | 38 | 58 |
| Female students | 70 | 80 | 75 | 81 | 76 | 45 | .. | 52 | 73 |
| All students | 63 | 72 | 68 | 74 | 62 | 39 | .. | 45 | 65 |
| Remote | | | | | | | | | |
| Male students | 54 | np | 54 | 69 | np | 25 | .. | 27 | 53 |
| Female students | 72 | np | 72 | 74 | np | 26 | .. | 37 | 69 |
| All students | 62 | np | 62 | 72 | np | 26 | .. | 32 | 60 |
| Very remote | | | | | | | | | |
| Male students | 54 | .. | 41 | 46 | np | np | .. | 7 | 31 |
| Female students | 55 | .. | 63 | 50 | np | np | .. | 10 | 41 |
| All students | 55 | .. | 51 | 48 | np | np | .. | 9 | 36 |
| Total | | | | | | | | | |
| Male students | 65 | 72 | 64 | 68 | 58 | 37 | 74 | 27 | 65 |
| Female students | 75 | 82 | 73 | 75 | 75 | 47 | 77 | 38 | 75 |
| All students | 70 | 77 | 68 | 71 | 66 | 42 | 75 | 32 | 70 |
| 2011 | | | | | | | | | |
| Metropolitan zone | | | | | | | | | |
| Male students | 69 | 77 | 67 | 68 | 72 | 44 | 70 | .. | 71 |
| Female students | 79 | 83 | 73 | 76 | 83 | 52 | 82 | .. | 78 |
| All students | 74 | 80 | 70 | 72 | 78 | 48 | 76 | .. | 74 |
| Provincial zone | | | | | | | | | |
| Male students | 59 | 65 | 62 | 68 | 62 | 33 | .. | 48 | 60 |
| Female students | 74 | 82 | 76 | 82 | 87 | 47 | .. | 56 | 76 |
| All students | 66 | 73 | 69 | 75 | 74 | 39 | .. | 51 | 68 |
| Remote | | | | | | | | | |
| Male students | 53 | np | 54 | 72 | np | 14 | .. | 38 | 58 |
| Female students | 77 | np | 79 | 80 | np | 33 | .. | 46 | 76 |
| All students | 64 | np | 65 | 75 | np | 22 | .. | 42 | 66 |
| Very remote | | | | | | | | | |
| Male students | 32 | .. | 44 | 45 | np | np | .. | 6 | 31 |
| Female students | 56 | .. | 61 | 54 | np | np | .. | 9 | 42 |
| All students | 44 | .. | 52 | 49 | np | np | .. | 8 | 36 |
| Total | | | | | | | | | |
| Male students | 67 | 74 | 65 | 68 | 70 | 37 | 70 | 35 | 68 |

**Table 4A.125 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 (e)</i> | <i>SA (d) (f)</i> | <i>Tas (d) (g)</i> | <i>ACT (d) (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|-------------------|------------|----------------|------------|---------------|-------------------|--------------------|--------------------|---------------|-------------|
| Female students | 78 | 83 | 73 | 76 | 85 | 49 | 82 | 41 | 77 |
| All students | 72 | 78 | 69 | 72 | 77 | 43 | 76 | 38 | 72 |
| 2012 | | | | | | | | | |
| Metropolitan zone | | | | | | | | | |
| Male students | 70 | 79 | 67 | 70 | 80 | 47 | 81 | .. | 72 |
| Female students | 78 | 84 | 75 | 75 | 87 | 58 | 82 | .. | 79 |
| All students | 74 | 81 | 71 | 72 | 83 | 52 | 82 | .. | 76 |
| Provincial zone | | | | | | | | | |
| Male students | 58 | 69 | 61 | 70 | 70 | 38 | .. | 46 | 61 |
| Female students | 72 | 80 | 76 | 81 | 93 | 50 | .. | 59 | 75 |
| All students | 65 | 74 | 68 | 75 | 81 | 44 | .. | 52 | 68 |
| Remote | | | | | | | | | |
| Male students | 55 | np | 54 | 76 | np | 21 | .. | 34 | 59 |
| Female students | 76 | np | 75 | 83 | np | 40 | .. | 49 | 75 |
| All students | 65 | np | 64 | 79 | np | 29 | .. | 41 | 66 |
| Very remote | | | | | | | | | |
| Male students | 52 | .. | 44 | 52 | np | np | .. | 8 | 35 |
| Female students | 57 | .. | 60 | 54 | np | np | .. | 10 | 42 |
| All students | 55 | .. | 51 | 53 | np | np | .. | 9 | 38 |
| Total | | | | | | | | | |
| Male students | 67 | 76 | 65 | 70 | 77 | 42 | 81 | 34 | 69 |
| Female students | 77 | 83 | 75 | 76 | 89 | 53 | 82 | 44 | 78 |
| All students | 72 | 80 | 70 | 73 | 83 | 47 | 82 | 38 | 73 |
| 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 |

**Table 4A.125 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 (e)</i> | <i>SA (d) (f)</i> | <i>Tas (d) (g)</i> | <i>ACT (d) (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|-------------------|------------|----------------|------------|---------------|-------------------|--------------------|--------------------|---------------|-------------|
| 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 |
| 2014 | | | | | | | | | |
| Metropolitan zone | | | | | | | | | |
| Male students | 71 | 82 | 67 | 47 | 78 | .. | 84 | .. | 71 |
| Female students | 79 | 85 | 74 | 49 | 88 | .. | 87 | .. | 77 |
| All students | 75 | 84 | 70 | 48 | 83 | .. | 85 | .. | 74 |
| Provincial zone | | | | | | | | | |
| Male students | 59 | 71 | 63 | 48 | 71 | 42 | .. | 48 | 61 |
| Female students | 72 | 84 | 76 | 55 | 93 | 54 | .. | 66 | 75 |
| All students | 65 | 77 | 69 | 51 | 82 | 48 | .. | 56 | 68 |
| Remote | | | | | | | | | |
| Male students | 60 | .. | 63 | 54 | np | 35 | .. | 33 | 55 |
| Female students | 77 | .. | 80 | 52 | np | 55 | .. | 47 | 70 |
| All students | 68 | .. | 71 | 53 | np | 44 | .. | 39 | 62 |
| Very remote | | | | | | | | | |
| Male students | 57 | .. | 47 | 46 | np | .. | .. | 8 | 33 |
| Female students | 68 | .. | 65 | 44 | np | .. | .. | 10 | 42 |
| All students | 62 | .. | 55 | 45 | np | .. | .. | 9 | 38 |
| Total | | | | | | | | | |
| Male students | 68 | 80 | 65 | 47 | 77 | 45 | 84 | 35 | 68 |
| Female students | 77 | 85 | 74 | 50 | 89 | 56 | 87 | 47 | 76 |
| All students | 73 | 82 | 70 | 48 | 83 | 50 | 85 | 40 | 72 |

- (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 Education Council) 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) WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.

**Table 4A.125 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> (e) | <i>SA</i> (d) (f) | <i>Tas</i> (d) (g) | <i>ACT</i> (d) (h) | <i>NT</i> (h) | <i>Aust</i> |
|-----|--|----------------|------------|---------------|-------------------|--------------------|--------------------|---------------|-------------|
| (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. | | | | | | | | |
| (h) | The ACT is included in the metropolitan zone. Darwin is included in the NT provincial zone. | | | | | | | | |
| | .. Not applicable. np not published. | | | | | | | | |

Source: Australian Government Department of Education and Training (unpublished).

TABLE 4A.126

Table 4A.126 **Destination of 15-19 year old school leavers by highest level of schooling by level of non-school enrolment by engagement in study and/or employment, 2014 (a), (b), (c), (d), (e)**

| | Unit | Certificate, diploma, advanced diploma or level not determined | Bachelor degree or above (f) | Not enrolled | Total |
|--|-------------|--|---------------------------------|--------------|--------------|
| Highest year of schooling: Year 12 | | | | | |
| Engaged through full time study and full time employment | '000 | – | – | – | – |
| Primarily engaged through full time study | '000 | 30.1 | 87.4 | – | 115.3 |
| Primarily engaged through full time employment | '000 | 13.2 | – | 21.3 | 34.0 |
| Engaged through part time study and part time employment | '000 | 5.4 | np | – | 6.4 |
| Engaged through part time study only | '000 | np | np | – | 4.9 |
| Engaged through part time employment only | '000 | 0.0 | – | 28.5 | 28.5 |
| No study or employment | '000 | – | – | 27.1 | 27.1 |
| Total | '000 | 49.9 | 90.0 | 77.3 | 218.1 |
| Engaged through full time study and full time employment | % | – | – | – | – |
| Primarily engaged through full time study | % | 60.3 ± 8.0 | 97.1 ± 5.8 | – | 52.9 ± 5.4 |
| Primarily engaged through full time employment | % | 26.5 ± 8.7 | – | 27.6 ± 8.5 | 15.6 ± 3.7 |
| Engaged through part time study and part time employment | % | 10.8 ± 7.3 | np | – | 2.9 ± 1.8 |
| Engaged through part time study only | % | np | np | – | 2.2 ± 1.5 |
| Engaged through part time employment only | % | – | – | 36.9 ± 8.4 | 13.1 ± 3.5 |
| No study or employment | % | – | – | 35.1 ± 4.9 | 12.4 ± 2.4 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 |
| Highest year of schooling: Year 11 or below | | | | | |
| Engaged through full time study and full time employment | '000 | – | – | – | – |
| Primarily engaged through full time study | '000 | 7.7 | np | – | 9.5 |

TABLE 4A.126

Table 4A.126 **Destination of 15-19 year old school leavers by highest level of schooling by level of non-school enrolment by engagement in study and/or employment, 2014 (a), (b), (c), (d), (e)**

| | Unit | Certificate, diploma, advanced diploma or level not determined | Bachelor degree or above (f) | Not enrolled | Total |
|--|-------------|--|------------------------------|--------------|--------------|
| Primarily engaged through full time employment | '000 | 6.8 | – | 6.4 | 13.2 |
| Engaged through part time study and part time employment | '000 | 2.4 | – | – | 2.4 |
| Engaged through part time study only | '000 | np | – | – | np |
| Engaged through part time employment only | '000 | – | – | 4.8 | 4.8 |
| No study or employment | '000 | – | – | 19.5 | 19.5 |
| Total | '000 | 19.3 | np | 32.2 | 51.7 |
| Engaged through full time study and full time employment | % | – | – | – | – |
| Primarily engaged through full time study | % | 39.9 ± 19.5 | 100.0 | – | 18.4 ± 11.6 |
| Primarily engaged through full time employment | % | 35.2 ± 20.0 | – | 19.9 ± 10.8 | 25.5 ± 11.3 |
| Engaged through part time study and part time employment | % | 12.4 ± 10.8 | – | – | 4.6 ± 4.3 |
| Engaged through part time study only | % | np | – | – | np |
| Engaged through part time employment only | % | – | – | 14.9 ± 10.5 | 9.3 ± 6.5 |
| No study or employment | % | – | – | 60.6 ± 13.6 | 37.7 ± 7.5 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 |
| Total school leavers | | | | | |
| Engaged through full time study and full time employment | '000 | – | – | – | – |
| Primarily engaged through full time study | '000 | 38.4 | 86.1 | – | 125.7 |
| Primarily engaged through full time employment | '000 | 18.1 | – | 29.1 | 46.8 |
| Engaged through part time study and part time employment | '000 | 6.9 | np | – | 9.2 |
| Engaged through part time study only | '000 | 2.8 | np | – | np |

Table 4A.126 **Destination of 15-19 year old school leavers by highest level of schooling by level of non-school enrolment by engagement in study and/or employment, 2014 (a), (b), (c), (d), (e)**

| | Unit | Certificate, diploma, advanced diploma or level not determined | Bachelor degree or above (f) | Not enrolled | Total |
|--|-------------|--|------------------------------|--------------|--------------|
| Engaged through part time employment only | '000 | – | – | 35.9 | 35.9 |
| No study or employment | '000 | – | – | 47.2 | 47.2 |
| Total | '000 | 68.9 | 90.9 | 110.9 | 269.4 |
| Engaged through full time study and full time employment | % | – | – | – | – |
| Primarily engaged through full time study | % | 55.7 ± 7.6 | 94.7 ± 5.9 | – | 46.7 ± 4.7 |
| Primarily engaged through full time employment | % | 26.3 ± 7.0 | – | 26.2 ± 5.3 | 17.4 ± 2.7 |
| Engaged through part time study and part time employment | % | 10.0 ± 5.4 | np | – | 3.4 ± 1.6 |
| Engaged through part time study only | % | 4.1 ± 3.8 | np | – | np |
| Engaged through part time employment only | % | – | – | 32.4 ± 6.3 | 13.3 ± 2.9 |
| No study or employment | % | – | – | 42.6 ± 6.0 | 17.5 ± 3.0 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 |

- (a) Includes all people aged 15–19 years who left school in the previous year but not prior to May in the current year.
- (b) 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 (np) here. These data are included in Australia totals.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.
- (e) Proportions may not equal 100 per cent due to rounding or not published data.
- (f) Bachelor degree or above includes 'bachelor degree', 'graduate diploma and graduate certificate' and 'postgraduate degree'.
– Nil or rounded to zero. **np** Not published.

Source: ABS unpublished, *Microdata: Education and Work, May 2014*, Cat. no. 6227.0.30.001.

TABLE 4A.127

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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 | % | 46.8 ± 4.2 | 50.4 ± 4.0 | 33.7 ± 4.2 | 40.2 ± 4.5 | 47.4 ± 4.8 | 30.4 ± 11.8 | 53.2 ± 26.7 | 13.6 ± 10.9 | 43.8 ± 1.9 |
| Fully participating in employment | % | 31.8 ± 3.2 | 28.3 ± 3.1 | 39.3 ± 2.9 | 38.4 ± 6.1 | 31.0 ± 6.3 | 43.8 ± 10.7 | 29.6 ± 13.4 | 72.1 ± 8.2 | 33.7 ± 1.5 |
| Total fully engaged (e) | % | 79.6 ± 2.6 | 79.3 ± 3.0 | 74.2 ± 4.0 | 79.6 ± 4.1 | 77.3 ± 5.4 | 75.8 ± 6.8 | 85.2 ± 13.6 | 83.6 ± 2.1 | 78.2 ± 1.3 |
| Participating in bachelor degree or above (f) | % | 40.4 ± 3.7 | 42.6 ± 3.3 | 30.0 ± 4.0 | 33.8 ± 5.3 | 42.4 ± 5.2 | 24.2 ± 10.6 | 55.3 ± 26.5 | 11.4 ± 10.0 | 38.2 ± 1.7 |
| Participating in certificate, diploma or advanced diploma (g) | % | 16.0 ± 2.6 | 15.8 ± 2.6 | 13.3 ± 3.1 | 12.1 ± 3.8 | 12.2 ± 3.4 | 21.5 ± 6.6 | 4.8 ± 4.2 | 21.4 ± 10.8 | 14.4 ± 1.2 |
| Year 11 and below | | | | | | | | | | |
| Fully participating in education and/or training | % | 7.6 ± 4.1 | 10.0 ± 5.4 | 10.7 ± 7.1 | 8.4 ± 5.1 | 12.5 ± 5.6 | 6.0 ± 5.0 | – | – | 9.1 ± 2.3 |
| Fully participating in employment | % | 49.0 ± 3.7 | 52.3 ± 5.2 | 40.4 ± 7.7 | 53.8 ± 12.7 | 42.2 ± 7.9 | 41.0 ± 9.8 | np | 54.9 ± 11.7 | 47.8 ± 2.5 |
| Total fully engaged (e) | % | 57.7 ± 3.6 | 63.4 ± 6.1 | 52.9 ± 10.0 | 63.6 ± 11.9 | 57.1 ± 7.6 | 51.2 ± 8.2 | np | 54.9 ± 11.7 | 57.6 ± 3.5 |
| Participating in bachelor degree or above (f) | % | np | np | np | 3.5 ± 3.3 | 3.8 ± 3.4 | np | np | np | 3.0 ± 1.3 |
| Participating in certificate, diploma or advanced diploma (g) | % | 23.6 ± 5.8 | 23.2 ± 4.9 | 18.2 ± 6.4 | 13.1 ± 7.1 | 15.4 ± 7.3 | 19.3 ± 7.4 | np | 14.6 ± 9.3 | 19.9 ± 3.4 |
| All school leavers | | | | | | | | | | |
| Fully participating in education and/or training | % | 36.1 ± 3.2 | 42.0 ± 3.9 | 28.6 ± 4.0 | 31.3 ± 3.9 | 36.0 ± 4.2 | 21.2 ± 7.8 | 48.8 ± 24.1 | 8.8 ± 7.0 | 35.2 ± 1.7 |

TABLE 4A.127

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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> |
|---|-------------|------------|------------|------------|------------|------------|------------|-------------|------------|-------------|
| Fully participating in employment | % | 35.8 ± 2.9 | 32.5 ± 3.2 | 39.2 ± 2.6 | 44.8 ± 4.5 | 34.6 ± 4.9 | 43.1 ± 7.7 | 32.6 ± 14.6 | 65.9 ± 6.1 | 37.2 ± 1.3 |
| Total fully engaged (e) | % | 72.7 ± 2.6 | 76.4 ± 2.8 | 68.0 ± 3.9 | 75.7 ± 3.9 | 69.8 ± 4.7 | 66.9 ± 6.6 | 81.4 ± 11.0 | 77.0 ± 4.9 | 73.0 ± 1.4 |
| Participating in bachelor degree or above (f) | % | 30.3 ± 2.8 | 34.4 ± 3.2 | 23.8 ± 3.4 | 25.0 ± 3.9 | 30.8 ± 4.1 | 15.9 ± 6.9 | 52.4 ± 24.0 | 7.4 ± 6.5 | 29.4 ± 1.4 |
| Participating in certificate, diploma or advanced diploma (g) | % | 17.8 ± 2.7 | 16.7 ± 2.1 | 14.0 ± 2.8 | 12.9 ± 3.6 | 14.1 ± 3.1 | 21.2 ± 4.7 | 4.8 ± 4.4 | 17.5 ± 8.2 | 15.9 ± 1.2 |
| Year 12 | | | | | | | | | | |
| All school leavers | '000 | 509.2 | 437.6 | 371.4 | 186.5 | 105.9 | 26.0 | 37.8 | 14.0 | 1691.5 |
| Fully participating in education and/or training | '000 | 238.3 | 220.5 | 125.3 | 75.0 | 50.2 | 7.9 | 20.1 | 1.9 | 740.2 |
| Fully participating in employment | '000 | 162.0 | 124.0 | 146.1 | 71.7 | 32.8 | 11.4 | 11.2 | 10.1 | 569.6 |
| Total fully engaged (e) | '000 | 405.1 | 347.0 | 275.7 | 148.5 | 81.9 | 19.7 | 32.2 | 11.7 | 1 322.2 |
| Participating in bachelor degree or above (f) | '000 | 205.6 | 186.5 | 111.4 | 63.0 | 44.9 | 6.3 | 20.9 | 1.6 | 645.7 |
| Participating in certificate, diploma or advanced diploma (g) | '000 | 81.5 | 69.1 | 49.5 | 22.6 | 12.9 | 5.6 | 1.8 | 3.0 | 243.6 |
| Year 11 and below | | | | | | | | | | |
| All school leavers | '000 | 181.3 | 108.7 | 112.0 | 82.6 | 44.8 | 16.6 | 3.7 | 8.2 | 561.7 |
| Fully participating in education and/or training | '000 | 13.8 | 10.9 | 12.0 | 6.9 | 5.6 | 1.0 | – | – | 51.3 |
| Fully participating in employment | '000 | 88.8 | 56.8 | 45.2 | 44.4 | 18.9 | 6.8 | np | 4.5 | 268.7 |

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (a), (b), (c), (d)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Total fully engaged (e) | '000 | 104.7 | 68.9 | 59.2 | 52.5 | 25.6 | 8.5 | np | 4.5 | 323.7 |
| Participating in bachelor degree or above (f) | '000 | np | np | np | 2.9 | 1.7 | np | – | – | 16.7 |
| Participating in certificate, diploma or advanced diploma (g) | '000 | 42.7 | 25.2 | 20.4 | 10.8 | 6.9 | 3.2 | np | 1.2 | 112.0 |
| All school leavers | | | | | | | | | | |
| All school leavers | '000 | 695.9 | 546.4 | 485.5 | 268.6 | 152.2 | 42.9 | 42.0 | 21.7 | 2 251.8 |
| Fully participating in education and/or training | '000 | 251.5 | 229.6 | 138.8 | 84.0 | 54.8 | 9.1 | 20.5 | 1.9 | 792.9 |
| Fully participating in employment | '000 | 249.4 | 177.4 | 190.3 | 120.4 | 52.6 | 18.5 | 13.7 | 14.3 | 838.3 |
| Total fully engaged (e) | '000 | 505.7 | 417.2 | 330.0 | 203.3 | 106.3 | 28.7 | 34.2 | 16.7 | 1 644.4 |
| Participating in bachelor degree or above (f) | '000 | 210.6 | 188.0 | 115.4 | 67.1 | 46.9 | 6.8 | 22.0 | 1.6 | 661.9 |
| Participating in certificate, diploma or advanced diploma (g) | '000 | 124.1 | 91.2 | 67.9 | 34.6 | 21.4 | 9.1 | 2.0 | 3.8 | 357.1 |

(a) Includes all people aged 15–24 years who are no longer in school.

(b) 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 (np) here. These data are included in Australia totals.

(c) 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.

(d) The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.

(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.

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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> |
|-----|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (f) | Participating in bachelor degree or above includes 'bachelor degree', 'graduate diploma and graduate certificate' and 'postgraduate degree'. Includes full time and part time enrolled students. | | | | | | | | | |
| (g) | Participating in certificate, diploma or advanced diploma includes 'certificate I and II', 'certificate III and IV', 'certificate n.f.d' and 'advanced diploma and diploma'. Includes full time and part time enrolled students. | | | | | | | | | |

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

Source: ABS unpublished, *Microdata: Education and Work, May 2014*, Cat. no. 6227.0.30.001.

TABLE 4A.128

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| 15–19 year olds not in school education | | | | | | | | | | |
| Highest level of qualification is bachelor degree or above (e) | no. | 532 | 366 | 329 | 133 | 87 | 10 | 29 | 14 | 1 500 |
| Participating in full time study | % | 53.0 | 53.3 | 50.8 | 51.9 | 50.6 | – | 65.5 | 28.6 | 52.0 |
| Participating in part time study | % | 7.9 | 4.9 | 4.9 | 2.3 | 6.9 | 30.0 | – | – | 5.9 |
| Participating in full time employment | % | 22.7 | 21.6 | 22.5 | 23.3 | 29.9 | 40.0 | 48.3 | 50.0 | 23.7 |
| Participating in part time employment | % | 24.4 | 25.1 | 30.1 | 39.1 | 24.1 | – | 17.2 | – | 26.6 |
| Participating in full time study, full time employment or a combination of both | % | 77.4 | 74.9 | 74.2 | 75.2 | 80.5 | 40.0 | 100.0 | 78.6 | 76.3 |
| Unemployed | % | 7.1 | 8.7 | 10.9 | 7.5 | 4.6 | 30.0 | – | – | 8.2 |
| Not participating in the labour force or study | % | 3.6 | 3.6 | 6.7 | 4.5 | 3.4 | 30.0 | – | 21.4 | 4.6 |
| Highest level of qualification is certificate, diploma or advanced diploma level (f) | no. | 22 510 | 17 177 | 24 026 | 12 369 | 5 478 | 2 176 | 1 028 | 778 | 85 556 |
| Participating in full time study | % | 22.5 | 27.0 | 20.2 | 20.7 | 19.0 | 16.6 | 33.5 | 8.5 | 22.1 |
| Participating in part time study | % | 15.5 | 13.2 | 9.5 | 10.0 | 12.6 | 12.6 | 14.4 | 13.8 | 12.3 |
| Participating in full time employment | % | 38.1 | 34.2 | 36.8 | 42.8 | 33.2 | 42.0 | 43.5 | 56.7 | 37.7 |

TABLE 4A.128

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| Participating in part time employment | % | 26.8 | 28.3 | 31.3 | 26.9 | 32.6 | 26.4 | 30.0 | 18.5 | 28.7 |
| Participating in full time study, full time employment or a combination of both | % | 63.0 | 62.9 | 58.8 | 65.3 | 55.2 | 60.8 | 75.0 | 66.1 | 61.8 |
| Unemployed | % | 13.2 | 14.3 | 14.2 | 10.5 | 14.5 | 13.1 | 7.0 | 8.0 | 13.3 |
| Not participating in the labour force or study | % | 5.7 | 6.2 | 5.7 | 5.3 | 6.5 | 4.9 | 4.5 | 8.6 | 5.8 |
| Highest level of qualification is Year 12 or equivalent | no. | 93 666 | 73 228 | 77 394 | 39 390 | 22 522 | 4 948 | 6 708 | 1 885 | 319 775 |
| Participating in full time study | % | 60.9 | 65.2 | 46.9 | 54.7 | 54.6 | 50.7 | 61.7 | 21.8 | 56.9 |
| Participating in part time study | % | 10.7 | 7.8 | 8.5 | 9.0 | 8.8 | 8.7 | 8.6 | 10.7 | 9.1 |
| Participating in full time employment | % | 16.0 | 13.5 | 22.9 | 20.4 | 17.0 | 16.8 | 24.1 | 41.4 | 18.1 |
| Participating in part time employment | % | 37.5 | 40.6 | 40.6 | 42.7 | 43.4 | 38.1 | 39.8 | 25.3 | 40.0 |
| Participating in full time study, full time employment or a combination of both | % | 79.0 | 80.5 | 71.6 | 77.3 | 74.2 | 70.0 | 82.3 | 64.0 | 76.9 |
| Unemployed | % | 10.2 | 10.2 | 10.9 | 8.6 | 9.3 | 9.5 | 8.6 | 7.0 | 10.0 |
| Not participating in the labour force or study | % | 3.8 | 3.4 | 4.5 | 3.9 | 3.6 | 4.7 | 2.2 | 9.0 | 3.9 |

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| Highest level of qualification is Year 11 or below (g) | no. | 68 182 | 46 073 | 41 711 | 24 368 | 15 359 | 8 996 | 2 648 | 4 153 | 211 504 |
| Participating in full time study | % | 23.6 | 31.2 | 18.0 | 20.9 | 23.2 | 38.2 | 29.6 | 12.6 | 24.3 |
| Participating in part time study | % | 18.3 | 15.8 | 8.5 | 13.7 | 11.9 | 12.1 | 14.1 | 5.8 | 14.3 |
| Participating in full time employment | % | 27.5 | 25.8 | 25.2 | 33.4 | 24.8 | 22.8 | 27.3 | 21.8 | 26.8 |
| Participating in part time employment | % | 16.0 | 14.8 | 18.3 | 16.2 | 19.3 | 21.7 | 21.3 | 10.7 | 16.7 |
| Participating in full time study, full time employment or a combination of both | % | 52.7 | 58.2 | 44.1 | 55.2 | 49.3 | 62.3 | 58.6 | 34.5 | 52.3 |
| Unemployed | % | 13.9 | 11.7 | 16.6 | 12.1 | 14.1 | 11.8 | 12.0 | 11.0 | 13.6 |
| Not participating in the labour force or study | % | 15.3 | 14.4 | 18.9 | 15.4 | 16.4 | 12.3 | 12.3 | 37.1 | 16.2 |
| All 15–19 year olds not in school education | no. | 208 055 | 153 605 | 160 055 | 85 367 | 48 167 | 17 693 | 11 523 | 8 749 | 693 322 |
| Participating in full time study | % | 39.1 | 45.4 | 31.5 | 35.3 | 36.8 | 37.3 | 46.9 | 13.2 | 37.9 |
| Participating in part time study | % | 12.7 | 10.2 | 7.9 | 9.6 | 9.5 | 10.4 | 9.6 | 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 |

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| Participating in part time employment | % | 25.4 | 27.3 | 29.4 | 28.6 | 30.6 | 25.4 | 31.0 | 12.4 | 27.4 |
| Participating in full time study, full time employment or a combination of both | % | 61.5 | 65.1 | 56.4 | 62.3 | 58.7 | 60.8 | 69.5 | 38.1 | 60.8 |
| 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 bachelor degree or above (e) | no. | 64 747 | 59 475 | 36 266 | 20 836 | 13 137 | 2 739 | 6 105 | 1 197 | 204 520 |
| Participating in full time study | % | 25.5 | 27.2 | 22.2 | 19.7 | 28.1 | 28.0 | 31.0 | 11.4 | 25.1 |
| Participating in part time study | % | 8.6 | 6.7 | 7.1 | 7.3 | 6.9 | 7.2 | 10.2 | 7.4 | 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 | 17.4 | 24.2 |
| Participating in full time study, full time employment or a combination of both | % | 78.1 | 76.8 | 76.3 | 77.9 | 76.1 | 75.5 | 84.7 | 76.4 | 77.4 |
| Unemployed | % | 6.2 | 6.3 | 5.2 | 4.8 | 5.8 | 6.4 | 4.4 | 3.6 | 5.8 |
| Not participating in the labour force or study | % | 3.4 | 3.4 | 2.9 | 3.1 | 2.8 | 3.2 | 1.9 | 4.2 | 3.2 |

TABLE 4A.128

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| Highest level of qualification is certificate, diploma or advanced diploma (f) | no. | 117 590 | 97 062 | 81 904 | 45 157 | 27 599 | 8 766 | 6 136 | 3 928 | 388 175 |
| Participating in full time study | % | 16.4 | 18.8 | 12.4 | 13.2 | 14.3 | 9.6 | 19.3 | 5.1 | 15.4 |
| Participating in part time study | % | 11.4 | 8.9 | 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 | 67.4 | 54.4 |
| Participating in part time employment | % | 21.5 | 23.7 | 20.5 | 19.3 | 23.7 | 19.7 | 20.8 | 12.6 | 21.6 |
| Participating in full time study, full time employment or a combination of both | % | 71.6 | 71.7 | 69.4 | 72.8 | 67.4 | 67.3 | 80.5 | 72.8 | 71.0 |
| Unemployed | % | 6.9 | 6.7 | 7.1 | 5.1 | 7.5 | 6.9 | 3.8 | 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. | 170 451 | 151 398 | 111 707 | 54 740 | 40 617 | 10 026 | 13 847 | 4 143 | 556 972 |
| Participating in full time study | % | 50.4 | 53.1 | 36.7 | 43.1 | 47.6 | 45.2 | 56.5 | 14.4 | 47.3 |
| Participating in part time study | % | 12.1 | 10.1 | 9.6 | 9.3 | 9.8 | 9.6 | 10.8 | 11.2 | 10.5 |
| Participating in full time employment | % | 26.0 | 25.5 | 35.5 | 33.8 | 27.5 | 25.8 | 32.9 | 53.8 | 29.0 |

TABLE 4A.128

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| Participating in part time employment | % | 33.3 | 34.8 | 30.9 | 32.9 | 35.3 | 33.4 | 34.8 | 17.8 | 33.3 |
| Participating in full time study, full time employment or a combination of both | % | 78.1 | 80.1 | 73.1 | 78.2 | 77.1 | 72.9 | 86.6 | 68.6 | 77.6 |
| 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 | 10.2 | 5.6 |
| Highest level of qualification is Year 11 or below (g) | no. | 63 040 | 41 411 | 41 383 | 24 345 | 17 623 | 6 357 | 2 569 | 5 152 | 201 906 |
| Participating in full time study | % | 5.6 | 7.1 | 4.4 | 5.5 | 5.8 | 4.5 | 7.6 | 1.9 | 5.6 |
| Participating in part time study | % | 9.0 | 9.4 | 4.9 | 5.7 | 6.3 | 6.2 | 10.7 | 4.6 | 7.4 |
| Participating in full time employment | % | 36.5 | 38.3 | 36.7 | 41.2 | 35.0 | 34.8 | 45.7 | 27.4 | 37.2 |
| Participating in part time employment | % | 14.6 | 14.4 | 14.8 | 14.8 | 17.2 | 16.7 | 15.6 | 11.7 | 14.9 |
| Participating in full time study, full time employment or a combination of both | % | 42.9 | 46.2 | 41.7 | 47.1 | 41.4 | 39.9 | 54.0 | 29.6 | 43.4 |
| Unemployed | % | 13.2 | 11.9 | 13.7 | 10.5 | 12.6 | 12.9 | 8.8 | 10.1 | 12.5 |
| Not participating in the labour force or study | % | 24.0 | 22.7 | 25.0 | 22.8 | 24.2 | 26.0 | 18.4 | 40.2 | 24.2 |

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| All 20–24 year olds not in school education | no. | 447 948 | 373 724 | 293 195 | 158 534 | 104 910 | 29 482 | 30 677 | 16 766 | 1 455 506 |
| Participating in full time study | % | 28.4 | 32.1 | 21.1 | 22.4 | 27.1 | 22.2 | 36.4 | 6.3 | 26.9 |
| 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 | 12.4 | 24.2 |
| Participating in full time study, full time employment or a combination of both | % | 66.5 | 69.2 | 63.1 | 65.9 | 64.8 | 61.0 | 77.0 | 49.1 | 66.3 |
| 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) Persons reporting a non-school qualification: level of education of level of education inadequately described and level of education not stated are categorised only on the basis of highest year of school completed. This will include some people who have a completed non-school qualification which could not be categorised to Australian Standard Classification of Education (ASCED) 1-5.
- (b) 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.
- (c) The categories for study and employment are not exclusive. That is, for example, people enrolled in study may also be employed.
- (d) Australia includes 'Other territories'.
- (e) Bachelor degree or above includes bachelor degree level, graduate diploma and graduate certificate level and postgraduate degree level.
- (f) Certificate, diploma or advanced diploma includes certificate level and advanced diploma and diploma level.

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 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 (d)</i> |
|-----|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------------|
| (g) | Highest school year completed of year 11 or below includes year 11 or equivalent, year 10 or equivalent, year 9 or equivalent and year 8 or below. It does not include people who reported did not go to school, not stated or not applicable highest school year completed. | | | | | | | | | |

Source: ABS unpublished, *Census of Population and Housing 2011 TableBuilder Pro*, Cat. no. 2073.0.

TABLE 4A.129

Table 4A.129 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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 | % | 31.6 ± 8.6 | 42.2 ± 7.4 | 55.6 ± 5.2 | 64.5 ± 12.8 | 43.2 ± 20.9 | 44.6 ± 16.1 | 42.4 ± 17.1 | 81.5 ± 28.8 | 43.8 ± 3.4 |
| Studying | % | 52.5 ± 11.0 | 54.8 ± 10.7 | 39.9 ± 9.4 | 49.7 ± 12.5 | 39.4 ± 13.6 | 42.9 ± 13.5 | 62.7 ± 30.5 | np | 51.4 ± 4.3 |
| Fully engaged in study or work | % | 55.7 ± 9.6 | 62.2 ± 13.0 | 57.2 ± 9.7 | 69.7 ± 9.4 | 47.7 ± 15.8 | 44.6 ± 13.2 | 78.0 ± 27.1 | 85.2 ± 24.5 | 58.7 ± 3.2 |
| Year 11 and below | | | | | | | | | | |
| Working | % | 13.9 ± 7.3 | 8.0 ± 5.1 | 6.9 ± 4.1 | np | 12.3 ± 11.1 | 21.4 ± 14.3 | np | np | 8.5 ± 3.3 |
| Studying | % | 10.6 ± 7.0 | 8.0 ± 5.9 | 5.2 ± 4.8 | np | np | 16.1 ± 12.7 | np | np | 7.1 ± 3.0 |
| Fully engaged in study or work | % | 12.2 ± 7.2 | np | 6.3 ± 4.8 | np | 18.7 ± 10.5 | 21.4 ± 12.5 | np | np | 9.5 ± 3.9 |
| All school leavers | | | | | | | | | | |
| Working | % | 42.7 ± 8.3 | 43.3 ± 8.5 | 60.5 ± 5.6 | 64.5 ± 12.8 | 54.2 ± 14.5 | 64.3 ± 18.4 | 35.6 ± 19.8 | 85.2 ± 17.8 | 51.8 ± 2.4 |
| Studying | % | 63.9 ± 10.9 | 63.7 ± 9.1 | 44.4 ± 9.6 | 60.5 ± 11.1 | 49.0 ± 13.5 | 73.2 ± 11.3 | 62.7 ± 30.5 | 25.9 ± 19.9 | 59.1 ± 4.8 |
| Fully engaged in study or work | % | 65.8 ± 10.9 | 71.5 ± 10.2 | 63.1 ± 10.7 | 78.3 ± 7.9 | 59.4 ± 13.6 | 78.6 ± 7.3 | 78.0 ± 27.1 | 59.3 ± 33.5 | 68.2 ± 3.6 |
| Year 12 | | | | | | | | | | |
| Working | '000 | 26.4 | 28.6 | 36.5 | 19.6 | 6.7 | 2.5 | 2.5 | 2.2 | 121.0 |
| Studying | '000 | 43.9 | 37.1 | 26.2 | 15.1 | 6.1 | 2.4 | 3.7 | np | 142.0 |
| Fully engaged in study or work | '000 | 46.6 | 42.1 | 37.5 | 21.2 | 7.4 | 2.5 | 4.6 | 2.3 | 162.2 |
| Year 11 and below | | | | | | | | | | |
| Working | '000 | 11.6 | 5.4 | 4.5 | np | 1.9 | 1.2 | – | np | 23.6 |
| Studying | '000 | 8.9 | 5.4 | 3.4 | np | np | 0.9 | – | – | 19.5 |
| Fully engaged in study or work | '000 | 10.2 | np | 4.1 | np | 2.9 | 1.2 | – | – | 26.2 |

Table 4A.129 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (a), (b), (c), (d), (e), (f)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All school leavers | | | | | | | | | | |
| Working | '000 | 35.7 | 29.3 | 39.7 | 19.6 | 8.4 | 3.6 | 2.1 | 2.3 | 143.1 |
| Studying | '000 | 53.4 | 43.1 | 29.1 | 18.4 | 7.6 | 4.1 | 3.7 | 0.7 | 163.2 |
| Fully engaged in study or work | '000 | 55.0 | 48.4 | 41.4 | 23.8 | 9.2 | 4.4 | 4.6 | 1.6 | 188.5 |
| Total school leavers | '000 | 83.6 | 67.7 | 65.6 | 30.4 | 15.5 | 5.6 | 5.9 | 2.7 | 276.3 |

- (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) 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 (np) here. These data are included in Australia totals.
- (c) 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.
- (d) The categories for working and studying are not exclusive. That is, for example, people studying may also be working.
- (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 Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.
– Nil or rounded to zero. **np** Not published.

Source: ABS unpublished, *Microdata: Education and Work, May 2014*, Cat. no. 6227.0.30.001.

Table 4A.130 **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 |
| 2013 | | | | | | | | | | |
| Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above | | | | | | | | | | |
| | ('000) | 104.3 | 121.5 | 81.3 | 41.0 | 30.0 | 9.6 | 6.0 | 2.3 | 395.9 |
| 15 to 19-year-old population | | | | | | | | | | |
| | ('000) | 464.8 | 355.9 | 308.3 | 160.1 | 104.4 | 33.8 | 23.1 | 16.4 | 1 467.1 |
| Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above | | | | | | | | | | |
| | % | 22.4 | 34.1 | 26.4 | 25.6 | 28.7 | 28.4 | 26.1 | 13.8 | 27.0 |

Source: Source: NCVER, National VET Provider Collection (various years); NCVER, National VET in Schools Collection (various years); ABS Australian Demographic Statistics, December 2013) (Cat. no. 3101.0).

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (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 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.2 | 89.1 | 86.0 | 80.5 | 83.5 | 90.3 | 86.7 | 71.5 | 85.6 |
| Non-Indigenous students | 94.1 | 93.7 | 92.9 | 93.6 | 92.3 | 92.8 | 93.5 | 92.0 | 93.5 |
| All students | 93.8 | 93.6 | 92.2 | 92.5 | 91.7 | 92.6 | 93.3 | 82.6 | 92.9 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.6 | 89.9 | 86.5 | 81.2 | 82.6 | 91.5 | 88.4 | 73.6 | 86.3 |
| Non-Indigenous students | 94.3 | 94.0 | 93.2 | 93.8 | 92.8 | 93.4 | 93.7 | 92.5 | 93.8 |
| All students | 94.0 | 93.9 | 92.5 | 92.8 | 92.1 | 93.2 | 93.5 | 84.4 | 93.3 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.4 | 89.5 | 87.1 | 82.0 | 83.9 | 91.3 | 88.0 | 75.2 | 86.4 |
| Non-Indigenous students | 94.4 | 94.2 | 93.3 | 94.1 | 92.8 | 93.6 | 93.9 | 93.3 | 93.9 |
| All students | 94.1 | 94.1 | 92.7 | 93.1 | 92.3 | 93.4 | 93.7 | 84.7 | 93.4 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.4 | 89.3 | 87.2 | 82.9 | 83.3 | 92.8 | 88.9 | 73.7 | 86.5 |
| Non-Indigenous students | 94.3 | 94.1 | 93.3 | 94.1 | 92.6 | 93.5 | 93.9 | 93.1 | 93.8 |
| All students | 94.0 | 94.0 | 92.7 | 93.1 | 92.1 | 93.4 | 93.7 | 84.0 | 93.3 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.2 | 89.5 | 86.8 | 81.9 | 82.8 | 91.7 | 88.1 | 73.2 | 86.0 |
| Non-Indigenous students | 94.3 | 94.1 | 93.2 | 94.0 | 92.7 | 93.5 | 93.6 | 92.7 | 93.8 |
| All students | 94.0 | 94.0 | 92.6 | 93.0 | 92.1 | 93.4 | 93.4 | 83.0 | 93.3 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 89.9 | 89.0 | 86.7 | 81.4 | 82.9 | 90.4 | 88.7 | 73.1 | 85.8 |
| Non-Indigenous students | 93.8 | 93.9 | 93.1 | 94.1 | 92.4 | 93.2 | 93.0 | 92.9 | 93.6 |
| All students | 93.5 | 93.8 | 92.5 | 93.0 | 91.9 | 93.0 | 92.8 | 83.3 | 93.0 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 86.0 | 86.2 | 84.9 | 75.1 | 80.9 | 86.4 | 83.1 | 69.1 | 82.5 |
| Non-Indigenous students | 93.3 | 93.8 | 92.4 | 92.3 | 92.1 | 91.5 | 92.0 | 92.5 | 93.0 |
| All students | 92.7 | 93.6 | 91.6 | 90.6 | 91.4 | 90.9 | 91.7 | 80.0 | 92.1 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 82.6 | 82.3 | 82.9 | 70.5 | 76.8 | 82.6 | 83.2 | 64.8 | 78.9 |
| Non-Indigenous students | 91.3 | 91.6 | 91.7 | 91.3 | 91.1 | 89.2 | 90.5 | 89.9 | 91.4 |
| All students | 90.6 | 91.4 | 90.8 | 89.3 | 90.2 | 88.5 | 90.2 | 77.4 | 90.4 |

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (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 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 79.2 | 81.1 | 80.6 | 64.7 | 73.5 | 81.0 | 75.7 | 58.8 | 76.0 |
| Non-Indigenous students | 90.1 | 90.9 | 89.8 | 88.8 | 89.1 | 87.1 | 88.2 | 89.8 | 89.9 |
| All students | 89.3 | 90.7 | 89.0 | 86.7 | 88.1 | 86.5 | 87.7 | 75.0 | 89.0 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 74.4 | 83.0 | 78.4 | 60.3 | 73.3 | 78.0 | 77.3 | 55.9 | 73.4 |
| Non-Indigenous students | 88.7 | 91.0 | 88.7 | 87.3 | 88.6 | 86.1 | 88.1 | 88.2 | 89.1 |
| All students | 87.7 | 90.8 | 87.8 | 85.1 | 87.6 | 85.3 | 87.7 | 75.3 | 88.0 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 87.8 | 84.4 | na | na | 83.2 | na | na | na | 86.7 |
| Non-Indigenous students | 91.0 | 90.2 | na | na | 90.3 | na | na | na | 90.5 |
| All students | 90.5 | 89.9 | na | na | 89.9 | na | na | na | 90.2 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 75.2 | 79.9 | na | na | 79.4 | na | na | na | 76.2 |
| Non-Indigenous students | 85.2 | 88.1 | 94.3 | 96.3 | 89.3 | na | na | 94.3 | 87.2 |
| All students | 83.5 | 87.8 | 94.3 | 96.3 | 88.8 | na | na | 94.3 | 86.1 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 90.9 | 90.0 | 87.6 | 86.2 | 84.1 | 91.2 | 88.0 | .. | 88.5 |
| Provincial | 89.9 | 88.9 | 87.8 | 84.8 | 84.3 | 91.4 | 89.1 | 87.5 | 88.4 |
| Remote | 88.0 | np | 84.1 | 77.9 | 86.9 | 92.0 | .. | 79.8 | 81.7 |
| Very remote | 88.3 | .. | 80.6 | 70.0 | 72.6 | 89.3 | .. | 65.4 | 71.8 |
| All students | 90.3 | 89.4 | 86.7 | 81.6 | 83.2 | 91.3 | 88.1 | 73.4 | 86.1 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.3 | 94.1 | 93.2 | 94.3 | 92.8 | 93.2 | 93.6 | .. | 93.9 |
| Provincial | 93.7 | 93.6 | 93.1 | 93.1 | 92.3 | 93.5 | np | 93.0 | 93.3 |
| Remote | 93.0 | 93.1 | 92.9 | 92.9 | 92.3 | 93.5 | .. | 91.9 | 92.7 |
| Very remote | 93.8 | .. | 92.7 | 91.9 | 91.8 | 92.6 | .. | 91.2 | 92.1 |
| All students | 94.2 | 94.0 | 93.2 | 93.9 | 92.6 | 93.4 | 93.6 | 92.7 | 93.7 |
| All students | | | | | | | | | |
| Metropolitan | 94.2 | 94.1 | 92.8 | 93.9 | 92.4 | 93.0 | 93.4 | .. | 93.7 |
| Provincial | 93.1 | 93.4 | 92.4 | 92.1 | 91.6 | 93.3 | 90.7 | 91.8 | 92.8 |
| Remote | 90.6 | 93.2 | 90.6 | 89.1 | 91.8 | 93.3 | .. | 85.9 | 89.7 |
| Very remote | 89.8 | .. | 84.5 | 81.0 | 82.4 | 92.4 | .. | 68.0 | 78.4 |
| All students | 93.9 | 93.9 | 92.5 | 92.9 | 92.0 | 93.2 | 93.4 | 83.7 | 93.2 |

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Years 7-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 82.4 | 84.0 | 83.7 | 71.5 | 78.5 | 79.3 | 79.8 | .. | 81.2 |
| Provincial | 79.5 | 82.6 | 82.2 | 73.2 | 77.1 | 83.4 | np | 80.7 | 80.0 |
| Remote | 74.2 | 82.6 | 73.4 | 66.5 | 75.2 | 90.9 | .. | 74.5 | 71.5 |
| Very remote | 71.2 | .. | 71.6 | 54.0 | 58.8 | 88.0 | .. | 52.3 | 57.9 |
| All students | 80.6 | 83.3 | 81.7 | 68.0 | 76.1 | 82.0 | 79.8 | 62.9 | 77.8 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 91.3 | 92.4 | 90.7 | 90.4 | 90.5 | 87.5 | 89.6 | .. | 91.2 |
| Provincial | 89.3 | 90.3 | 90.1 | 88.3 | 89.7 | 89.0 | np | 90.1 | 89.7 |
| Remote | 89.5 | 89.0 | 91.0 | 89.5 | 90.4 | 85.4 | .. | 89.5 | 89.9 |
| Very remote | 93.4 | .. | 90.8 | 89.6 | 89.6 | 90.7 | .. | 89.7 | 90.1 |
| All students | 90.8 | 91.8 | 90.5 | 89.9 | 90.2 | 88.4 | 89.6 | 90.1 | 90.8 |
| All students | | | | | | | | | |
| Metropolitan | 90.9 | 92.3 | 90.2 | 89.5 | 89.9 | 86.7 | 89.3 | .. | 90.8 |
| Provincial | 87.9 | 90.0 | 89.1 | 86.6 | 88.7 | 88.4 | np | 88.2 | 88.6 |
| Remote | 82.1 | 88.7 | 85.6 | 82.5 | 89.0 | 86.2 | .. | 80.7 | 84.6 |
| Very remote | 75.5 | .. | 79.1 | 68.5 | 74.7 | 90.3 | .. | 54.8 | 67.5 |
| All students | 90.0 | 91.6 | 89.7 | 87.9 | 89.3 | 87.7 | 89.3 | 77.0 | 89.8 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 87.6 | 87.5 | 86.3 | 81.4 | 82.0 | 86.8 | 85.0 | .. | 85.9 |
| Provincial | 85.8 | 86.4 | 85.9 | 80.7 | 81.5 | 88.3 | 89.1 | 85.2 | 85.3 |
| Remote | 82.0 | 83.2 | 80.9 | 73.7 | 82.4 | 91.6 | .. | 78.2 | 78.1 |
| Very remote | 82.3 | .. | 78.3 | 64.4 | 67.7 | 88.6 | .. | 61.0 | 67.5 |
| All students | 86.5 | 86.9 | 85.1 | 76.9 | 80.6 | 87.7 | 85.2 | 70.0 | 83.2 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 93.2 | 93.4 | 92.4 | 93.0 | 91.9 | 91.2 | 92.2 | .. | 92.9 |
| Provincial | 91.9 | 92.4 | 92.0 | 91.4 | 91.2 | 91.8 | np | 92.1 | 92.0 |
| Remote | 91.6 | 89.9 | 92.4 | 91.9 | 91.5 | 90.8 | .. | 91.3 | 91.8 |
| Very remote | 93.6 | .. | 92.1 | 91.3 | 91.0 | 92.0 | .. | 90.8 | 91.5 |
| All students | 92.9 | 93.1 | 92.3 | 92.6 | 91.7 | 91.5 | 92.2 | 91.9 | 92.7 |
| All students | | | | | | | | | |
| Metropolitan | 93.0 | 93.3 | 92.0 | 92.5 | 91.4 | 90.8 | 92.0 | .. | 92.6 |
| Provincial | 91.0 | 92.1 | 91.3 | 90.2 | 90.5 | 91.4 | 90.7 | 90.6 | 91.2 |
| Remote | 86.9 | 89.6 | 89.3 | 87.0 | 90.7 | 90.9 | .. | 84.5 | 87.9 |
| Very remote | 85.1 | .. | 83.0 | 77.1 | 79.6 | 91.6 | .. | 63.7 | 75.0 |
| All students | 92.4 | 93.0 | 91.6 | 91.2 | 91.0 | 91.1 | 92.0 | 81.6 | 92.0 |

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| (c) NSW data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution. | | | | | | | | | |
| na not available. .. Not applicable. np not published | | | | | | | | | |

Source: ACARA (unpublished)

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Year 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.6 | 92.6 | 90.5 | 76.1 | 89.4 | 92.9 | 90.8 | 73.2 | 87.7 |
| Non-Indigenous students | 93.9 | 94.1 | 94.1 | 93.6 | 93.6 | 94.0 | 94.6 | 93.8 | 94.0 |
| All students | 93.9 | 94.1 | 93.9 | 93.1 | 93.6 | 94.0 | 94.6 | 88.5 | 93.8 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.8 | 93.5 | 89.9 | 80.0 | 90.4 | 92.6 | 93.8 | 77.2 | 88.8 |
| Non-Indigenous students | 94.4 | 94.4 | 94.3 | 94.1 | 94.1 | 94.6 | 94.2 | 93.5 | 94.3 |
| All students | 94.3 | 94.4 | 94.2 | 93.7 | 94.0 | 94.5 | 94.2 | 90.2 | 94.2 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.3 | 93.3 | 91.0 | 76.8 | 89.7 | 93.9 | 93.2 | 71.3 | 88.4 |
| Non-Indigenous students | 94.6 | 94.6 | 94.4 | 94.4 | 94.2 | 94.8 | 94.8 | 94.0 | 94.5 |
| All students | 94.5 | 94.6 | 94.3 | 93.8 | 94.2 | 94.7 | 94.8 | 88.8 | 94.4 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.4 | 93.0 | 90.7 | 79.3 | 91.1 | 93.7 | 92.3 | 74.1 | 88.2 |
| Non-Indigenous students | 94.4 | 94.5 | 94.5 | 94.4 | 93.9 | 94.6 | 94.4 | 93.8 | 94.4 |
| All students | 94.3 | 94.5 | 94.4 | 94.0 | 93.9 | 94.5 | 94.4 | 88.7 | 94.2 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 89.9 | 93.4 | 91.1 | 79.6 | 91.6 | 93.7 | 90.8 | 75.5 | 88.3 |
| Non-Indigenous students | 94.4 | 94.7 | 94.5 | 94.4 | 94.2 | 94.4 | 94.7 | 93.9 | 94.5 |
| All students | 94.3 | 94.6 | 94.4 | 93.9 | 94.2 | 94.4 | 94.6 | 89.2 | 94.3 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.8 | 92.7 | 90.4 | 79.2 | 89.6 | 92.9 | 93.7 | 75.5 | 88.2 |
| Non-Indigenous students | 94.0 | 94.4 | 94.5 | 94.4 | 94.0 | 94.2 | 93.9 | 92.1 | 94.2 |
| All students | 93.9 | 94.4 | 94.3 | 94.0 | 93.9 | 94.1 | 93.9 | 87.9 | 94.1 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.5 | 93.0 | 91.3 | 83.3 | 90.5 | 91.2 | 91.5 | 77.2 | 88.7 |
| Non-Indigenous students | 94.5 | 95.1 | 94.6 | 94.7 | 93.7 | 93.9 | 93.9 | 93.6 | 94.6 |
| All students | 94.4 | 95.1 | 94.5 | 94.4 | 93.6 | 93.8 | 93.9 | 89.7 | 94.5 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 88.5 | 88.8 | 88.6 | 81.1 | 88.2 | 90.2 | 88.0 | 75.0 | 85.8 |
| Non-Indigenous students | 93.2 | 93.9 | 94.1 | 93.7 | 93.6 | 92.7 | 93.5 | 92.8 | 93.6 |
| All students | 93.1 | 93.8 | 93.9 | 93.4 | 93.6 | 92.6 | 93.4 | 87.7 | 93.4 |
| Year 9 | | | | | | | | | |

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Aboriginal and Torres Strait Islander students | 87.3 | 90.1 | 87.1 | 78.8 | 85.2 | 87.6 | 87.0 | 76.8 | 85.1 |
| Non-Indigenous students | 92.5 | 93.6 | 93.2 | 93.3 | 92.8 | 92.2 | 92.2 | 91.5 | 93.0 |
| All students | 92.4 | 93.6 | 93.0 | 92.9 | 92.7 | 92.0 | 92.2 | 87.7 | 92.8 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 84.9 | 88.4 | 85.8 | 71.8 | 84.8 | 89.7 | 86.2 | 75.3 | 82.7 |
| Non-Indigenous students | 91.6 | 93.3 | 92.4 | 92.5 | 92.3 | 91.7 | 92.1 | 91.2 | 92.4 |
| All students | 91.5 | 93.3 | 92.2 | 91.8 | 92.2 | 91.6 | 91.9 | 86.4 | 92.1 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.0 | na | na | na | na | na | na | na | 90.9 |
| Non-Indigenous students | 92.6 | 92.1 | na | na | 93.2 | 85.2 | na | na | 92.4 |
| All students | 92.5 | 92.0 | na | na | 93.1 | 85.2 | na | na | 92.4 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | na | na | na | na | na | na | na | 68.7 |
| Non-Indigenous students | 93.5 | 90.9 | 45.8 | na | 95.9 | 85.1 | na | na | 90.7 |
| All students | 93.5 | 90.7 | 49.2 | na | 95.9 | 85.1 | na | na | 90.3 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 91.3 | 94.0 | 90.8 | 90.4 | 91.1 | 91.9 | 92.5 | .. | 91.6 |
| Provincial | 90.6 | 91.2 | 91.7 | 89.9 | 88.9 | 94.1 | np | 90.9 | 91.1 |
| Remote | 86.5 | np | 85.9 | 86.6 | 89.9 | 90.4 | .. | 75.1 | 82.9 |
| Very remote | 84.0 | .. | 87.0 | 65.6 | np | np | .. | 66.8 | 69.3 |
| All students | 90.7 | 93.1 | 90.6 | 78.5 | 90.3 | 93.2 | 92.5 | 74.5 | 88.3 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.4 | 94.6 | 94.5 | 94.5 | 94.2 | 93.9 | 94.5 | .. | 94.5 |
| Provincial | 94.0 | 93.9 | 93.9 | 93.5 | 93.6 | 95.0 | np | 93.8 | 93.9 |
| Remote | 91.9 | 95.8 | 92.9 | 92.6 | 92.0 | 94.0 | .. | 92.2 | 92.5 |
| Very remote | 90.7 | .. | 91.2 | 89.4 | np | np | .. | 93.6 | 91.3 |
| All students | 94.3 | 94.4 | 94.4 | 94.2 | 94.0 | 94.4 | 94.5 | 93.5 | 94.3 |
| All students | | | | | | | | | |
| Metropolitan | 94.3 | 94.6 | 94.5 | 94.4 | 94.1 | 93.9 | 94.4 | .. | 94.4 |
| Provincial | 93.8 | 93.9 | 93.8 | 93.5 | 93.5 | 94.9 | np | 93.6 | 93.8 |
| Remote | 90.6 | 95.8 | 91.5 | 91.5 | 92.0 | 93.6 | .. | 86.9 | 90.6 |
| Very remote | 87.0 | .. | 89.9 | 69.2 | np | np | .. | 71.6 | 76.2 |
| All students | 94.2 | 94.4 | 94.2 | 93.8 | 94.0 | 94.4 | 94.4 | 88.9 | 94.2 |

Years 7-10

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 86.9 | 91.4 | 87.7 | 82.6 | 86.4 | 87.7 | 88.3 | .. | 86.9 |
| Provincial | 89.2 | 88.5 | 89.7 | 87.0 | 88.1 | 91.7 | np | 84.3 | 88.6 |
| Remote | np | np | 75.3 | 79.7 | 91.5 | np | .. | 79.1 | 78.8 |
| Very remote | np | .. | 90.3 | 56.8 | np | np | .. | 63.4 | 61.2 |
| All students | 87.9 | 90.0 | 88.1 | 78.3 | 86.9 | 89.8 | 88.3 | 76.1 | 85.5 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 93.1 | 94.2 | 93.6 | 93.7 | 93.2 | 91.8 | 92.9 | .. | 93.5 |
| Provincial | 92.5 | 93.3 | 93.5 | 93.0 | 92.5 | 94.2 | np | 92.1 | 93.0 |
| Remote | np | np | 91.9 | 92.6 | 92.3 | np | .. | 93.0 | 92.6 |
| Very remote | np | .. | np | np | np | np | .. | 93.2 | 93.0 |
| All students | 93.0 | 94.0 | 93.6 | 93.6 | 93.1 | 92.6 | 92.9 | 92.4 | 93.4 |
| All students | | | | | | | | | |
| Metropolitan | 93.0 | 94.2 | 93.4 | 93.5 | 93.1 | 91.6 | 92.9 | .. | 93.4 |
| Provincial | 92.3 | 93.2 | 93.2 | 92.8 | 92.4 | 94.0 | np | 90.7 | 92.8 |
| Remote | np | np | 88.5 | 90.2 | 92.3 | np | .. | 89.6 | 90.0 |
| Very remote | np | .. | 90.4 | 56.8 | np | np | .. | 66.9 | 63.7 |
| All students | 92.8 | 94.0 | 93.3 | 93.1 | 93.0 | 92.5 | 92.9 | 88.0 | 93.2 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 89.2 | 93.4 | 89.3 | 85.1 | 88.8 | 90.0 | 90.6 | .. | 89.3 |
| Provincial | 90.0 | 90.2 | 90.6 | 88.6 | 88.7 | 93.3 | np | 86.5 | 90.0 |
| Remote | 86.5 | np | 82.9 | 84.0 | 90.6 | 90.4 | .. | 77.1 | 81.5 |
| Very remote | 84.4 | .. | 87.1 | 63.3 | np | np | .. | 65.4 | 66.9 |
| All students | 89.5 | 92.2 | 89.4 | 78.4 | 88.8 | 92.0 | 90.6 | 75.3 | 87.1 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 93.8 | 94.4 | 94.1 | 94.1 | 93.7 | 92.9 | 93.8 | .. | 94.0 |
| Provincial | 93.3 | 93.6 | 93.7 | 93.3 | 93.2 | 94.7 | np | 93.0 | 93.5 |
| Remote | 91.9 | 95.8 | 92.6 | 92.6 | 92.2 | 94.0 | .. | 92.7 | 92.5 |
| Very remote | 90.7 | .. | 91.2 | 89.4 | np | np | .. | 93.5 | 91.4 |
| All students | 93.7 | 94.2 | 94.0 | 93.9 | 93.6 | 93.6 | 93.8 | 93.0 | 93.9 |
| All students | | | | | | | | | |
| Metropolitan | 93.7 | 94.4 | 94.0 | 94.0 | 93.7 | 92.8 | 93.7 | .. | 94.0 |
| Provincial | 93.1 | 93.6 | 93.6 | 93.2 | 93.1 | 94.6 | np | 92.2 | 93.4 |
| Remote | 90.6 | 95.8 | 90.7 | 91.0 | 92.1 | 93.6 | .. | 88.4 | 90.4 |
| Very remote | 87.2 | .. | 89.9 | 66.3 | np | np | .. | 69.8 | 73.2 |
| All students | 93.6 | 94.2 | 93.9 | 93.5 | 93.5 | 93.6 | 93.7 | 88.5 | 93.7 |

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| na not available. ... Not applicable. np not published | | | | | | | | | |

Source: ACARA (unpublished)

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (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 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.3 | 89.8 | 86.6 | 80.0 | 84.0 | 90.7 | 87.4 | 71.8 | 85.9 |
| Non-Indigenous students | 94.0 | 93.8 | 93.2 | 93.6 | 92.7 | 93.1 | 93.9 | 92.5 | 93.7 |
| All students | 93.8 | 93.8 | 92.7 | 92.6 | 92.3 | 92.9 | 93.7 | 84.0 | 93.2 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.6 | 90.6 | 86.9 | 81.1 | 83.2 | 91.7 | 89.5 | 74.0 | 86.6 |
| Non-Indigenous students | 94.3 | 94.1 | 93.5 | 93.9 | 93.2 | 93.7 | 93.9 | 92.7 | 93.9 |
| All students | 94.1 | 94.1 | 93.0 | 93.0 | 92.7 | 93.5 | 93.8 | 85.6 | 93.5 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.5 | 90.3 | 87.5 | 81.4 | 84.4 | 91.7 | 89.2 | 74.7 | 86.7 |
| Non-Indigenous students | 94.4 | 94.3 | 93.6 | 94.2 | 93.3 | 93.9 | 94.3 | 93.5 | 94.1 |
| All students | 94.2 | 94.2 | 93.1 | 93.3 | 92.9 | 93.8 | 94.1 | 85.5 | 93.7 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.4 | 90.1 | 87.6 | 82.4 | 84.1 | 93.0 | 89.6 | 73.7 | 86.7 |
| Non-Indigenous students | 94.3 | 94.2 | 93.6 | 94.2 | 93.1 | 93.8 | 94.1 | 93.3 | 94.0 |
| All students | 94.1 | 94.1 | 93.2 | 93.3 | 92.7 | 93.7 | 94.0 | 85.1 | 93.6 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.1 | 90.3 | 87.4 | 81.6 | 83.6 | 92.1 | 88.8 | 73.5 | 86.3 |
| Non-Indigenous students | 94.3 | 94.3 | 93.6 | 94.1 | 93.3 | 93.8 | 94.0 | 93.1 | 94.0 |
| All students | 94.1 | 94.2 | 93.1 | 93.2 | 92.8 | 93.6 | 93.9 | 84.4 | 93.6 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.1 | 89.8 | 87.2 | 81.1 | 83.5 | 90.9 | 89.7 | 73.4 | 86.2 |
| Non-Indigenous students | 93.9 | 94.0 | 93.5 | 94.2 | 93.0 | 93.5 | 93.4 | 92.6 | 93.8 |
| All students | 93.7 | 94.0 | 93.1 | 93.3 | 92.6 | 93.3 | 93.3 | 84.4 | 93.4 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 86.9 | 87.1 | 86.0 | 76.4 | 81.9 | 87.2 | 86.0 | 70.8 | 83.5 |
| Non-Indigenous students | 93.8 | 94.4 | 93.3 | 93.3 | 92.7 | 92.3 | 93.0 | 93.0 | 93.6 |
| All students | 93.4 | 94.2 | 92.7 | 92.2 | 92.2 | 91.9 | 92.8 | 83.6 | 93.1 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 83.6 | 83.4 | 84.0 | 72.3 | 78.1 | 84.2 | 84.6 | 67.5 | 80.2 |
| Non-Indigenous students | 92.1 | 92.6 | 92.7 | 92.4 | 92.2 | 90.4 | 92.0 | 91.3 | 92.3 |
| All students | 91.6 | 92.5 | 92.0 | 91.0 | 91.6 | 89.9 | 91.8 | 81.4 | 91.7 |

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (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 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 80.6 | 82.5 | 82.0 | 67.2 | 75.0 | 81.9 | 78.5 | 63.4 | 77.7 |
| Non-Indigenous students | 91.1 | 92.1 | 91.2 | 90.7 | 90.7 | 88.8 | 90.2 | 90.6 | 91.2 |
| All students | 90.5 | 91.9 | 90.5 | 89.2 | 90.0 | 88.2 | 89.9 | 80.0 | 90.5 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 76.2 | 83.8 | 79.9 | 62.8 | 74.7 | 80.0 | 80.2 | 61.0 | 75.1 |
| Non-Indigenous students | 89.9 | 91.9 | 90.1 | 89.5 | 90.2 | 87.9 | 90.0 | 89.3 | 90.4 |
| All students | 89.2 | 91.8 | 89.4 | 87.8 | 89.5 | 87.2 | 89.7 | 78.9 | 89.6 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 87.8 | 84.4 | na | na | 83.3 | na | na | na | 86.7 |
| Non-Indigenous students | 91.2 | 90.2 | na | na | 90.4 | 85.2 | na | na | 90.6 |
| All students | 90.7 | 89.9 | na | na | 89.9 | 85.2 | na | na | 90.3 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 75.2 | 79.8 | na | na | 79.4 | na | na | na | 76.2 |
| Non-Indigenous students | 85.3 | 88.2 | 92.5 | 96.3 | 89.5 | 85.1 | na | 94.3 | 87.2 |
| All students | 83.7 | 87.8 | 92.2 | 96.3 | 89.0 | 85.1 | na | 94.3 | 86.1 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 90.9 | 91.2 | 88.1 | 86.6 | 84.8 | 91.3 | 89.0 | .. | 89.0 |
| Provincial | 90.0 | 89.2 | 88.2 | 85.2 | 84.7 | 91.9 | 89.1 | 87.9 | 88.7 |
| Remote | 87.7 | np | 84.4 | 78.8 | 87.0 | 91.7 | .. | 79.0 | 81.9 |
| Very remote | 87.4 | .. | 81.0 | 68.9 | 72.6 | 89.3 | .. | 65.5 | 71.5 |
| All students | 90.3 | 90.2 | 87.2 | 81.3 | 83.8 | 91.7 | 89.1 | 73.5 | 86.4 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.3 | 94.3 | 93.6 | 94.3 | 93.3 | 93.4 | 93.9 | .. | 94.1 |
| Provincial | 93.8 | 93.7 | 93.3 | 93.2 | 92.6 | 93.8 | np | 93.3 | 93.5 |
| Remote | 92.6 | 93.3 | 92.9 | 92.9 | 92.2 | 93.7 | .. | 92.0 | 92.7 |
| Very remote | 92.7 | .. | 92.4 | 91.8 | 91.8 | 92.6 | .. | 91.7 | 92.0 |
| All students | 94.2 | 94.1 | 93.5 | 94.0 | 93.1 | 93.6 | 93.9 | 93.0 | 93.9 |
| All students | | | | | | | | | |
| Metropolitan | 94.2 | 94.2 | 93.3 | 94.0 | 93.0 | 93.3 | 93.8 | .. | 93.9 |
| Provincial | 93.3 | 93.5 | 92.8 | 92.5 | 92.1 | 93.6 | 90.7 | 92.3 | 93.1 |
| Remote | 90.6 | 93.4 | 90.8 | 89.5 | 91.8 | 93.4 | .. | 86.1 | 89.9 |
| Very remote | 89.1 | .. | 85.1 | 79.0 | 82.4 | 92.4 | .. | 68.5 | 78.1 |
| All students | 94.0 | 94.1 | 93.0 | 93.1 | 92.7 | 93.5 | 93.8 | 84.8 | 93.5 |

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Years 7-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 83.4 | 85.2 | 84.5 | 74.3 | 79.8 | 81.1 | 82.3 | .. | 82.4 |
| Provincial | 80.9 | 83.4 | 83.7 | 74.7 | 78.0 | 84.6 | np | 82.0 | 81.5 |
| Remote | 74.2 | 82.6 | 73.6 | 67.9 | 76.0 | 90.9 | .. | 76.0 | 72.6 |
| Very remote | 71.6 | .. | 71.7 | 54.5 | 58.8 | 88.0 | .. | 54.0 | 58.3 |
| All students | 81.9 | 84.3 | 82.9 | 69.8 | 77.4 | 83.3 | 82.3 | 66.2 | 79.2 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 92.0 | 93.2 | 91.9 | 91.9 | 91.7 | 89.4 | 91.3 | .. | 92.2 |
| Provincial | 90.5 | 91.4 | 91.2 | 90.0 | 90.5 | 90.2 | np | 90.9 | 90.8 |
| Remote | 89.5 | 89.0 | 91.2 | 90.1 | 90.8 | 85.4 | .. | 91.9 | 90.5 |
| Very remote | 93.3 | .. | 90.8 | 89.6 | 89.6 | 90.7 | .. | 90.6 | 90.2 |
| All students | 91.7 | 92.7 | 91.7 | 91.5 | 91.4 | 89.8 | 91.3 | 91.1 | 91.9 |
| All students | | | | | | | | | |
| Metropolitan | 91.8 | 93.1 | 91.5 | 91.3 | 91.3 | 88.8 | 91.0 | .. | 91.9 |
| Provincial | 89.4 | 91.1 | 90.4 | 88.8 | 89.7 | 89.7 | np | 89.2 | 90.0 |
| Remote | 82.1 | 88.7 | 86.2 | 83.7 | 89.7 | 86.2 | .. | 85.5 | 85.7 |
| Very remote | 75.8 | .. | 79.2 | 67.2 | 74.7 | 90.3 | .. | 56.8 | 67.2 |
| All students | 91.2 | 92.6 | 91.1 | 90.0 | 90.8 | 89.3 | 91.0 | 81.1 | 91.2 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 87.8 | 88.9 | 86.8 | 81.9 | 82.9 | 87.4 | 86.4 | .. | 86.5 |
| Provincial | 86.4 | 86.9 | 86.6 | 81.4 | 82.2 | 89.1 | 89.1 | 85.5 | 85.9 |
| Remote | 82.5 | 83.2 | 81.2 | 74.8 | 82.7 | 91.4 | .. | 78.0 | 78.6 |
| Very remote | 82.6 | .. | 78.7 | 64.1 | 67.7 | 88.6 | .. | 61.6 | 67.4 |
| All students | 86.9 | 87.8 | 85.7 | 77.1 | 81.4 | 88.5 | 86.5 | 70.9 | 83.7 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 93.4 | 93.8 | 93.0 | 93.4 | 92.6 | 91.8 | 92.9 | .. | 93.3 |
| Provincial | 92.4 | 92.8 | 92.5 | 92.0 | 91.8 | 92.4 | np | 92.4 | 92.4 |
| Remote | 91.7 | 90.0 | 92.4 | 92.0 | 91.7 | 91.4 | .. | 92.0 | 91.9 |
| Very remote | 92.8 | .. | 91.9 | 91.2 | 91.0 | 92.0 | .. | 91.4 | 91.5 |
| All students | 93.2 | 93.5 | 92.9 | 93.1 | 92.4 | 92.1 | 92.9 | 92.3 | 93.1 |
| All students | | | | | | | | | |
| Metropolitan | 93.2 | 93.7 | 92.7 | 93.0 | 92.3 | 91.5 | 92.7 | .. | 93.1 |
| Provincial | 91.7 | 92.5 | 91.9 | 91.1 | 91.1 | 92.1 | 90.7 | 91.1 | 91.8 |
| Remote | 87.7 | 89.7 | 89.6 | 87.6 | 91.0 | 91.4 | .. | 85.9 | 88.4 |
| Very remote | 85.5 | .. | 83.6 | 75.4 | 79.6 | 91.6 | .. | 64.6 | 74.8 |
| All students | 92.8 | 93.4 | 92.3 | 92.0 | 91.9 | 91.8 | 92.7 | 83.5 | 92.6 |

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| (c) NSW government school data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution. | | | | | | | | | |

na not available. .. Not applicable. **np** not published

Source: ACARA (unpublished)

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

| | <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</i> |
|--|----------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Year 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.9 | 88.6 | 85.6 | 79.5 | 81.1 | 91.6 | 88.5 | 70.5 | 85.4 |
| Non-Indigenous students | 95.0 | 93.1 | 92.8 | 93.1 | 92.7 | 93.3 | 93.5 | 89.9 | 93.6 |
| All students | 94.7 | 93.0 | 92.1 | 92.0 | 92.0 | 93.1 | 93.3 | 81.7 | 93.0 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.2 | 89.4 | 86.3 | 81.6 | 82.5 | 91.6 | 87.9 | 72.4 | 86.1 |
| Non-Indigenous students | 95.2 | 93.4 | 93.1 | 93.5 | 93.0 | 93.7 | 93.7 | 91.0 | 93.9 |
| All students | 94.9 | 93.3 | 92.5 | 92.5 | 92.4 | 93.5 | 93.5 | 82.3 | 93.3 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.2 | 89.0 | 86.8 | 81.5 | 82.1 | 93.3 | 87.9 | 72.4 | 86.2 |
| Non-Indigenous students | 95.3 | 93.5 | 93.3 | 93.7 | 93.1 | 93.6 | 93.8 | 91.4 | 94.0 |
| All students | 95.0 | 93.4 | 92.7 | 92.6 | 92.4 | 93.6 | 93.6 | 82.7 | 93.4 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.3 | 89.5 | 86.5 | 81.6 | 83.0 | 91.1 | 86.9 | 72.8 | 86.1 |
| Non-Indigenous students | 95.1 | 93.4 | 93.3 | 93.5 | 93.1 | 93.5 | 93.7 | 91.1 | 93.9 |
| All students | 94.9 | 93.4 | 92.6 | 92.5 | 92.5 | 93.3 | 93.5 | 82.2 | 93.4 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.9 | 88.1 | 86.4 | 81.9 | 82.8 | 90.5 | 86.2 | 73.5 | 86.0 |
| Non-Indigenous students | 95.0 | 93.3 | 93.1 | 93.6 | 93.0 | 93.6 | 93.3 | 91.6 | 93.8 |
| All students | 94.8 | 93.2 | 92.5 | 92.6 | 92.4 | 93.4 | 93.0 | 83.1 | 93.3 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.2 | 87.8 | 86.1 | 81.1 | 82.1 | 89.6 | 87.6 | 72.2 | 85.2 |
| Non-Indigenous students | 94.5 | 93.2 | 92.9 | 93.4 | 92.7 | 93.0 | 93.0 | 91.4 | 93.5 |
| All students | 94.2 | 93.1 | 92.2 | 92.3 | 92.0 | 92.7 | 92.8 | 81.6 | 92.9 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 87.0 | 84.6 | 85.3 | 77.8 | 81.6 | 86.7 | 81.2 | 69.8 | 82.8 |
| Non-Indigenous students | 93.8 | 92.7 | 92.4 | 92.6 | 92.1 | 91.6 | 91.3 | 89.9 | 92.9 |
| All students | 93.3 | 92.5 | 91.7 | 91.1 | 91.5 | 91.1 | 90.9 | 78.7 | 92.1 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 82.8 | 82.1 | 83.8 | 71.8 | 77.6 | 83.8 | 77.9 | 65.2 | 79.7 |
| Non-Indigenous students | 91.8 | 91.0 | 91.7 | 90.9 | 91.2 | 88.9 | 89.3 | 88.2 | 91.3 |
| All students | 91.1 | 90.8 | 90.9 | 89.2 | 90.3 | 88.4 | 88.9 | 76.6 | 90.4 |

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

| | NSW (c) | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|---------|------|------|------|------|------|------|------|------|
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 79.1 | 81.5 | 80.1 | 64.8 | 72.6 | 81.3 | 73.7 | 60.9 | 75.9 |
| Non-Indigenous students | 90.5 | 89.9 | 89.4 | 88.3 | 89.2 | 87.2 | 87.5 | 87.6 | 89.6 |
| All students | 89.7 | 89.7 | 88.6 | 86.2 | 88.2 | 86.6 | 87.0 | 75.5 | 88.6 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 76.4 | 80.3 | 76.4 | 61.0 | 74.9 | 76.4 | 73.5 | 56.0 | 73.2 |
| Non-Indigenous students | 89.0 | 89.9 | 88.1 | 87.0 | 88.2 | 86.1 | 86.4 | 85.7 | 88.6 |
| All students | 88.1 | 89.7 | 87.1 | 84.9 | 87.4 | 85.2 | 86.0 | 73.9 | 87.5 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 88.4 | 83.2 | na | na | 83.6 | na | na | na | 87.0 |
| Non-Indigenous students | 92.1 | 88.8 | na | na | 91.2 | na | na | na | 90.6 |
| All students | 91.5 | 88.5 | na | na | 90.8 | na | na | na | 90.3 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 75.3 | 81.6 | na | na | 79.7 | na | na | na | 76.5 |
| Non-Indigenous students | 86.2 | 86.6 | 94.7 | 93.9 | 89.4 | na | na | 93.2 | 87.0 |
| All students | 84.4 | 86.4 | 94.7 | 93.9 | 88.9 | na | na | 92.6 | 85.9 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 91.7 | 89.1 | 87.2 | 85.4 | 83.6 | 90.8 | 87.4 | .. | 88.5 |
| Provincial | 90.5 | 88.4 | 87.2 | 84.5 | 84.0 | 91.6 | np | 85.2 | 88.3 |
| Remote | 88.0 | np | 84.0 | 78.5 | 84.8 | 91.4 | .. | 79.1 | 81.6 |
| Very remote | 88.4 | .. | 80.9 | 69.8 | 69.5 | np | .. | 65.6 | 71.6 |
| All students | 91.0 | 88.7 | 86.3 | 81.2 | 82.2 | 91.3 | 87.5 | 72.3 | 85.8 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 95.3 | 93.4 | 93.2 | 93.8 | 93.1 | 93.3 | 93.5 | .. | 94.0 |
| Provincial | 94.2 | 93.1 | 92.7 | 92.6 | 92.7 | 93.6 | np | 91.2 | 93.2 |
| Remote | 93.5 | 92.0 | 92.7 | 92.6 | 92.2 | 92.6 | .. | 90.6 | 92.4 |
| Very remote | 94.6 | .. | 92.8 | 91.0 | 91.8 | 94.4 | .. | 90.1 | 91.7 |
| All students | 95.0 | 93.3 | 93.1 | 93.5 | 92.9 | 93.4 | 93.5 | 91.0 | 93.8 |
| All students | | | | | | | | | |
| Metropolitan | 95.1 | 93.4 | 92.8 | 93.4 | 92.7 | 93.1 | 93.3 | .. | 93.8 |
| Provincial | 93.7 | 92.9 | 92.1 | 91.7 | 92.0 | 93.4 | np | 90.0 | 92.7 |
| Remote | 91.0 | 91.9 | 90.7 | 89.2 | 91.6 | 92.5 | .. | 85.0 | 89.6 |
| Very remote | 89.9 | .. | 85.1 | 80.7 | 80.5 | 94.0 | .. | 68.5 | 78.3 |
| All students | 94.8 | 93.2 | 92.4 | 92.4 | 92.3 | 93.3 | 93.3 | 82.2 | 93.2 |

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

| | <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</i> |
|--|----------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Years 7-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 83.3 | 83.2 | 83.3 | 73.5 | 79.0 | 80.4 | 76.6 | .. | 81.5 |
| Provincial | 80.0 | 81.3 | 81.2 | 73.5 | 78.9 | 82.8 | np | 77.1 | 79.7 |
| Remote | 76.4 | np | 74.6 | 66.8 | 73.7 | 84.0 | .. | 73.6 | 71.7 |
| Very remote | 69.9 | .. | 73.1 | 56.3 | 55.1 | 92.2 | .. | 55.7 | 60.2 |
| All students | 81.3 | 82.2 | 81.2 | 69.3 | 76.6 | 82.0 | 76.6 | 63.8 | 77.9 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 91.8 | 91.4 | 90.5 | 90.1 | 90.3 | 87.7 | 88.6 | .. | 91.0 |
| Provincial | 89.5 | 89.4 | 89.6 | 88.5 | 89.9 | 88.8 | np | 87.6 | 89.4 |
| Remote | 90.5 | 91.6 | 90.6 | 89.4 | 89.3 | 82.5 | .. | 88.3 | 89.6 |
| Very remote | 90.9 | .. | 90.6 | 88.8 | 90.2 | 94.1 | .. | 88.3 | 89.7 |
| All students | 91.2 | 90.8 | 90.2 | 89.6 | 90.2 | 88.4 | 88.6 | 87.8 | 90.5 |
| All students | | | | | | | | | |
| Metropolitan | 91.4 | 91.3 | 90.0 | 89.3 | 89.8 | 87.0 | 88.1 | .. | 90.6 |
| Provincial | 88.1 | 89.1 | 88.6 | 86.8 | 89.1 | 88.2 | np | 85.5 | 88.3 |
| Remote | 83.9 | 91.5 | 86.2 | 82.6 | 87.9 | 83.0 | .. | 79.7 | 84.3 |
| Very remote | 75.6 | .. | 79.9 | 70.4 | 73.5 | 94.0 | .. | 58.4 | 69.5 |
| All students | 90.5 | 90.6 | 89.4 | 87.8 | 89.3 | 87.8 | 88.1 | 76.3 | 89.6 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 88.4 | 86.8 | 85.9 | 81.3 | 81.9 | 86.8 | 83.3 | .. | 85.9 |
| Provincial | 86.2 | 85.8 | 85.1 | 80.5 | 82.0 | 88.1 | np | 82.4 | 85.0 |
| Remote | 82.9 | np | 81.1 | 74.1 | 80.2 | 89.4 | .. | 77.2 | 78.0 |
| Very remote | 81.5 | .. | 78.8 | 65.1 | 64.8 | 92.2 | .. | 62.4 | 68.0 |
| All students | 87.1 | 86.2 | 84.6 | 77.0 | 80.1 | 87.6 | 83.6 | 69.5 | 83.0 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.0 | 92.6 | 92.3 | 92.6 | 92.0 | 91.3 | 91.8 | .. | 92.9 |
| Provincial | 92.3 | 91.7 | 91.6 | 91.1 | 91.6 | 91.7 | np | 90.0 | 91.7 |
| Remote | 92.4 | 91.8 | 92.1 | 91.6 | 91.1 | 89.6 | .. | 90.0 | 91.5 |
| Very remote | 93.1 | .. | 92.2 | 90.4 | 91.2 | 94.3 | .. | 89.6 | 91.1 |
| All students | 93.6 | 92.4 | 92.1 | 92.2 | 91.9 | 91.6 | 91.8 | 90.0 | 92.6 |
| All students | | | | | | | | | |
| Metropolitan | 93.8 | 92.5 | 91.9 | 92.1 | 91.6 | 90.9 | 91.5 | .. | 92.6 |
| Provincial | 91.4 | 91.4 | 90.8 | 89.9 | 90.9 | 91.4 | np | 88.5 | 91.0 |
| Remote | 88.0 | 91.7 | 89.4 | 87.0 | 90.1 | 89.6 | .. | 83.4 | 87.8 |
| Very remote | 84.5 | .. | 83.7 | 77.5 | 78.1 | 94.0 | .. | 65.3 | 75.6 |
| All students | 93.1 | 92.2 | 91.4 | 90.9 | 91.2 | 91.2 | 91.5 | 80.3 | 91.9 |

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

| | <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</i> |
|--|----------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| (c) NSW data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution. | | | | | | | | | |
| na not available. ... Not applicable. np not published | | | | | | | | | |

Source: ACARA (unpublished)

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Year 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.1 | 91.3 | 89.6 | 79.5 | 89.0 | 93.0 | 94.4 | 76.2 | 88.2 |
| Non-Indigenous students | 95.1 | 94.3 | 94.3 | 93.7 | 94.0 | 95.0 | 94.1 | 93.0 | 94.5 |
| All students | 95.0 | 94.3 | 94.2 | 93.2 | 93.9 | 94.9 | 94.2 | 89.5 | 94.3 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.7 | 91.8 | 90.4 | 79.6 | 89.8 | 93.7 | 94.6 | 70.5 | 88.3 |
| Non-Indigenous students | 95.2 | 94.5 | 94.5 | 93.9 | 94.2 | 95.4 | 93.9 | 92.6 | 94.6 |
| All students | 95.1 | 94.5 | 94.4 | 93.5 | 94.2 | 95.3 | 93.9 | 87.6 | 94.5 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.3 | 91.7 | 90.3 | 80.6 | 88.3 | 93.1 | 92.4 | 74.1 | 88.1 |
| Non-Indigenous students | 95.4 | 94.6 | 94.6 | 94.2 | 94.3 | 95.2 | 94.5 | 93.9 | 94.8 |
| All students | 95.3 | 94.6 | 94.5 | 93.7 | 94.2 | 95.1 | 94.4 | 89.4 | 94.6 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.8 | 93.6 | 90.5 | 80.5 | 90.4 | 92.9 | 91.5 | 75.4 | 88.8 |
| Non-Indigenous students | 95.2 | 94.5 | 94.7 | 94.2 | 94.7 | 95.5 | 94.2 | 93.8 | 94.8 |
| All students | 95.1 | 94.5 | 94.6 | 93.8 | 94.6 | 95.4 | 94.2 | 89.6 | 94.6 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 92.4 | 92.7 | 90.2 | 80.1 | 89.2 | 93.6 | 91.7 | 71.3 | 88.1 |
| Non-Indigenous students | 95.3 | 94.7 | 94.8 | 94.2 | 94.5 | 95.3 | 94.1 | 93.2 | 94.8 |
| All students | 95.2 | 94.7 | 94.7 | 93.8 | 94.4 | 95.2 | 94.1 | 86.8 | 94.7 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.8 | 91.8 | 89.1 | 76.9 | 90.4 | 94.2 | 92.3 | 75.8 | 87.8 |
| Non-Indigenous students | 94.9 | 94.5 | 94.5 | 94.3 | 94.2 | 95.1 | 93.6 | 93.5 | 94.6 |
| All students | 94.8 | 94.4 | 94.4 | 93.8 | 94.1 | 95.1 | 93.6 | 89.8 | 94.4 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.0 | 91.1 | 90.3 | 82.2 | 89.3 | 92.8 | 91.2 | 76.8 | 87.8 |
| Non-Indigenous students | 95.2 | 95.0 | 94.4 | 94.6 | 94.1 | 94.5 | 94.5 | 93.1 | 94.9 |
| All students | 95.1 | 95.0 | 94.3 | 94.3 | 94.0 | 94.4 | 94.5 | 88.8 | 94.7 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 89.6 | 88.2 | 89.3 | 80.6 | 88.2 | 91.3 | 90.3 | 74.7 | 86.4 |
| Non-Indigenous students | 93.9 | 94.2 | 94.4 | 93.7 | 93.8 | 93.4 | 93.4 | 92.3 | 94.0 |
| All students | 93.8 | 94.2 | 94.2 | 93.3 | 93.7 | 93.4 | 93.4 | 87.1 | 93.8 |

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 86.6 | 88.0 | 85.9 | 80.6 | 83.3 | 91.9 | 88.2 | 73.6 | 84.3 |
| Non-Indigenous students | 93.4 | 93.7 | 93.5 | 93.1 | 92.7 | 92.9 | 92.6 | 92.3 | 93.4 |
| All students | 93.2 | 93.7 | 93.2 | 92.7 | 92.6 | 92.9 | 92.5 | 86.4 | 93.1 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 85.0 | 87.3 | 84.5 | 76.2 | 88.7 | 88.4 | 83.3 | 72.0 | 82.7 |
| Non-Indigenous students | 92.6 | 93.3 | 92.9 | 92.4 | 92.1 | 91.9 | 91.1 | 90.5 | 92.7 |
| All students | 92.4 | 93.3 | 92.6 | 92.0 | 92.1 | 91.8 | 91.0 | 84.5 | 92.5 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.0 | na | na | na | na | na | na | na | 91.0 |
| Non-Indigenous students | 91.7 | 92.1 | 89.5 | na | 91.6 | 86.6 | na | na | 91.5 |
| All students | 91.7 | 91.7 | 89.2 | na | 91.6 | 86.6 | na | na | 91.5 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | na | 65.8 | na | na | na | na | 40.1 | 58.4 |
| Non-Indigenous students | 90.7 | 85.2 | 79.5 | na | 93.0 | 93.8 | na | na | 88.7 |
| All students | 90.7 | 85.2 | 75.7 | na | 93.0 | 93.8 | na | 40.1 | 87.0 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 92.4 | 92.2 | 90.1 | 89.2 | 90.7 | 93.3 | 92.8 | .. | 91.3 |
| Provincial | 91.4 | 92.1 | 91.4 | 88.9 | 89.3 | 93.6 | np | 90.2 | 91.4 |
| Remote | 87.9 | np | 85.0 | 83.1 | np | np | .. | 83.1 | 84.5 |
| Very remote | 83.7 | .. | 85.9 | 70.3 | 70.5 | np | .. | 61.7 | 69.1 |
| All students | 91.7 | 92.2 | 90.0 | 79.5 | 89.5 | 93.4 | 92.8 | 73.7 | 88.2 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 95.5 | 94.6 | 94.8 | 94.3 | 94.4 | 95.3 | 94.1 | .. | 94.9 |
| Provincial | 94.1 | 94.0 | 94.1 | 93.4 | 93.9 | 95.3 | np | 93.3 | 94.0 |
| Remote | 92.4 | 95.0 | 92.5 | 91.9 | 92.6 | 93.1 | .. | 93.3 | 92.5 |
| Very remote | 90.9 | .. | 91.9 | 91.1 | np | np | .. | 94.3 | 92.1 |
| All students | 95.2 | 94.5 | 94.6 | 94.1 | 94.3 | 95.3 | 94.1 | 93.3 | 94.7 |
| All students | | | | | | | | | |
| Metropolitan | 95.4 | 94.6 | 94.7 | 94.3 | 94.4 | 95.2 | 94.0 | .. | 94.8 |
| Provincial | 94.0 | 94.0 | 94.0 | 93.3 | 93.8 | 95.1 | np | 93.0 | 93.9 |
| Remote | 91.3 | 95.0 | 90.9 | 89.9 | 92.6 | 92.6 | .. | 91.2 | 91.0 |
| Very remote | 88.3 | .. | 90.5 | 73.5 | 70.5 | np | .. | 68.1 | 77.0 |
| All students | 95.1 | 94.5 | 94.4 | 93.6 | 94.2 | 95.2 | 94.0 | 88.8 | 94.5 |

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Years 7-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 88.5 | 89.0 | 85.4 | 85.8 | 88.1 | 92.0 | 88.1 | .. | 87.2 |
| Provincial | 87.6 | 88.3 | 90.6 | 83.4 | 88.9 | 90.9 | np | 84.6 | 88.1 |
| Remote | np | np | 75.9 | 74.1 | np | np | .. | 76.6 | 75.7 |
| Very remote | np | .. | 89.3 | 65.0 | 72.1 | np | .. | 58.5 | 62.1 |
| All students | 88.1 | 88.7 | 87.1 | 79.9 | 87.3 | 91.3 | 88.1 | 74.3 | 85.2 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.0 | 94.3 | 93.7 | 93.6 | 93.2 | 93.3 | 92.9 | .. | 93.9 |
| Provincial | 92.9 | 93.2 | 93.8 | 92.9 | 92.9 | 93.0 | np | 92.1 | 93.1 |
| Remote | np | np | 91.7 | 92.4 | 92.8 | np | .. | 92.5 | 92.4 |
| Very remote | np | .. | 92.4 | 91.6 | np | np | .. | 92.9 | 92.6 |
| All students | 93.8 | 94.1 | 93.7 | 93.5 | 93.1 | 93.2 | 92.9 | 92.2 | 93.7 |
| All students | | | | | | | | | |
| Metropolitan | 93.9 | 94.3 | 93.5 | 93.5 | 93.2 | 93.3 | 92.9 | .. | 93.8 |
| Provincial | 92.7 | 93.1 | 93.6 | 92.6 | 92.8 | 92.9 | np | 90.6 | 92.9 |
| Remote | np | np | 88.2 | 88.1 | 92.8 | np | .. | 87.8 | 88.7 |
| Very remote | np | .. | 91.6 | 66.1 | 72.1 | np | .. | 62.7 | 66.1 |
| All students | 93.7 | 94.1 | 93.5 | 93.1 | 93.1 | 93.1 | 92.9 | 86.9 | 93.5 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 90.5 | 90.3 | 87.8 | 86.9 | 89.5 | 92.8 | 90.7 | .. | 89.2 |
| Provincial | 90.0 | 90.7 | 90.9 | 86.1 | 89.2 | 92.5 | np | 86.4 | 89.9 |
| Remote | 87.9 | np | 82.3 | 79.7 | np | np | .. | 79.2 | 81.1 |
| Very remote | 83.7 | .. | 86.3 | 69.0 | 71.6 | np | .. | 60.2 | 66.7 |
| All students | 90.2 | 90.5 | 88.6 | 79.7 | 88.5 | 92.6 | 90.7 | 73.9 | 86.8 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.8 | 94.5 | 94.3 | 94.0 | 93.9 | 94.4 | 93.6 | np | 94.4 |
| Provincial | 93.6 | 93.7 | 94.0 | 93.2 | 93.4 | 94.2 | np | 92.7 | 93.6 |
| Remote | 92.4 | 95.0 | 92.2 | 92.1 | 92.7 | 93.1 | .. | 92.9 | 92.5 |
| Very remote | 90.9 | .. | 92.0 | 91.2 | np | np | .. | 93.9 | 92.2 |
| All students | 94.6 | 94.3 | 94.2 | 93.8 | 93.8 | 94.3 | 93.6 | 92.8 | 94.3 |
| All students | | | | | | | | | |
| Metropolitan | 94.7 | 94.5 | 94.2 | 93.9 | 93.8 | 94.3 | 93.5 | np | 94.4 |
| Provincial | 93.4 | 93.6 | 93.8 | 93.0 | 93.4 | 94.1 | np | 91.8 | 93.5 |
| Remote | 91.3 | 95.0 | 90.2 | 89.2 | 92.7 | 92.6 | .. | 89.5 | 90.2 |
| Very remote | 88.3 | .. | 90.6 | 71.8 | 71.6 | np | .. | 65.7 | 74.0 |
| All students | 94.4 | 94.3 | 94.0 | 93.4 | 93.7 | 94.2 | 93.5 | 87.8 | 94.1 |

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| na not available. ... Not applicable. np not published | | | | | | | | | |

Source: ACARA (unpublished)

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.9 | 88.8 | 86.1 | 79.5 | 81.8 | 91.9 | 89.6 | 71.1 | 85.7 |
| Non-Indigenous students | 95.0 | 93.5 | 93.3 | 93.3 | 93.1 | 93.7 | 93.7 | 90.7 | 93.9 |
| All students | 94.8 | 93.4 | 92.7 | 92.3 | 92.6 | 93.6 | 93.6 | 83.2 | 93.4 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.3 | 89.7 | 86.8 | 81.3 | 83.2 | 91.9 | 89.2 | 72.2 | 86.3 |
| Non-Indigenous students | 95.2 | 93.8 | 93.5 | 93.6 | 93.4 | 94.1 | 93.7 | 91.4 | 94.1 |
| All students | 95.0 | 93.7 | 93.0 | 92.7 | 93.0 | 93.9 | 93.6 | 83.4 | 93.7 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.2 | 89.3 | 87.2 | 81.4 | 82.8 | 93.3 | 88.6 | 72.6 | 86.4 |
| Non-Indigenous students | 95.3 | 93.9 | 93.7 | 93.8 | 93.5 | 94.0 | 94.1 | 92.1 | 94.2 |
| All students | 95.1 | 93.8 | 93.2 | 92.9 | 93.0 | 94.0 | 93.9 | 84.1 | 93.8 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.4 | 90.1 | 87.0 | 81.4 | 83.7 | 91.4 | 87.8 | 73.1 | 86.5 |
| Non-Indigenous students | 95.2 | 93.8 | 93.7 | 93.7 | 93.7 | 94.1 | 93.9 | 91.9 | 94.2 |
| All students | 95.0 | 93.8 | 93.2 | 92.9 | 93.2 | 93.9 | 93.7 | 83.7 | 93.8 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 91.1 | 88.7 | 86.9 | 81.7 | 83.5 | 91.2 | 87.3 | 73.2 | 86.3 |
| Non-Indigenous students | 95.1 | 93.8 | 93.7 | 93.8 | 93.5 | 94.1 | 93.7 | 92.0 | 94.2 |
| All students | 94.9 | 93.7 | 93.2 | 93.0 | 93.1 | 93.9 | 93.5 | 83.9 | 93.7 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 90.4 | 88.3 | 86.5 | 80.6 | 83.1 | 90.4 | 88.9 | 72.6 | 85.6 |
| Non-Indigenous students | 94.7 | 93.6 | 93.4 | 93.7 | 93.2 | 93.7 | 93.2 | 92.0 | 93.9 |
| All students | 94.4 | 93.6 | 92.9 | 92.8 | 92.8 | 93.4 | 93.1 | 83.4 | 93.4 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 87.8 | 85.8 | 86.0 | 78.5 | 82.5 | 88.0 | 83.8 | 71.3 | 83.7 |
| Non-Indigenous students | 94.4 | 93.8 | 93.1 | 93.4 | 92.9 | 92.7 | 92.9 | 91.5 | 93.7 |
| All students | 94.1 | 93.7 | 92.6 | 92.3 | 92.4 | 92.3 | 92.7 | 82.4 | 93.2 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 84.0 | 83.2 | 84.9 | 73.6 | 79.0 | 84.9 | 80.7 | 67.6 | 81.0 |
| Non-Indigenous students | 92.7 | 92.5 | 92.8 | 92.1 | 92.3 | 90.6 | 91.3 | 90.0 | 92.5 |
| All students | 92.2 | 92.4 | 92.2 | 90.9 | 91.7 | 90.1 | 91.0 | 80.5 | 91.8 |

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 80.4 | 82.6 | 81.3 | 67.8 | 74.0 | 83.3 | 78.0 | 64.3 | 77.5 |
| Non-Indigenous students | 91.7 | 91.6 | 91.0 | 90.3 | 90.7 | 89.2 | 89.9 | 89.5 | 91.2 |
| All students | 91.2 | 91.4 | 90.3 | 88.9 | 90.0 | 88.7 | 89.6 | 79.3 | 90.5 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 77.8 | 81.7 | 78.1 | 63.7 | 76.9 | 78.3 | 76.2 | 60.5 | 75.0 |
| Non-Indigenous students | 90.4 | 91.4 | 89.9 | 89.2 | 89.8 | 88.2 | 88.6 | 87.4 | 90.2 |
| All students | 89.8 | 91.2 | 89.1 | 87.7 | 89.3 | 87.5 | 88.3 | 77.3 | 89.5 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 88.4 | 83.2 | na | na | 83.6 | na | na | na | 87.0 |
| Non-Indigenous students | 92.0 | 88.8 | 89.5 | na | 91.2 | 86.6 | na | na | 90.7 |
| All students | 91.5 | 88.6 | 89.2 | na | 90.8 | 86.6 | na | na | 90.4 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 75.3 | 81.6 | 65.8 | na | 79.7 | na | na | 40.1 | 76.2 |
| Non-Indigenous students | 86.3 | 86.6 | 92.9 | 93.9 | 89.7 | 93.8 | na | 93.2 | 87.0 |
| All students | 84.5 | 86.4 | 91.5 | 93.9 | 89.3 | 93.8 | na | 88.4 | 85.9 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 91.8 | 89.4 | 87.6 | 85.6 | 84.5 | 91.3 | 88.5 | .. | 88.8 |
| Provincial | 90.7 | 88.9 | 87.7 | 84.8 | 84.5 | 92.0 | np | 85.9 | 88.7 |
| Remote | 88.0 | np | 84.1 | 79.1 | 84.8 | 91.4 | .. | 79.7 | 82.1 |
| Very remote | 87.5 | .. | 81.1 | 69.9 | 69.5 | np | .. | 65.2 | 71.3 |
| All students | 91.1 | 89.1 | 86.7 | 81.0 | 83.0 | 91.7 | 88.6 | 72.5 | 86.1 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 95.3 | 93.9 | 93.7 | 94.0 | 93.6 | 94.0 | 93.7 | .. | 94.3 |
| Provincial | 94.2 | 93.4 | 93.1 | 92.8 | 93.0 | 94.0 | np | 91.7 | 93.5 |
| Remote | 93.1 | 92.0 | 92.6 | 92.5 | 92.3 | 92.7 | .. | 91.7 | 92.5 |
| Very remote | 93.1 | .. | 92.7 | 91.0 | 91.8 | 94.4 | .. | 90.8 | 91.8 |
| All students | 95.1 | 93.7 | 93.5 | 93.6 | 93.4 | 94.0 | 93.7 | 91.7 | 94.1 |
| All students | | | | | | | | | |
| Metropolitan | 95.2 | 93.8 | 93.4 | 93.7 | 93.3 | 93.8 | 93.6 | .. | 94.1 |
| Provincial | 93.8 | 93.2 | 92.6 | 92.1 | 92.5 | 93.8 | np | 90.7 | 93.0 |
| Remote | 91.1 | 91.9 | 90.7 | 89.3 | 91.8 | 92.5 | .. | 86.9 | 89.9 |
| Very remote | 89.5 | .. | 85.7 | 79.5 | 80.3 | 94.0 | .. | 68.4 | 78.2 |
| All students | 94.9 | 93.7 | 93.0 | 92.8 | 92.9 | 93.8 | 93.6 | 83.6 | 93.6 |

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Years 7-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 84.5 | 84.5 | 83.7 | 76.3 | 80.5 | 82.6 | 79.7 | .. | 82.7 |
| Provincial | 81.2 | 82.4 | 83.0 | 74.8 | 79.9 | 84.3 | np | 79.9 | 81.2 |
| Remote | 76.4 | np | 74.8 | 67.9 | 73.7 | 84.0 | .. | 74.6 | 72.4 |
| Very remote | 69.9 | .. | 73.2 | 57.8 | 56.8 | 92.2 | .. | 56.1 | 60.5 |
| All students | 82.5 | 83.4 | 82.3 | 71.2 | 78.0 | 83.7 | 79.7 | 66.5 | 79.3 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 92.8 | 92.8 | 91.8 | 91.6 | 91.6 | 90.2 | 90.6 | .. | 92.3 |
| Provincial | 90.8 | 90.9 | 90.9 | 90.1 | 90.8 | 90.1 | np | 89.3 | 90.7 |
| Remote | 90.5 | 91.6 | 90.8 | 90.0 | 90.1 | 82.5 | .. | 91.0 | 90.3 |
| Very remote | 90.9 | .. | 90.7 | 88.8 | 90.2 | 94.1 | .. | 89.3 | 89.8 |
| All students | 92.3 | 92.3 | 91.6 | 91.2 | 91.4 | 90.1 | 90.6 | 89.6 | 91.9 |
| All students | | | | | | | | | |
| Metropolitan | 92.5 | 92.7 | 91.4 | 91.1 | 91.3 | 89.7 | 90.4 | .. | 92.0 |
| Provincial | 89.7 | 90.6 | 90.1 | 88.8 | 90.2 | 89.6 | np | 87.4 | 89.9 |
| Remote | 83.9 | 91.5 | 86.6 | 83.6 | 88.9 | 83.0 | .. | 83.8 | 85.3 |
| Very remote | 75.6 | .. | 80.2 | 69.9 | 73.5 | 94.0 | .. | 59.0 | 69.1 |
| All students | 91.8 | 92.2 | 90.9 | 89.9 | 90.8 | 89.6 | 90.4 | 80.0 | 91.2 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 88.7 | 87.3 | 86.2 | 82.0 | 82.9 | 87.9 | 85.0 | .. | 86.5 |
| Provincial | 86.8 | 86.4 | 85.9 | 81.0 | 82.7 | 88.9 | np | 83.4 | 85.7 |
| Remote | 83.5 | np | 81.3 | 74.9 | 80.2 | 89.4 | .. | 77.7 | 78.5 |
| Very remote | 81.8 | .. | 79.1 | 66.0 | 65.1 | 92.2 | .. | 62.1 | 67.9 |
| All students | 87.5 | 86.8 | 85.2 | 77.4 | 81.1 | 88.5 | 85.2 | 70.2 | 83.5 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 94.3 | 93.4 | 93.0 | 93.1 | 92.8 | 92.5 | 92.5 | .. | 93.5 |
| Provincial | 92.7 | 92.4 | 92.3 | 91.7 | 92.1 | 92.4 | np | 90.8 | 92.3 |
| Remote | 92.4 | 91.8 | 92.2 | 91.7 | 91.4 | 90.2 | .. | 91.4 | 91.7 |
| Very remote | 92.5 | .. | 92.1 | 90.4 | 91.2 | 94.3 | .. | 90.4 | 91.2 |
| All students | 93.9 | 93.1 | 92.8 | 92.7 | 92.6 | 92.4 | 92.5 | 90.9 | 93.2 |
| All students | | | | | | | | | |
| Metropolitan | 94.1 | 93.3 | 92.7 | 92.7 | 92.4 | 92.2 | 92.3 | .. | 93.3 |
| Provincial | 92.0 | 92.2 | 91.6 | 90.8 | 91.5 | 92.1 | np | 89.4 | 91.8 |
| Remote | 88.7 | 91.8 | 89.6 | 87.4 | 90.6 | 90.1 | .. | 85.7 | 88.3 |
| Very remote | 85.3 | .. | 84.3 | 76.6 | 77.9 | 94.0 | .. | 65.3 | 75.4 |
| All students | 93.6 | 93.0 | 92.2 | 91.7 | 92.1 | 92.1 | 92.3 | 82.3 | 92.7 |

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| (c) NSW government school data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution. | | | | | | | | | |

na not available. .. Not applicable. **np** not published

Source: ACARA (unpublished)

Table 4A.137 Student attendance level, government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent | | | | | | | | | |
| Year 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 63.7 | 52.1 | 41.1 | 46.7 | 66.6 | 55.8 | 26.6 | 48.5 |
| Non-Indigenous students | na | 81.6 | 77.5 | 80.0 | 76.5 | 78.3 | 80.3 | 72.0 | 79.3 |
| All students | na | 81.2 | 74.9 | 76.7 | 74.5 | 77.0 | 79.5 | 51.0 | 77.1 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 66.2 | 53.1 | 42.9 | 46.8 | 70.1 | 63.9 | 27.9 | 50.0 |
| Non-Indigenous students | na | 82.7 | 78.9 | 81.6 | 79.0 | 80.7 | 81.3 | 73.3 | 80.8 |
| All students | na | 82.3 | 76.3 | 78.4 | 77.0 | 79.7 | 80.7 | 53.7 | 78.6 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 64.1 | 55.3 | 44.3 | 48.9 | 70.3 | 59.4 | 32.6 | 51.2 |
| Non-Indigenous students | na | 83.4 | 79.3 | 82.7 | 78.1 | 81.7 | 82.6 | 78.0 | 81.4 |
| All students | na | 83.0 | 77.0 | 79.5 | 76.3 | 80.6 | 81.8 | 56.4 | 79.3 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 64.1 | 56.4 | 46.9 | 46.8 | 77.1 | 55.7 | 30.4 | 52.2 |
| Non-Indigenous students | na | 82.8 | 79.0 | 82.7 | 78.0 | 81.2 | 82.1 | 77.4 | 81.0 |
| All students | na | 82.4 | 76.9 | 79.6 | 76.1 | 80.8 | 81.1 | 55.4 | 79.0 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 65.4 | 55.6 | 46.0 | 45.5 | 74.4 | 55.7 | 31.0 | 51.4 |
| Non-Indigenous students | na | 83.0 | 79.0 | 82.3 | 78.8 | 80.8 | 81.0 | 74.5 | 81.0 |
| All students | na | 82.7 | 76.7 | 79.2 | 76.7 | 80.2 | 80.1 | 52.9 | 78.9 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 64.2 | 57.3 | 46.4 | 47.4 | 67.8 | 51.7 | 31.7 | 52.2 |
| Non-Indigenous students | na | 82.1 | 78.4 | 82.9 | 76.9 | 80.6 | 78.3 | 75.3 | 80.3 |
| All students | na | 81.8 | 76.4 | 79.8 | 75.2 | 79.5 | 77.1 | 54.2 | 78.4 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 57.5 | 52.2 | 34.4 | 46.0 | 62.5 | 44.7 | 25.9 | 46.0 |
| Non-Indigenous students | na | 82.5 | 75.4 | 75.0 | 75.8 | 74.2 | 75.6 | 73.7 | 77.9 |
| All students | na | 81.9 | 73.0 | 71.1 | 73.9 | 73.0 | 74.5 | 48.2 | 75.4 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 48.1 | 48.1 | 28.7 | 35.9 | 53.5 | 44.8 | 22.6 | 39.3 |
| Non-Indigenous students | na | 74.2 | 72.4 | 72.0 | 73.0 | 67.2 | 69.7 | 64.1 | 72.8 |
| All students | na | 73.6 | 70.0 | 67.8 | 70.7 | 65.8 | 68.7 | 43.4 | 70.3 |

Table 4A.137 **Student attendance level, government schools, by Indigenous status and remoteness, 2015 (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 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 46.9 | 42.2 | 22.3 | 29.7 | 49.1 | 31.7 | 17.2 | 35.1 |
| Non-Indigenous students | na | 72.0 | 65.6 | 63.6 | 65.5 | 62.6 | 63.1 | 64.1 | 67.4 |
| All students | na | 71.5 | 63.4 | 59.9 | 63.1 | 61.3 | 61.8 | 41.6 | 65.2 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 49.4 | 37.6 | 20.7 | 32.3 | 46.6 | 29.3 | 16.9 | 33.7 |
| Non-Indigenous students | na | 72.6 | 62.5 | 59.9 | 63.7 | 60.7 | 62.1 | 59.6 | 65.8 |
| All students | na | 72.2 | 60.3 | 56.6 | 61.7 | 59.3 | 61.0 | 42.6 | 63.7 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 52.2 | na | na | 52.2 | na | na | na | 52.2 |
| Non-Indigenous students | na | 68.3 | na | na | 69.3 | na | na | na | 68.6 |
| All students | na | 67.6 | na | na | 68.3 | na | na | na | 67.8 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | 45.9 | na | na | 46.9 | na | na | na | 46.1 |
| Non-Indigenous students | na | 65.4 | 83.0 | 92.5 | 68.0 | na | na | 80.2 | 67.0 |
| All students | na | 64.6 | 83.0 | 92.5 | 66.8 | na | na | 79.9 | 66.1 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | na | 67.0 | 57.3 | 54.3 | 49.3 | 70.7 | 56.4 | .. | 57.4 |
| Provincial | na | 62.7 | 57.6 | 49.8 | 49.4 | 71.2 | 29.2 | 56.7 | 57.4 |
| Remote | na | na | 46.8 | 36.8 | 52.2 | 67.1 | .. | 38.9 | 41.2 |
| Very remote | na | .. | 42.0 | 21.9 | 23.5 | 44.3 | .. | 16.0 | 25.7 |
| All students | na | 64.6 | 54.9 | 44.5 | 47.0 | 70.9 | 57.0 | 30.0 | 50.8 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | na | 83.1 | 78.9 | 83.6 | 78.7 | 79.6 | 81.0 | .. | 81.3 |
| Provincial | na | 81.1 | 78.4 | 78.0 | 76.2 | 81.2 | na | 76.6 | 79.2 |
| Remote | na | 78.0 | 76.5 | 76.8 | 74.5 | 83.8 | .. | 70.8 | 75.9 |
| Very remote | na | .. | 74.3 | 70.3 | 75.5 | 79.0 | .. | 65.6 | 71.8 |
| All students | na | 82.6 | 78.7 | 82.0 | 77.9 | 80.5 | 81.0 | 75.0 | 80.6 |
| All students | | | | | | | | | |
| Metropolitan | na | 82.9 | 77.4 | 82.3 | 77.3 | 78.8 | 80.1 | .. | 80.4 |
| Provincial | na | 80.3 | 75.8 | 74.9 | 74.0 | 80.2 | 40.3 | 72.3 | 77.1 |
| Remote | na | 78.2 | 68.8 | 66.7 | 72.4 | 81.4 | .. | 54.8 | 66.8 |
| Very remote | na | .. | 52.5 | 46.2 | 50.0 | 76.6 | .. | 21.0 | 40.6 |
| All students | na | 82.2 | 76.3 | 78.8 | 76.0 | 79.6 | 80.1 | 53.9 | 78.5 |

Table 4A.137 Student attendance level, government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Years 7-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | na | 51.6 | 48.4 | 31.0 | 37.1 | 45.3 | 37.6 | .. | 43.9 |
| Provincial | na | 49.6 | 45.1 | 32.6 | 38.7 | 57.2 | np | 39.0 | 43.8 |
| Remote | na | 57.2 | 33.5 | 23.8 | 37.4 | 53.7 | .. | 33.8 | 30.2 |
| Very remote | na | .. | 31.7 | 12.1 | 16.7 | 80.0 | .. | 10.3 | 16.1 |
| All students | na | 50.7 | 44.9 | 26.8 | 35.9 | 52.9 | 37.6 | 21.2 | 38.7 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | na | 77.2 | 69.2 | 69.9 | 70.2 | 62.8 | 67.5 | .. | 72.3 |
| Provincial | na | 69.6 | 67.1 | 60.7 | 67.8 | 68.3 | np | 65.2 | 67.3 |
| Remote | na | 68.7 | 68.5 | 63.3 | 68.8 | 47.2 | .. | 64.8 | 66.2 |
| Very remote | na | .. | 68.8 | 62.7 | 69.0 | 74.5 | .. | 67.2 | 66.4 |
| All students | na | 75.3 | 68.5 | 67.5 | 69.5 | 66.0 | 67.5 | 65.2 | 70.8 |
| All students | | | | | | | | | |
| Metropolitan | na | 76.9 | 67.7 | 68.1 | 68.6 | 61.1 | 66.4 | .. | 71.1 |
| Provincial | na | 68.7 | 64.4 | 57.5 | 65.5 | 67.2 | np | 59.7 | 65.1 |
| Remote | na | 68.1 | 57.8 | 51.2 | 66.0 | 48.2 | .. | 46.7 | 56.5 |
| Very remote | na | .. | 46.2 | 32.7 | 43.7 | 75.3 | .. | 14.1 | 31.3 |
| All students | na | 74.7 | 66.3 | 63.8 | 67.3 | 64.7 | 66.4 | 44.1 | 68.5 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | na | 60.7 | 54.3 | 46.6 | 45.3 | 61.3 | 49.6 | .. | 52.8 |
| Provincial | na | 57.5 | 53.3 | 43.6 | 45.2 | 65.8 | 29.2 | 50.9 | 52.6 |
| Remote | na | 58.9 | 42.8 | 32.0 | 46.3 | 62.6 | .. | 37.3 | 37.5 |
| Very remote | na | .. | 39.4 | 18.5 | 21.1 | 63.1 | .. | 14.1 | 22.7 |
| All students | na | 58.9 | 51.6 | 38.3 | 43.1 | 64.0 | 50.2 | 27.2 | 46.7 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | na | 80.7 | 75.7 | 79.2 | 75.5 | 73.7 | 76.3 | .. | 78.2 |
| Provincial | na | 76.8 | 74.5 | 71.9 | 72.8 | 76.2 | np | 72.8 | 74.9 |
| Remote | na | 70.7 | 74.5 | 72.7 | 72.2 | 71.4 | .. | 69.4 | 72.6 |
| Very remote | na | .. | 72.6 | 68.2 | 73.0 | 77.5 | .. | 66.0 | 70.2 |
| All students | na | 79.7 | 75.3 | 77.2 | 74.6 | 75.2 | 76.3 | 72.0 | 77.2 |
| All students | | | | | | | | | |
| Metropolitan | na | 80.5 | 74.3 | 77.7 | 74.1 | 72.5 | 75.3 | .. | 77.1 |
| Provincial | na | 75.9 | 71.8 | 68.7 | 70.6 | 75.2 | 40.3 | 68.2 | 72.8 |
| Remote | na | 70.2 | 65.9 | 61.7 | 69.8 | 70.1 | .. | 52.6 | 63.4 |
| Very remote | na | .. | 50.8 | 42.0 | 47.7 | 76.1 | .. | 18.8 | 37.7 |
| All students | na | 79.3 | 73.0 | 73.9 | 72.7 | 74.1 | 75.3 | 50.9 | 75.0 |

Table 4A.137 **Student attendance level, government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Student attendance level is the proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| (c) NSW data are not available for this measure. Australian totals do not include NSW. | | | | | | | | | |
| (d) Government school data in this table are based on a full-time equivalent student measure, dependent on the sum of "possible schools days" for students. Non-Government Schools student level data (table 4A.138) are based on headcounts of students attending more than 90 per cent of the time and are not necessarily comparable with data in this table. | | | | | | | | | |
| na not available. ... Not applicable. np not published | | | | | | | | | |

Source: ACARA (unpublished)

Table 4A.138 Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent | | | | | | | | | |
| Year 1 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 65.3 | 77.8 | 66.3 | 36.9 | 65.6 | 76.7 | 69.2 | 32.6 | 61.5 |
| Non-Indigenous students | 82.8 | 82.8 | 82.9 | 80.1 | 79.6 | 83.4 | 84.9 | 79.1 | 82.4 |
| All students | 82.3 | 82.8 | 82.3 | 78.7 | 79.4 | 83.0 | 84.7 | 66.7 | 81.8 |
| Year 2 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 65.0 | 79.3 | 62.8 | 42.1 | 65.8 | 79.8 | 81.2 | 35.2 | 62.3 |
| Non-Indigenous students | 83.9 | 84.2 | 84.1 | 82.2 | 82.1 | 85.3 | 84.4 | 79.4 | 83.7 |
| All students | 83.4 | 84.2 | 83.3 | 80.9 | 81.9 | 84.9 | 84.3 | 69.2 | 83.2 |
| Year 3 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 68.8 | 81.3 | 66.2 | 41.5 | 61.4 | 81.2 | 74.4 | 28.6 | 63.8 |
| Non-Indigenous students | 84.6 | 84.7 | 84.8 | 83.8 | 82.8 | 85.8 | 86.5 | 82.2 | 84.5 |
| All students | 84.1 | 84.7 | 84.2 | 82.4 | 82.5 | 85.6 | 86.2 | 69.3 | 83.9 |
| Year 4 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 63.6 | 77.2 | 66.5 | 40.8 | 63.3 | 73.3 | 84.8 | 33.4 | 61.3 |
| Non-Indigenous students | 83.9 | 84.6 | 84.6 | 83.5 | 81.7 | 83.6 | 84.1 | 79.5 | 84.0 |
| All students | 83.4 | 84.5 | 84.1 | 82.1 | 81.4 | 83.0 | 84.1 | 67.3 | 83.4 |
| Year 5 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 61.8 | 77.4 | 67.3 | 48.2 | 65.9 | 74.7 | 74.7 | 29.0 | 61.4 |
| Non-Indigenous students | 83.9 | 85.5 | 84.9 | 84.0 | 82.8 | 82.6 | 85.5 | 80.4 | 84.4 |
| All students | 83.3 | 85.4 | 84.3 | 82.8 | 82.6 | 82.2 | 85.3 | 66.5 | 83.8 |
| Year 6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 65.7 | 80.1 | 64.3 | 47.4 | 53.0 | 74.7 | 80.7 | 30.0 | 61.5 |
| Non-Indigenous students | 82.4 | 84.6 | 84.4 | 84.4 | 82.2 | 84.0 | 82.3 | 74.2 | 83.5 |
| All students | 82.0 | 84.6 | 83.8 | 83.3 | 81.8 | 83.4 | 82.3 | 62.2 | 83.0 |
| Year 7 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 66.7 | 74.0 | 68.3 | 49.5 | 61.3 | 67.4 | 67.5 | 39.1 | 62.4 |
| Non-Indigenous students | 84.4 | 87.8 | 85.5 | 85.8 | 80.9 | 82.0 | 82.6 | 78.4 | 85.3 |
| All students | 84.0 | 87.8 | 84.9 | 84.7 | 80.6 | 81.3 | 82.3 | 67.7 | 84.7 |
| Year 8 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 56.0 | 57.0 | 62.7 | 43.1 | 58.1 | 73.6 | 63.2 | 32.2 | 53.7 |
| Non-Indigenous students | 78.7 | 82.4 | 83.0 | 81.9 | 80.7 | 75.2 | 78.6 | 74.2 | 80.8 |

Table 4A.138 **Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (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 | 78.1 | 82.2 | 82.2 | 80.7 | 80.4 | 75.1 | 78.3 | 60.6 | 80.1 |
| Year 9 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 54.3 | 69.3 | 58.3 | 42.5 | 55.3 | 51.4 | 51.4 | 34.7 | 52.8 |
| Non-Indigenous students | 75.7 | 81.5 | 79.4 | 80.3 | 76.2 | 74.7 | 72.1 | 69.4 | 78.3 |
| All students | 75.1 | 81.4 | 78.5 | 79.1 | 75.9 | 73.8 | 71.8 | 58.8 | 77.6 |
| Year 10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 48.7 | 64.4 | 57.2 | 34.4 | 41.4 | 65.3 | 51.2 | 32.0 | 48.8 |
| Non-Indigenous students | 72.6 | 80.4 | 76.5 | 77.5 | 75.0 | 69.7 | 70.3 | 66.5 | 76.0 |
| All students | 72.0 | 80.4 | 75.7 | 75.9 | 74.5 | 69.4 | 69.9 | 54.1 | 75.2 |
| Primary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | 55.6 | na | na | na | na | na | na | na | 55.1 |
| Non-Indigenous students | 74.4 | 69.7 | na | na | 74.3 | 88.9 | na | na | 74.2 |
| All students | 74.1 | 68.7 | na | na | 75.1 | 88.9 | na | na | 73.9 |
| Secondary ungraded | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | na | na | na | na | na | na | na | na | 45.4 |
| Non-Indigenous students | 74.6 | 76.6 | 17.6 | na | 85.3 | 83.3 | na | na | 74.9 |
| All students | 75.0 | 76.1 | 19.0 | na | 85.3 | 83.3 | na | na | 74.3 |
| Years 1-6 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 67.3 | 83.0 | 68.5 | 70.3 | 65.4 | 70.1 | 77.6 | .. | 70.8 |
| Provincial | 64.7 | 70.8 | 68.5 | 56.8 | 59.4 | 80.7 | np | 61.9 | 66.6 |
| Remote | 55.3 | np | 44.4 | 56.9 | 43.4 | 66.7 | .. | 31.9 | 45.7 |
| Very remote | 41.2 | .. | 47.8 | 22.4 | np | np | .. | 18.7 | 24.8 |
| All students | 65.1 | 78.8 | 65.6 | 42.8 | 62.7 | 76.8 | 77.6 | 31.4 | 62.0 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 84.0 | 85.5 | 85.0 | 84.2 | 82.5 | 81.8 | 84.6 | .. | 84.5 |
| Provincial | 82.1 | 80.6 | 82.7 | 79.9 | 80.3 | 86.5 | np | 79.4 | 81.7 |
| Remote | 73.7 | 95.2 | 77.1 | 72.8 | 70.9 | 80.6 | .. | 77.4 | 74.7 |
| Very remote | 54.8 | .. | 70.8 | 56.7 | np | np | .. | 79.4 | 68.7 |
| All students | 83.6 | 84.4 | 84.3 | 83.0 | 81.9 | 84.1 | 84.6 | 79.0 | 83.8 |
| All students | | | | | | | | | |
| Metropolitan | 83.8 | 85.5 | 84.6 | 84.1 | 82.3 | 81.3 | 84.5 | .. | 84.3 |
| Provincial | 81.1 | 80.5 | 82.1 | 79.4 | 79.8 | 86.1 | np | 77.9 | 81.0 |
| Remote | 69.0 | 95.2 | 70.1 | 69.9 | 70.4 | 79.0 | .. | 62.0 | 68.6 |
| Very remote | 48.0 | .. | 63.4 | 27.2 | np | np | .. | 29.2 | 38.4 |
| All students | 83.1 | 84.4 | 83.7 | 81.7 | 81.6 | 83.7 | 84.5 | 66.8 | 83.2 |

Table 4A.138 Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Years 7-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 54.3 | 69.9 | 62.3 | 48.2 | 52.3 | 58.4 | 58.8 | .. | 57.3 |
| Provincial | 59.8 | 61.0 | 62.5 | 49.3 | 56.4 | 72.3 | np | 44.5 | 58.7 |
| Remote | np | np | 36.6 | 39.2 | 63.6 | np | .. | 38.1 | 38.5 |
| Very remote | np | .. | 66.7 | 20.0 | np | np | .. | 18.3 | 19.8 |
| All students | 56.7 | 65.7 | 61.4 | 41.9 | 53.5 | 65.5 | 58.8 | 34.5 | 54.4 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 78.1 | 83.9 | 81.3 | 82.3 | 78.5 | 72.4 | 75.9 | .. | 80.6 |
| Provincial | 77.1 | 80.1 | 79.9 | 77.5 | 76.2 | 80.7 | np | 71.1 | 78.4 |
| Remote | np | np | 68.7 | 73.8 | 73.1 | np | .. | 76.2 | 73.8 |
| Very remote | np | .. | np | np | np | np | .. | 76.7 | 75.8 |
| All students | 77.9 | 83.1 | 80.9 | 81.4 | 78.1 | 75.4 | 75.9 | 72.7 | 80.1 |
| All students | | | | | | | | | |
| Metropolitan | 77.7 | 83.8 | 80.7 | 81.6 | 78.2 | 71.9 | 75.6 | .. | 80.2 |
| Provincial | 76.2 | 79.9 | 78.7 | 76.7 | 75.8 | 80.1 | np | 65.4 | 77.5 |
| Remote | np | np | 60.6 | 66.6 | 72.9 | np | .. | 65.3 | 66.1 |
| Very remote | np | .. | 63.6 | 20.0 | np | np | .. | 24.2 | 23.6 |
| All students | 77.4 | 83.0 | 80.1 | 80.1 | 77.7 | 74.9 | 75.6 | 60.8 | 79.4 |
| Years 1-10 | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | | | | | | | | | |
| Metropolitan | 61.0 | 79.7 | 65.5 | 55.3 | 59.0 | 64.9 | 69.1 | .. | 64.4 |
| Provincial | 62.8 | 67.3 | 65.4 | 53.4 | 58.4 | 78.0 | np | 50.3 | 63.1 |
| Remote | 55.3 | np | 42.2 | 50.2 | 52.2 | 66.7 | .. | 34.9 | 43.1 |
| Very remote | 43.4 | .. | 48.5 | 21.8 | np | np | .. | 18.5 | 23.3 |
| All students | 61.5 | 75.0 | 63.6 | 42.4 | 58.6 | 72.6 | 69.1 | 33.0 | 58.7 |
| Non-Indigenous students | | | | | | | | | |
| Metropolitan | 81.3 | 84.8 | 83.4 | 83.3 | 80.7 | 77.2 | 80.7 | .. | 82.7 |
| Provincial | 79.9 | 80.4 | 81.5 | 78.9 | 78.6 | 84.4 | np | 75.6 | 80.3 |
| Remote | 73.7 | 95.2 | 74.9 | 73.2 | 71.7 | 80.6 | .. | 76.7 | 74.4 |
| Very remote | 55.6 | .. | 70.7 | 56.7 | np | np | .. | 78.6 | 69.2 |
| All students | 81.0 | 83.8 | 82.9 | 82.2 | 80.2 | 80.3 | 80.7 | 76.0 | 82.1 |
| All students | | | | | | | | | |
| Metropolitan | 81.0 | 84.7 | 82.9 | 82.9 | 80.5 | 76.7 | 80.5 | .. | 82.4 |
| Provincial | 78.9 | 80.2 | 80.6 | 78.2 | 78.2 | 83.9 | np | 71.8 | 79.5 |
| Remote | 69.0 | 95.2 | 67.5 | 68.7 | 71.4 | 79.0 | .. | 63.8 | 67.7 |
| Very remote | 49.5 | .. | 63.4 | 25.6 | np | np | .. | 27.2 | 34.8 |
| All students | 80.5 | 83.7 | 82.2 | 80.9 | 79.9 | 79.9 | 80.5 | 63.8 | 81.5 |

Table 4A.138 **Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) Student attendance level is the proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period. | | | | | | | | | |
| (b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT. | | | | | | | | | |
| (c) Government estimates (table 4A.137) are based on the nationally agreed measure of full-time equivalent students, dependent on the sum of "possible schools days" for students. Non-Government Schools student level data in this table are based on a different measure of headcounts of students attending more than 90 per cent of the time, and are not directly comparable with the government schools data. | | | | | | | | | |

na not available. ... Not applicable. **np** not published

Source: ACARA (unpublished)

Table 4A.139 General Government Final Consumption Expenditure (GGFCE) chain price deflator (index)

| Years | 2013-14 = 100.0 |
|---------|-----------------|
| 2004-05 | 75.6 |
| 2005-06 | 79.2 |
| 2006-07 | 82.1 |
| 2007-08 | 85.4 |
| 2008-09 | 88.7 |
| 2009-10 | 91.2 |
| 2010-11 | 95.9 |
| 2011-12 | 97.4 |
| 2012-13 | 98.7 |
| 2013-14 | 100.0 |

Source: Review calculations based on ABS (2015) *Australian National Accounts: National Income, Expenditure and Product, June 2015*, Cat. no. 5206.0, Canberra; table 2A.48.

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.

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 drafted by the Secretariat in consultation with ACARA, with additional Steering Committee comments.

Indicator definition and description

| | |
|------------------------------|--|
| Element | Equity — Access |
| Indicator | Attendance and Participation |
| Measure (computation) | <p><u>Measure 1 (attendance rate) definition</u></p> <p>The number of actual full time equivalent student days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student days attended over the period</p> <p><u>Numerator</u> The number of actual full time equivalent student days attended by full time students in Years 1 to 10</p> <p><u>Denominator</u> sum of possible school days (the days each student is expected to attend) for all students in the collection period, for children in years 1–10 (children enrolled full time only)</p> <p><u>Computation/s:</u> The number of actual full time equivalent student days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student days attended over the period. These data are disaggregated by Indigenous status for all year levels and by remoteness for combined year levels 1-6, 7-10 and 1-10.</p> <p><u>Measure 2 (attendance level) definition : Government schools</u></p> <p>The proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period</p> <p><u>Numerator</u> sum of possible school days, for students attending more than or equal to 90 per cent of possible days in the collection period, for children in years 1–10 (children enrolled full time only)</p> <p><u>Denominator</u> sum of possible school days (the days each student is expected to attend) for all students in the collection period, for children in years 1–10 (children enrolled full time only)</p> <p><u>Computation/s:</u> Numerator divided by denominator, expressed as a percentage. These data are disaggregated by Indigenous status for all year levels and by remoteness for combined year levels 1-6, 7-10 and 1-10.</p> <p><u>Measure 2 (attendance level) for Non-government schools</u> Non-government schools student level data are based on a different measure of headcounts of students attending more than 90 per cent of the time, and are not directly comparable with data for government schools.</p> |

Data source/s ACARA Annual StudentAttendance collection 2014 and 2015

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | Data Collector(s): State and Territory Education departments and the Australian Government Department of Education and Training collect data from individual schools. Collection authority: ACARA Act 2008 |
| Relevance | Data collection is directly relevant. Data represent student attendance rates and levels(per cent) for all schools in all sectors in Australia by Year level for Years 1 -10 and ungraded students, State and |

| | |
|-------------------------|---|
| | <p>Territory, Sex, and Indigenous status and by geolocation for years 1-6, 7-10 and 1-10.</p> <p>The collection period for the government sector was Semester 1 in 2014 and 2015 for each state / territory. Attendance level data are available for 2015 only</p> <p>Note that actual dates of Semester 1 may vary between state / territory.</p> |
| Timeliness | <p>Student Attendance data for national reporting are collected annually for the reporting period of Semester 1 (Terms 1 and 2). 2015 data were provided to ACARA during November 2015</p> |
| Accuracy | <p>Data reported to ACARA are validated by the data providers and then subjected to consistency checks:</p> <ul style="list-style-type: none"> - correct calculation of attendance rates and levels |
| Coherence | <p>Data for the attendance rate (measure 1) are collected according to the “National Standards for Student Attendance Data Reporting” and are consistent for 2014 and 2015, except for NSW data which are collected on a different basis.</p> <p>Data for the attendance level (measure 2) are collected according to “National Standards for Student Attendance Data Reporting” for government schools (except for NSW), but are collected using a different method for non-government schools. Therefore government and non-government school data for this measure cannot be compared.</p> |
| Interpretability | <p>Please refer to the National Standards for Student Attendance Data Reporting ACARA</p> |

Data Gaps/Issues Analysis

The Steering Committee notes the following issues:

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.

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 | Attendance and 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 and Training.

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 and Training 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 Partnership on Youth Attainment and Transitions and the Report on Government Services.

The Australian Government Department of Education and Training 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 15–19 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 | Attendance and 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 15–19 year olds.</p> <p><u>Numerator/s</u></p> <p>Number of full and part-time students of specific ages: 15, 16, 17, 18, 19 and 15–19.</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); Education Council 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 2014 NSSC were released in March 2015.</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 and Training.</p> |

| | |
|-------------------------|---|
| | The NSSC is based on information on each student enrolled at the time of the school 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'. |
|-----------------------------|--|

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 NCVET 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 2013.</p> <p><u>Denominator</u> – The 15 to 19-year-old population at June 2013.</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 2013; NCVER, National VET in Schools Collection 2013 (numerator);</p> <p>ABS (2013) Population by Age and Sex, Australian States and Territories, June 2013 (cat. no. 3201.0) Canberra (denominator).</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p><u>Numerator:</u></p> <p>The 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 VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on 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
- any activity where revenue was earned from another registered training organisation in terms of subcontracted, auspicing, partnership or similar arrangements

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 submitted to NCVET on a quarterly basis and consists of data for January to March, January to June, January to September and January to December.

A summary of 2014 data was released on 30 June 2015 in Government-funded students and courses 2014.

The National VET in Schools Collection is an annual collection, which commenced from the 2005 year. Data are submitted to NCVET via state training authorities and/or the senior secondary assessment authorities by 31 March in the year following activity. A summary of 2014 data was released by NCVET in early December 2015 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.

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 AVETMISS (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:

- Percentage of unknown data
- The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing
- Inappropriate training organisation delivery locations
- The number of qualifications/courses that do not match the NTIS listing
- The number of modules/units of competency that do not match the NTIS listing
- Duplicate client identification
- Duplicate qualifications completed
- Reporting scopes
- Funding sources

- Outcome identifiers

The National VET in Schools Collection is an administrative collection, sourced from the student enrolment records through the senior secondary assessment authority in each state or territory. The data are submitted at unit record level either directly to 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.
- From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases.
- From 2014, Release 7.0 came into effect.

For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

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.

The National VET in Schools collection is governed by the VET in Schools administrative arrangements that are used in conjunction with AVETMISS. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. Release 7.0 of the standard applies to training activity from 1 January 2014 and was published in April 2013. 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 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 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 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

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 Equity — Access

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 and Training, 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

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| | Environment |
| 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 and Training.</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 ARRAs 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 ARRAs, see Explanatory Notes of <i>Schools, Australia</i></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 ARRAs 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 2014, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2011 (Year 7) and for Qld, WA, SA and NT is sourced from 2012 (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/4221.02014?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 ARRAs for Indigenous students independently of changes in actual retention.</p> <p>Care should be taken in the interpretation of ARRAs as the method of calculation does not take into account a range of factors such as repeating students, migration, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARRAs, see Explanatory Notes of <i>Schools, Australia</i></p> |

<http://www8.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12014?OpenDocument>
(cat. no. 4221.0).

Accessibility Predominantly national level information is published in *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on State/Territory level information, are available on the ABS website.

Interpretability *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) includes explanatory notes and glossary available on the ABS website.

Socioeconomic status is not yet available in the NSSC

Data Gaps/Issues Analysis

Key data

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

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| 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 the Education Council).</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 | 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, 2014</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2013' data cube: Excel spreadsheet, cat. no. 4221.0, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02014?OpenDocument >. |

Data Quality Framework Dimensions

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| 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 Training 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> |
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State and territory expenditure data (non-government schools):

These data are collected and compiled by each of the eight state and territory governments, from their own records of budget allocations and expenditure.

Overall government school expenditure data (provided by Education Council):

The Education Council collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.

Denominator:

For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.

Relevance

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government payments for specific purposes to support state education services are split across states and territories. This reporting shows how Specific Purpose Payments expenditure is attributed across states and territories.

State and territory expenditure data for non-government schools:

These data identify the extent of state and territory funding to non-government schools. These data reflect expenditure by state and territory governments to the non-Government schools sector (both Independent and Catholic, not disaggregated between these sectors). Data are provided on a whole of state allocation and apply to a range of expenditure types agreed by the School Education Working Group, and included in an agreed data manual.

Overall government school expenditure data (provided by 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 2013-14 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 Training and the 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 38 of the FBO for the 2013-14 financial year. The Australian Government Department of Education and Training 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. 2013 and 2014 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 and Training for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this bench mark have a high degree of accuracy.

Coherence

Numerator:

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. A further change occurred with the introduction of the Students First funding model on 1 January 2014. 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 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 2013-14 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:

- Government school data do include the user cost of capital. Non-government school data do not include the user cost of capital.
- 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

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|------------------------------|--|
| 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 Education Council's National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2014</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2014' data cube: Excel spreadsheet, cat. no. 4221.0, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02014?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 ABS Institutional Environment.</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> <p>Data are collected annually on a financial year basis which accords with state and territory financial reporting processes.</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 published between January and March the following year.</p> |
| Accuracy | <p><u>Numerator:</u></p> <p>Data are derived from jurisdiction's audited annual accounts.</p> <p><u>Denominator:</u></p> <p>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 and Training 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.</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 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 Report on Government Services and the National Report on Schooling in Australia.</p> |
| Interpretability | <p><u>Numerator:</u></p> <p>Nationally consistent data that are 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

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- data include the user cost of capital
- a number of factors beyond the control of governments, such as economies of scale, a

high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the 'staff expenditure per student' measure is partial in nature, as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

User cost of capital per student

Data quality information for this indicator has been drafted by the 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 | 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, 2014</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2014' data cube: Excel spreadsheet, cat. no. 4221.0, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02014?OpenDocument >. |

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</p> |

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:

Data are derived from jurisdictions' audited annual accounts.

Denominator:

The NSSC is an administrative by-product collection from data collected from enrolment forms. 2013 and 2014 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 and Training, 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.

Coherence

Numerator:

Data are specialised in terms of established data standards and instructions.

Denominator:

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.

Interpretability

Numerator:

Data are nationally consistent and 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:

The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

Efficiency data are difficult to interpret and this indicator in particular is only partial in

nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Student-to-staff ratio

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

Indicator definition and description

| | |
|------------------------------|---|
| Element | Efficiency |
| Indicator | Student-to-staff ratio |
| Measure (computation) | <p><u>Definition</u></p> <p>The FTE (full-time equivalent) of students per FTE of staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff.</p> <p><u>Numerator/s</u></p> <p>The FTE of students</p> <p><u>Denominator/s</u></p> <p>The FTE of staff.</p> <p><u>Computation/s:</u></p> <p>The numerator (above) divided by the denominator (above) Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff, by jurisdiction</p> |
| Data source/s | <p><u>Numerator and Denominator</u></p> <p>Numerator: National Schools Statistics Collection (NSSC) data; and unpublished data from <i>Schools, Australia</i> (cat. no. 4221.0).</p> <p>The student to staff ratios for teaching staff are available directly from published data. The ratios for non-teaching staff and all staff are derived from a range of published NSSC data.</p> <p>All data are available annually.</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the National Schools Statistics Collection (NSSC) (non-finance) and are based on the annual School census. This collection was established through the work of the former 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 2014 NSSC were released in March 2015.</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 and Training.</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 this indicator has been drafted by the Secretariat in consultation with 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

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| 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 2015 was published by ACARA on 3 December 2015. |
| 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 |
| 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 |
|-----------------------------|---|

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

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|------------------------------|--|
| 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

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| 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, 2011 and 2014.</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) ACARA (2012) and ACARA (2015) |

Data Quality Framework Dimensions

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| 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> |

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| | 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 – 2014) The 2014 NAP ICT Literacy Year 6 and Year 10 Report and the 2014 NAP ICT Literacy Technical Report were both released by ACARA in 2015.</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. |
|------------------------------|--|

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, (data supplied by ACER), with additional material supplied by ACER and Steering Committee comments.

Indicator definition and description

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| 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

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| 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> |

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|-------------------------|--|
| | 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

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|-----------------------------|---|
| 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

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|--------------------|--|
| 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

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| 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. |

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| Coherence | <p>The data are internally consistent.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting rounds.</p> <p>There have been no changes to the underlying data collection.</p> <p>No real world events have impacted on the data or its management.</p> <p>These data are not comparable with any other data sources.</p> |
| Interpretability | <p>All terms used in analysis are explained in the reports available from 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> |

Data Gaps/Issues Analysis

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| 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> |
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Completion (year 12)

Data quality information for this indicator has been drafted by the Australian Government Department of Education and Training with additional Steering Committee comments.

Indicator definition and description

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|------------------------------|--|
| 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 and Training (unpublished) – sourced from states and territories qualification authorities.</p> <p><u>Denominator/s:</u></p> <p>Australian Government Department of Education and Training (unpublished) – sourced from ABS population data based on the 2011 Census of Population and Housing</p> |

Data Quality Framework Dimensions

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| 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 Education Council and Steering Committee for the Review of Government Service Provision</p> <p>Data Compiler(s): Compiled by the Australian Government Department of Education and Training</p> <p>Australian Government Department of Education and Training 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 and Training.

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.

WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.

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

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|--------------------------------|---|
| 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, 2014</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

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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/rogs/2016.

This chapter reports performance information for government funded vocational education and training (VET) in Australia. For further information on:

- VET in schools see School education (chapter 4)
- all tertiary education (including university education) see the Child care, education and training sector overview (sector overview B).

Major improvements to reporting on VET in this edition include the presentation of a new measure: 'graduates with improved education/training status as a proportion of total student *completions*', within the outcome indicator 'student achievement in VET'.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

5.1 Profile of vocational education and training

Service overview

The role of the VET system in Australia is to provide individuals with the skills and qualifications needed to participate effectively in the labour market and contribute to Australia's economic future (COAG 2012a). It provides training to cover entry-level jobs through to highly technical occupations (PM&C 2014).

It is highly flexible, offering a diverse range of programs, which provide nationally recognised qualifications or the achievement of units of competency (box 5.1). 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. Apprenticeships/traineeships (referred to as Australian Apprenticeships) 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.

Box 5.1 VET qualifications and units of competency

Vocational education and training (VET) programs range in length and complexity. A VET student may choose to complete:

- *a qualification* — obtaining qualification levels Certificate I through to associate degrees, graduate certificates and graduate diplomas (sector overview B). Certificate III is the central qualification for trade training, and Certificate IV generally introduces managerial competencies
- *a single unit of competency or module* — (which can involve fewer than 10 contact hours) in order to acquire specific skills that may help specialise or progress in the workplace. 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.

All training in the VET system needs to be assessed, because many students complete modules or units of competency without completing a course or qualification.

Source: NCVET (2015c); PM&C (2014).

The main reasons that students participate in VET programs are to attain skills — including basic or foundation skills such as literacy and numeracy — for:

- *employment related reasons* — to improve their ability to enter (or re-enter) the labour force, or advance their earning capacity by: developing skills that are in demand by employers; attaining a nationally-recognised qualification; or gathering the skills necessary to meet regulatory or licensing requirements. In 2014, 83.4 per cent of VET graduates and 76.7 per cent of VET module completers stated that employment-related reasons was the main reason for undertaking study

- *personal development* — to enhance their sense of wellbeing and/or to improve opportunities for social participation. In 2014, 12.5 per cent of VET graduates and 21.1 per cent of VET module completers stated that personal development was the main reason for undertaking study
- *further study* — to provide a pathway to further tertiary education, including entrance to higher education. In 2014, 4.1 per cent of VET graduates and 2.2 per cent of VET module completers stated that further study was the main reason for undertaking study (NCVER 2014).

The VET system involves the interaction of students, employers, the Australian, State, Territory and local governments (as both purchasers and providers), and a number of private and community registered training organisations (RTOs) (box 5.2).

Box 5.2 Registered Training Organisations

RTOs are those training providers registered by the Australian Skills Quality Authority (ASQA) or a state regulator to deliver VET services. The types of training organisation that may be an RTO include:

- *government VET providers*, such as:
 - institutions specialising in VET delivery, including technical and further education (TAFE) institutes and agricultural colleges
 - multi-sector education institutions, such as secondary schools or higher education institutions (universities) with an RTO arm — schools and universities can provide dual award courses that may combine traditional studies with VET
- *community education providers* — such as adult community education providers
- *other registered providers*, such as:
 - institutions specialising in VET delivery, including private training businesses
 - industry and community bodies with an RTO arm
 - businesses, organisations and government agencies that have RTO status to train their own staff
 - Group Training Organisations that also provide VET services — Group Training Organisations recruit potential or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and place them with ‘host’ employers while they undertake their training
 - Australian Apprenticeship Centres (known as Apprenticeship Network providers from July 2015) that also provide VET services — deliver support services to employers and Australian Apprentices.

Source: ASQA (2015); Australian Government (2015).

Government funded activity is the primary focus of this Report. Government funded VET encompasses the government subsidised or financed component of VET delivered by:

- TAFE institutes and other government VET providers (including multi-sector higher education institutions)
- community education providers
- other registered providers (box 5.3).

Box 5.3 Government funded and total VET activity


The focus of this report is government funded VET activity.

Where this chapter refers to ‘government funded VET activity’, it is defined as VET activity that is funded under Commonwealth and State/Territory recurrent, Commonwealth specific and State/Territory specific funding (figure 5.1). This includes activity funded under the *National Agreement for Skills and Workforce Development* (NASWD).

Total VET activity refers to all nationally accredited training, regardless of funding source. It encompasses activity outside the scope of this report, including VET services delivered on a fee-for-service basis and paid for privately.

Figure 5.1 Government funded VET^{a, b}

| Source of funding | Registered Training Organisations | | |
|--|---|-------------------------------|----------------------------|
| | Government VET providers — TAFE and other government RTOs ^c | Community education providers | Other registered providers |
| Government subsidised/financed | | | |
| Domestic fee-for-service ^d | | | |
| International fee-for-service ^d | | | |

 Government Funded VET

^a Government funded VET excludes students who undertake recreation, leisure or personal enrichment education programs. ^b Government funded VET excludes programs where the delivery was undertaken by schools. Government funded VET includes students who undertook VET in schools programs at TAFE. ^c Multi-sector higher education providers are reported as Government providers. ^d Fee-for-service students pay 100 per cent of their VET fees from private (non-government) sources.

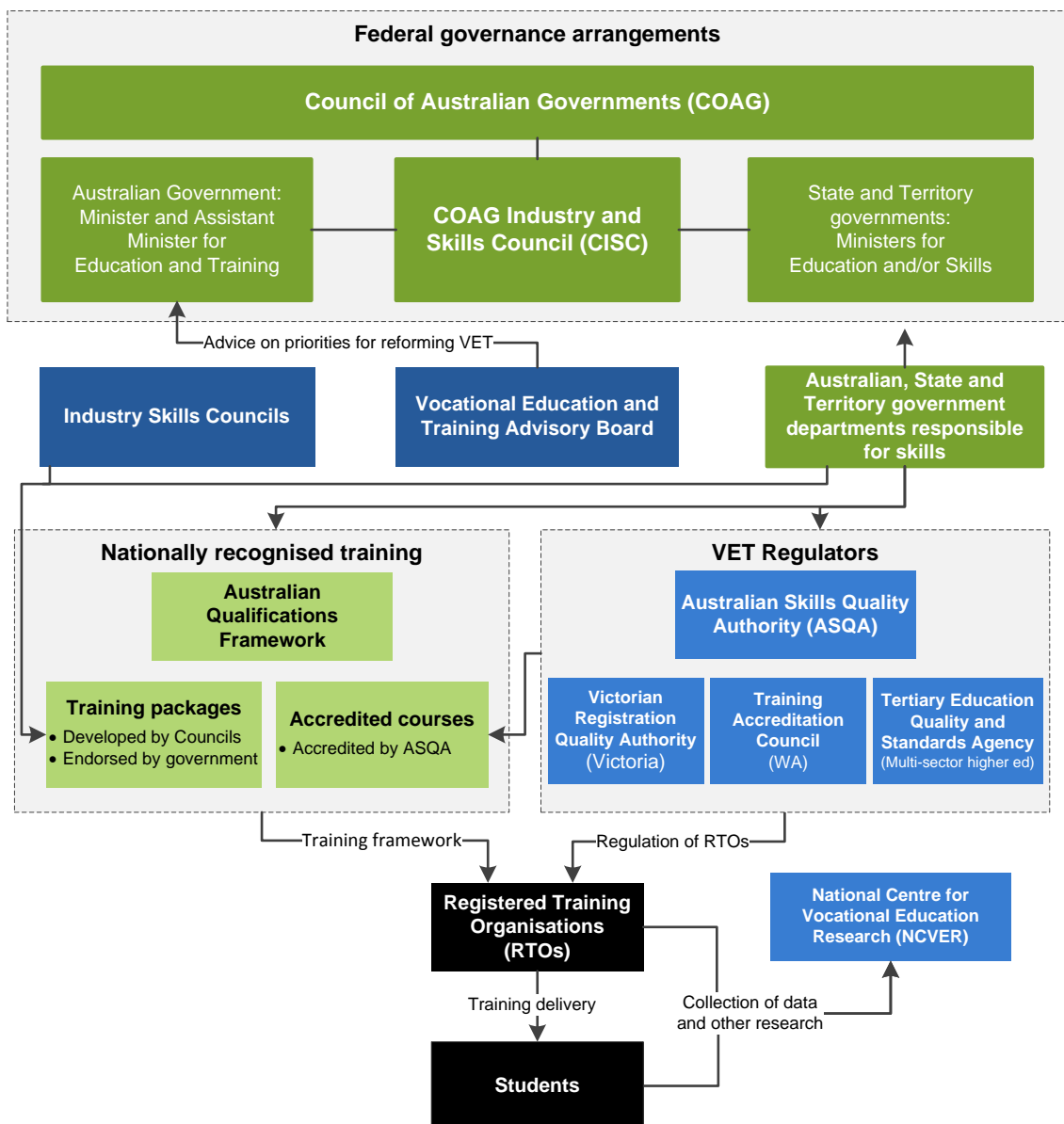
Where possible, performance indicators in this Report are reported for Government funded VET. Due to data limitations, some data are presented for a different scope.

- Measures from the VET finance collection, relate to Government VET providers only (including government subsidised/financed and fee-for-service activities).
- Measures of VET student qualification completions, relate to Government funded VET, plus the fee-for-service activity of Government VET providers.
- Measures of employer engagement and satisfaction with VET relate to total VET activity.

Roles and responsibilities

VET is an area of shared responsibility between governments and industry as outlined in the revised NASWD and the *National Partnership Agreement on Skills Reform* (COAG 2012a, 2012b). Figure 5.2 summarises the roles and responsibilities of selected VET stakeholders in 2014.

Figure 5.2 VET roles and responsibilities in 2014



Federal governance arrangements

The NASWD sets 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 (COAG 2012a).

State and Territory governments manage the delivery of VET within their jurisdictions. They have historically provided approximately two-thirds of the funding in the VET system (PM&C 2014), facilitating the development and training of the public VET workforce and ensuring the effective operation of the training market.

The Australian Government provides financial support to State and Territory governments to sustain 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.

In December 2013, Council of Australian Governments (COAG) agreed to replace the former Standing Council for Tertiary Education Skills and Employment and supporting bodies with the COAG Industry and Skills Council (CISC). CISC develops policy reforms for the national training system for consideration by COAG and oversees the implementation of policy reforms agreed by COAG. CISC has responsibility to pursue and monitor priority issues of national significance in relation to industry and skills policy and to take action to resolve issues that arise between governments (DIS 2015). CISC is chaired by the Australian Government Minister for Industry, who has portfolio responsibility for skills. State and Territory governments are represented by ministers with portfolio responsibility for industry and skills (DET 2014).

Industry liaison on skills and training

On 15 August 2014, the Vocational Education and Training Advisory Board was established. The board is comprised of industry representatives and provides advice to the Commonwealth Minister for Industry regarding priorities for reforms across the breadth of the VET sector.

In 2014, Industry Skills Councils represented the skill needs across 12 specific industry sectors (such as AgriFood, Community services and health, and Manufacturing). Industry Skills Councils are independent, industry-led, not for profit companies funded by the Australian Government. Their role is to identify and respond to the skill development and workforce planning needs of their respective industries (ISC 2014).

Regulation of VET

National regulation of VET RTOs is managed through ASQA. ASQA regulates courses (including ‘accredited courses’ — discussed below) and training providers to ensure nationally approved quality standards are met (ASQA 2015).

ASQA has jurisdiction over all RTOs, except those RTOs that do not offer services to overseas students and operate solely in Victoria or Western Australia, which are regulated by the:

- Victorian Registration and Qualifications Authority (Victoria)
- Training Accreditation Council (WA).

Multi-sector training providers — that offer both higher education and VET courses — must comply with ASQA and the Tertiary Education Quality and Standards Agency.

Nationally recognised training

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools. In 2014, the AQF was managed by the Australian Government Department of Education and Training in consultation with the Australian Government Department of Industry and Science and State and Territory governments (AQF 2015).

The VET sector delivers ‘nationally recognised training’ through:

- *training packages* — developed by Industry Skills Councils to meet the training needs of industry/ies, endorsed by the Australian, State and Territory governments, and approved for use throughout Australia (ASQA 2015). Each training package is made up of three components:
 - units of competency: which define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.
 - qualifications framework: which outlines the required groups of units of competency ranging from Certificate I to Graduate Diploma level.
 - assessment guidelines: which establishes the industry’s preferred approach to assessment, including the qualifications required by assessors (ASQA 2015).
- *accredited courses* — accreditation means the course is recognised nationally and that an RTO can issue a recognised VET qualification or VET statement of attainment following its full or partial completion. Course accreditation may be provided by Australian or State and Territory government regulators.

VET data and research

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

Australian, State and Territory and government ministers responsible for training (NCVER 2015a).

As a requirement of registration, RTOs must submit data on all accredited training activity to either NCVER or their respective State or Territory Training Authorities (NCVER 2015a).

Funding

The Australian, State and Territory governments' recurrent expenditure on VET totalled \$5.2 billion in 2014 — representing in real terms an increase of 4.0 per cent from 2004, but a decrease of 11.9 per cent from 2013 (table 5A.1). Nationally, government recurrent expenditure was equal to \$334.06 per person aged 15–64 years in 2014 (table 5A.2).

VET funding flows

Figure 5.3 outlines the major funding flows with the VET system in 2014.

A significant component of government expenditure on VET is in the form of:

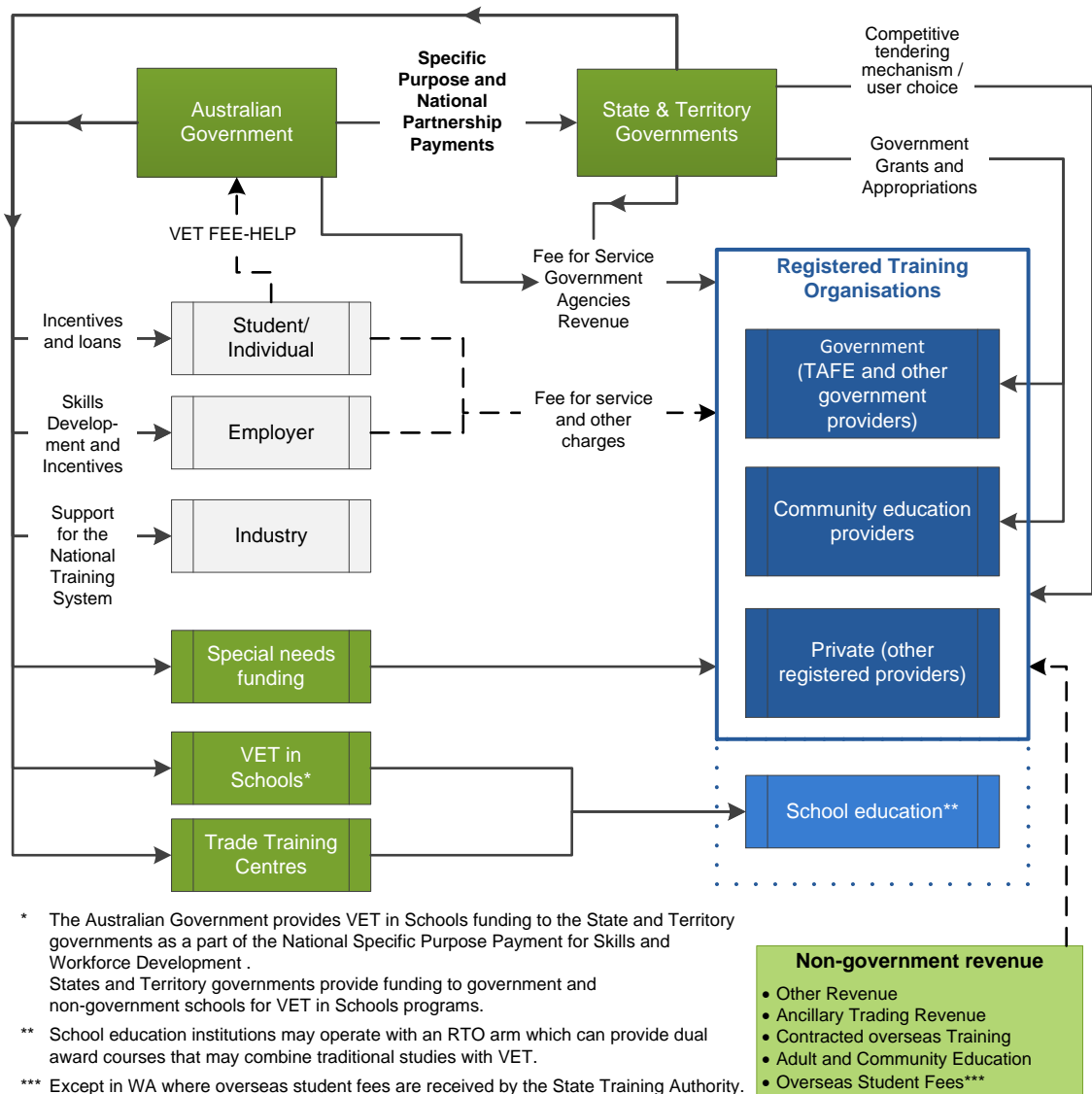
- *State and Territory government funding to RTOs* — State and Territory governments fund RTOs directly via annual grants (or appropriations) or competitive tendering arrangements. These arrangements vary across States and Territories. Nationally in 2014, State and Territory governments provided \$3.7 billion in funding — 70.8 per cent of total government funding
- *Australian Government funding to States and Territories* — the Australian Government provided funding, through the National Specific Purpose Payment for Skills and Workforce Development and National Partnership Payments, to State and Territory governments. In 2014, the Australian Government provided \$1.5 billion in funding (table 5A.10).

In addition, the Australian, State and Territory governments provided the following funding streams to VET participants.

- *Incentives and loans to individuals* — the Australian, State and Territory governments support VET students with the cost of living and learning during study/apprenticeship in the form of incentive payments, program subsidies and government loans — such as the Australian Government income contingent loan scheme VET FEE-HELP (see section 5.5 for definition).
- *Skills development and incentives to employers* — the Australian, State and Territory governments provide subsidies and incentive payments to support employers with the cost of employing and training their staff — such as for Australian Apprenticeships. In addition to the costs and benefits of employing individuals engaged in VET, companies can contribute VET funding by directly purchasing training for their employees.

- *Support for the National Training System* — As well as direct support to employers, the Australian, State and Territory governments provide funding to industry bodies to support the training system, and assist in the identification of skills needs and the development of skills programs. Examples include the funding of the Industry Skills Councils and Australian Apprenticeships Centres (Australian Government 2015).

Figure 5.3 Major funding flows within the VET system, 2014



In addition the Australian, State and Territory governments funded a number of specific VET programs in 2014, including:

- *Special needs funding* — to support individuals or communities with special needs to assist them to more effectively engage in further training or in the labour force.

-
- *VET in schools* — support to school-based VET programs that provide credit towards a nationally recognised VET qualification.
 - *Trade Training Centres* — a national partnership between the Australian Government and State and Territory governments (and non-government schools) in which the Australian Government has provided funding to secondary schools for new or refurbished trade training buildings and trades equipment for the centres (DET 2015a).

RTOs also receive revenue from individuals and organisations (government and non-government) for payment of course and administration fees (from individuals), ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds.

Allocation of VET funding

Increasingly, VET funding is provided through contestable processes (open to private and public RTOs), with explicit subsidies for provision of training in regional areas or for disadvantaged students (PM&C 2014). In 2014, \$2.4 billion (46.4 per cent) of government VET funding was allocated on a competitive basis — a 4.4 per cent decrease in real terms from 2013 (table 5A.10), of which \$1.5 billion was allocated to non-TAFE providers. Funding to non-TAFE providers has grown 222 per cent since 2005, at an annual average rate of 13.9 per cent (table 5A.9).

Processes used to allocate funds on a competitive basis include:

- *user choice* — where the employer and apprentice/trainee choose an RTO and government funds flow to that provider. Nationally in 2014, 13.1 per cent of government funding was allocated on a user choice basis
- *competitive tendering* — where government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders). Tenders can be contested by any RTO (open competitive tendering), or restricted to specific types of training or target groups (limited competitive tendering) Nationally in 2014, 2.4 per cent of government funding was allocated on a competitive tendering basis
- *entitlement funding* — combines aspects of user choice and competitive tendering with guaranteed government-subsidised training places for qualifications (box 5.4). Entitlement funding programs in 2014 accounted for 30.9 per cent of all government funding allocated to VET in 2014 (table 5A.10).

Box 5.4 Entitlement funding

Entitlement funding models have been progressively introduced across jurisdictions from mid-2009, although each State or Territory's entitlement funding system has its own characteristics. Entitlement funding programs consist of two key features:

1. Student entitlement to VET training — They provide a guaranteed government-subsidised training place for working age residents to obtain qualifications. Restrictions on the entitlement schemes vary across jurisdictions. Restrictions include: caps on the number of places that may be filled in a year; financial caps on the total level of funding; levels of qualification people have an entitlement to; and whether it is a person's 'initial' qualification.
2. Demand driven VET training — Government subsidies are contestable and are allocated to the RTO (government or private) of the students' choice. Governments may place some limits on student choice, by restricting the number of RTOs that offer entitlement funding places.

Source: State and Territory governments.

Size and scope

Students

Approximately 1.4 million government funded students participated in VET programs across Australia in 2014 (table 5A.4).

Hours

Government funded VET students participated in 457.0 million government funded annual hours in 2014, with an average of 328.0 hours per student (table 5A.4).

Courses

A single VET student may enrol in multiple VET courses. Nationally in 2014, 1.4 million government funded VET students were enrolled in 1.8 million courses (tables 5A.4 and 5A.6). Data of government funded student enrolments, aged 20–64 years, are provided in table 5A.7.

Nationally, the highest qualification level attempted by government funded VET students in 2014 was:

- diploma or above — 11.9 per cent
- certificate level III or IV — 60.0 per cent
- certificate level I or II or lower, 20.1 per cent (table 5A.5).

A further 8.1 per cent of government funded students were enrolled in a course that did not lead directly to a qualification (table 5A.5).

VET students undertake courses in a range of fields of education. Of all students that were either government funded or fee-for-service attending a TAFE or other government RTO, the fields of education with the largest number of students in 2014 were:

- management and commerce (18.6 per cent)
- engineering and related technologies (16.3 per cent)
- society and culture (13.7 per cent) (NCVER 2014).

Institutions

In 2014, government funded programs were delivered by 2071 RTOs at 31 031 locations in Australia (table 5A.3).

Nationally in 2014, the value of physical non-current assets owned by TAFE and other government RTOs was \$9.8 billion, predominantly related to the value of buildings (table 5A.36). The net assets of government TAFE and other government VET providers per person in the population aged 15–64 years was \$673.74 (table 5A.8).

5.2 Framework of performance indicators

Box 5.5 describes the objective and outcomes for the VET system, agreed by COAG in the NASWD, which underpin the performance indicator framework. Performance indicators reported in this chapter are aligned with VET performance indicators in the most recent version of the NASWD, where relevant.

Box 5.5 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.

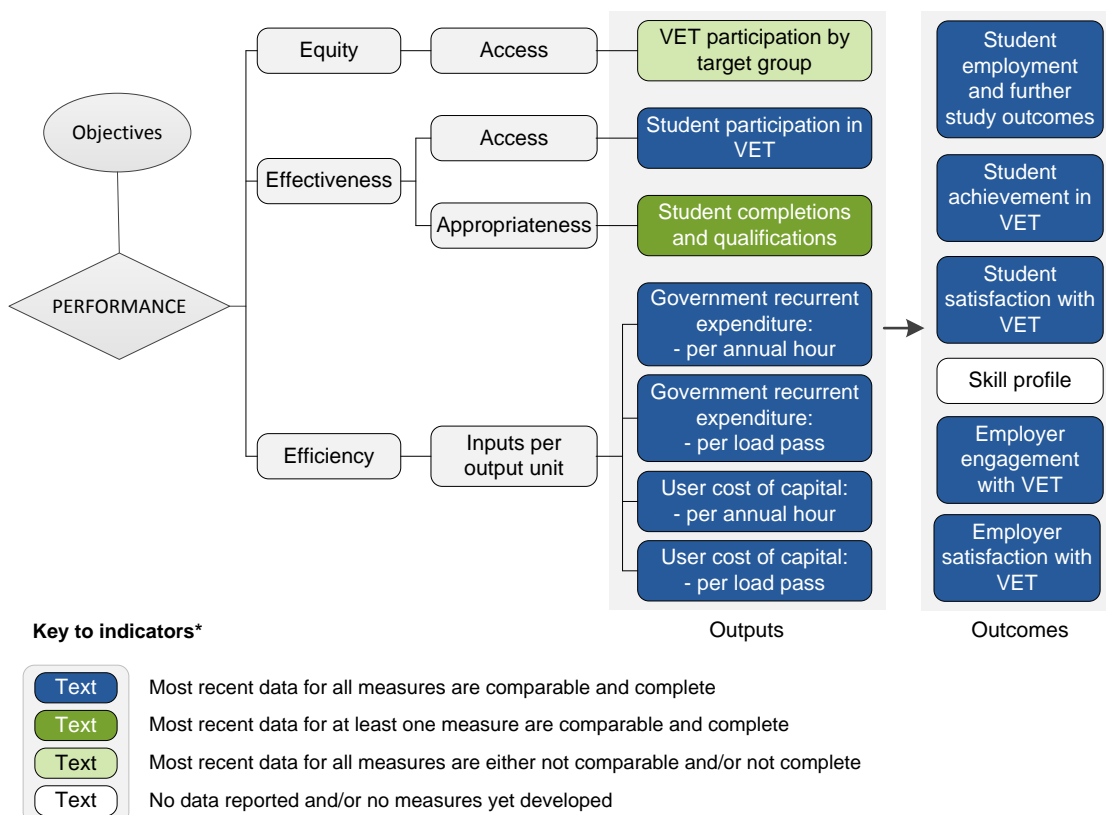
These objectives are to be met through the provision of services in an efficient manner.

Source: COAG (2012a).

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 2016 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and completeness from a Report-wide perspective (section 1.6).

In addition to section 5.1, 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 (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

5.3 Key performance indicator results

Different delivery environments, locations and types of client can affect the equity, effectiveness and efficiency of VET services.

Data quality information (DQI) is included where available for performance indicators in this 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. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5). Output information is also critical for equitable, efficient and effective management of government services.

Equity

Access — VET participation by target group

‘VET participation by target group’ is an indicator of governments’ objective that disadvantaged groups have equitable access to the VET system (box 5.6).

Box 5.6 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. For this Report, the designated equity groups are:

- Aboriginal and Torres Strait Islander people
- people from remote and very remote areas — based on students’ home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system. Under the ARIA classification there are no major cities in Tasmania, no outer regional or remote areas in the ACT and no major cities or inner regional areas in the NT
- people with disability
- people speaking a language other than English (LOTE) at home.

All else being equal, it is desirable that VET participation by target group is at, or above, a similar level to that for all students. A lower participation rate means the target group is underrepresented 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 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 projected resident population.

Data reported for this measure:

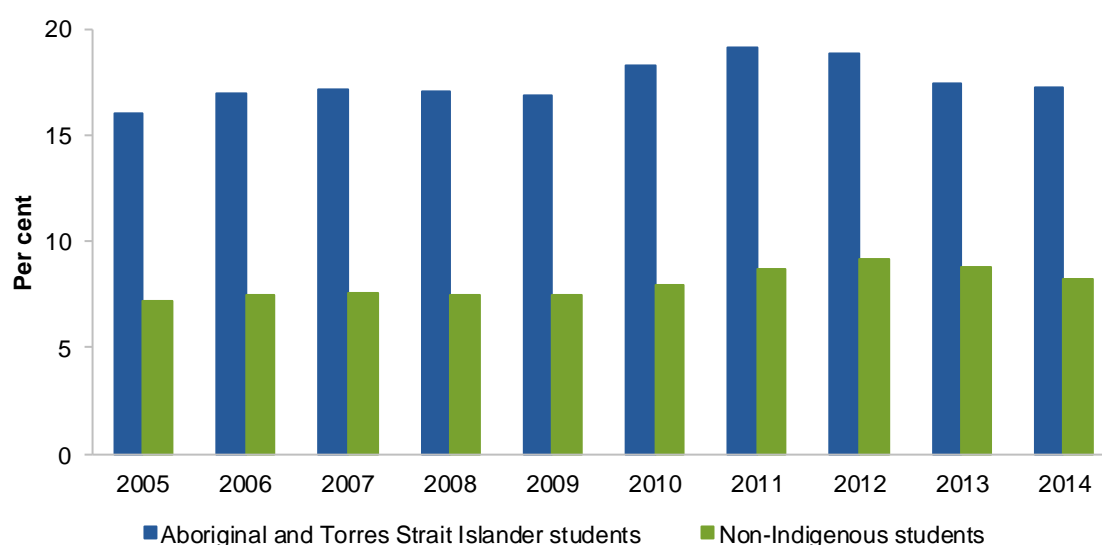
- may not be comparable (subject to caveats) within jurisdictions over time and may not be comparable across jurisdictions
- are complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

VET participation by target group — Aboriginal and Torres Strait Islander people

Nationally in 2014, the participation rate for Aboriginal and Torres Strait Islander people aged 15–64 years was 17.2 per cent compared to 8.2 per cent for non-Indigenous people. The participation rate in government funded VET for Aboriginal and Torres Strait Islander people aged 15–64 years has been consistently higher than for non-Indigenous people over the last 10 years (figure 5.5).

Figure 5.5 National VET participation rate for people aged 15–64 years, by Indigenous status^a



^a See box 5.6 and table 5A.12 for detailed definitions, footnotes and caveats.

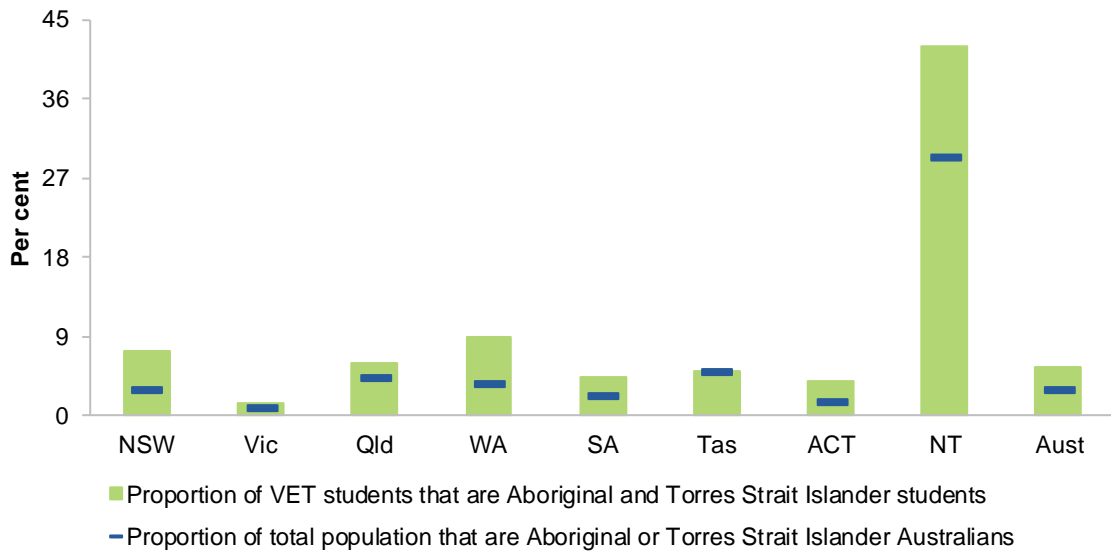
Source: NCVET (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.12.

An alternative approach to measuring participation is to analyse the VET student population by Indigenous status. Nationally in 2014, 5.6 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.18).

Caution should be taken when comparing these results as:

- these student participation data are not age standardised, so the younger age profile of the Aboriginal and Torres Strait Islander population is likely to overstate the difference in participation compared to the non-Indigenous population
- the Indigenous status of 3.3 per cent of government funded VET students nationally was unknown (or not stated) in 2014 (table 5A.18), which could mean that the Aboriginal and Torres Strait Islander participation rate is understated.

Figure 5.6 **Representation of Aboriginal and Torres Strait Islander students in VET compared with representation in the general population, 2014^a**



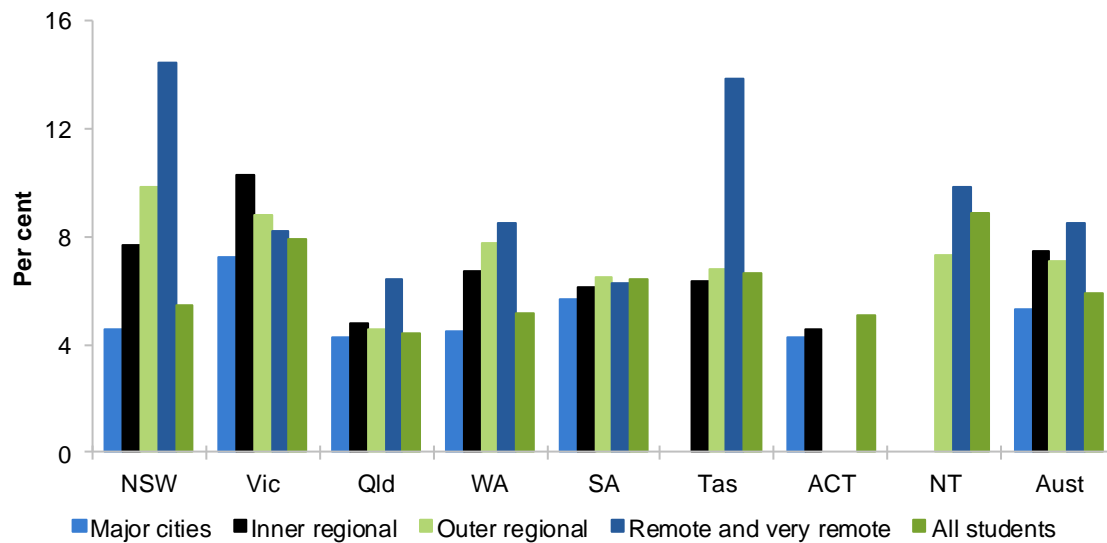
^a See box 5.6 and table 5A.18 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; table 5A.18.

VET participation by target group — people from remote and very remote areas

Nationally in 2014, participation was higher for people from remote and very remote areas (8.5 per cent) than for people from other geographic regions (7.0 per cent for outer regional areas, 7.5 per cent for inner regional areas and 5.3 per cent for major cities) (figure 5.7). In most jurisdictions, the VET participation rate is generally higher as remoteness increases (table 5A.14). 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, by region, 2014^{a, b}



^a See box 5.6 and table 5A.14 for detailed definitions, footnotes and caveats. ^b There are no outer regional or remote / very remote areas in the ACT, no major cities in Tasmania or the NT and no inner regional areas in the NT.

Source: NCVER (unpublished) National VET provider collection; ABS (2014), *Regional Population Growth, Australia, 2013-14*, Cat. no. 3218.0; table 5A.14.

VET participation by target group — people with disability

Nationally, 8.4 per cent of government funded VET students in 2014 reported having disability, an impairment or a long-term condition (figure 5.8). The disability status of 8.2 per cent of government funded VET students nationally was unknown (or not stated) in 2014 (table 5A.15), which could mean that the number of VET students with disability is understated.

Based on 2012 survey 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, whereas for the population survey data the focus is on general functioning and need for assistance.

Figure 5.8 **Proportion of VET students that are students with disability, 2014^a**



^a See box 5.6 and table 5A.15 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National VET provider collection; table 5A.15.

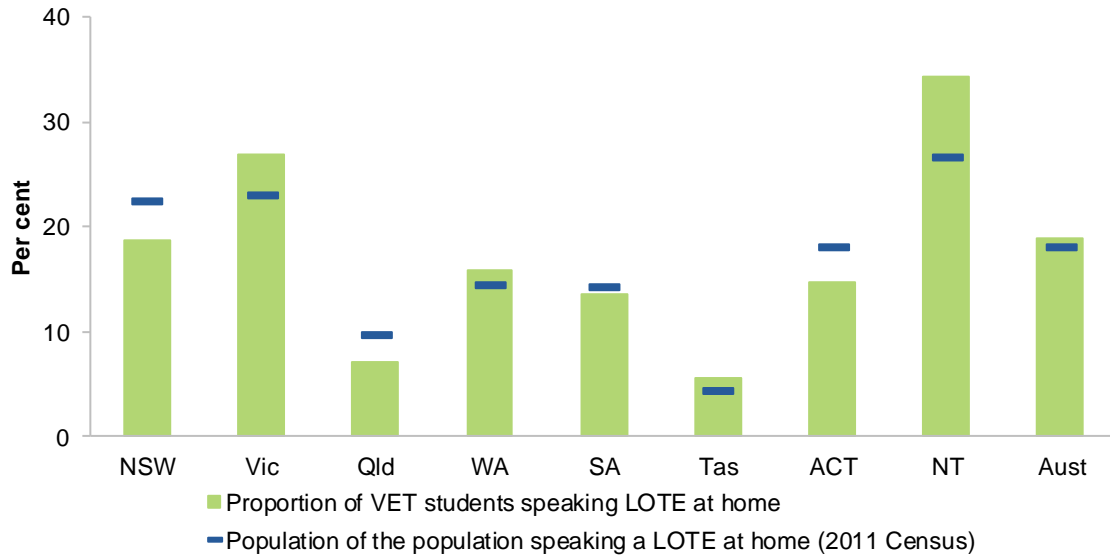
VET participation by target group — people speaking a LOTE at home

As measured at the last population census, participation in 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 (table 5A.17).

In 2014, 18.9 per cent of VET students reported speaking a LOTE at home. By comparison, 18.2 per cent of the Australian population in 2011 spoke a LOTE at home (figure 5.9).

The language spoken at home was unknown (or not stated) for 5.8 per cent of government funded VET students nationally in 2014 (table 5A.16), which could mean that the participation rate for people that speak a LOTE at home is understated.

Figure 5.9 Representation of VET students speaking a LOTE at home compared to representation in the population, 2014^a



^a See box 5.6 and table 5A.16 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; ABS (2012) *2011 Census of Population and Housing*, table 2A.11; table 5A.16.

Effectiveness

Access — Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide a productive and highly skilled workforce, by providing people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.7).

Box 5.7 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 are reported by Indigenous status and are for government funded VET students.

Data reported for this indicator are

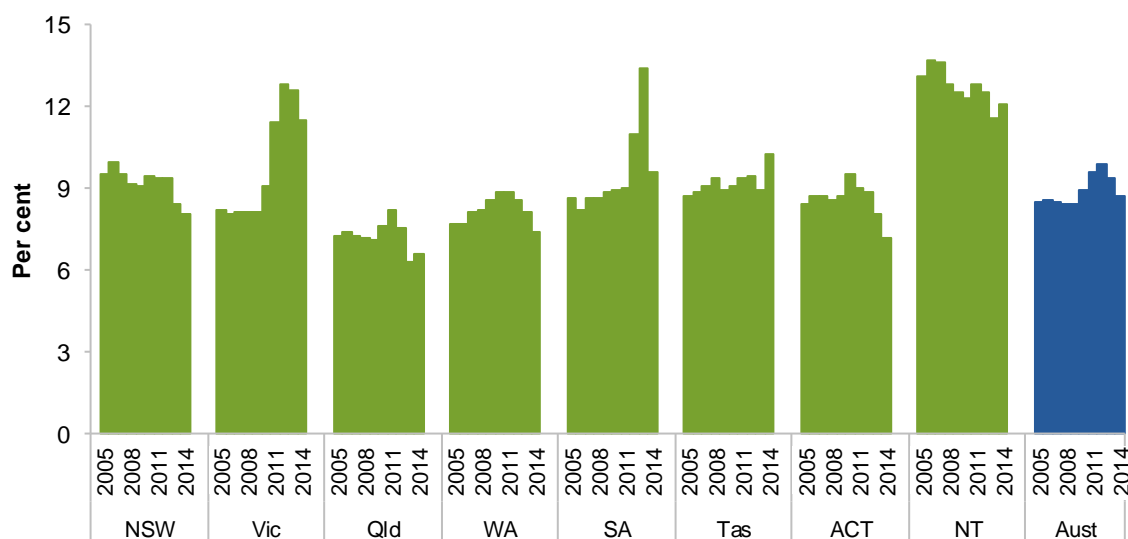
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Student participation in VET — All government funded VET programs

In 2014, 1.4 million people aged 15–64 years participated in VET. This is equivalent to 8.7 per cent of people aged 15–64 years nationally (table 5A.11). The national participation rate for the general population aged 15–64 years decreased 0.7 percentage points from 9.4 per cent in 2013 (figure 5.10).

Figure 5.10 VET participation rate, students aged 15–64 years^a



^a See box 5.7 and table 5A.11 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; table 5A.11.

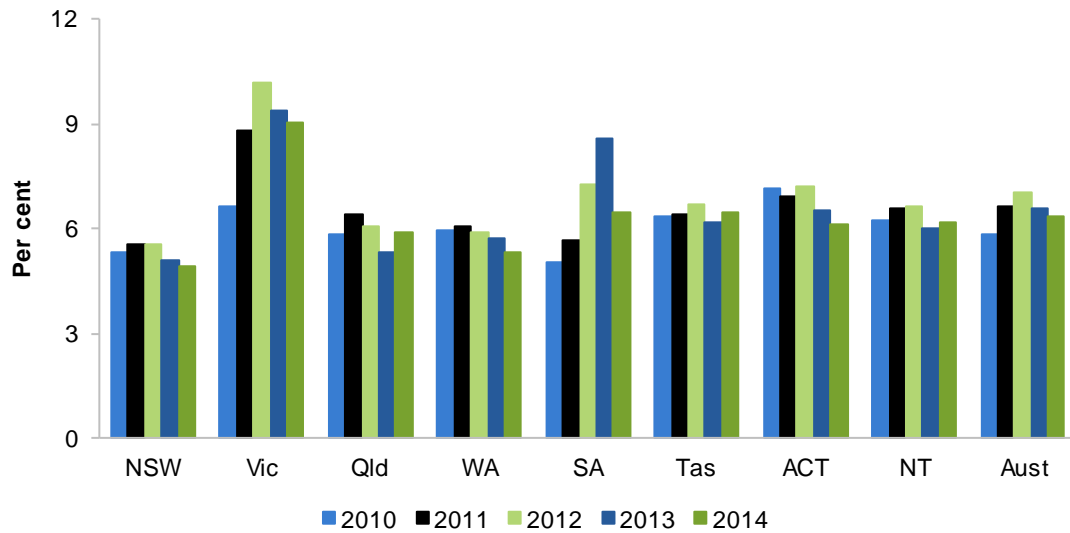
Helping young people make a smooth transition from school to the workplace or further study is an important role for the VET sector (ESA 2014). For people aged 18–24 years, the participation rate is higher than that of all people aged 15–64 years. Nationally in 2014, 19.3 per cent of all people aged 18–24 years participated in VET, a decrease of 1.1 percentage points since 2013 (table 5A.12). For the Aboriginal and Torres Strait Islander population, 25.4 per cent of people aged 15–24 years participated in VET compared to 18.5 per cent of the non-Indigenous population in the same age group (table 5A.12).

Student participation in VET — Participation in Certificate III or above

Nationally in 2014, approximately 1.0 million people aged 15–64 years participated in VET at Certificate III level or above, representing 6.4 per cent of the population aged 15–64 years (figure 5.11 and table 5A.19). This represents a 0.2 percentage point decrease from 2013. For the Aboriginal and Torres Strait Islander population, 8.7 per cent of people age 15–64 years participated in VET at Certificate III level or above, compared to 6.1 per cent of the non-Indigenous population.

The NASWD includes a national target to halve the proportion of Australians aged 20–64 years without qualifications at Certificate III level or above between 2009 and 2020 (COAG 2012a), which includes qualifications outside the VET system. Nationally in 2014, 5.5 per cent of all people aged 20–64 years participated in a Certificate level III or above VET course (table 5A.19).

Figure 5.11 VET participation rate in certificate III or above, students aged 15–64 years^a



^a See box 5.7 and table 5A.19 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, 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.

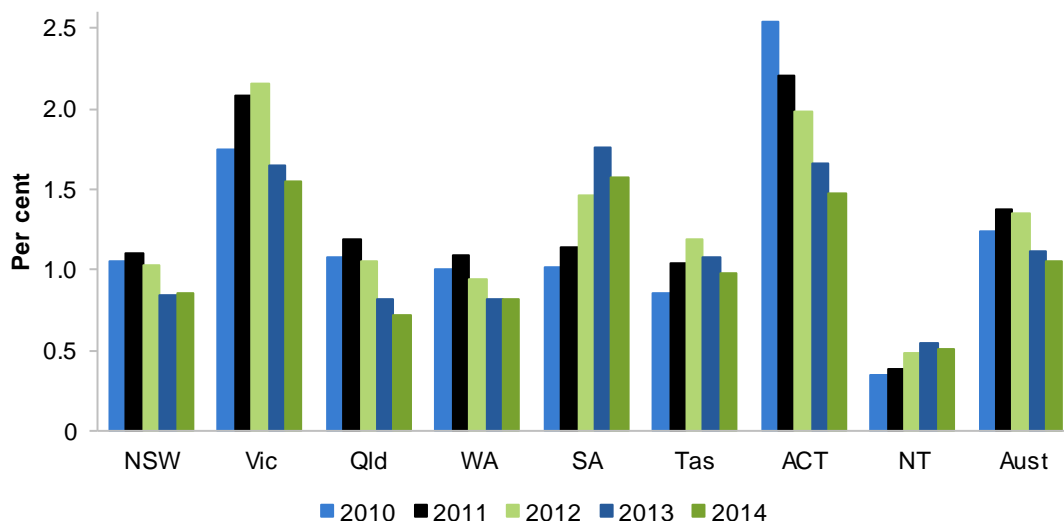
Student participation in VET — Participation in diploma and above

The NASWD includes a national target to double the number of higher level qualification completions (diploma and advanced diploma) between 2009 and 2020 (COAG 2012a). In 2014, approximately 164 900 people aged 15–64 years participated in a diploma level or above VET course, representing 1.1 per cent of the population aged 15–64 years nationally — a decrease of 0.2 percentage points since 2010 (figure 5.12 and table 5A.20).

Nationally in 2014, 1.1 per cent of the Aboriginal and Torres Strait Islander population and 1.0 per cent of the non-Indigenous population aged 15–64 years participated in VET at diploma level and above (table 5A.20).

The population aged 18–24 years had a higher rate of government funded participation in VET at higher qualification levels (2.5 per cent), than the population aged 20–64 years (1.0 per cent) in 2014 (table 5A.20).

Figure 5.12 **VET participation rate in diploma and above, students aged 15–64 years, 2014^a**



^a See box 5.7 and table 5A.20 for detailed definitions, footnotes and caveats

Source: NCVER (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.; table 5A.20.

Appropriateness — Student completions and qualifications

‘Student completions and qualifications’ is an indicator of governments’ objective that the skill levels of the working age population are increased to meet the changing needs of the economy (box 5.8).

Box 5.8 VET student completions and qualifications

‘VET completions and qualifications’ is defined by three measures:

- ‘Qualifications completed by working aged VET students, by course level’ is defined as the number of qualifications achieved/passed each year by students of working age (currently collected by NCVER, 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).

Data for qualifications completed relate to Government funded VET, plus the fee for service activity of Government VET providers (box 5.3).

High or increasing qualifications completed per person in the population increases the national pool of skilled Australians.

(continued next page)

Box 5.8 (continued)

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time. Qualifications completed data are ‘preliminary’ for 2014 and ‘final’ for years 2013 and prior
- complete for the current reporting period (subject to caveats). All required 2014 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 VET students and the number of modules (outside training packages) achieved/passed each year by VET students (see box 5.1 for details).

High or increasing units of competency and modules completed per person in the population increases the national pool of skilled Australians.

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 2014 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 (see section 5.5 for more detail).

High or increasing numbers of qualification equivalents per person in the population increases the national pool of skilled Australians.

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 2014 data are available for all jurisdictions providing the service.

For each measure data are presented:

- per person in the population (measured by estimated resident population in each jurisdiction)
- as an annual change — defined as the percentage change of qualifications from year to year.

Data are reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a LOTE at home and Aboriginal and Torres Strait Islander people).

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

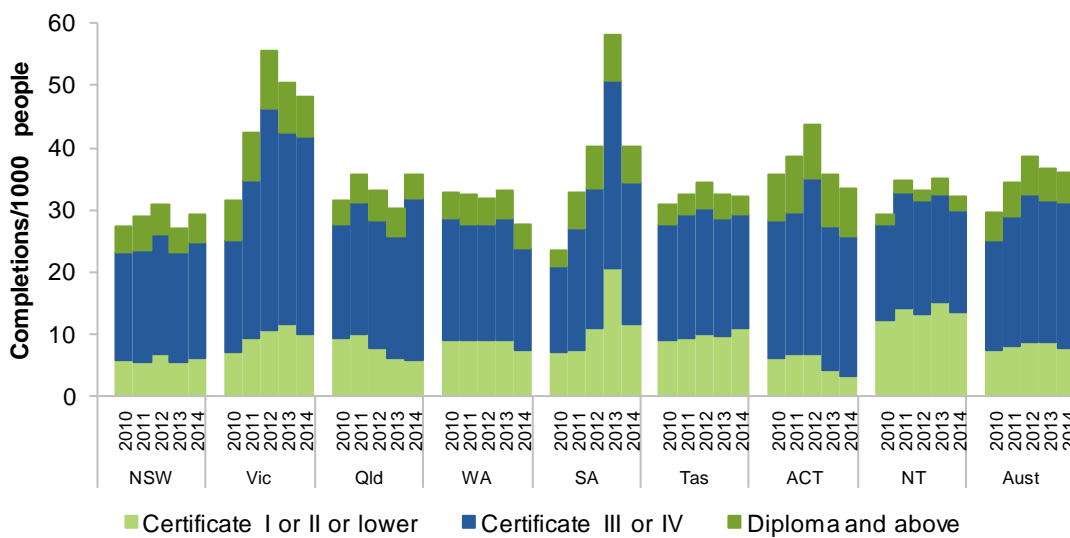
VET completions and qualifications — qualifications completed

Nationally in 2014, there were 560 701 qualifications completed by VET students, of which, students aged 15–64 years completed approximately 555 100 qualifications — equivalent to 35.6 qualifications per 1000 people aged 15–64 years in the population

(figure 5.13 and tables 5A.24 and 5A.28). The level of qualifications completed by students were at:

- diploma level and above — 13.4 per cent of qualifications completed by all students
- certificate level III or IV — 65.1 per cent
- certificate level I or II or lower — 21.5 per cent (table 5A.24).

Figure 5.13 Qualifications completed by all students aged 15–64 years, per 1000 people in the population aged 15–64 years^a



^a See box 5.8 and table 5A.28 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National VET provider collection; table 5A.28.

Nationally, the number of qualifications completed decreased by 0.5 per cent between 2013 and 2014 however, there has been a growth in the number of qualifications completed in most years since 2005 (figure 5.14). Overall, qualification completions have increased nationally by 87.7 per cent since 2005 (equivalent to an average annual increase of 7.2 per cent) (table 5A.24).

Figure 5.14 **Qualifications completed, annual growth from previous year, all students^a**



^a See box 5.8 and table 5A.24 for detailed definitions, footnotes and caveats.

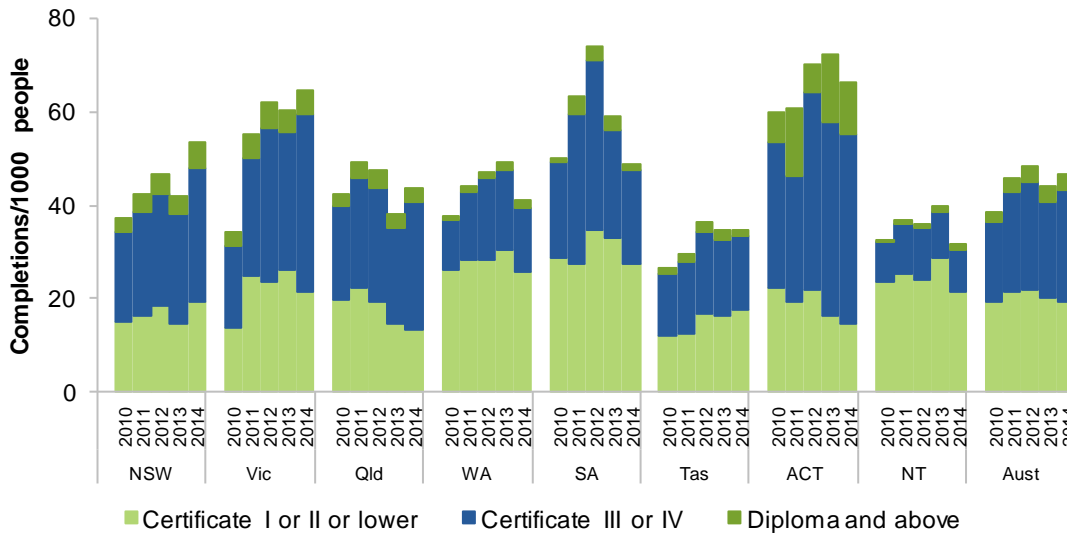
Source: NCVET (unpublished) National VET provider collection; table 5A.24.

Amongst the VET target groups, between 2010 and 2014 the number of qualifications completed nationally:

- increased by 70.5 per cent for students with disability (table 5A.22)
- increased by 45.9 per cent for students speaking a LOTE at home (table 5A.23)
- decreased by 13.9 per cent for students from remote and very remote areas (table 5A.21).

Nationally, Aboriginal and Torres Strait Islander students completed 20 890 VET qualifications in 2014, an increase of 34.1 per cent from 15 579 in 2010 (table 5A.25). The greatest increase was for qualifications at Certificate III/IV level (figure 5.15). Aboriginal and Torres Strait Islander students aged 15–64 years gained 46.8 qualifications per 1000 Aboriginal and Torres Strait Islander people aged 15–64 years (figure 5.15). Data for non-Indigenous people are available in table 5A.28.

Figure 5.15 Qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years, per 1000 Aboriginal and Torres Strait Islander people in the population aged 15–64 years^a



^a See box 5.8 and table 5A.28 for detailed definitions, footnotes and caveats

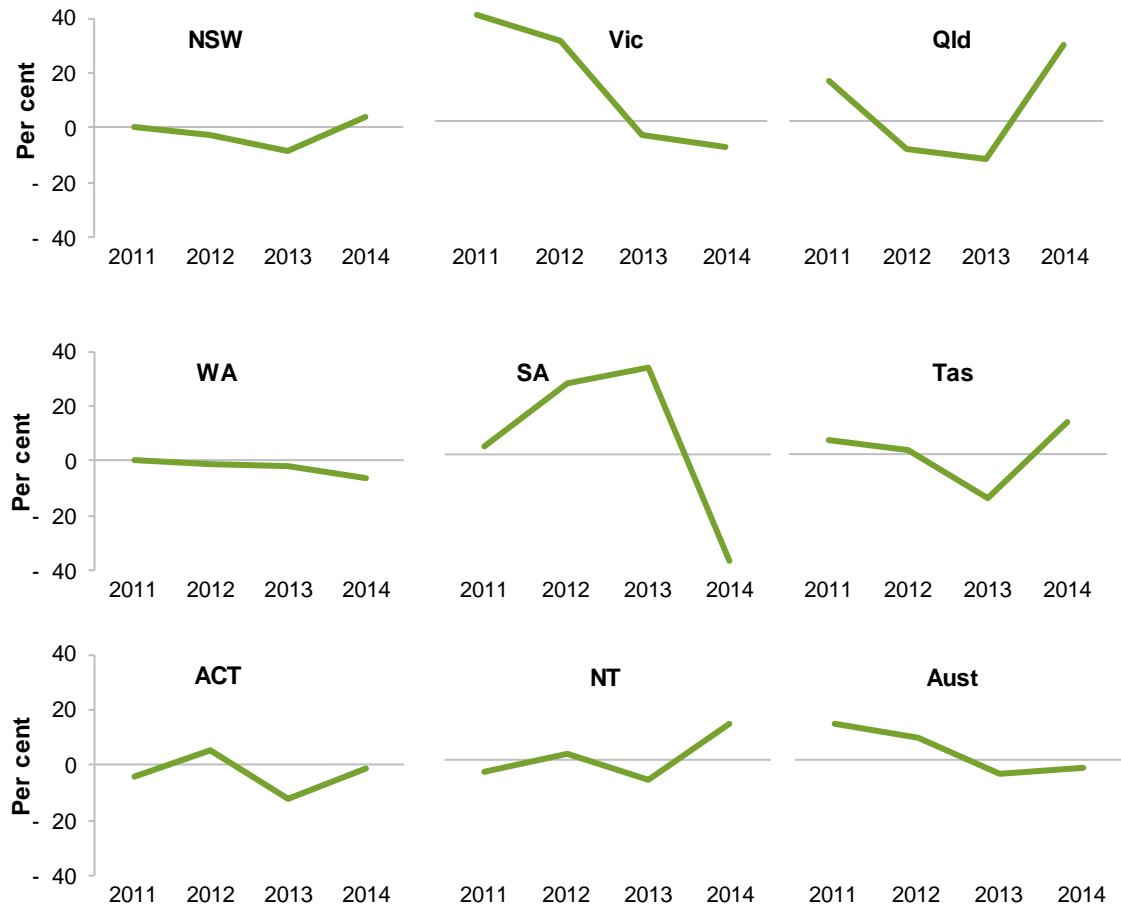
Source: NCVET (unpublished) National VET provider collection; table 5A.28.

Qualifications completed for students aged 18–24 years and 20–64 years, by Indigenous status are available in tables 5A.26-27.

VET completions and qualifications — units of competency and modules completed

Nationally in 2014, VET students completed 10.1 million units of competency and modules, a decrease of 2.6 per cent from 2013, but an annual average increase of 3.2 per cent from 2010 (table 5A.30 and figure 5.16).

Figure 5.16 Units of competency and modules completed, annual growth from previous year, all students^a



^a See box 5.8 and table 5A.30 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; table 5A.30.

Amongst the VET target groups, between 2010 and 2014 the combined number of units of competency and modules completed:

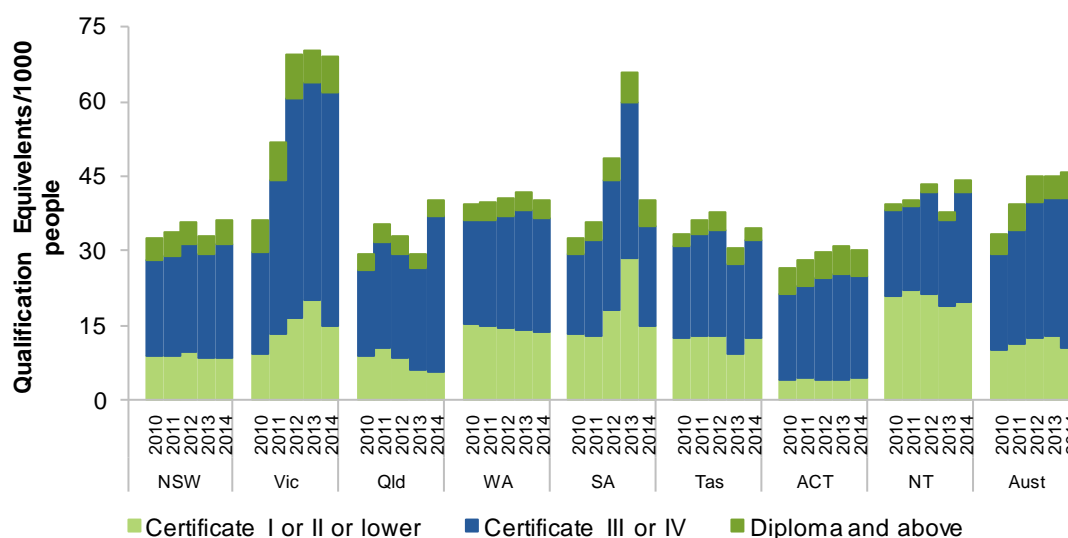
- increased 11.3 per cent for Aboriginal and Torres Strait Islander students, which equates to an average annual growth rate of 2.7 per cent (table 5A.33).
- increased 34.3 per cent for students with disability, which equates to an average annual growth rate of 7.6 per cent (table 5A.31)
- increased 50.2 per cent for students speaking a LOTE at home, which equates to an annual average growth rate of 10.7 per cent (table 5A.32)
- decreased 27.2 per cent for students from remote and very remote areas, an average annual rate of decline of 7.6 per cent (table 5A.30).

VET completions and qualifications — Qualification Equivalents

Nationally in 2014, VET students undertook training equivalent to approximately 631 255 VET qualifications. There has been an increase in the number of Qualification Equivalents of 135 082 since 2010, an average annual growth rate of 6.2 per cent (table 5A.29). Trends in the number of Qualification Equivalents completed varied across jurisdictions (figure 5.17).

Nationally, growth in Qualification Equivalents between 2010 and 2014 has predominantly occurred at Certificate level III/IV (46.8 per cent increase, representing an average annual growth of 10.1 per cent), followed by diploma level and above (10.2 per cent increase, representing an average annual growth rate of 2.5 per cent) (table 5A.29). These increases were even greater for Aboriginal and Torres Strait Islander students (average annual growth rates of 17.5 per cent for Certificate level III/IV and 13.7 per cent for diploma level and above) (table 5A.29).

Figure 5.17 **Qualification Equivalents, all students, per 1000 people aged 15–64 years in the population^a**



^a See box 5.8 and table 5A.29 for detailed definitions, footnotes and caveats

Source: NCVER (unpublished) National VET provider collection; table 5A.29.

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’. In VET, the user cost of capital is not included in

estimates of recurrent expenditure, although it is reported separately in the indicators ‘user cost of capital per annual hour’ and ‘user cost of capital per load pass’ (box 5.9).

Box 5.9 Comparability of cost estimates

Government recurrent expenditure is calculated using data prepared by State and Territory governments 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.

Government recurrent expenditure for VET includes Australian Government and State and Territory governments recurrent funding, Australian Government specific purpose funding and State and Territory specific purpose funding. This includes activity funded under the NASWD.

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors.

Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by State and Territory governments:

- Commonwealth National Agreement revenue
- State/Territory recurrent revenue
- Commonwealth Administered Programs revenue
- revenue for VET expenses and liabilities of State and Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department.

Government recurrent expenditure:

- includes payments received by State and Territory governments for VET in schools programs, which cannot be separated from other expenditure categories
- excludes capital expenditure and the user cost of capital. These are reported separately.

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) (see section 5.5 for details).

Expenditure data for years prior to 2014 are adjusted to real dollars (2014 dollars) using the gross domestic product (GDP) chain price index (table 5A.96).

Annual hours are adjusted for invalid enrolment rates based on formal advice of NCVER auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module/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.

Inputs per output — 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 unit cost of producing a training output of the VET system (box 5.10).

Box 5.10 Government recurrent expenditure per annual hour

‘Government recurrent expenditure per annual hour’ is defined as government recurrent expenditure (as defined in box 5.9) 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).

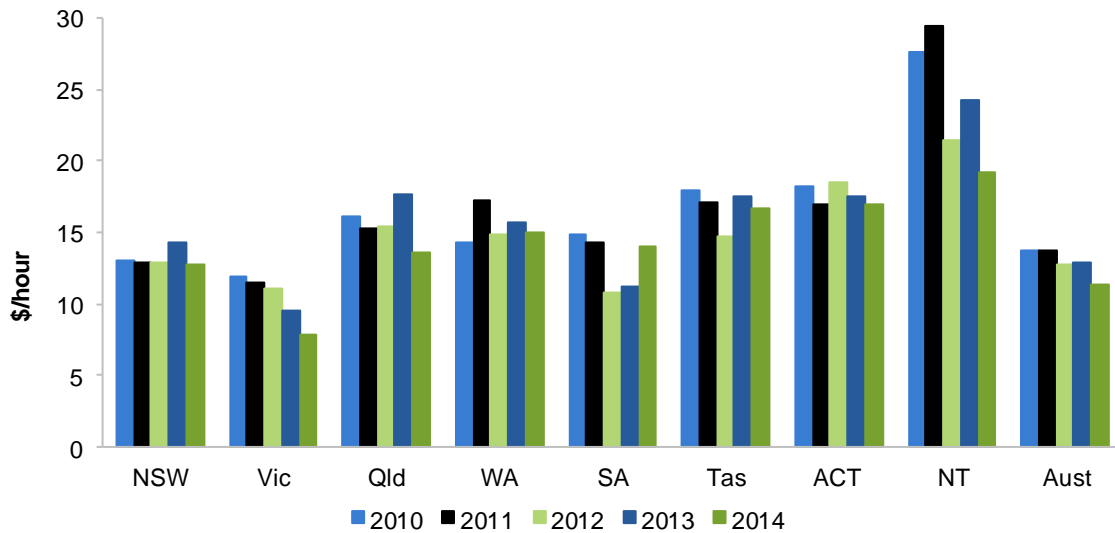
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Since 2005, government real recurrent VET expenditure has increased 4.1 per cent, while the number of government funded annual hours has increased 51.8 per cent (table 5A.34). As a result, government real recurrent expenditure per annual hour has declined 31.5 per cent over the past 10 years — from \$16.64 in 2005 to \$11.40 in 2014 — at an average annual rate of decline of 4.1 per cent (table 5A.34 and figure 5.18).

Figure 5.18 **Government real recurrent expenditure per annual hour (2014 dollars)^a**



^a See box 5.10 and table 5A.34 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) National financial and VET provider collections; tables 5A.34.

Inputs per output — 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 (box 5.11).

Box 5.11 Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is defined as government recurrent expenditure (as defined in box 5.9) divided by hours of government funded load pass. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and recognition of prior learning, 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.

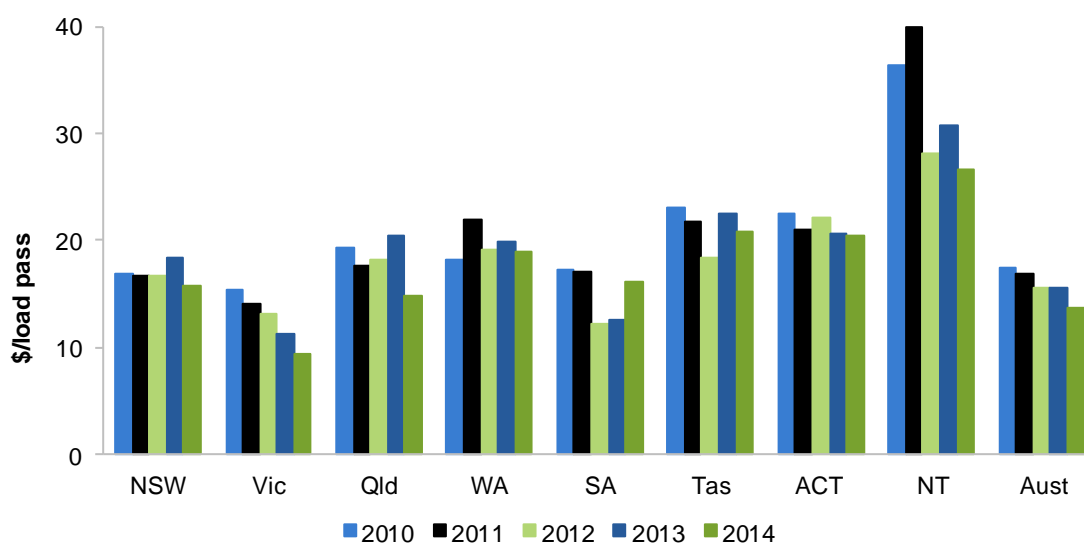
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Government real recurrent expenditure per load pass hour in 2014 was \$13.66 nationally, a decrease from \$15.54 in 2013 and from \$22.39 in 2005 (figure 5.19 and table 5A.35).

Figure 5.19 Government real recurrent expenditure per hour of load pass (2014 dollars)^a



^a See box 5.11 and table 5A.35 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) National financial and VET provider collections; table 5A.35.

Inputs per output — 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 (box 5.12).

Box 5.12 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 basis for the 8 per cent capital charge is discussed in chapter 1.

The user cost of capital may be affected by the movement of TAFE institutes (or their assets) between government and non-government sector.

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

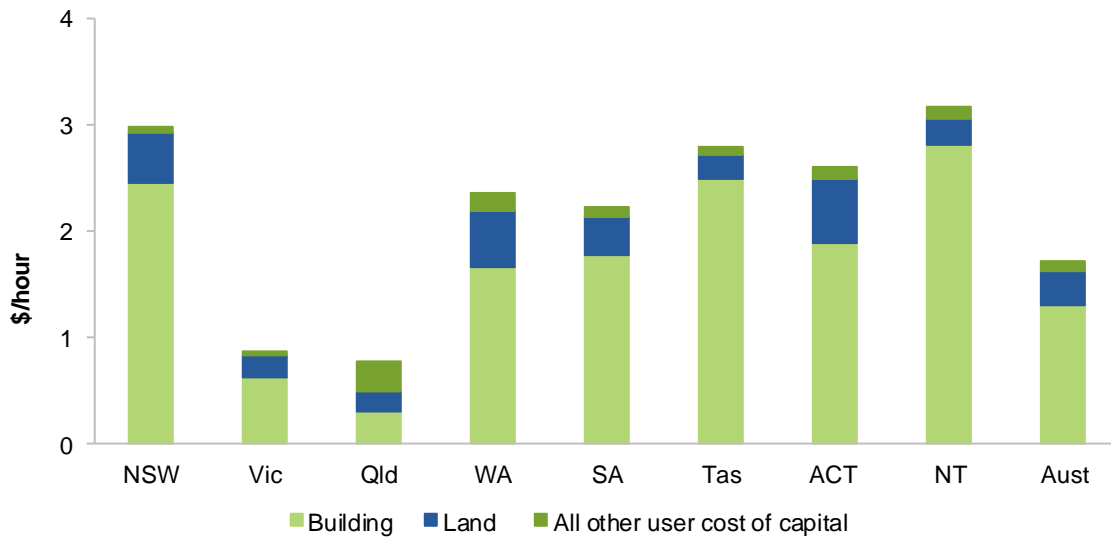
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally, the user cost of capital per annual hour in 2014 was \$1.72. The largest components of user cost of capital per annual hour were building costs (\$1.30) followed by land costs (\$0.32). These costs varied across States and Territories (figure 5.20).

Tables 5A.36 and 5A.37 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).

Figure 5.20 User cost of capital per annual hour, 2014^a



^a See box 5.12 and table 5A.36 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.36.

Inputs per output — 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 (box 5.13).

Box 5.13 **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 recognition of prior learning, 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.

The user cost of capital may be affected by the movement of TAFE institutes (or their assets) between government and non-government sector.

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 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 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

In 2014, the user cost of capital per load pass hour was \$2.07 nationally. The largest components were building (\$1.56) and land (\$0.38) costs (table 5A.36).

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, employers, and the wider economy (box 5.5).

Student outcomes

The main source of data for student outcomes is the annual Student Outcomes Survey conducted by the NCVER, which collects data on students who undertook activity within the VET system in Australia in the previous year (box 5.14).

Box 5.14 **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. 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).

The survey collects 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). Student outcomes data reported in the chapter only relate to the activities of government funded VET (box 5.3).

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 deliver the skills and capabilities needed for improved economic participation for working age Australians (box 5.15).

Box 5.15 **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 LOTE 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 2014 data are available for all jurisdictions providing the service.

Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures).

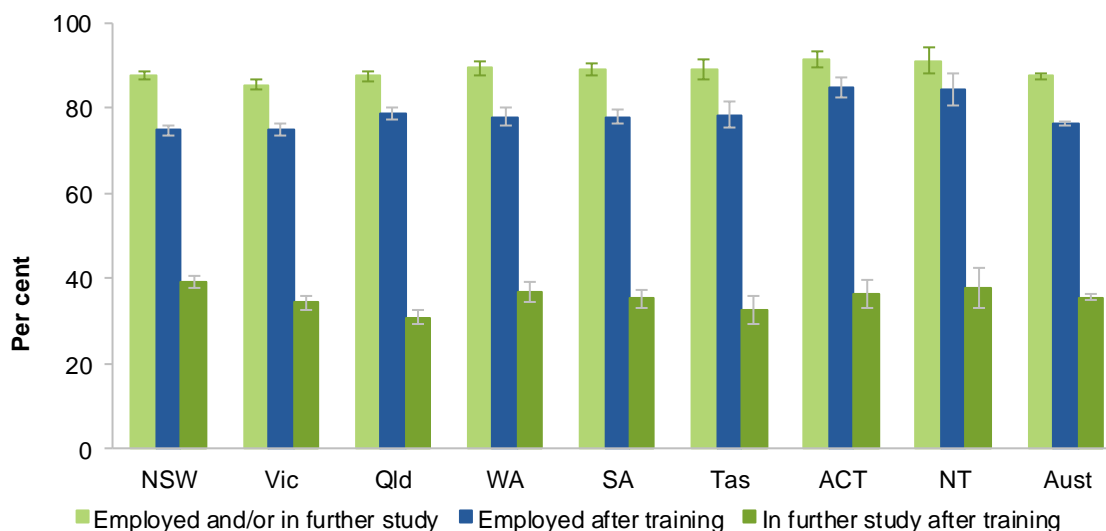
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Graduates who were employed and/or continued on to further study after completing their course

Nationally, 87.4 per cent of government funded VET graduates surveyed were either in employment and/or pursuing further study after completing a VET course in 2013. The proportion of government funded VET graduates in employment or pursuing further study has remained steady over the past five years. Of all government funded VET graduates that

completed a course in 2013, 76.4 per cent said they were in employment while 35.5 per cent had continued on to further study in 2014 (figure 5.21).

Figure 5.21 Proportion of VET graduates in employment and/or who continued on to further study in 2014 after completing a course^a



^a See box 5.15 and table 5A.40 for detailed definitions, footnotes and caveats.

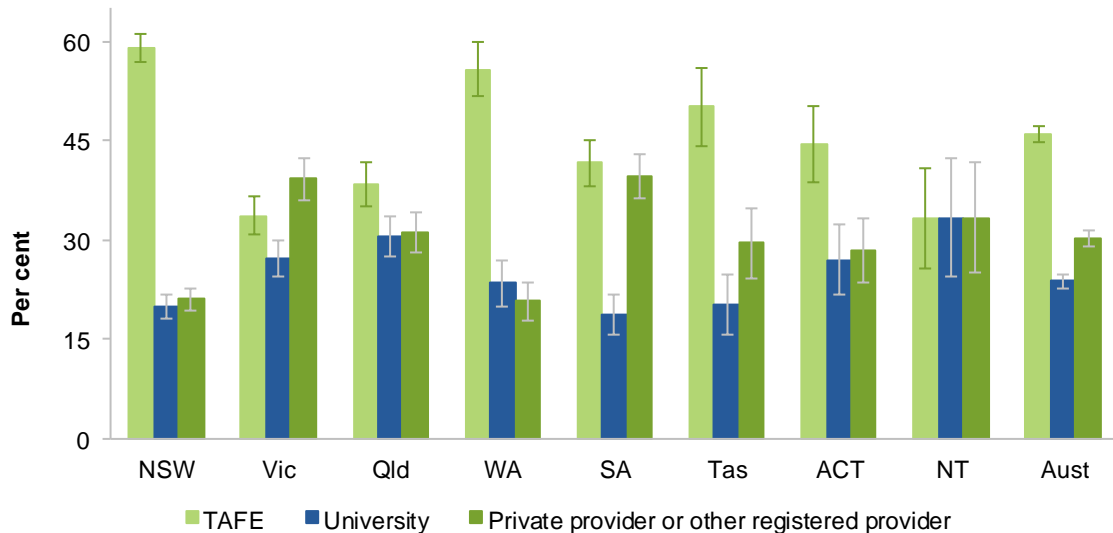
Source: NCVET (unpublished) *Student Outcomes Survey*, table 5A.40.

Of those government funded VET graduates who continued on to further study in 2014:

- 46.0 per cent pursued their further study within the TAFE system
- 23.8 per cent went on to further study at universities
- 30.2 per cent went on to further study at private providers or other registered providers.

The results varied across jurisdictions (figure 5.22).

Figure 5.22 **VET graduates who continued on to further study after completing a course, by type of continuing institution 2014^a**



^a See box 5.15 and table 5A.40 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.40.

Aboriginal and Torres Strait Islander VET graduates

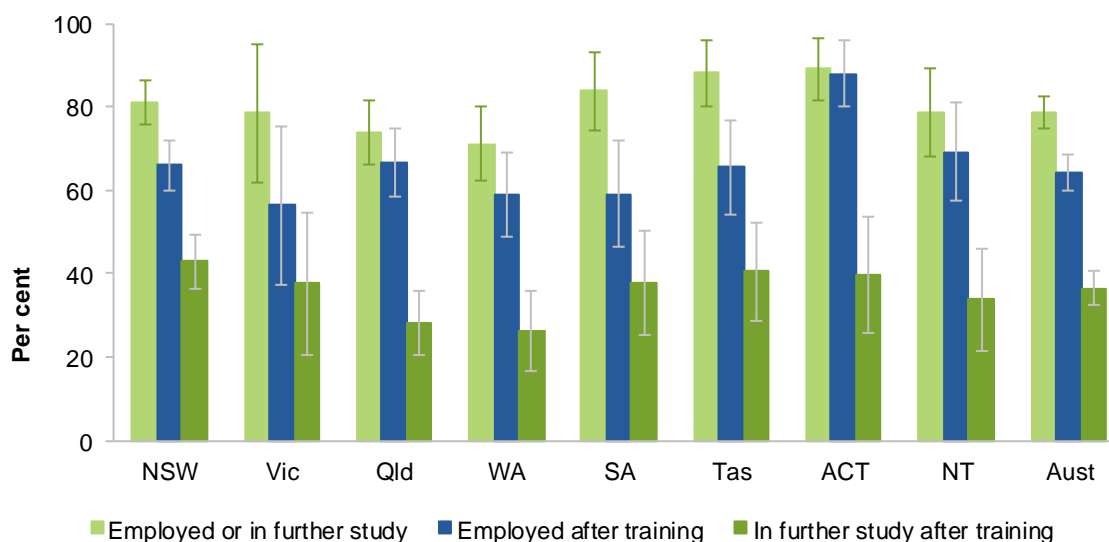
Nationally in 2014, 78.8 per cent of government funded Aboriginal and Torres Strait Islander VET graduates were employed and/or in further study after completing a course, comparable to 2010. Nationally in 2014:

- a lower proportion of Aboriginal and Torres Strait Islander government funded VET students were employed after completing a course (64.3 per cent), compared to non-Indigenous government funded VET graduates (76.6 per cent)
- a similar proportion of Aboriginal and Torres Strait Islander and non-Indigenous government funded VET graduates continued on to further study (36.5 per cent and 35.4 per cent respectively) (figure 5.23 and tables 5A.41-42).

Of those government funded Aboriginal and Torres Strait Islander VET graduates who went on to further study in 2014:

- 58.7 per cent continued on to further study within the TAFE system (compared with 45.4 per cent for non-Indigenous government funded VET graduates)
- 18.1 per cent went on to university (compared with 24.1 per cent for non-Indigenous government funded VET graduates)
- 23.2 per cent went on to further study at private providers or other registered providers (compared with 30.5 per cent for non-Indigenous government funded VET graduates) (tables 5A.41-42).

Figure 5.23 Proportion of Aboriginal and Torres Strait Islander VET graduates in employment and/or who continued on to further study in 2014 after completing a course^a



^a See box 5.15 and table 5A.41 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*, table 5A.41.

Other target groups

Nationally the following proportions of government funded VET graduates indicated that they were employed in 2014 after completing a course in 2013:

- people with disability — 51.4 per cent (table 5A.47)
- people who spoke a LOTE at home — 65.6 per cent (table 5A.48)
- graduates from remote and very remote areas — 83.8 per cent (table 5A.46).

Further information for graduates from other geographical locations is reported in tables 5A.43–46.

Nationally the following proportions of government funded VET graduates indicated that they continued on to further study in 2014 after completing a course in 2013:

- people with disability — 40.1 per cent (table 5A.47)
- people who spoke a LOTE at home — 34.8 per cent (table 5A.48)
- graduates from remote and very remote areas — 37.1 per cent (table 5A.46).

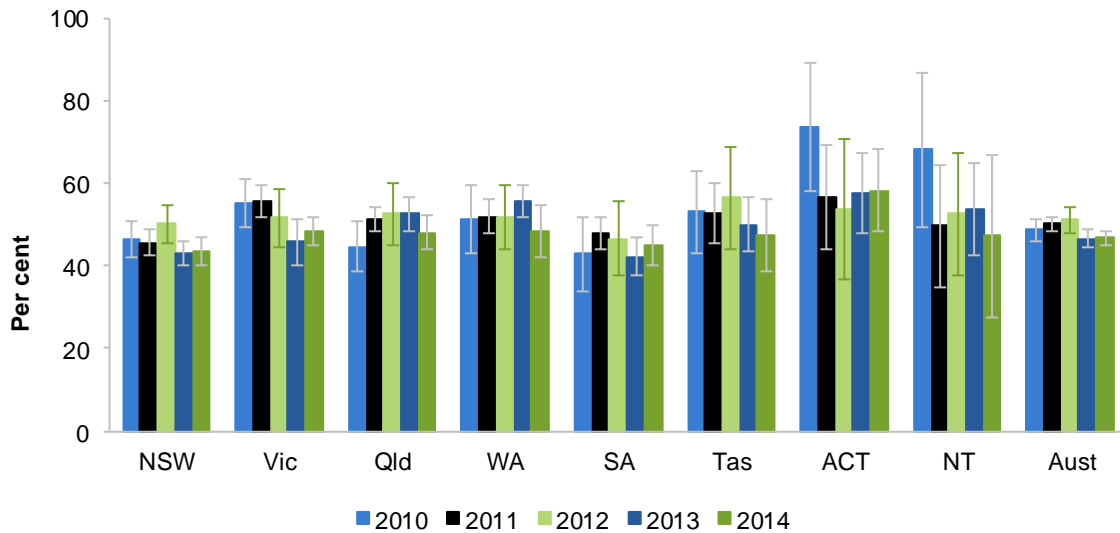
Graduates employed after completing their course who were unemployed before the course

Nationally, of the government funded VET graduates surveyed in 2014 who were unemployed before their course, 46.7 per cent indicated they were employed after the course, 45.9 per cent were unemployed and 7.2 per cent were not in the labour force (table 5A.49). The proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course was comparable between 2010 and 2014 (figure 5.24).

In comparison, Aboriginal and Torres Strait Islander government funded VET graduates who were unemployed before the course and who became employed after the course increased by 6.9 percentage points over the same period, to 40.0 per cent in 2014 (table 5A.50).

Additional information is provided in table 5A.52 on the labour force status of graduates who were employed prior to the course.

Figure 5.24 Proportion of VET graduates who were unemployed prior to commencing a course and were employed after completing a course^a



^a See box 5.15 and table 5A.49 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.49.

Graduates who improved their employment circumstances after completing their course

Nationally, 59.3 per cent of all government funded VET graduates in 2014 indicated they had improved their employment circumstances after completing their course, a decrease of 3.7 percentage points from 2010 and 7.4 percentage points from 2005 (figure 5.25).

A VET student may report a positive response to more than one measure contributing to improved employment status after training. In 2014, VET graduates indicated that after completing their training:

- 13.4 per cent changed from ‘not employed’ before training to ‘employed’
- 7.6 per cent were employed at a higher skill level
- 50.7 per cent received a job related benefit (table 5A.60).

Figure 5.25 Proportion of government funded VET graduates who improved their employment circumstances after training^a



^a See box 5.15 and table 5A.56 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.56.

Nationally a greater proportion of graduates improved their employment circumstances after completing a certificate III/IV course or a diploma or above course, compared to graduates completing a certificate I/II course. Nationally in 2014, for government funded VET graduates that completed the course at a level of:

- diploma or above — 62.0 per cent indicated their employment circumstances improved
- certificate level III/IV — 62.3 per cent indicated their employment circumstances improved

- certificate level I/II — 45.8 per cent indicated their employment circumstances improved (table 5A.63).

Data on VET graduates aged 20–64 years who improved their employment circumstances after completing their training, by certificate level are included in table 5A.64.

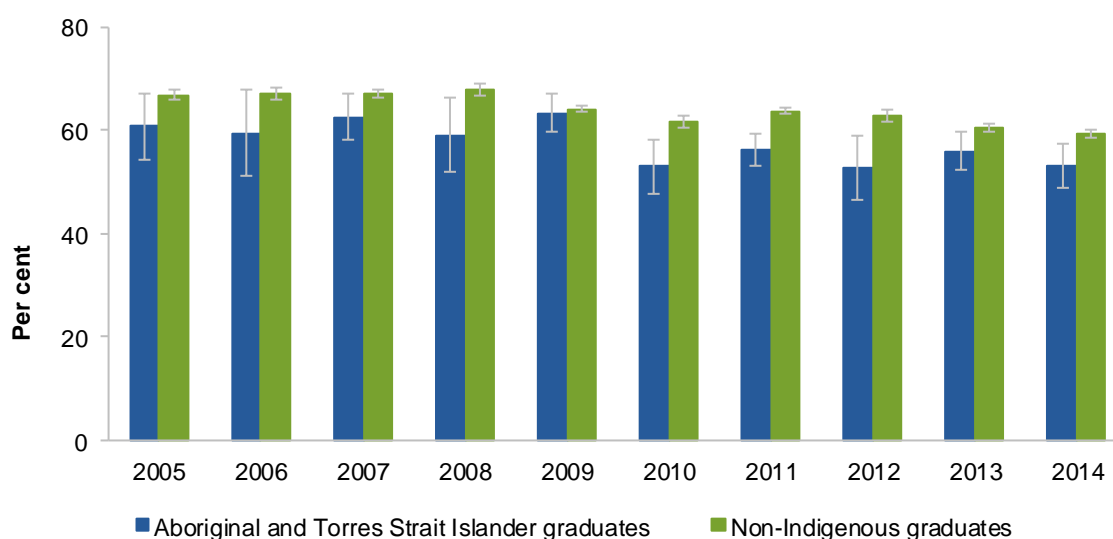
Aboriginal and Torres Strait Islander VET graduates

Nationally, 53.3 per cent of all government funded Aboriginal and Torres Strait Islander VET graduates in 2014 indicated they had improved their employment circumstances after completing their course, comparable to 2010, but a decrease of 7.6 percentage points from 2005. This compares with 59.5 per cent of government funded non-Indigenous VET graduates that indicated they had improved their employment circumstances in 2014 after completing their course (figure 5.26).

Government funded Aboriginal and Torres Strait Islander VET graduates in 2014 indicated that after completing their training:

- 14.8 per cent changed from ‘not employed’ before training to ‘employed’
- 8.0 per cent were employed at a higher skill level
- 53.0 per cent received a job-related benefit (table 5A.60).

Figure 5.26 Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status^a



^a See box 5.15 and tables 5A.58-59 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.58-59.

Data on VET graduates aged 20–64 years who improved their employment circumstances after completing their training are included in table 5A.62.

Other target group VET graduates

Nationally, lower proportions of graduates with disability and graduates who speak a LOTE at home reported improving their employment circumstances after completing their training, compared to all graduates, in each of the last ten years (table 5A.57).

In comparison, over the last five years, a higher proportion of VET graduates from remote and very remote locations reported that they improved their employment circumstances after completing their training, compared to VET graduates from major cities, inner regional and outer regional locations (table 5A.61).

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

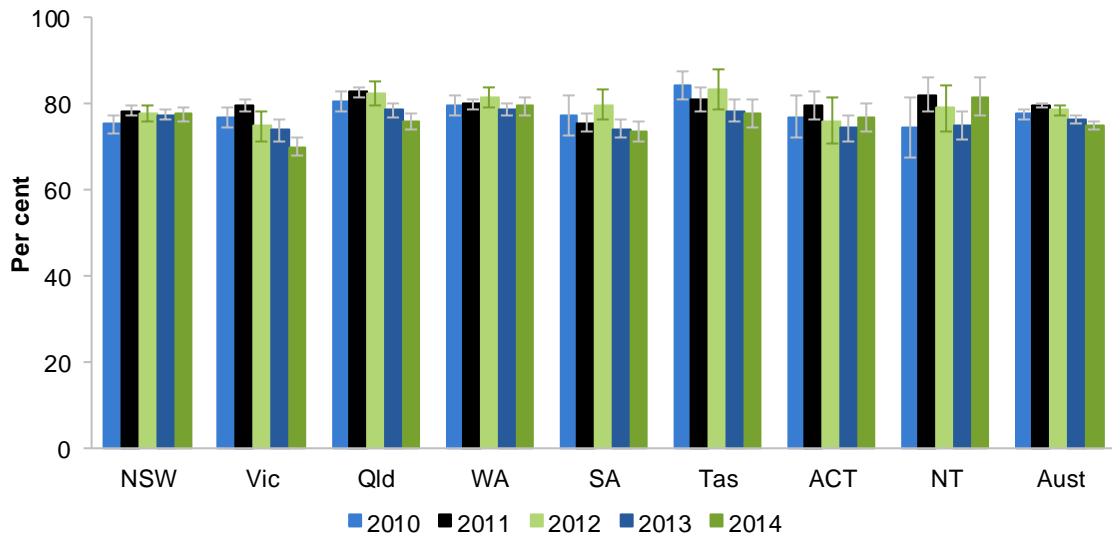
Nationally in 2014, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 74.8 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.27). This compares with 79.7 per cent for government funded Aboriginal and Torres Strait Islander graduates (table 5A.55).

Individual graduates could receive more than one benefit. The benefits reported by graduates included:

- obtaining a job (30.6 per cent)
- achieving an increase in earnings (23.8 per cent)
- achieving a promotion or an increased status at work (30.2 per cent)
- changing jobs or obtaining a new job (17.6 per cent)
- gaining the ability to start their own business (8.3 per cent) (table 5A.54).

Nationally in 2014, for those VET graduates who were employed after completing their course and undertook their course for employment-related reasons, 80.2 per cent reported that the course was ‘highly relevant’ or had ‘some relevance’ to the main job (table 5A.53).

Figure 5.27 **Proportion of VET graduates who undertook their course for employment-related reasons and who received at least one job-related benefit from completing the course^a**



^a See box 5.15 and table 5A.54 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.54.

Student achievement in VET

‘Student achievement in VET’ is an indicator of governments’ objective that students’ skill levels are increased to meet the changing needs of the economy (box 5.16).

Box 5.16 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. See section 5.5 for more detail
- '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 completions
- '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 enrolments in that year. Qualifications at AQF Certificate I 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 5.17.

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 LOTE 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. 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 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Load pass rate

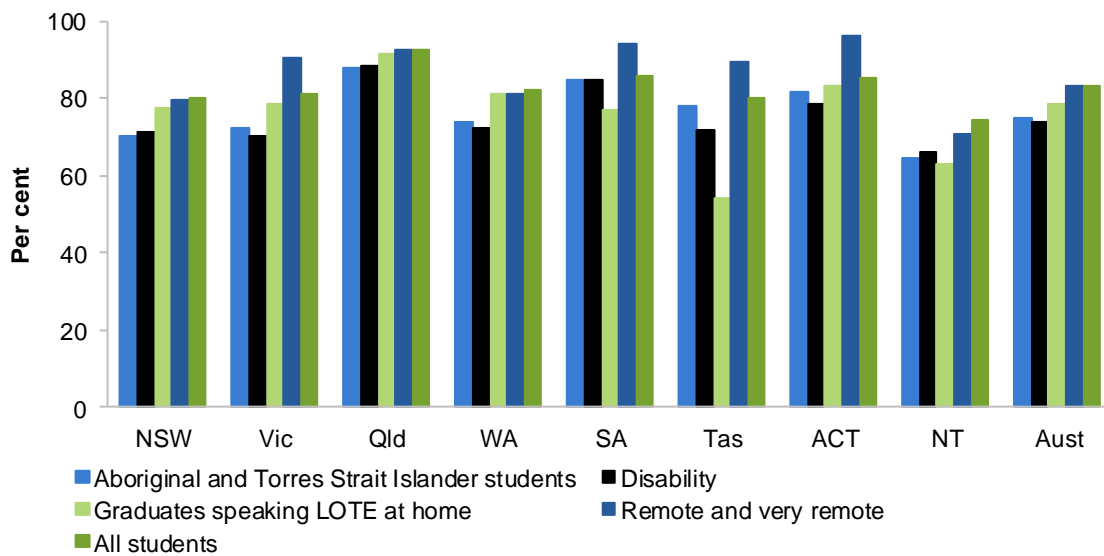
Nationally, between 2010 and 2014, the load pass rate increased for all students by 5.6 percentage points to 82.9 per cent (table 5A.65 and figure 5.28). All jurisdictions reported an increase in the load pass rate over this period.

Compared to all government funded students in 2014, the load pass rate was lower for:

- graduates with disability — which increased by 2.3 percentage points since 2010 to 73.7 per cent in 2014 (table 5A.67)
- graduates speaking LOTE at home — which increased by 4.5 percentage points since 2010 to 78.7 per cent in 2014 (table 5A.68)
- Aboriginal and Torres Strait Islander graduates — which increased by 8.6 percentage points since 2005, to 74.8 per cent. This compares with an increase of 4.4 percentage points over the same period for non-Indigenous students (to 83.1 per cent in 2014) (table 5A.65) (figure 5.28).

By contrast, the load pass rate for students from remote and very remote areas was 83.4 per cent, which was higher compared to the load pass rate for all graduates in 2014 (figure 5.28). Nationally, the load pass rate for students from remote and very remote areas has remained higher than all graduates over the past five years (other than 2011) (table 5A.66).

Figure 5.28 Load pass rates, by target group, 2014^a



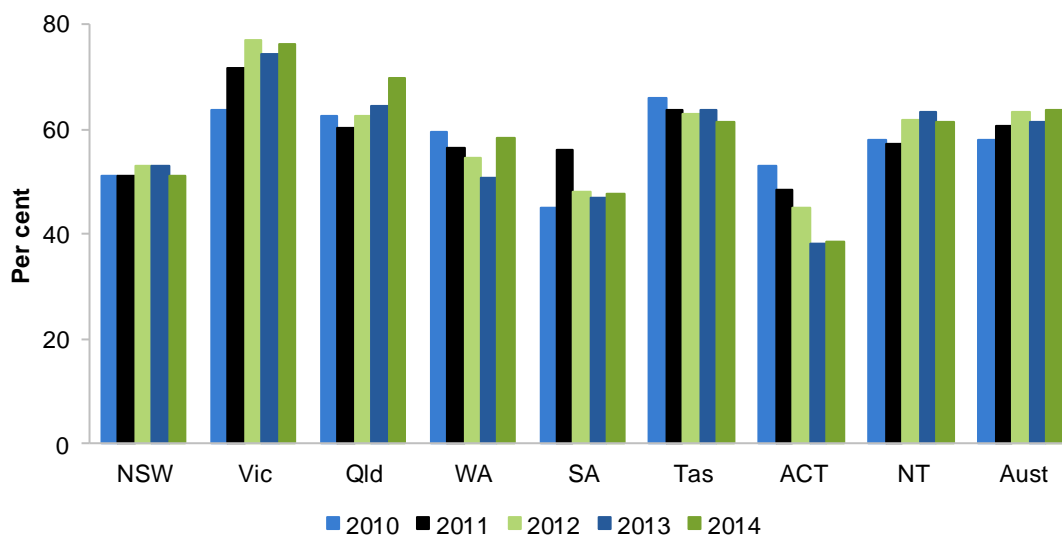
^a See box 5.16 and tables 5A.65–68 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National VET provider collection; tables 5A.65–68.

Graduates with improved education/training status after training

Of all VET graduates that completed an AQF qualification nationally in 2014, 63.6 per cent did so with a higher qualification than their previous highest AQF qualification. This increased from 57.8 per cent in 2010 (figure 5.29).

Figure 5.29 Qualifications completed by students with improved education/training status after training, as a percentage of course completions^a



^a See box 5.16 and table 5A.69 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National VET provider collection; table 5A.69.

Across most jurisdictions, a greater proportion of Aboriginal and Torres Strait Islander VET graduates, compared to non-Indigenous graduates, improved their education/training status after training. Of the qualification completions by Aboriginal and Torres Strait Islander students nationally in 2014, 67.3 per cent were at a higher qualification level than previously achieved, compared to 64.3 per cent for non-Indigenous graduates (table 5A.69).

Nationally in 2014, qualification completions with improved education/training status, as a proportion of all qualification completions was:

- 63.8 per cent for graduates from remote and very remote areas locations (table 5A.71)
- 68.3 per cent for graduates completing an AQF Certificate III or above (table 5A.73).

Tables 5A.70, 5A.72 and 5A.74 provide additional information on completions for students aged 20–64 years.

Data on the ‘qualification completed at a higher qualification level than previously achieved, as a percentage of all completions’, should be considered in conjunction with the measure ‘qualification completed at a higher qualification level, as a proportion off all enrolments’ (tables 5A.69–74). This second measure provides an indication of the number of students that commenced study but did not complete, and therefore did not meet the measure of completing at a higher qualification level.

Estimated qualification completion rate and subject load 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 or above commenced in a particular year of interest that will eventually be completed. The methodology is described in box 5.17.

Box 5.17 Estimated qualification completion rate

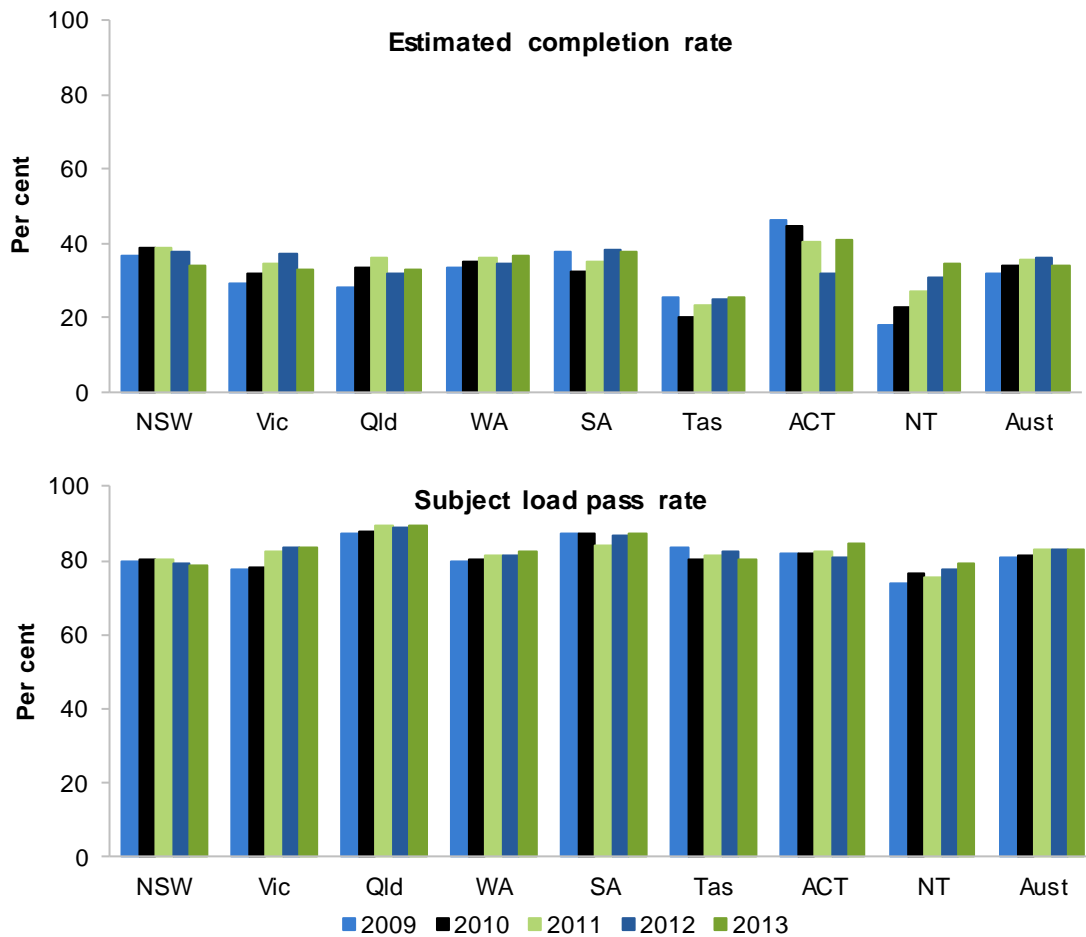
The methodology used to derive the estimated qualification completion rate involves creating a longitudinal dataset of VET qualification enrolments over a three-year period (from one year before the commencing year under consideration to one year after). Students and the qualifications they enrolled 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 2013:

- the estimated qualification completion rate was 34.0 per cent nationally, a decrease of 2.0 percentage points from students who commenced in 2012, but an increase from the qualification completion rate for students who commenced their qualification in 2009 (32.1 per cent)
- the subject load pass rate was 83.1 per cent nationally compared to 80.9 per cent for students who commenced their qualification in 2009 (figure 5.30).

Figure 5.30 **Estimated completion rates and subject load pass rates for qualifications at certificate I level or above, commencing 2009–13^a**



^a See boxes 5.16 and 5.17 and table 5A.75 for detailed definitions, footnotes and caveats.

Source: NCVER (2015c), *Australian vocational education and training statistics: the likelihood of completing a VET qualification*, Adelaide; table 5A.75.

Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.18).

Box 5.18 Student satisfaction with VET

'Student satisfaction with VET' has two measures:

- 'proportion of students who achieve their main reason for doing a VET course' is defined as the proportion of graduates who indicate 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' is defined as the proportion of graduates who indicated 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 LOTE 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 2014 data are available for all jurisdictions providing the service.

Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures).

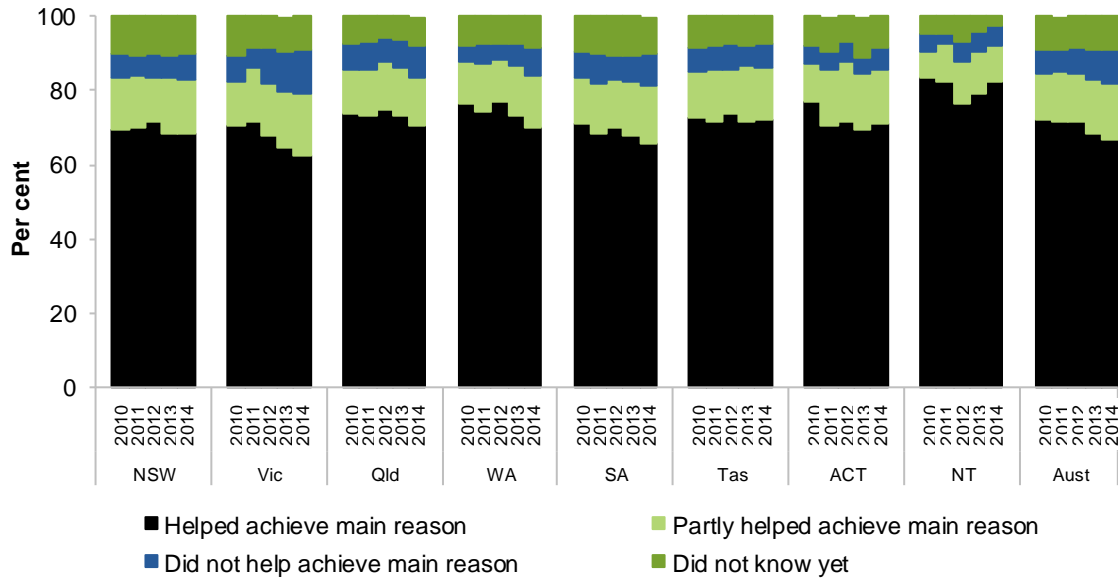
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Students who achieve their main reason for doing a course

Nationally in 2014, 81.9 per cent of government funded VET graduates indicated that their course helped (67.0 per cent) or partly helped (14.9 per cent) them achieve their main reason for doing the course — a decrease of 2.5 percentage points since 2010. Of government funded graduates in 2014, 9.0 per cent indicated their course did not help them achieve the main reason they did the course, an increase from 6.5 per cent in 2010 (figure 5.31).

Nationally in 2014, 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 (76.3 per cent), while graduates reporting disability were the least likely to do so (54.0 per cent). Amongst Aboriginal and Torres Strait Islander graduates, 74.3 per cent indicated that the course helped them achieve their main reason for doing the course (figure 5.32).

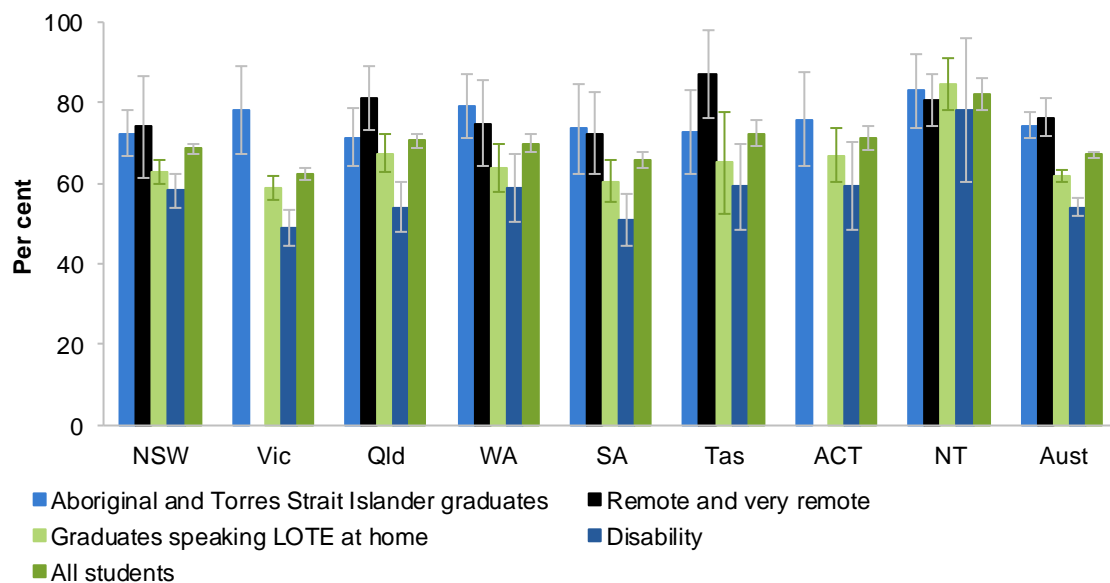
Figure 5.31 Proportion of VET graduates who achieved their main reason for doing the course, 2010–14^{a, b}



^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.76. ^b See box 5.18 and table 5A.76 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; table 5A.76.

Figure 5.32 Proportion of VET graduates who achieved their main reason for doing the course, by target group, 2014^{a, b}



^a There are no remote and very remote data reported for Victoria and the ACT. ^b See box 5.18 and tables 5A.76-77 and 5A.82–84 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; tables 5A.76-77 and 5A.82–84.

Tables 5A.78–81 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.

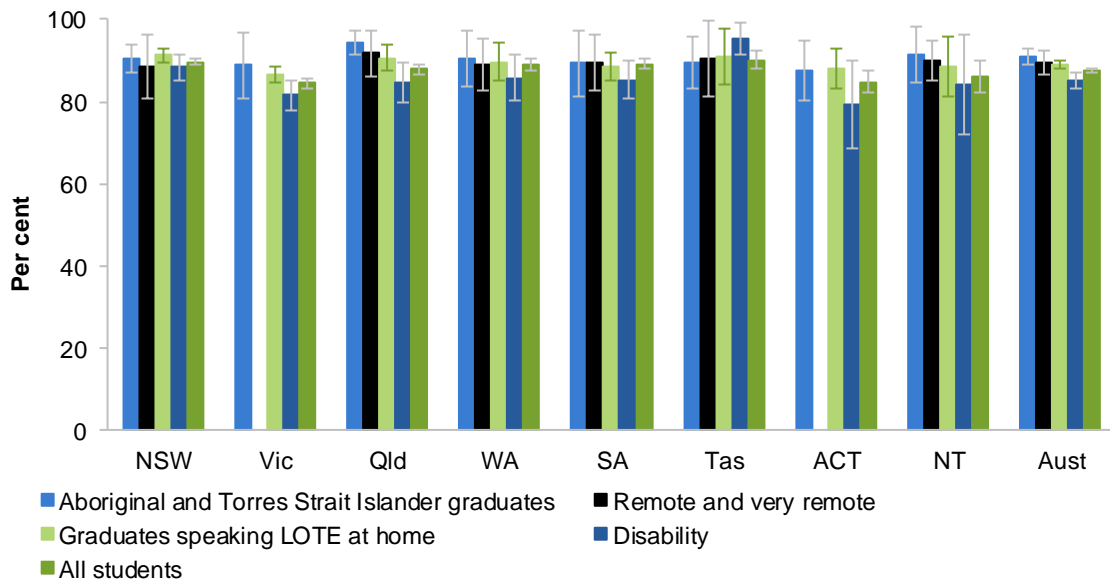
Students who were satisfied with the quality of their completed training

In 2014, 87.6 per cent of all government funded VET graduates nationally indicated that they were satisfied with the quality of their completed training (figure 5.33), representing an increase of 0.9 percentage points from 2005 (table 5A.85).

The satisfaction levels across target groups in 2014 were as follows:

- graduates from remote and very remote areas (89.7 per cent)
- Aboriginal and Torres Strait Islander graduates (90.9 per cent) — an increase of 8.1 percentage points from 2005 (table 5A.87)
- graduates speaking a LOTE at home (88.9 per cent)
- graduates with disability (85.2 per cent) (figure 5.33).

Figure 5.33 Proportion of VET graduates who were satisfied with the quality of their completed course, by target group, 2014^{a, b}



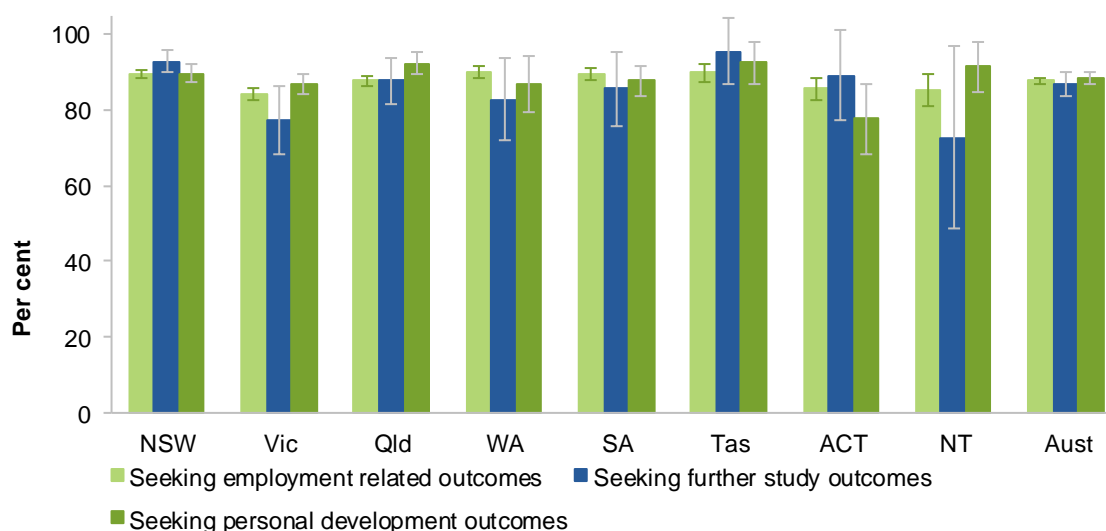
^a There are no remote and very remote data reported for Victoria and the ACT. ^b See box 5.18 and tables 5A.85–86 and 5A.91–93 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; tables 5A.85–86 and 5A.91–93.

Nationally in 2014, 87.6 per cent of graduates who had been seeking employment-related outcomes were satisfied with the quality of their completed course. This is a similar

outcome to graduates seeking further study outcomes (86.6 per cent satisfied) and graduates seeking personal development outcomes (88.2 per cent) (figure 5.34).

Figure 5.34 Proportion of VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2014^a



^a See box 5.18 and table 5A.85 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; table 5A.85.

Nationally in 2014, the majority Aboriginal and Torres Strait Islander graduates indicated that they were satisfied with the quality of their course, where they had been seeking:

- employment related outcomes (90.8 per cent of graduates)
- further study outcomes (84.9 per cent)
- personal development outcomes (84.9 per cent) (table 5A.86).

A further disaggregation by non-Indigenous graduates, by target groups and by geographical classifications, can be found in attachment tables 5A.85–93.

Economy wide outcomes

Having a workforce with the necessary skills and training is an important factor in economic outcomes for individuals and the community as a whole (COAG 2012).

Skill profile

‘Skill profile’ is an indicator of governments’ objective to provide a VET system that develops the skills and qualifications needed in the labour market, which will contribute to Australia’s economic future (box 5.19).

Box 5.19 Skill profile

‘Skill profile’ is broadly defined as measures showing whether the supply of skills matches industry/economy wide demands for a skilled workforce.

A broad concept of skill profile encompasses a range of issues such as skills shortages, skills mismatches, quality gaps, skill adaptability, skills utilisation, and over skilling.

This indicator has been identified for development and reporting in future.

Employer outcomes

The biennial Survey of Employers’ Use and Views of the VET System (NCVER 2015d) captures the extent to which employers make use of, and are satisfied with, aspects 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 5.20).

Box 5.20 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 engaged with VET is desirable.

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 2015 data are available for all jurisdictions providing the service.

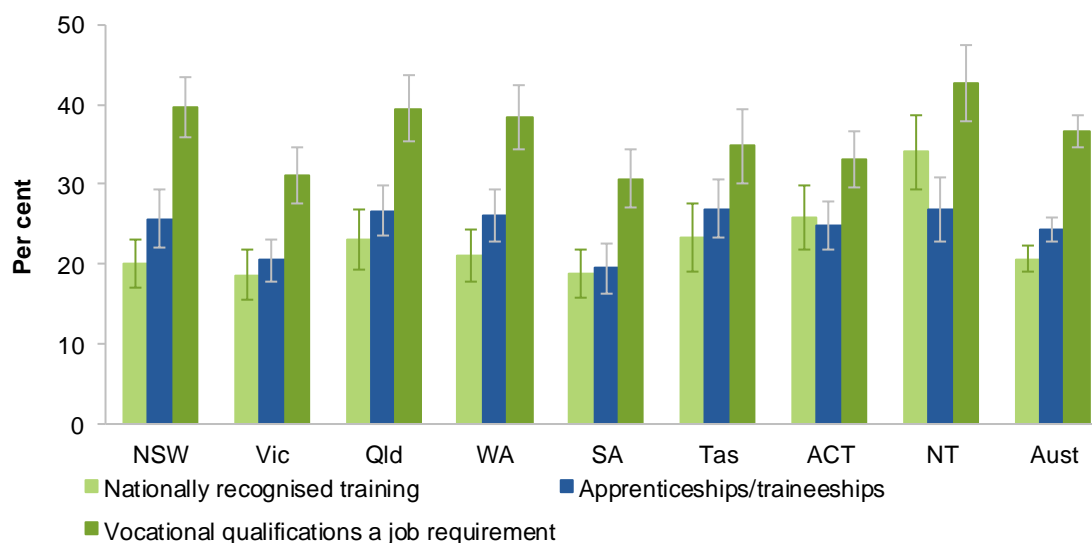
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2015:

- 24.3 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months, a decrease of 6.0 percentage points from 2007 (figure 5.35 and table 5A.94)
- 20.6 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months, similar to 2007 (figure 5.35 and table 5A.94).
- 36.6 per cent of employers reported that they employed people with a formal vocational qualification as a job requirement in the last twelve months, similar to 2007 (figure 5.35 and table 5A.94).

Table 5A.94 provides additional historical information on employer engagement with VET from 2007 to 2015.

Figure 5.35 Proportion of employers who are engaged with aspects of the VET system, 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.20 and table 5A.94 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) Survey of Employers' Use and Views of the VET System; table 5A.94.

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 5.21).

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 5.21 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 2015 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2015:

- 81.7 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.36)
- 84.0 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 5.36)
- 76.2 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 5.36).

Table 5A.95 provides additional historical information on employer satisfaction with VET from 2007 to 2015. Data for years prior to 2015 have been revised.

Figure 5.36 **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, 2015^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.21 and table 5A.95 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Survey of Employers' Use and Views of the VET System; table 5A.95.

5.4 Future directions in performance reporting

Aspects of some VET indicators are not yet fully developed or comparable, and developments for future reports include:

- identifying measures for the 'skill profile' indicator
- incorporating data on Total VET Activity
- 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 Definitions of key terms

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| Adult and community education providers | Organisations that deliver community-based adult education and training intended principally, 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. |
| Australian Qualifications Framework (AQF) | The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications, encompassing higher education, VET and schools. |
| 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. |

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| 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 | 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 recognition of prior learning. |
| 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 recognition of prior learning divided by the total competency achieved/passed, recognition of prior learning, 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. |
| Qualification Equivalents | <p>Qualification Equivalents is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.</p> <p>QE expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education 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> |

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| Real | Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices. |
| Recognition of prior learning | recognition of prior learning is an assessment process through which students may gain formal recognition for skills and knowledge acquired through previous training, work or life experience. recognition of prior learning may be used to grant status or credit in a subject or module. It can lead to a full qualification in the VET sector. |
| Recurrent funding | Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent. |
| Registered training organisation (RTO) | <p>RTOs are organisations registered by ASQA, the Victorian Registration Quality Authority (Victoria) or the Training Accreditation Council (WA) to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the AQF.</p> <p>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 | 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 that formed the base level of the Remoteness Structure. |
| TAFE | Technical and further education colleges and institutes, which are the primary providers of government funded VET. |
| Training packages | <p>A training package is a nationally endorsed, integrated package consisting of: units of competency, assessment requirements, AQF qualifications and credit arrangements, and one or more quality assured companion volumes. The optional companion volumes can include support materials such as learning strategies, assessment resources or professional development materials for trainers.</p> <p>Training packages specify the skills and knowledge required to perform effectively in the workplace. They are developed in consultation with industry to meet the training needs of an industry or group of industries</p> |
| Unit of competency | 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. |
| User cost of capital per annual hour | User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours and course mix weight. |
| 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 FEE-HELP | <p>The Australian Government administers the Higher Education Loan Programme (HELP) to assist students with the cost of their tuition. As an extension of the higher education FEE-HELP arrangements, VET FEE-HELP is an income contingent loan scheme for students undertaking certain VET courses of study (diploma, advanced diploma, graduate diploma and graduate certificate courses) with an approved VET provider. It was first introduced in 2009.</p> <p>A trial to extend VET FEE-HELP income contingent loans to certain subsidised certificate IV qualifications commenced on 13 January 2014 and will continue until 31 December 2016.</p> |

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| VET participation | <p>VET student participation data presented in this Report refer only to VET students who were funded by government expenditure and were engaged in training 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 program | A course or module offered by a training organisation in which students may enrol to develop 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'. |

5.6 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/rogs/2016).

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5.7 References

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5A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 5.5 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the Vocational Education and Training Working Group, but have not been formally audited by the Secretariat.

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

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/rogs/2016).

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TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure (2014 dollars) (\$ million) (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 (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|------|------------|------------|------------|---------------|-----------|----------------|----------------|-----------|-----------------|
| 2014 | 1 562.6 | 1 391.7 | 910.9 | 625.8 | 396.5 | 136.4 | 98.2 | 99.0 | 5 221.1 |
| 2013 | 1 718.3 | 1 718.8 | 1 000.6 | 694.7 | 455.7 | 134.8 | 102.6 | 100.0 | 5 925.6 |
| 2012 | 1 733.4 | 2 026.4 | 1 004.6 | 665.0 | 336.3 | 132.2 | 109.9 | 97.6 | 6 105.3 |
| 2011 | 1 710.6 | 1 656.6 | 1 068.4 | 767.3 | 368.2 | 150.0 | 110.3 | 128.0 | 5 959.3 |
| 2010 | 1 672.2 | 1 329.3 | 1 010.0 | 620.5 | 355.9 | 142.7 | 115.2 | 119.0 | 5 364.8 |
| 2009 | 1 606.0 | 1 232.3 | 1 012.4 | 593.3 | 367.2 | 124.8 | 106.2 | 115.4 | 5 157.6 |
| 2008 | 1 605.2 | 1 214.2 | 937.0 | 510.7 | 326.2 | 123.2 | 101.7 | 118.2 | 4 936.5 |
| 2007 | 1 639.9 | 1 195.8 | 901.4 | 538.1 | 370.1 | 123.5 | 103.6 | 111.1 | 4 983.5 |
| 2006 | 1 681.4 | 1 186.5 | 815.4 | 558.3 | 358.1 | 118.0 | 106.4 | 113.8 | 4 937.9 |
| 2005 | 1 692.2 | 1 178.8 | 861.7 | 583.8 | 357.6 | 116.1 | 108.6 | 117.6 | 5 016.4 |

- (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 Australian Vocational Education and Training Management Information Statistical Standard (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.
- (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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (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) Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014.
- (f) Totals may not add as a result of rounding.

Source: NCVER unpublished, National financial collection.

TABLE 5A.2

Table 5A.2 **Government real recurrent expenditure (2014 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 (e)</i> | <i>ACT (e)</i> | <i>NT</i> | <i>Aust (f)</i> |
|------|------------|------------|------------|---------------|-----------|----------------|----------------|-----------|-----------------|
| 2014 | 315.89 | 356.19 | 291.22 | 356.64 | 360.24 | 415.05 | 365.90 | 565.57 | 334.44 |
| 2013 | 351.71 | 446.73 | 322.79 | 403.79 | 415.81 | 409.15 | 381.03 | 585.30 | 384.24 |
| 2012 | 358.32 | 534.48 | 329.31 | 399.38 | 307.97 | 398.55 | 413.97 | 580.85 | 401.55 |
| 2011 | 356.20 | 442.29 | 355.53 | 475.27 | 338.58 | 450.09 | 420.80 | 771.66 | 396.80 |
| 2010 | 350.75 | 359.06 | 340.62 | 394.87 | 328.88 | 429.36 | 445.60 | 722.21 | 361.36 |
| 2009 | 340.26 | 338.05 | 346.56 | 385.93 | 342.77 | 378.41 | 418.02 | 712.96 | 352.22 |
| 2008 | 345.23 | 340.89 | 328.80 | 343.09 | 308.27 | 377.20 | 407.48 | 753.56 | 344.17 |
| 2007 | 358.61 | 342.96 | 324.76 | 373.57 | 353.85 | 381.65 | 422.20 | 731.45 | 354.84 |
| 2006 | 372.66 | 346.77 | 301.43 | 398.55 | 346.46 | 367.00 | 442.84 | 767.94 | 358.22 |
| 2005 | 378.21 | 350.17 | 326.24 | 425.17 | 349.65 | 363.71 | 457.94 | 806.53 | 369.35 |

- (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.
- (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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (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) Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014.
- (f) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); ABS (Australian Bureau of Statistics) (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 5A.1; Table 2A.1.

TABLE 5A.3

Table 5A.3 **Government funded VET activity, 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of registered training organisations | no. | 522 | 712 | 608 | 308 | 301 | 146 | 100 | 107 | 2 071 |
| Number of registered training organisation delivery locations | no. | 3 604 | 10 178 | 11 523 | 2 425 | 1 975 | 658 | 181 | 651 | 31 031 |
| 2013 | | | | | | | | | | |
| Number of registered training organisations | no. | 559 | 725 | 546 | 331 | 342 | 129 | 81 | 93 | 2 091 |
| Number of registered training organisation delivery locations | no. | 3 729 | 7 382 | 8 481 | 2 325 | 1 914 | 537 | 175 | 619 | 24 857 |
| 2012 | | | | | | | | | | |
| Number of registered training organisations | no. | 628 | 592 | 605 | 365 | 384 | 123 | 81 | 104 | 2 103 |
| Number of registered training organisation delivery locations | no. | 3 878 | 5 590 | 8 003 | 2 251 | 1 559 | 502 | 145 | 700 | 22 356 |
| 2011 | | | | | | | | | | |
| Number of registered training organisations | no. | 632 | 751 | 563 | 368 | 372 | 125 | 105 | 107 | 2 248 |
| Number of registered training organisation delivery locations | no. | 3 711 | 4 321 | 7 381 | 2 293 | 995 | 495 | 204 | 654 | 19 867 |
| 2010 | | | | | | | | | | |
| Number of registered training organisations | no. | 576 | 679 | 468 | 348 | 328 | 126 | 111 | 97 | 2 101 |
| Number of registered training organisation delivery locations | no. | 3 421 | 2 859 | 5 889 | 2 265 | 990 | 442 | 168 | 577 | 16 398 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) The number of training providers is a distinct count, for each jurisdiction, of the number of training providers that submitted data through State and Territory training authorities. Some training providers deliver VET in more than one State or Territory and are separately counted for each State and Territory, however they are only counted once in the Australia total.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Students (c) | no. | 407 912 | 460 453 | 209 375 | 131 961 | 107 902 | 34 130 | 19 646 | 21 808 | 1 393 187 |
| Students who gain some recognition of prior learning | no. | 35 790 | 7 066 | 18 499 | 7 073 | 7 356 | 2 044 | 2 074 | 1 747 | 81 649 |
| Annual hours | million | 122.8 | 179.5 | 67.0 | 40.9 | 28.0 | 8.1 | 5.8 | 4.9 | 457.0 |
| Average hours per student | no. | 301.2 | 389.8 | 319.8 | 309.9 | 259.7 | 238.5 | 293.0 | 224.4 | 328.0 |
| TAFE providers | no. | 11 | 14 | 14 | 11 | 3 | 1 | 1 | 2 | 57 |
| TAFE provider locations | no. | 133 | 820 | 575 | 127 | 41 | 36 | 9 | 255 | 1 996 |
| 2013 | | | | | | | | | | |
| Students (c) | no. | 422 884 | 497 956 | 198 237 | 141 306 | 150 255 | 29 804 | 21 930 | 20 236 | 1 482 608 |
| Students who gain some recognition of prior learning | no. | 30 219 | 23 787 | 18 708 | 8 583 | 14 220 | 1 793 | 1 765 | 1 261 | 100 336 |
| Annual hours | million | 120.8 | 180.8 | 56.1 | 43.7 | 41.1 | 7.7 | 6.0 | 4.0 | 460.1 |
| Average hours per student | no. | 285.7 | 363.1 | 282.8 | 309.4 | 273.6 | 257.4 | 271.6 | 197.0 | 310.4 |
| TAFE providers | no. | 11 | 18 | 13 | 11 | 3 | 1 | 1 | 2 | 60 |
| TAFE provider locations | no. | 134 | 381 | 258 | 127 | 42 | 40 | 9 | 264 | 1 255 |
| 2012 | | | | | | | | | | |
| Students (c) | no. | 465 956 | 494 308 | 236 859 | 145 202 | 123 262 | 31 679 | 23 806 | 21 730 | 1 542 802 |
| Students who gain some recognition of prior learning | no. | 29 963 | 42 902 | 22 258 | 9 530 | 13 012 | 2 211 | 2 820 | 993 | 123 689 |
| Annual hours | million | 135.4 | 184.4 | 64.3 | 43.9 | 31.4 | 8.9 | 6.0 | 4.4 | 478.7 |
| Average hours per student | no. | 290.5 | 373.0 | 271.6 | 302.7 | 254.9 | 280.7 | 251.1 | 202.0 | 310.3 |
| TAFE providers | no. | 11 | 18 | 13 | 11 | 3 | 2 | 1 | 2 | 61 |
| TAFE provider locations | no. | 135 | 181 | 280 | 128 | 42 | 44 | 7 | 262 | 1 079 |
| 2011 | | | | | | | | | | |
| Students (c) | no. | 464 867 | 435 988 | 253 810 | 146 684 | 101 598 | 31 563 | 23 922 | 21 916 | 1 480 348 |
| Students who gain some recognition of prior learning | no. | 32 127 | 29 697 | 22 374 | 9 687 | 7 988 | 2 264 | 2 033 | 732 | 106 902 |

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Annual hours | million | 132.7 | 144.4 | 68.9 | 44.0 | 25.6 | 8.6 | 6.5 | 4.2 | 435.0 |
| Average hours per student | no. | 285.4 | 331.3 | 271.4 | 300.1 | 252.3 | 272.6 | 273.1 | 193.7 | 293.9 |
| TAFE providers | no. | 11 | 18 | 13 | 11 | 3 | 2 | 1 | 2 | 61 |
| TAFE provider locations | no. | 133 | 164 | 312 | 125 | 43 | 47 | 7 | 241 | 1 072 |
| 2010 | | | | | | | | | | |
| Students (c) | no. | 467 111 | 342 947 | 230 421 | 143 440 | 99 339 | 30 671 | 25 004 | 21 127 | 1 360 060 |
| Students who gain some recognition of prior learning | no. | 28 934 | 23 959 | 17 654 | 8 115 | 8 402 | 1 955 | 2 052 | 628 | 91 699 |
| Annual hours | million | 129.7 | 112.1 | 61.3 | 43.0 | 23.9 | 7.9 | 6.4 | 4.2 | 388.4 |
| Average hours per student | no. | 277.6 | 326.8 | 266.0 | 299.6 | 240.5 | 256.1 | 256.2 | 200.6 | 285.6 |
| TAFE providers | no. | 11 | 18 | 13 | 10 | 3 | 2 | 1 | 2 | 60 |
| TAFE provider locations | no. | 133 | 161 | 293 | 125 | 209 | 41 | 6 | 208 | 1 176 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) Represents students who gain some recognition of prior learning (RPL) - granted result in at least one enrolment in the collection year. RPL hours are based on nationally consistent nominal hour values.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.5

Table 5A.5 **Government funded VET students, by program level, all students (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> |
|----------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Diploma and above (e) | '000 | 42.3 | 60.6 | 22.7 | 14.5 | 17.4 | 3.3 | 4.0 | 0.9 | 165.6 |
| Certificate III or IV | '000 | 203.4 | 295.2 | 162.9 | 79.7 | 54.1 | 18.1 | 12.6 | 10.0 | 836.0 |
| Certificate I or II or lower (f) | '000 | 104.5 | 71.5 | 21.5 | 35.8 | 29.1 | 7.3 | 2.3 | 7.4 | 279.4 |
| Other (g) | '000 | 57.7 | 33.2 | 2.2 | 2.0 | 7.3 | 5.5 | 0.8 | 3.5 | 112.2 |
| All students | '000 | 407.9 | 460.5 | 209.4 | 132.0 | 107.9 | 34.1 | 19.6 | 21.8 | 1 393.2 |
| Proportion of VET students | | | | | | | | | | |
| Diploma and above (e) | % | 10.4 | 13.2 | 10.8 | 11.0 | 16.1 | 9.5 | 20.3 | 4.1 | 11.9 |
| Certificate III or IV | % | 49.9 | 64.1 | 77.8 | 60.4 | 50.2 | 52.9 | 64.2 | 45.9 | 60.0 |
| Certificate I or II or lower (f) | % | 25.6 | 15.5 | 10.3 | 27.1 | 26.9 | 21.4 | 11.7 | 34.0 | 20.1 |
| Other (g) | % | 14.2 | 7.2 | 1.1 | 1.5 | 6.8 | 16.2 | 3.9 | 15.9 | 8.1 |
| 2013 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Diploma and above (e) | '000 | 41.2 | 63.6 | 25.7 | 14.1 | 19.4 | 3.6 | 4.5 | 0.9 | 172.9 |
| Certificate III or IV | '000 | 209.2 | 300.6 | 141.1 | 84.8 | 75.2 | 16.9 | 13.2 | 9.4 | 850.4 |
| Certificate I or II or lower (f) | '000 | 110.2 | 95.9 | 28.2 | 39.7 | 41.9 | 6.2 | 2.4 | 7.1 | 331.6 |
| Other (g) | '000 | 62.2 | 37.9 | 3.3 | 2.7 | 13.8 | 3.1 | 1.9 | 2.8 | 127.7 |
| All students | '000 | 422.9 | 498.0 | 198.2 | 141.3 | 150.3 | 29.8 | 21.9 | 20.2 | 1 482.6 |
| Proportion of VET students | | | | | | | | | | |
| Diploma and above (e) | % | 9.7 | 12.8 | 12.9 | 10.0 | 12.9 | 12.0 | 20.4 | 4.6 | 11.7 |
| Certificate III or IV | % | 49.5 | 60.4 | 71.2 | 60.0 | 50.0 | 56.7 | 60.0 | 46.6 | 57.4 |
| Certificate I or II or lower (f) | % | 26.1 | 19.3 | 14.2 | 28.1 | 27.9 | 20.8 | 11.1 | 34.9 | 22.4 |
| Other (g) | % | 14.7 | 7.6 | 1.7 | 1.9 | 9.2 | 10.5 | 8.5 | 13.8 | 8.6 |

TABLE 5A.5

Table 5A.5 Government funded VET students, by program level, all students (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 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Diploma and above (e) | '000 | 50.4 | 82.3 | 33.0 | 15.8 | 16.0 | 4.0 | 5.3 | 0.8 | 207.6 |
| Certificate III or IV | '000 | 219.2 | 306.0 | 155.4 | 83.0 | 64.1 | 18.3 | 14.0 | 10.4 | 870.4 |
| Certificate I or II or lower (f) | '000 | 127.0 | 82.6 | 43.5 | 43.6 | 30.6 | 8.5 | 2.3 | 8.2 | 346.4 |
| Other (g) | '000 | 69.4 | 23.4 | 4.9 | 2.8 | 12.5 | 0.8 | 2.2 | 2.4 | 118.5 |
| All students | '000 | 466.0 | 494.3 | 236.9 | 145.2 | 123.3 | 31.7 | 23.8 | 21.7 | 1 542.8 |
| Proportion of VET students | | | | | | | | | | |
| Diploma and above (e) | % | 10.8 | 16.6 | 13.9 | 10.9 | 13.0 | 12.6 | 22.2 | 3.7 | 13.5 |
| Certificate III or IV | % | 47.0 | 61.9 | 65.6 | 57.2 | 52.0 | 57.9 | 58.8 | 47.8 | 56.4 |
| Certificate I or II or lower (f) | % | 27.3 | 16.7 | 18.4 | 30.0 | 24.9 | 26.9 | 9.8 | 37.7 | 22.5 |
| Other (g) | % | 14.9 | 4.7 | 2.1 | 1.9 | 10.2 | 2.6 | 9.2 | 10.8 | 7.7 |
| 2011 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Diploma and above (e) | '000 | 53.4 | 78.5 | 36.6 | 17.7 | 12.4 | 3.5 | 5.8 | 0.6 | 208.6 |
| Certificate III or IV | '000 | 214.5 | 253.0 | 158.9 | 80.8 | 49.8 | 18.1 | 12.4 | 10.4 | 797.7 |
| Certificate I or II or lower (f) | '000 | 117.4 | 79.7 | 51.4 | 44.3 | 23.7 | 8.9 | 2.5 | 8.9 | 336.9 |
| Other (g) | '000 | 79.5 | 24.9 | 6.9 | 3.9 | 15.7 | 1.1 | 3.1 | 1.9 | 137.1 |
| All students | '000 | 464.9 | 436.0 | 253.8 | 146.7 | 101.6 | 31.6 | 23.9 | 21.9 | 1 480.3 |
| Proportion of VET students | | | | | | | | | | |
| Diploma and above (e) | % | 11.5 | 18.0 | 14.4 | 12.1 | 12.2 | 11.0 | 24.4 | 2.9 | 14.1 |
| Certificate III or IV | % | 46.1 | 58.0 | 62.6 | 55.1 | 49.0 | 57.2 | 52.0 | 47.4 | 53.9 |
| Certificate I or II or lower (f) | % | 25.3 | 18.3 | 20.2 | 30.2 | 23.3 | 28.3 | 10.5 | 40.8 | 22.8 |
| Other (g) | % | 17.1 | 5.7 | 2.7 | 2.7 | 15.5 | 3.4 | 13.2 | 8.8 | 9.3 |

TABLE 5A.5

Table 5A.5 **Government funded VET students, by program level, all students (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> |
|----------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2010 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Diploma and above (e) | '000 | 50.6 | 65.2 | 32.3 | 16.0 | 11.1 | 2.9 | 6.6 | 0.6 | 185.3 |
| Certificate III or IV | '000 | 205.8 | 180.9 | 143.2 | 78.4 | 43.6 | 18.4 | 12.2 | 9.8 | 692.2 |
| Certificate I or II or lower (f) | '000 | 121.3 | 67.7 | 44.8 | 46.2 | 24.4 | 8.9 | 2.8 | 8.5 | 324.6 |
| Other (g) | '000 | 89.4 | 29.1 | 10.1 | 2.9 | 20.3 | 0.5 | 3.4 | 2.3 | 158.0 |
| All students | '000 | 467.1 | 342.9 | 230.4 | 143.4 | 99.3 | 30.7 | 25.0 | 21.1 | 1 360.1 |
| Proportion of VET students | | | | | | | | | | |
| Diploma and above (e) | % | 10.8 | 19.0 | 14.0 | 11.1 | 11.2 | 9.4 | 26.6 | 2.8 | 13.6 |
| Certificate III or IV | % | 44.1 | 52.7 | 62.1 | 54.7 | 43.8 | 59.9 | 48.7 | 46.2 | 50.9 |
| Certificate I or II or lower (f) | % | 26.0 | 19.7 | 19.4 | 32.2 | 24.6 | 29.0 | 11.2 | 40.3 | 23.9 |
| Other (g) | % | 19.1 | 8.5 | 4.4 | 2.0 | 20.4 | 1.7 | 13.5 | 10.8 | 11.6 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.

(d) 'Program level' denotes the highest qualification attempted by a student in a reporting year.

(e) 'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.

Table 5A.5 **Government funded VET students, by program level, all students (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(f) '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.

(g) '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.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.6

Table 5A.6 Government funded AQF VET enrolments, AQF VET enrolments, all students (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> |
|---------------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|----------------|
| 2014 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 368.2 | 488.1 | 250.1 | 115.0 | 92.9 | 29.2 | 24.2 | 13.5 | 1 381.3 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 33.8 | 9.9 | 18.0 | 16.3 | 5.7 | 2.2 | 1.1 | 9.7 | 96.6 |
| Non-Indigenous | '000 | 476.0 | 612.4 | 255.3 | 136.3 | 126.7 | 38.8 | 28.4 | 13.3 | 1 687.0 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 316.8 | 424.1 | 168.5 | 102.6 | 83.9 | 0.4 | 24.7 | 0.1 | 1 121.3 |
| Inner regional | '000 | 126.5 | 155.4 | 65.2 | 19.3 | 13.1 | 24.8 | 2.2 | 0.1 | 406.6 |
| Outer regional | '000 | 46.5 | 30.4 | 46.1 | 19.4 | 16.1 | 13.9 | 0.5 | 11.0 | 183.7 |
| Remote and very remote | '000 | 7.2 | 1.7 | 13.8 | 19.5 | 4.7 | 1.9 | – | 10.4 | 59.2 |
| Remote | '000 | 5.3 | 1.3 | 8.3 | 10.7 | 3.5 | 1.8 | – | 6.1 | 37.1 |
| Very remote | '000 | 1.9 | 0.3 | 5.5 | 8.8 | 1.2 | 0.1 | – | 4.3 | 22.1 |
| Outside Australia | '000 | 9.6 | 13.1 | 6.9 | 5.4 | 1.3 | 0.3 | 2.1 | 0.2 | 38.9 |
| Not known | '000 | 6.6 | 5.3 | 2.2 | 0.7 | 16.1 | 0.1 | 0.3 | 1.2 | 32.5 |
| All enrolments | '000 | 513.2 | 630.0 | 302.8 | 166.9 | 135.1 | 41.3 | 29.7 | 23.1 | 1 842.1 |
| 2013 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 362.7 | 483.1 | 235.3 | 122.1 | 119.5 | 30.1 | 25.6 | 12.9 | 1 391.5 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 31.7 | 10.1 | 17.8 | 16.2 | 6.4 | 2.3 | 1.0 | 9.6 | 95.1 |
| Non-Indigenous | '000 | 480.5 | 681.8 | 246.5 | 146.9 | 175.6 | 41.0 | 28.1 | 12.6 | 1 813.0 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 321.1 | 470.3 | 159.6 | 113.0 | 127.5 | 0.4 | 24.1 | 0.1 | 1 216.1 |
| Inner regional | '000 | 125.0 | 169.4 | 66.3 | 21.0 | 21.5 | 26.1 | 2.2 | 0.1 | 431.5 |
| Outer regional | '000 | 48.5 | 36.3 | 48.7 | 20.2 | 24.2 | 14.7 | 0.6 | 10.6 | 203.8 |
| Remote and very remote | '000 | 7.9 | 1.7 | 16.1 | 19.9 | 6.9 | 2.3 | 0.1 | 9.7 | 64.5 |

TABLE 5A.6

Table 5A.6 Government funded AQF VET enrolments, AQF VET enrolments, all students (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> |
|---------------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|----------------|
| Remote | '000 | 5.8 | 1.4 | 9.1 | 11.4 | 5.1 | 2.1 | – | 5.2 | 40.2 |
| Very remote | '000 | 2.0 | 0.2 | 7.0 | 8.5 | 1.9 | 0.1 | – | 4.5 | 24.3 |
| Outside Australia | '000 | 7.0 | 18.9 | 5.8 | 4.6 | 1.4 | 0.3 | 1.7 | 0.3 | 40.0 |
| Not known | '000 | 6.4 | 3.6 | 2.2 | 1.1 | 4.5 | 0.1 | 0.7 | 1.6 | 20.1 |
| All enrolments | '000 | 515.8 | 700.1 | 298.8 | 179.8 | 186.1 | 43.8 | 29.3 | 22.4 | 1 976.0 |
| 2012 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 360.3 | 513.2 | 252.1 | 121.8 | 101.3 | 33.7 | 26.9 | 13.3 | 1 422.4 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 30.3 | 9.1 | 22.7 | 16.8 | 7.5 | 2.5 | 0.8 | 10.2 | 99.9 |
| Non-Indigenous | '000 | 489.2 | 692.3 | 275.2 | 138.2 | 138.1 | 46.4 | 27.4 | 14.1 | 1 821.0 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 321.0 | 472.3 | 175.8 | 115.0 | 99.3 | 0.4 | 24.6 | 0.2 | 1 208.7 |
| Inner regional | '000 | 131.3 | 175.9 | 77.7 | 20.3 | 18.2 | 29.2 | 2.1 | 0.1 | 454.8 |
| Outer regional | '000 | 50.8 | 42.9 | 56.4 | 20.2 | 21.2 | 17.0 | 0.5 | 11.1 | 220.1 |
| Remote and very remote | '000 | 8.9 | 1.7 | 19.3 | 21.5 | 6.3 | 2.7 | 0.1 | 11.1 | 71.6 |
| Remote | '000 | 6.6 | 1.4 | 10.5 | 12.8 | 4.7 | 2.5 | – | 5.9 | 44.4 |
| Very remote | '000 | 2.3 | 0.3 | 8.8 | 8.7 | 1.6 | 0.2 | – | 5.2 | 27.1 |
| Outside Australia | '000 | 7.1 | 13.7 | 7.5 | 4.7 | 2.0 | 0.3 | 1.8 | 0.2 | 37.4 |
| Not known | '000 | 9.5 | 3.4 | 3.1 | 0.9 | 2.0 | 0.1 | 1.3 | 1.7 | 22.1 |
| All enrolments | '000 | 528.7 | 709.9 | 339.8 | 182.7 | 149.0 | 49.7 | 30.4 | 24.5 | 2 014.6 |
| 2011 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 344.0 | 439.4 | 254.4 | 121.8 | 76.8 | 35.0 | 23.9 | 13.0 | 1 308.4 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 27.8 | 7.9 | 23.7 | 16.7 | 5.6 | 2.4 | 0.7 | 10.3 | 95.2 |
| Non-Indigenous | '000 | 459.3 | 585.1 | 269.5 | 135.7 | 100.7 | 49.8 | 21.2 | 14.2 | 1 635.6 |

TABLE 5A.6

Table 5A.6 Government funded AQF VET enrolments, AQF VET enrolments, all students (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> |
|---------------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|----------------|
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 300.0 | 388.1 | 177.8 | 116.4 | 60.3 | 0.6 | 22.0 | 0.2 | 1 065.2 |
| Inner regional | '000 | 123.0 | 155.3 | 80.6 | 20.2 | 12.1 | 31.5 | 1.8 | 0.1 | 424.6 |
| Outer regional | '000 | 47.8 | 42.2 | 58.1 | 20.1 | 15.6 | 17.7 | 0.4 | 10.6 | 212.4 |
| Remote and very remote | '000 | 7.3 | 2.2 | 20.5 | 20.7 | 4.7 | 3.0 | – | 13.3 | 71.6 |
| Remote | '000 | 5.5 | 2.0 | 10.7 | 12.1 | 3.5 | 2.7 | – | 7.2 | 43.8 |
| Very remote | '000 | 1.8 | 0.2 | 9.8 | 8.6 | 1.2 | 0.2 | – | 6.1 | 27.9 |
| Outside Australia | '000 | 7.7 | 18.4 | 8.3 | 6.5 | 2.1 | 0.5 | 1.8 | 0.3 | 45.6 |
| Not known | '000 | 11.9 | 2.1 | 4.3 | 1.0 | 15.6 | 0.1 | 1.5 | 0.4 | 36.7 |
| All enrolments | '000 | 497.6 | 608.2 | 349.6 | 184.8 | 110.3 | 53.3 | 27.4 | 24.8 | 1 856.2 |
| 2010 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 319.6 | 338.0 | 237.4 | 117.1 | 69.1 | 34.7 | 23.4 | 12.7 | 1 152.0 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 25.8 | 6.8 | 20.3 | 16.2 | 5.5 | 2.3 | 0.7 | 9.8 | 87.3 |
| Non-Indigenous | '000 | 437.4 | 464.1 | 254.3 | 134.8 | 85.7 | 54.2 | 21.3 | 14.4 | 1 466.1 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 270.2 | 295.2 | 150.9 | 100.5 | 60.8 | 2.5 | 20.0 | 0.3 | 900.5 |
| Inner regional | '000 | 107.1 | 129.5 | 68.8 | 34.8 | 13.8 | 28.5 | 4.3 | 0.1 | 386.8 |
| Outer regional | '000 | 71.2 | 33.0 | 71.4 | 19.7 | 14.1 | 23.7 | 0.5 | 10.9 | 244.5 |
| Remote and very remote | '000 | 9.7 | 2.0 | 23.6 | 21.8 | 5.6 | 2.4 | – | 12.6 | 77.8 |
| Remote | '000 | 8.1 | 1.7 | 12.2 | 6.8 | 3.9 | 2.3 | – | 3.7 | 38.6 |
| Very remote | '000 | 1.6 | 0.3 | 11.5 | 15.0 | 1.7 | 0.1 | – | 8.9 | 39.2 |
| Outside Australia | '000 | 9.6 | 19.1 | 11.5 | 6.0 | 3.0 | 0.6 | 1.8 | 0.4 | 52.0 |
| Not known | '000 | 6.1 | 3.8 | 0.9 | 0.8 | 5.4 | 0.3 | 0.6 | 0.1 | 17.9 |
| All enrolments | '000 | 473.8 | 482.6 | 327.1 | 183.5 | 102.7 | 58.0 | 27.3 | 24.4 | 1 679.4 |

Table 5A.6 **Government funded AQF VET enrolments, AQF VET enrolments, all students (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) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and RTO (in combination). Data has been backdated to 2003.
- Nil or rounded to zero.

Source: NCVER (unpublished) National VET provider collection.

TABLE 5A.7

Table 5A.7 **Government funded AQF VET enrolments, students aged 20–64 years (a), (b), (c), (d)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---------------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|----------------|
| 2014 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 291.0 | 397.2 | 184.6 | 88.4 | 79.6 | 24.7 | 20.0 | 11.5 | 1 097.1 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 20.8 | 7.4 | 11.5 | 11.8 | 4.2 | 1.5 | 0.7 | 7.4 | 65.3 |
| Non-Indigenous | '000 | 325.7 | 483.0 | 179.6 | 96.4 | 103.7 | 30.0 | 22.7 | 10.2 | 1 251.3 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 222.9 | 340.8 | 119.8 | 72.6 | 71.3 | 0.4 | 19.5 | 0.1 | 847.5 |
| Inner regional | '000 | 81.8 | 117.0 | 44.8 | 13.7 | 10.2 | 19.4 | 1.6 | 0.1 | 288.5 |
| Outer regional | '000 | 29.6 | 22.3 | 31.7 | 13.4 | 12.4 | 10.1 | 0.4 | 8.3 | 128.2 |
| Remote and very remote | '000 | 4.9 | 1.3 | 9.8 | 14.4 | 3.6 | 1.5 | – | 8.1 | 43.7 |
| Remote | '000 | 3.5 | 1.1 | 5.7 | 7.7 | 2.6 | 1.4 | – | 4.7 | 26.7 |
| Very remote | '000 | 1.4 | 0.3 | 4.2 | 6.7 | 1.0 | 0.1 | – | 3.4 | 17.0 |
| Outside Australia | '000 | 6.6 | 10.8 | 5.6 | 4.7 | 1.2 | 0.3 | 1.9 | 0.2 | 31.2 |
| Not known | '000 | 2.8 | 4.1 | 1.7 | 0.5 | 11.6 | 0.1 | 0.2 | 0.8 | 21.9 |
| All enrolments | '000 | 348.6 | 496.4 | 213.4 | 119.3 | 110.3 | 31.8 | 23.6 | 17.6 | 1 360.9 |
| 2013 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 286.5 | 389.1 | 171.3 | 93.9 | 102.4 | 25.5 | 21.3 | 10.9 | 1 101.0 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 18.9 | 7.2 | 11.7 | 11.9 | 4.7 | 1.5 | 0.7 | 7.3 | 63.8 |
| Non-Indigenous | '000 | 326.0 | 515.3 | 171.9 | 104.3 | 139.4 | 31.4 | 22.9 | 9.7 | 1 321.0 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 223.1 | 363.2 | 111.1 | 80.1 | 105.9 | 0.4 | 19.5 | 0.1 | 903.5 |
| Inner regional | '000 | 80.3 | 120.9 | 44.3 | 15.0 | 16.3 | 20.2 | 1.7 | 0.1 | 298.8 |
| Outer regional | '000 | 31.1 | 24.9 | 33.7 | 14.4 | 17.6 | 10.5 | 0.5 | 8.0 | 140.5 |
| Remote and very remote | '000 | 5.4 | 1.3 | 11.1 | 15.1 | 5.1 | 1.7 | 0.1 | 7.5 | 47.2 |

TABLE 5A.7

Table 5A.7 Government funded AQF VET enrolments, students aged 20–64 years (a), (b), (c), (d)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---------------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|----------------|
| Remote | '000 | 3.9 | 1.1 | 6.2 | 8.4 | 3.7 | 1.6 | – | 3.9 | 28.8 |
| Very remote | '000 | 1.5 | 0.2 | 4.9 | 6.7 | 1.4 | 0.1 | – | 3.5 | 18.4 |
| Outside Australia | '000 | 5.6 | 15.9 | 4.7 | 4.2 | 1.3 | 0.3 | 1.6 | 0.2 | 33.9 |
| Not known | '000 | 1.7 | 2.5 | 1.7 | 0.9 | 1.2 | 0.1 | 0.4 | 1.2 | 9.7 |
| All enrolments | '000 | 347.2 | 528.7 | 206.6 | 129.5 | 147.5 | 33.3 | 23.8 | 17.1 | 1 433.6 |
| 2012 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 286.7 | 405.8 | 184.9 | 92.6 | 85.3 | 28.3 | 22.0 | 11.3 | 1 116.8 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 17.8 | 6.1 | 14.9 | 12.3 | 5.3 | 1.6 | 0.5 | 7.6 | 66.2 |
| Non-Indigenous | '000 | 330.6 | 505.7 | 190.5 | 96.1 | 105.3 | 35.7 | 22.5 | 10.5 | 1 297.0 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 220.9 | 350.7 | 121.3 | 78.9 | 78.5 | 0.4 | 19.9 | 0.1 | 870.7 |
| Inner regional | '000 | 84.1 | 122.3 | 51.4 | 13.9 | 12.7 | 22.7 | 1.6 | 0.1 | 308.9 |
| Outer regional | '000 | 32.9 | 29.7 | 38.3 | 14.2 | 14.5 | 12.3 | 0.4 | 8.1 | 150.4 |
| Remote and very remote | '000 | 6.0 | 1.2 | 13.2 | 16.6 | 4.5 | 2.1 | 0.1 | 8.6 | 52.3 |
| Remote | '000 | 4.4 | 1.0 | 7.0 | 9.7 | 3.3 | 2.0 | – | 4.5 | 31.8 |
| Very remote | '000 | 1.7 | 0.3 | 6.2 | 6.9 | 1.1 | 0.1 | – | 4.1 | 20.5 |
| Outside Australia | '000 | 6.1 | 12.3 | 6.3 | 4.4 | 1.9 | 0.3 | 1.7 | 0.2 | 33.1 |
| Not known | '000 | 5.1 | 2.5 | 2.3 | 0.7 | 1.3 | 0.1 | 1.1 | 1.3 | 14.4 |
| All enrolments | '000 | 355.1 | 518.7 | 232.9 | 128.6 | 113.4 | 37.9 | 24.7 | 18.3 | 1 429.7 |
| 2011 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 270.4 | 343.8 | 189.0 | 92.8 | 62.9 | 29.1 | 19.5 | 10.9 | 1 018.5 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 16.3 | 5.2 | 15.8 | 11.9 | 4.0 | 1.5 | 0.5 | 7.7 | 63.0 |
| Non-Indigenous | '000 | 305.6 | 420.6 | 193.3 | 92.7 | 72.8 | 38.0 | 17.1 | 10.6 | 1 150.7 |

TABLE 5A.7

Table 5A.7 Government funded AQF VET enrolments, students aged 20–64 years (a), (b), (c), (d)

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---------------------------------------|-------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|----------------|
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 203.5 | 281.7 | 122.5 | 78.3 | 46.9 | 0.5 | 17.8 | 0.2 | 751.4 |
| Inner regional | '000 | 77.4 | 107.8 | 53.6 | 13.8 | 8.3 | 24.4 | 1.3 | 0.1 | 286.7 |
| Outer regional | '000 | 30.5 | 28.9 | 40.5 | 13.8 | 10.5 | 12.7 | 0.3 | 7.4 | 144.7 |
| Remote and very remote | '000 | 4.8 | 1.3 | 14.3 | 15.6 | 3.3 | 2.2 | – | 10.2 | 51.7 |
| Remote | '000 | 3.6 | 1.1 | 7.5 | 8.8 | 2.4 | 2.0 | – | 5.4 | 30.8 |
| Very remote | '000 | 1.2 | 0.2 | 6.8 | 6.9 | 0.8 | 0.2 | – | 4.8 | 20.9 |
| Outside Australia | '000 | 6.8 | 16.6 | 7.0 | 6.0 | 1.9 | 0.4 | 1.6 | 0.3 | 40.6 |
| Not known | '000 | 6.8 | 1.5 | 3.3 | 0.7 | 9.3 | 0.1 | 0.9 | 0.3 | 22.9 |
| All enrolments | '000 | 329.9 | 437.8 | 241.2 | 128.2 | 80.1 | 40.3 | 21.9 | 18.6 | 1 298.2 |
| 2010 | | | | | | | | | | |
| AQF Certificate III or above | '000 | 248.0 | 261.2 | 173.8 | 88.1 | 55.6 | 28.3 | 19.1 | 10.5 | 884.6 |
| Indigenous status | | | | | | | | | | |
| Aboriginal and Torres Strait Islander | '000 | 15.1 | 4.4 | 13.6 | 11.5 | 3.9 | 1.4 | 0.4 | 7.1 | 57.6 |
| Non-Indigenous | '000 | 287.5 | 330.5 | 177.7 | 91.9 | 61.4 | 40.8 | 17.1 | 10.6 | 1 017.4 |
| Remoteness | | | | | | | | | | |
| Major cities | '000 | 181.4 | 211.7 | 105.5 | 67.7 | 45.1 | 2.4 | 16.0 | 0.2 | 629.9 |
| Inner regional | '000 | 66.8 | 88.9 | 46.4 | 22.1 | 8.5 | 21.7 | 3.3 | 0.1 | 257.8 |
| Outer regional | '000 | 45.4 | 22.0 | 48.6 | 13.3 | 9.2 | 16.7 | 0.4 | 7.5 | 163.2 |
| Remote and very remote | '000 | 6.2 | 1.4 | 15.7 | 16.3 | 4.0 | 1.8 | – | 9.5 | 55.0 |
| Remote | '000 | 5.1 | 1.1 | 7.9 | 4.7 | 2.7 | 1.7 | – | 2.7 | 25.8 |
| Very remote | '000 | 1.2 | 0.3 | 7.9 | 11.6 | 1.3 | 0.1 | – | 6.9 | 29.2 |
| Outside Australia | '000 | 8.4 | 17.2 | 9.2 | 5.5 | 2.7 | 0.6 | 1.6 | 0.4 | 45.6 |
| Not known | '000 | 2.3 | 3.0 | 0.6 | 0.4 | 3.1 | 0.2 | 0.4 | 0.1 | 10.2 |
| All enrolments | '000 | 310.5 | 344.2 | 226.0 | 125.4 | 72.5 | 43.5 | 21.8 | 17.9 | 1 161.7 |

Table 5A.7 **Government funded AQF VET enrolments, students aged 20–64 years (a), (b), (c), (d)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Student remoteness is based on the ARIA+, which was developed by 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) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and RTO (in combination). Data has been backdated to 2003.
- Nil or rounded to zero.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.8

Table 5A.8 **Real net assets of public VET providers per person aged 15–64 years (2014 dollars) (\$ per person) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (d)</i> | <i>NT</i> | <i>Aust</i> |
|------|------------|------------|----------------|-----------|-----------|------------|----------------|-----------|-------------|
| 2014 | 944.18 | 572.38 | 187.20 | 834.35 | 783.98 | 824.59 | 719.19 | 1 341.66 | 673.74 |
| 2013 | 956.54 | 836.06 | 527.33 | 841.92 | 835.80 | 848.54 | 786.39 | 1 350.90 | 817.78 |
| 2012 | 881.73 | 844.26 | 510.58 | 852.03 | 769.77 | 827.73 | 826.46 | 1 351.95 | 789.53 |
| 2011 | 657.78 | 819.25 | 535.19 | 885.97 | 624.93 | 875.88 | 855.49 | 1 459.37 | 712.71 |
| 2010 | 702.60 | 864.22 | 576.65 | 824.24 | 654.41 | 727.44 | 1 540.35 | 1 442.62 | 750.36 |

- (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 2010-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (c) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- (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 National financial collection (unpublished); ABS (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 2A.1.

TABLE 5A.9

Table 5A.9 **Government payments to non-TAFE providers for VET delivery (a), (b)**

| | <i>Unit</i> | <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> |
|---|-------------|------------|----------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Government payments (2014 dollars) | | | | | | | | | | |
| 2014 | \$m | 132.3 | 855.0 | 262.0 | 113.3 | 93.5 | 16.3 | 8.3 | 16.4 | 1 497.0 |
| 2013 | \$m | 97.2 | 812.0 | 187.9 | 124.4 | 129.9 | 12.1 | 9.0 | 11.2 | 1 383.7 |
| 2012 | \$m | 151.0 | 817.1 | 203.6 | 134.6 | 82.2 | 11.5 | 8.9 | 13.8 | 1 422.7 |
| 2011 | \$m | 192.8 | 515.0 | 255.1 | 140.9 | 51.8 | 7.8 | 9.0 | 8.5 | 1 180.8 |
| 2010 | \$m | 200.5 | 300.8 | 199.8 | 122.9 | 38.9 | 8.7 | 8.8 | 16.1 | 896.5 |
| 2009 | \$m | 118.0 | 150.2 | 148.7 | 94.1 | 34.9 | 9.5 | 10.2 | 12.8 | 578.5 |
| 2008 | \$m | 124.1 | 153.2 | 132.4 | 66.6 | 23.1 | 9.3 | 9.7 | 12.7 | 531.2 |
| 2007 | \$m | 129.8 | 161.0 | 101.7 | 59.0 | 21.9 | 8.5 | 11.5 | 10.4 | 503.8 |
| 2006 | \$m | 117.7 | 167.8 | 66.0 | 67.9 | 24.3 | 8.7 | 10.7 | 9.8 | 472.9 |
| 2005 | \$m | 104.1 | 152.9 | 90.3 | 59.5 | 27.4 | 8.3 | 12.7 | 9.0 | 464.3 |
| 2014 payments to non-TAFE providers as a proportion of Government recurrent funding (d) | % | 8.5 | 61.4 | 28.7 | 18.1 | 23.6 | 12.5 | 8.9 | 16.5 | 28.7 |
| Real change in payments to non-TAFE providers between 2013 and 2014 (e) | % | 36.2 | 5.3 | 39.4 | - 8.9 | - 28.0 | 34.4 | - 8.1 | 47.1 | 8.2 |

(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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

(c) In Victoria the *Education and Training Reform Amendment (Dual Sector Universities) Bill 2013* came into effect. This means that the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. Therefore the Victorian 2014 AVETMISS financial statements reflect a de-consolidation of these entities. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-Tafe provider for VET delivery.

(d) The denominator 'Government recurrent funding' is sourced from table 5A.10.

(e) The percentage change in real payments may not match manual calculations due to rounding of reported figures.

Source: NCVET unpublished, National financial collection.

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

| | <i>Units</i> | <i>NSW (c)</i> | <i>Vic (d) (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (d) (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT</i> | <i>Aust</i> |
|---|--------------|----------------|--------------------|----------------|---------------|-------------------|----------------|----------------|--------------|----------------|
| 2014 | | | | | | | | | | |
| Government recurrent funding | | | | | | | | | | |
| Australian Government recurrent funding | \$m | 456.3 | 353.2 | 270.9 | 155.7 | 88.6 | 31.2 | 23.5 | 14.8 | 1 394.0 |
| State/Territory Government recurrent funding | \$m | 1 073.0 | 1 008.8 | 610.8 | 455.8 | 297.4 | 96.6 | 67.8 | 83.5 | 3 693.7 |
| Commonwealth administered programs | \$m | 35.0 | 29.8 | 29.5 | 16.1 | 10.5 | 2.7 | 1.4 | 1.2 | 126.3 |
| Total | \$m | 1 564.3 | 1 391.7 | 911.2 | 627.6 | 396.5 | 130.5 | 92.6 | 99.5 | 5 214.0 |
| Amounts allocated | | | | | | | | | | |
| Open competitive tendering (k) | \$m | 32.1 | .. | 29.7 | 20.8 | 6.8 | 12.9 | 2.4 | .. | 104.7 |
| Limited competitive tendering (l) | \$m | .. | .. | 12.3 | .. | 9.2 | 0.1 | 0.8 | .. | 22.4 |
| User choice | \$m | 294.2 | 0.2 | 204.3 | 138.7 | 0.8 | 13.6 | 13.1 | 18.9 | 683.8 |
| Entitlement funding (m) | \$m | .. | 1 098.8 | 109.1 | 62.7 | 299.9 | 21.0 | 1.3 | 16.5 | 1 609.3 |
| Total | \$m | 326.3 | 1 099.0 | 355.4 | 222.2 | 316.7 | 47.6 | 17.6 | 35.4 | 2 420.2 |
| Proportion of government recurrent funding | | | | | | | | | | |
| Open competitive tendering (k) | % | 2.1 | .. | 3.3 | 3.3 | 1.7 | 9.9 | 2.6 | .. | 2.0 |
| Limited competitive tendering (l) | % | .. | .. | 1.3 | .. | 2.3 | 0.1 | 0.9 | .. | 0.4 |
| User choice | % | 18.8 | – | 22.4 | 22.1 | 0.2 | 10.4 | 14.1 | 19.0 | 13.1 |
| Entitlement funding (m) | % | .. | 79.0 | 12.0 | 10.0 | 75.6 | 16.1 | 1.4 | 16.6 | 30.9 |
| 2013 | | | | | | | | | | |
| Government recurrent funding | | | | | | | | | | |
| Australian Government recurrent funding | \$m | 459.9 | 351.9 | 252.9 | 151.4 | 90.1 | 32.0 | 23.9 | 14.7 | 1 376.8 |
| State/Territory Government recurrent funding | \$m | 1 113.8 | 1 247.0 | 648.7 | 496.4 | 331.7 | 87.9 | 68.2 | 82.8 | 4 076.4 |
| Commonwealth administered programs | \$m | 147.4 | 120.0 | 100.9 | 49.7 | 33.9 | 10.3 | 5.0 | 3.0 | 470.1 |
| Total | \$m | 1 721.0 | 1 718.8 | 1 002.5 | 697.5 | 455.7 | 130.3 | 97.0 | 100.5 | 5 923.4 |
| Amounts allocated | | | | | | | | | | |
| Open competitive tendering (k) | \$m | 48.5 | .. | 26.0 | 32.0 | 19.6 | 9.3 | 3.8 | 2.0 | 141.2 |

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

| | <i>Units</i> | <i>NSW (c)</i> | <i>Vic (d) (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (d) (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT</i> | <i>Aust</i> |
|---|--------------|----------------|--------------------|----------------|---------------|-------------------|----------------|----------------|-------------|----------------|
| Limited competitive tendering (l) | \$m | .. | .. | 14.1 | .. | 9.8 | 1.5 | 0.9 | .. | 26.3 |
| User choice | \$m | 250.7 | 1.9 | 206.7 | 152.3 | 7.6 | 27.9 | 13.1 | 16.8 | 677.1 |
| Entitlement funding (m) | \$m | .. | 1 329.2 | 23.2 | .. | 329.8 | na | 4.1 | .. | 1 686.3 |
| Total | \$m | 299.2 | 1 331.2 | 270.0 | 184.3 | 366.8 | 38.8 | 21.8 | 18.8 | 2 530.8 |
| Proportion of government recurrent funding | | | | | | | | | | |
| Open competitive tendering (k) | % | 2.8 | .. | 2.6 | 4.6 | 4.3 | 7.2 | 3.9 | 2.0 | 2.4 |
| Limited competitive tendering (l) | % | .. | .. | 1.4 | .. | 2.1 | 1.2 | 0.9 | .. | 0.4 |
| User choice | % | 14.6 | 0.1 | 20.6 | 21.8 | 1.7 | 21.4 | 13.5 | 16.7 | 11.4 |
| Entitlement funding (m) | % | .. | 77.3 | 2.3 | .. | 72.4 | na | 4.2 | .. | 28.5 |
| 2012 | | | | | | | | | | |
| Government recurrent funding | | | | | | | | | | |
| Australian Government recurrent funding | \$m | 457.3 | 346.5 | 246.2 | 144.9 | 89.7 | 32.2 | 23.6 | 14.4 | 1 354.8 |
| State/Territory Government recurrent funding | \$m | 1 183.6 | 1 571.9 | 694.8 | 490.8 | 223.3 | 88.5 | 71.9 | 78.4 | 4 403.3 |
| Commonwealth administered programs | \$m | 95.8 | 108.0 | 64.1 | 30.5 | 23.3 | 8.5 | 8.8 | 5.4 | 344.3 |
| Total | \$m | 1 736.8 | 2 026.4 | 1 005.1 | 666.1 | 336.3 | 129.2 | 104.3 | 98.2 | 6 102.4 |
| Amounts allocated | | | | | | | | | | |
| Open competitive tendering (k) | \$m | 129.7 | 1 094.1 | 76.1 | 31.9 | 47.3 | 12.5 | 10.4 | 6.1 | 1 408.2 |
| Limited competitive tendering (l) | \$m | .. | .. | 11.1 | .. | 9.7 | 1.9 | 0.9 | .. | 23.5 |
| User choice | \$m | 232.0 | 316.0 | 204.6 | 170.6 | 36.5 | 29.3 | 13.0 | 16.0 | 1 017.8 |
| Entitlement funding (m) | \$m | .. | na | na | .. | 156.9 | na | 3.1 | .. | na |
| Total | \$m | 361.7 | 1 410.1 | 291.8 | 202.5 | 250.3 | 43.7 | 27.3 | 22.0 | 2 449.6 |
| Proportion of government recurrent funding | | | | | | | | | | |
| Open competitive tendering (k) | % | 7.5 | 54.0 | 7.6 | 4.8 | 14.1 | 9.7 | 10.0 | 6.2 | 23.1 |
| Limited competitive tendering (l) | % | .. | .. | 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 |

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

| | <i>Units</i> | <i>NSW (c)</i> | <i>Vic (d) (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (d) (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT</i> | <i>Aust</i> |
|---|--------------|----------------|--------------------|----------------|---------------|-------------------|----------------|----------------|--------------|----------------|
| Entitlement funding (m) | % | .. | na | na | .. | 46.6 | na | 3.0 | .. | na |
| 2011 | | | | | | | | | | |
| Government recurrent funding | | | | | | | | | | |
| Australian Government recurrent funding | \$m | 460.2 | 301.9 | 244.0 | 148.7 | 90.1 | 32.3 | 23.5 | 14.4 | 1 315.2 |
| State/Territory Government recurrent funding | \$m | 1 086.1 | 1 235.0 | 723.0 | 555.7 | 239.2 | 103.9 | 72.0 | 86.4 | 4 101.2 |
| Commonwealth administered programs | \$m | 165.5 | 119.8 | 101.8 | 63.6 | 38.9 | 13.7 | 9.5 | 28.1 | 541.0 |
| Total | \$m | 1 711.8 | 1 656.6 | 1 068.8 | 768.1 | 368.2 | 150.0 | 104.9 | 128.9 | 5 957.4 |
| Amounts allocated | | | | | | | | | | |
| Open competitive tendering (k) | \$m | 181.6 | 883.6 | 127.0 | 18.0 | 39.2 | 8.6 | 14.4 | 8.0 | 1 280.3 |
| Limited competitive tendering (l) | \$m | .. | .. | 12.2 | .. | 11.7 | 0.6 | 0.8 | .. | 25.3 |
| User choice | \$m | 242.4 | 307.5 | 201.3 | 180.9 | 45.2 | 32.5 | 13.1 | 15.1 | 1 038.1 |
| Entitlement funding (m) | \$m | .. | na | na | .. | na | na | .. | .. | na |
| Total | \$m | 424.1 | 1 191.1 | 340.5 | 198.9 | 96.1 | 41.7 | 28.3 | 23.0 | 2 343.7 |
| Proportion of government recurrent funding | | | | | | | | | | |
| Open competitive tendering (k) | % | 10.6 | 53.3 | 11.9 | 2.3 | 10.7 | 5.7 | 13.7 | 6.2 | 21.5 |
| Limited competitive tendering (l) | % | .. | .. | 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 |
| Entitlement funding (m) | % | .. | na | na | .. | na | na | .. | .. | na |
| 2010 | | | | | | | | | | |
| Government recurrent funding | | | | | | | | | | |
| Australian Government recurrent funding | \$m | 417.8 | 310.1 | 251.0 | 136.2 | 94.1 | 33.9 | 24.7 | 15.1 | 1 283.0 |
| State/Territory Government recurrent funding | \$m | 1 119.0 | 962.5 | 661.9 | 438.0 | 224.4 | 102.0 | 75.8 | 79.5 | 3 663.1 |
| Commonwealth administered programs | \$m | 136.0 | 56.6 | 98.1 | 46.6 | 37.4 | 6.8 | 8.6 | 25.5 | 415.6 |
| Total | \$m | 1 672.8 | 1 329.3 | 1 010.9 | 620.9 | 355.9 | 142.7 | 109.1 | 120.1 | 5 361.7 |
| Amounts allocated | | | | | | | | | | |

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

| | <i>Units</i> | <i>NSW (c)</i> | <i>Vic (d) (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (d) (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</i> | <i>NT</i> | <i>Aust</i> |
|---|--------------|----------------|--------------------|----------------|---------------|-------------------|----------------|----------------|-------------|----------------|
| Open competitive tendering (k) | \$m | 210.5 | 308.3 | 86.7 | 25.3 | 29.4 | 5.9 | 12.5 | 7.5 | 686.2 |
| Limited competitive tendering (l) | \$m | .. | .. | 13.7 | .. | 6.2 | 0.3 | 1.0 | .. | 21.2 |
| User choice | \$m | 244.1 | 276.8 | 212.2 | 167.0 | 45.9 | 36.3 | 13.9 | 15.0 | 1 011.2 |
| Entitlement funding (m) | \$m | .. | na | na | .. | na | na | .. | .. | na |
| Total | \$m | 454.6 | 585.1 | 312.6 | 192.3 | 81.6 | 42.5 | 27.3 | 22.5 | 1 718.6 |
| Proportion of government recurrent funding | | | | | | | | | | |
| Open competitive tendering (k) | % | 12.6 | 23.2 | 8.6 | 4.1 | 8.3 | 4.1 | 11.4 | 6.3 | 12.8 |
| Limited competitive tendering (l) | % | .. | .. | 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 |
| Entitlement funding (m) | % | .. | na | na | .. | na | na | .. | .. | na |

(a) Data for 2010-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

(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) 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.

(d) 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.

(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.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

| | <i>Units</i> | <i>NSW (c)</i> | <i>Vic (d) (e)</i> | <i>Qld (f)</i> | <i>WA (g)</i> | <i>SA (d) (h)</i> | <i>Tas (i)</i> | <i>ACT (j)</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) | Tas: 'Entitlement' has existed for many years in Tasmania, with policy formally introduced in January 2014. Entitlement funding is embedded in all funding programmes. In 2014, entitlement represented 90 per cent of the funding allocated on a competitive basis. | | | | | | | | | |
| (j) | 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. | | | | | | | | | |
| (k) | The tendering process is open to both public and private providers, except where otherwise noted. | | | | | | | | | |
| (l) | The tendering process is restricted to community groups that deliver ACE VET programs. | | | | | | | | | |
| (m) | 'Entitlement funding has been introduced in some jurisdictions to guarantee government-subsidised training places for qualifications at the providers of students' choice. | | | | | | | | | |
| | na Not available. – Nil or rounded to zero. .. Not applicable. | | | | | | | | | |

Source: State and Territory departments unpublished; NCVET unpublished, National financial collection.

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 407.9 | 460.5 | 209.4 | 132.0 | 107.9 | 34.1 | 19.6 | 21.8 | 1 393.2 |
| 15–19 year olds | '000 | 137.5 | 85.5 | 63.5 | 38.3 | 18.7 | 7.0 | 3.9 | 4.4 | 358.9 |
| 20–24 year olds | '000 | 65.9 | 94.5 | 42.7 | 23.2 | 19.4 | 6.3 | 4.9 | 3.7 | 260.6 |
| 25–64 year olds | '000 | 194.2 | 269.2 | 100.4 | 69.1 | 67.4 | 20.4 | 10.5 | 13.1 | 744.3 |
| 15–64 year olds | '000 | 397.6 | 449.2 | 206.6 | 130.6 | 105.5 | 33.7 | 19.3 | 21.2 | 1 363.7 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 35 790 | 7 066 | 18 499 | 7 073 | 7 356 | 2 044 | 2 074 | 1 747 | 81 649 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 5.4 | 7.9 | 4.4 | 5.1 | 6.4 | 6.6 | 5.1 | 8.9 | 5.9 |
| 15–19 year olds | % | 29.4 | 23.9 | 20.5 | 23.7 | 17.9 | 20.8 | 16.9 | 26.9 | 24.3 |
| 20–24 year olds | % | 12.8 | 22.5 | 12.7 | 12.5 | 17.0 | 20.1 | 15.1 | 18.8 | 15.8 |
| 25–64 year olds | % | 4.9 | 8.6 | 4.0 | 4.9 | 7.6 | 7.7 | 4.9 | 9.4 | 6.0 |
| 15–64 year olds | % | 8.0 | 11.5 | 6.6 | 7.4 | 9.6 | 10.3 | 7.2 | 12.1 | 8.7 |
| Proportion of students through recognition of prior learning | | | | | | | | | | |
| All students | % | 8.8 | 1.5 | 8.8 | 5.4 | 6.8 | 6.0 | 10.6 | 8.0 | 5.9 |
| 2013 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 422.9 | 498.0 | 198.2 | 141.3 | 150.3 | 29.8 | 21.9 | 20.2 | 1 482.6 |
| 15–19 year olds | '000 | 144.6 | 105.0 | 64.5 | 40.4 | 28.3 | 6.5 | 4.3 | 4.2 | 397.7 |
| 20–24 year olds | '000 | 68.7 | 97.8 | 37.9 | 24.8 | 25.7 | 5.6 | 5.1 | 3.4 | 268.9 |
| 25–64 year olds | '000 | 197.8 | 283.0 | 92.9 | 74.5 | 93.0 | 17.3 | 12.3 | 12.2 | 782.9 |
| 15–64 year olds | '000 | 411.0 | 485.7 | 195.3 | 139.7 | 146.9 | 29.5 | 21.6 | 19.8 | 1 449.5 |

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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 students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 30 219 | 23 787 | 18 708 | 8 583 | 14 220 | 1 793 | 1 765 | 1 261 | 100 336 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 5.7 | 8.7 | 4.3 | 5.6 | 9.0 | 5.8 | 5.7 | 8.4 | 6.4 |
| 15–19 year olds | % | 31.2 | 29.5 | 20.9 | 25.3 | 27.1 | 19.5 | 18.0 | 25.5 | 27.1 |
| 20–24 year olds | % | 13.5 | 23.6 | 11.3 | 13.3 | 22.3 | 17.7 | 15.2 | 17.7 | 16.4 |
| 25–64 year olds | % | 5.1 | 9.2 | 3.8 | 5.4 | 10.6 | 6.6 | 5.8 | 9.0 | 6.4 |
| 15–64 year olds | % | 8.4 | 12.6 | 6.3 | 8.1 | 13.4 | 8.9 | 8.0 | 11.6 | 9.4 |
| Proportion of students through recognition of prior learning | | | | | | | | | | |
| All students | % | 7.1 | 4.8 | 9.4 | 6.1 | 9.5 | 6.0 | 8.0 | 6.2 | 6.8 |
| 2012 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 466.0 | 494.3 | 236.9 | 145.2 | 123.3 | 31.7 | 23.8 | 21.7 | 1 542.8 |
| 15–19 year olds | '000 | 151.5 | 119.6 | 73.8 | 43.6 | 27.1 | 8.0 | 4.5 | 4.9 | 433.0 |
| 20–24 year olds | '000 | 72.8 | 99.9 | 40.5 | 24.4 | 20.8 | 5.8 | 5.1 | 3.4 | 272.8 |
| 25–64 year olds | '000 | 228.3 | 266.9 | 117.1 | 75.2 | 72.3 | 17.5 | 13.9 | 12.7 | 803.9 |
| 15–64 year olds | '000 | 452.5 | 486.4 | 231.4 | 143.2 | 120.3 | 31.3 | 23.5 | 21.0 | 1 509.7 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 29 963 | 42 902 | 22 258 | 9 530 | 13 012 | 2 211 | 2 820 | 993 | 123 689 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 6.4 | 8.8 | 5.2 | 6.0 | 7.4 | 6.2 | 6.4 | 9.3 | 6.8 |
| 15–19 year olds | % | 32.7 | 33.6 | 24.2 | 27.8 | 25.8 | 23.7 | 18.5 | 30.4 | 29.7 |
| 20–24 year olds | % | 14.5 | 24.2 | 12.3 | 13.5 | 18.1 | 18.2 | 15.3 | 17.9 | 16.8 |
| 25–64 year olds | % | 5.9 | 8.8 | 4.8 | 5.7 | 8.3 | 6.6 | 6.7 | 9.5 | 6.6 |
| 15–64 year olds | % | 9.4 | 12.8 | 7.6 | 8.6 | 11.0 | 9.4 | 8.8 | 12.5 | 9.9 |

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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 students through recognition of prior learning | | | | | | | | | | |
| All students | % | 6.4 | 8.7 | 9.4 | 6.6 | 10.6 | 7.0 | 11.8 | 4.6 | 8.0 |
| 2011 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 464.9 | 436.0 | 253.8 | 146.7 | 101.6 | 31.6 | 23.9 | 21.9 | 1 480.3 |
| 15–19 year olds | '000 | 150.7 | 108.8 | 76.3 | 44.6 | 24.8 | 8.5 | 4.8 | 5.2 | 423.8 |
| 20–24 year olds | '000 | 72.4 | 88.1 | 43.1 | 24.3 | 17.3 | 5.9 | 5.4 | 3.4 | 260.0 |
| 25–64 year olds | '000 | 228.1 | 230.8 | 127.2 | 74.6 | 56.1 | 16.7 | 13.4 | 12.6 | 759.6 |
| 15–64 year olds | '000 | 451.2 | 427.7 | 246.6 | 143.6 | 98.2 | 31.2 | 23.6 | 21.3 | 1 443.4 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 32 127 | 29 697 | 22 374 | 9 687 | 7 988 | 2 264 | 2 033 | 732 | 106 902 |
| Participation rate by age (c) | | | | | | | | | | |
| 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 | 13.4 | 13.7 | 15.0 | 18.2 | 16.1 | 17.8 | 16.1 |
| 25–64 year olds | % | 5.9 | 7.7 | 5.3 | 5.8 | 6.5 | 6.3 | 6.6 | 9.7 | 6.4 |
| 15–64 year olds | % | 9.4 | 11.4 | 8.2 | 8.9 | 9.0 | 9.4 | 9.0 | 12.8 | 9.6 |
| Proportion of students through recognition of prior learning | | | | | | | | | | |
| All students | % | 6.9 | 6.8 | 8.8 | 6.6 | 7.9 | 7.2 | 8.5 | 3.3 | 7.2 |
| 2010 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 467.1 | 342.9 | 230.4 | 143.4 | 99.3 | 30.7 | 25.0 | 21.1 | 1 360.1 |
| 15–19 year olds | '000 | 150.7 | 88.3 | 72.1 | 45.3 | 26.7 | 9.1 | 5.3 | 5.3 | 402.7 |
| 20–24 year olds | '000 | 71.9 | 71.6 | 41.2 | 23.8 | 17.7 | 5.9 | 5.5 | 3.2 | 240.8 |
| 25–64 year olds | '000 | 229.1 | 176.4 | 112.0 | 70.7 | 52.2 | 15.3 | 13.8 | 11.9 | 681.4 |

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 15–64 year olds | '000 | 451.7 | 336.2 | 225.4 | 139.9 | 96.5 | 30.3 | 24.6 | 20.3 | 1 324.9 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 28 934 | 23 959 | 17 654 | 8 115 | 8 402 | 1 955 | 2 052 | 628 | 91 699 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 6.5 | 6.3 | 5.2 | 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 | 12.9 | 13.7 | 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 | 7.6 | 8.9 | 8.9 | 9.1 | 9.5 | 12.3 | 8.9 |
| Proportion of students through recognition of prior learning | | | | | | | | | | |
| All students | % | 6.2 | 7.0 | 7.7 | 5.7 | 8.5 | 6.4 | 8.2 | 3.0 | 6.7 |
| 2009 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 446.9 | 306.2 | 214.3 | 135.7 | 98.5 | 30.0 | 22.5 | 21.1 | 1 275.1 |
| 15–19 year olds | '000 | 149.0 | 76.5 | 71.8 | 45.0 | 26.7 | 8.7 | 5.3 | 5.6 | 388.6 |
| 20–24 year olds | '000 | 68.4 | 60.0 | 38.2 | 22.8 | 17.2 | 5.8 | 5.1 | 3.1 | 220.7 |
| 25–64 year olds | '000 | 210.4 | 160.6 | 98.8 | 64.2 | 50.8 | 15.1 | 11.9 | 11.5 | 623.3 |
| 15–64 year olds | '000 | 427.8 | 297.1 | 208.9 | 132.0 | 94.7 | 29.6 | 22.2 | 20.3 | 1 232.6 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 24 483 | 19 570 | 14 606 | 5 870 | 7 738 | 2 111 | 1 194 | 357 | 75 929 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 6.3 | 5.7 | 4.9 | 6.1 | 6.1 | 5.9 | 6.3 | 9.3 | 5.9 |
| 15–19 year olds | % | 31.9 | 21.3 | 23.9 | 29.2 | 25.0 | 25.4 | 20.8 | 34.0 | 26.6 |
| 20–24 year olds | % | 13.8 | 14.8 | 12.2 | 13.5 | 15.3 | 18.1 | 16.0 | 16.3 | 14.0 |
| 25–64 year olds | % | 5.6 | 5.6 | 4.3 | 5.3 | 6.0 | 5.7 | 6.0 | 9.1 | 5.4 |

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 15–64 year olds | % | 9.1 | 8.1 | 7.1 | 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 | 6.8 | 4.3 | 7.9 | 7.0 | 5.3 | 1.7 | 6.0 |
| 2008 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 447.2 | 301.7 | 210.1 | 126.2 | 95.4 | 31.2 | 21.6 | 20.8 | 1 254.2 |
| 15–19 year olds | '000 | 150.3 | 74.8 | 70.2 | 44.7 | 26.7 | 7.7 | 5.4 | 5.5 | 385.3 |
| 20–24 year olds | '000 | 68.0 | 59.3 | 37.1 | 20.9 | 16.2 | 6.0 | 4.8 | 3.1 | 215.6 |
| 25–64 year olds | '000 | 209.0 | 156.7 | 97.7 | 56.4 | 48.5 | 17.0 | 11.1 | 11.5 | 607.9 |
| 15–64 year olds | '000 | 427.3 | 290.8 | 205.0 | 122.0 | 91.4 | 30.8 | 21.4 | 20.1 | 1 208.8 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 21 009 | 12 879 | 13 433 | 3 617 | 5 730 | 2 090 | 1 167 | 446 | 60 371 |
| Participation rate by age (c) | | | | | | | | | | |
| 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 | 23.9 | 29.4 | 25.1 | 22.6 | 21.3 | 33.7 | 26.6 |
| 20–24 year olds | % | 14.1 | 15.3 | 12.3 | 13.0 | 14.7 | 19.2 | 15.7 | 16.9 | 14.1 |
| 25–64 year olds | % | 5.6 | 5.6 | 4.3 | 4.8 | 5.8 | 6.5 | 5.7 | 9.4 | 5.3 |
| 15–64 year olds | % | 9.2 | 8.2 | 7.2 | 8.2 | 8.6 | 9.4 | 8.6 | 12.8 | 8.4 |
| Proportion of students through recognition of prior learning | | | | | | | | | | |
| All students | % | 4.7 | 4.3 | 6.4 | 2.9 | 6.0 | 6.7 | 5.4 | 2.1 | 4.8 |
| 2007 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 454.7 | 294.2 | 206.0 | 121.3 | 94.3 | 30.2 | 21.8 | 21.4 | 1 243.9 |
| 15–19 year olds | '000 | 149.3 | 72.1 | 67.5 | 43.4 | 26.3 | 6.9 | 5.4 | 5.8 | 376.8 |
| 20–24 year olds | '000 | 71.1 | 58.1 | 37.6 | 21.2 | 15.9 | 6.0 | 5.0 | 3.3 | 218.2 |

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 25–64 year olds | '000 | 215.2 | 152.7 | 96.5 | 53.2 | 48.1 | 16.6 | 11.1 | 11.5 | 604.9 |
| 15–64 year olds | '000 | 435.6 | 282.9 | 201.5 | 117.8 | 90.3 | 29.6 | 21.4 | 20.7 | 1 199.8 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 19 676 | 8 667 | 11 050 | 2 665 | 4 719 | 1 372 | 1 027 | 533 | 49 709 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 6.7 | 5.7 | 5.0 | 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 | 12.7 | 13.8 | 14.6 | 19.4 | 16.3 | 19.0 | 14.7 |
| 25–64 year olds | % | 5.9 | 5.5 | 4.4 | 4.7 | 5.8 | 6.4 | 5.8 | 9.7 | 5.4 |
| 15–64 year olds | % | 9.5 | 8.1 | 7.3 | 8.2 | 8.6 | 9.1 | 8.7 | 13.6 | 8.5 |
| Proportion of students through recognition of prior learning | | | | | | | | | | |
| All students | % | 4.3 | 2.9 | 5.4 | 2.2 | 5.0 | 4.5 | 4.7 | 2.5 | 4.0 |
| 2006 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 469.1 | 300.8 | 204.6 | 110.2 | 91.5 | 29.5 | 21.2 | 21.0 | 1 247.9 |
| 15–19 year olds | '000 | 149.5 | 72.0 | 62.5 | 35.5 | 26.9 | 6.9 | 5.0 | 5.9 | 364.2 |
| 20–24 year olds | '000 | 73.8 | 58.9 | 38.6 | 20.5 | 15.1 | 5.7 | 5.0 | 3.5 | 221.1 |
| 25–64 year olds | '000 | 225.3 | 145.4 | 98.4 | 51.7 | 43.0 | 16.1 | 10.9 | 11.0 | 601.8 |
| 15–64 year olds | '000 | 448.6 | 276.3 | 199.5 | 107.8 | 85.0 | 28.6 | 21.0 | 20.4 | 1 187.1 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 20 524 | 8 681 | 10 075 | 2 732 | 4 066 | 1 175 | 1 147 | 731 | 49 131 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 7.0 | 5.9 | 5.1 | 5.4 | 5.9 | 6.0 | 6.3 | 10.1 | 6.1 |
| 15–19 year olds | % | 33.2 | 21.0 | 22.6 | 24.4 | 26.0 | 20.4 | 20.6 | 38.2 | 26.2 |
| 20–24 year olds | % | 15.9 | 16.2 | 13.4 | 13.8 | 14.2 | 18.3 | 16.9 | 20.5 | 15.3 |

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 25–64 year olds | % | 6.3 | 5.4 | 4.6 | 4.7 | 5.2 | 6.2 | 5.9 | 9.5 | 5.5 |
| 15–64 year olds | % | 9.9 | 8.1 | 7.4 | 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 | 4.9 | 2.5 | 4.4 | 4.0 | 5.4 | 3.5 | 3.9 |
| 2005 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students | '000 | 455.5 | 292.2 | 196.2 | 108.3 | 95.6 | 28.4 | 20.1 | 20.3 | 1 216.6 |
| 15–19 year olds | '000 | 110.0 | 71.9 | 57.8 | 34.6 | 29.0 | 6.5 | 4.8 | 5.4 | 320.0 |
| 20–24 year olds | '000 | 74.0 | 58.1 | 37.3 | 19.7 | 15.6 | 5.5 | 4.7 | 3.0 | 217.9 |
| 25–64 year olds | '000 | 243.9 | 147.8 | 95.9 | 51.3 | 44.1 | 15.9 | 10.4 | 10.8 | 620.2 |
| 15–64 year olds | '000 | 428.0 | 277.8 | 191.0 | 105.7 | 88.7 | 27.8 | 20.0 | 19.2 | 1 158.1 |
| Number of students through recognition of prior learning | | | | | | | | | | |
| All students | no. | 23 780 | 7 876 | 7 116 | 2 251 | 3 803 | 915 | 1 286 | 895 | 47 922 |
| Participation rate by age (c) | | | | | | | | | | |
| All students | % | 6.8 | 5.9 | 5.0 | 5.4 | 6.2 | 5.9 | 6.1 | 9.9 | 6.0 |
| 15–19 year olds | % | 24.5 | 21.2 | 21.3 | 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 | 4.6 | 4.7 | 5.4 | 6.2 | 5.7 | 9.5 | 5.7 |
| 15–64 year olds | % | 9.6 | 8.3 | 7.2 | 7.7 | 8.7 | 8.7 | 8.4 | 13.1 | 8.5 |
| 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 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

Table 5A.11 **Government funded VET participation, by age group (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 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 (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 2A.1.

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 407.9 | 460.5 | 209.4 | 132.0 | 107.9 | 34.1 | 19.6 | 21.8 | 1 393.2 |
| 18–24 year olds | '000 | 116.9 | 156.2 | 71.9 | 39.9 | 29.7 | 10.3 | 7.5 | 5.5 | 437.8 |
| 20–64 year olds | '000 | 260.1 | 363.7 | 143.1 | 92.3 | 86.8 | 26.7 | 15.4 | 16.8 | 1 004.8 |
| 15–64 year olds | '000 | 397.6 | 449.2 | 206.6 | 130.6 | 105.5 | 33.7 | 19.3 | 21.2 | 1 363.7 |
| Aboriginal and Torres Strait Islander students total | '000 | 30.3 | 6.7 | 12.4 | 11.7 | 4.7 | 1.7 | 0.8 | 9.2 | 77.5 |
| 18–24 year olds | '000 | 9.9 | 2.7 | 4.5 | 3.4 | 1.5 | 0.7 | 0.3 | 2.3 | 25.2 |
| 20–64 year olds | '000 | 18.3 | 4.8 | 7.8 | 8.2 | 3.4 | 1.2 | 0.5 | 7.0 | 51.0 |
| 15–64 year olds | '000 | 29.7 | 6.6 | 12.2 | 11.6 | 4.6 | 1.7 | 0.7 | 8.8 | 76.0 |
| Non-Indigenous students total | '000 | 369.3 | 447.8 | 178.9 | 109.8 | 100.2 | 32.0 | 18.6 | 12.5 | 1 269.1 |
| 18–24 year olds | '000 | 106.2 | 151.7 | 62.0 | 34.1 | 27.6 | 9.4 | 7.1 | 3.2 | 401.2 |
| 20–64 year olds | '000 | 236.2 | 354.3 | 122.0 | 76.4 | 80.9 | 25.2 | 14.7 | 9.7 | 919.6 |
| 15–64 year olds | '000 | 361.2 | 436.8 | 176.8 | 108.7 | 98.1 | 31.6 | 18.4 | 12.3 | 1 243.9 |
| Participation rate by age (c) | | | | | | | | | | |
| All students total | % | 5.4 | 7.9 | 4.4 | 5.1 | 6.4 | 6.6 | 5.1 | 8.9 | 5.9 |
| 18–24 year olds | % | 16.5 | 27.4 | 15.5 | 15.8 | 18.8 | 22.8 | 17.8 | 20.8 | 19.3 |
| 20–64 year olds | % | 5.8 | 10.2 | 5.1 | 5.8 | 8.7 | 9.0 | 6.3 | 10.6 | 7.1 |
| 15–64 year olds | % | 8.0 | 11.5 | 6.6 | 7.4 | 9.6 | 10.3 | 7.2 | 12.1 | 8.7 |
| Aboriginal and Torres Strait Islander students total | % | 13.7 | 13.1 | 6.1 | 12.5 | 11.7 | 6.7 | 11.3 | 12.7 | 10.9 |
| 18–24 year olds | % | 32.0 | 35.8 | 16.0 | 26.6 | 26.4 | 20.4 | 27.8 | 23.6 | 25.4 |
| 20–64 year olds | % | 16.7 | 18.3 | 7.7 | 16.4 | 16.4 | 9.0 | 13.4 | 17.3 | 14.0 |
| 15–64 year olds | % | 22.0 | 20.9 | 9.9 | 19.4 | 18.4 | 11.0 | 16.4 | 18.8 | 17.2 |
| Non-Indigenous students total | % | 5.1 | 7.7 | 4.0 | 4.4 | 6.1 | 6.5 | 4.9 | 7.2 | 5.6 |
| 18–24 year olds | % | 15.7 | 26.9 | 14.3 | 14.2 | 18.1 | 22.7 | 17.4 | 19.1 | 18.5 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 20–64 year olds | % | 5.4 | 10.1 | 4.5 | 5.0 | 8.3 | 8.9 | 6.1 | 8.2 | 6.7 |
| 15–64 year olds | % | 7.5 | 11.3 | 5.9 | 6.4 | 9.1 | 10.1 | 7.0 | 9.6 | 8.2 |
| 2013 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 422.9 | 498.0 | 198.2 | 141.3 | 150.3 | 29.8 | 21.9 | 20.2 | 1 482.6 |
| 18–24 year olds | '000 | 123.0 | 163.6 | 65.0 | 42.8 | 40.7 | 9.3 | 7.9 | 5.1 | 457.4 |
| 20–64 year olds | '000 | 266.5 | 380.7 | 130.8 | 99.3 | 118.6 | 22.9 | 17.4 | 15.6 | 1 051.8 |
| 15–64 year olds | '000 | 411.0 | 485.7 | 195.3 | 139.7 | 146.9 | 29.5 | 21.6 | 19.8 | 1 449.5 |
| Aboriginal and Torres Strait Islander students total | '000 | 29.0 | 6.9 | 12.3 | 11.8 | 5.1 | 1.5 | 0.9 | 8.7 | 76.2 |
| 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 | 7.9 | 8.5 | 3.7 | 1.0 | 0.6 | 6.7 | 50.3 |
| 15–64 year olds | '000 | 28.3 | 6.8 | 12.1 | 11.7 | 5.0 | 1.5 | 0.9 | 8.5 | 74.8 |
| Non-Indigenous students total | '000 | 385.2 | 483.9 | 165.6 | 117.0 | 140.9 | 27.8 | 20.8 | 11.4 | 1 352.7 |
| 18–24 year olds | '000 | 112.8 | 158.9 | 55.1 | 36.7 | 38.1 | 8.5 | 7.5 | 3.0 | 420.6 |
| 20–64 year olds | '000 | 243.7 | 370.6 | 110.4 | 81.2 | 111.5 | 21.5 | 16.6 | 8.8 | 964.4 |
| 15–64 year olds | '000 | 375.9 | 472.1 | 163.3 | 115.7 | 137.9 | 27.5 | 20.6 | 11.2 | 1 324.1 |
| Participation rate by age (c) | | | | | | | | | | |
| All students total | % | 5.7 | 8.7 | 4.3 | 5.6 | 9.0 | 5.8 | 5.7 | 8.4 | 6.4 |
| 18–24 year olds | % | 17.6 | 29.0 | 14.1 | 17.0 | 25.7 | 20.5 | 18.1 | 19.6 | 20.4 |
| 20–64 year olds | % | 6.0 | 10.9 | 4.7 | 6.4 | 12.0 | 7.7 | 7.1 | 10.1 | 7.5 |
| 15–64 year olds | % | 8.4 | 12.6 | 6.3 | 8.1 | 13.4 | 8.9 | 8.0 | 11.6 | 9.4 |
| Aboriginal and Torres Strait Islander students total | % | 13.4 | 14.0 | 6.2 | 12.8 | 13.1 | 5.8 | 13.2 | 12.3 | 10.9 |
| 18–24 year olds | % | 31.3 | 37.3 | 15.5 | 27.8 | 31.2 | 17.8 | 29.9 | 21.9 | 25.4 |
| 20–64 year olds | % | 16.0 | 18.9 | 8.1 | 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 | 9.4 | 19.4 | 18.3 | 17.4 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Non-Indigenous students total | % | 5.4 | 8.5 | 3.7 | 4.8 | 8.6 | 5.7 | 5.5 | 6.8 | 6.0 |
| 18–24 year olds | % | 16.9 | 28.6 | 12.7 | 15.4 | 24.9 | 20.4 | 17.6 | 18.2 | 19.6 |
| 20–64 year olds | % | 5.6 | 10.7 | 4.1 | 5.4 | 11.5 | 7.6 | 6.9 | 7.6 | 7.1 |
| 15–64 year olds | % | 7.9 | 12.4 | 5.5 | 7.0 | 12.9 | 8.8 | 7.8 | 9.0 | 8.8 |
| 2012 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 466.0 | 494.3 | 236.9 | 145.2 | 123.3 | 31.7 | 23.8 | 21.7 | 1 542.8 |
| 18–24 year olds | '000 | 131.0 | 172.1 | 71.0 | 42.6 | 34.2 | 9.9 | 8.1 | 5.2 | 474.2 |
| 20–64 year olds | '000 | 301.1 | 366.9 | 157.6 | 99.7 | 93.2 | 23.3 | 19.0 | 16.1 | 1 076.7 |
| 15–64 year olds | '000 | 452.5 | 486.4 | 231.4 | 143.2 | 120.3 | 31.3 | 23.5 | 21.0 | 1 509.7 |
| Aboriginal and Torres Strait Islander students total | '000 | 29.3 | 6.2 | 15.5 | 12.3 | 5.7 | 1.6 | 0.8 | 9.4 | 80.7 |
| 18–24 year olds | '000 | 9.0 | 2.4 | 4.8 | 3.5 | 1.7 | 0.6 | 0.3 | 2.2 | 24.6 |
| 20–64 year olds | '000 | 17.2 | 4.1 | 10.0 | 8.8 | 4.0 | 1.0 | 0.5 | 7.0 | 52.6 |
| 15–64 year olds | '000 | 28.5 | 6.1 | 15.2 | 12.2 | 5.6 | 1.6 | 0.8 | 9.0 | 79.0 |
| Non-Indigenous students total | '000 | 421.9 | 479.9 | 194.7 | 112.1 | 113.3 | 29.5 | 21.1 | 12.2 | 1 384.6 |
| 18–24 year olds | '000 | 120.1 | 167.2 | 59.0 | 35.8 | 31.6 | 9.2 | 7.1 | 3.0 | 433.1 |
| 20–64 year olds | '000 | 272.8 | 356.4 | 131.0 | 76.6 | 85.7 | 21.9 | 17.1 | 8.9 | 970.5 |
| 15–64 year olds | '000 | 411.4 | 472.7 | 191.0 | 111.0 | 110.7 | 29.2 | 20.8 | 11.8 | 1 358.7 |
| Participation rate by age (c) | | | | | | | | | | |
| All students total | % | 6.4 | 8.8 | 5.2 | 6.0 | 7.4 | 6.2 | 6.4 | 9.3 | 6.8 |
| 18–24 year olds | % | 19.0 | 30.8 | 15.7 | 17.3 | 21.6 | 22.0 | 18.3 | 20.4 | 21.4 |
| 20–64 year olds | % | 6.9 | 10.7 | 5.7 | 6.6 | 9.4 | 7.8 | 7.9 | 10.6 | 7.8 |
| 15–64 year olds | % | 9.4 | 12.8 | 7.6 | 8.6 | 11.0 | 9.4 | 8.8 | 12.5 | 9.9 |
| Aboriginal and Torres Strait Islander students total | % | 13.8 | 12.7 | 8.0 | 13.7 | 15.0 | 6.5 | 12.2 | 13.4 | 11.8 |
| 18–24 year olds | % | 32.0 | 34.1 | 18.9 | 28.9 | 33.2 | 17.9 | 24.8 | 23.2 | 26.7 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 20–64 year olds | % | 16.5 | 16.9 | 10.5 | 18.9 | 20.5 | 8.1 | 14.9 | 18.3 | 15.3 |
| 15–64 year olds | % | 22.2 | 20.5 | 13.1 | 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 | 13.8 | 15.4 | 20.7 | 22.0 | 16.4 | 18.7 | 20.4 |
| 20–64 year olds | % | 6.4 | 10.4 | 4.9 | 5.2 | 8.9 | 7.7 | 7.2 | 7.9 | 7.2 |
| 15–64 year olds | % | 8.7 | 12.6 | 6.5 | 6.9 | 10.4 | 9.2 | 8.0 | 9.6 | 9.2 |
| 2011 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 464.9 | 436.0 | 253.8 | 146.7 | 101.6 | 31.6 | 23.9 | 21.9 | 1 480.3 |
| 18–24 year olds | '000 | 131.5 | 153.8 | 75.1 | 42.5 | 29.5 | 10.2 | 8.5 | 5.4 | 456.5 |
| 20–64 year olds | '000 | 300.5 | 318.9 | 170.3 | 99.0 | 73.4 | 22.6 | 18.8 | 16.1 | 1 019.6 |
| 15–64 year olds | '000 | 451.2 | 427.7 | 246.6 | 143.6 | 98.2 | 31.2 | 23.6 | 21.3 | 1 443.4 |
| Aboriginal and Torres Strait Islander students total | '000 | 28.6 | 5.6 | 16.2 | 12.3 | 4.7 | 1.6 | 0.6 | 10.0 | 79.7 |
| 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 | 17.0 | 3.8 | 10.6 | 8.4 | 3.3 | 1.0 | 0.4 | 7.5 | 52.1 |
| 15–64 year olds | '000 | 27.8 | 5.5 | 15.9 | 12.0 | 4.6 | 1.6 | 0.6 | 9.6 | 77.6 |
| Non-Indigenous students total | '000 | 419.4 | 416.3 | 198.5 | 110.0 | 91.6 | 29.0 | 18.5 | 11.7 | 1 295.0 |
| 18–24 year olds | '000 | 120.8 | 147.6 | 61.3 | 34.5 | 26.9 | 9.4 | 6.6 | 3.0 | 410.2 |
| 20–64 year olds | '000 | 271.3 | 304.2 | 138.9 | 73.7 | 65.9 | 21.0 | 14.7 | 8.4 | 898.1 |
| 15–64 year olds | '000 | 409.6 | 408.5 | 194.1 | 108.4 | 88.7 | 28.7 | 18.3 | 11.4 | 1 267.7 |
| Participation rate by age (c) | | | | | | | | | | |
| 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 | 16.9 | 17.7 | 18.6 | 22.4 | 18.8 | 20.9 | 20.7 |
| 20–64 year olds | % | 6.9 | 9.4 | 6.3 | 6.8 | 7.5 | 7.6 | 7.9 | 10.7 | 7.5 |
| 15–64 year olds | % | 9.4 | 11.4 | 8.2 | 8.9 | 9.0 | 9.4 | 9.0 | 12.8 | 9.6 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Aboriginal and Torres Strait Islander students total | % | 13.7 | 11.8 | 8.6 | 13.9 | 12.7 | 6.5 | 10.4 | 14.5 | 11.9 |
| 18–24 year olds | % | 32.0 | 31.0 | 21.4 | 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 | 14.1 | 21.8 | 20.2 | 10.8 | 15.6 | 21.8 | 19.1 |
| Non-Indigenous students total | % | 6.0 | 7.6 | 4.6 | 4.9 | 5.7 | 6.0 | 5.1 | 7.2 | 6.0 |
| 18–24 year olds | % | 18.3 | 26.7 | 14.6 | 15.1 | 17.5 | 22.3 | 15.1 | 18.5 | 19.4 |
| 20–64 year olds | % | 6.4 | 9.0 | 5.3 | 5.2 | 6.8 | 7.3 | 6.3 | 7.5 | 6.8 |
| 15–64 year olds | % | 8.8 | 11.0 | 6.7 | 6.9 | 8.3 | 9.0 | 7.1 | 9.4 | 8.7 |
| 2010 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 467.1 | 342.9 | 230.4 | 143.4 | 99.3 | 30.7 | 25.0 | 21.1 | 1 360.1 |
| 18–24 year olds | '000 | 131.8 | 126.1 | 72.6 | 41.9 | 30.4 | 10.5 | 8.8 | 5.1 | 427.2 |
| 20–64 year olds | '000 | 301.0 | 247.9 | 153.3 | 94.5 | 69.8 | 21.2 | 19.3 | 15.0 | 922.2 |
| 15–64 year olds | '000 | 451.7 | 336.2 | 225.4 | 139.9 | 96.5 | 30.3 | 24.6 | 20.3 | 1 324.9 |
| Aboriginal and Torres Strait Islander students total | '000 | 28.1 | 4.8 | 14.4 | 11.5 | 4.7 | 1.4 | 0.7 | 9.1 | 74.7 |
| 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 | 419.7 | 326.9 | 182.3 | 106.9 | 82.1 | 28.0 | 19.3 | 11.8 | 1 177.1 |
| 18–24 year olds | '000 | 121.5 | 121.1 | 60.3 | 33.9 | 24.7 | 9.6 | 6.9 | 3.0 | 381.1 |
| 20–64 year olds | '000 | 271.9 | 235.9 | 122.8 | 71.0 | 58.6 | 19.4 | 14.9 | 8.3 | 802.8 |
| 15–64 year olds | '000 | 409.7 | 320.7 | 179.0 | 105.2 | 80.1 | 27.7 | 19.1 | 11.4 | 1 152.9 |
| Participation rate by age (c) | | | | | | | | | | |
| All students total | % | 6.5 | 6.3 | 5.2 | 6.3 | 6.1 | 6.0 | 6.9 | 9.2 | 6.2 |
| 18–24 year olds | % | 19.1 | 22.4 | 16.5 | 17.7 | 19.1 | 22.8 | 19.9 | 19.4 | 19.4 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (a), (b)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 20–64 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 | 7.6 | 8.9 | 8.9 | 9.1 | 9.5 | 12.3 | 8.9 |
| Aboriginal and Torres Strait Islander students total | % | 13.7 | 10.5 | 7.8 | 13.2 | 12.9 | 5.9 | 11.2 | 13.3 | 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 | % | 6.0 | 6.0 | 4.3 | 4.9 | 5.2 | 5.8 | 5.4 | 7.3 | 5.5 |
| 18–24 year olds | % | 18.3 | 21.8 | 14.4 | 15.1 | 16.1 | 22.5 | 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 | 6.1 |
| 15–64 year olds | % | 8.8 | 8.7 | 6.3 | 6.9 | 7.6 | 8.7 | 7.5 | 9.4 | 8.0 |

2009**Number of students by age**

| | | | | | | | | | | |
|--|------|-------|-------|-------|-------|------|------|------|------|---------|
| All students total | '000 | 446.9 | 306.2 | 214.3 | 135.7 | 98.5 | 30.0 | 22.5 | 21.1 | 1 275.1 |
| 18–24 year olds | '000 | 127.5 | 107.0 | 67.8 | 40.5 | 29.6 | 10.3 | 8.5 | 5.0 | 396.2 |
| 20–64 year olds | '000 | 278.8 | 220.6 | 137.1 | 87.0 | 68.0 | 20.9 | 16.9 | 14.6 | 844.0 |
| 15–64 year olds | '000 | 427.8 | 297.1 | 208.9 | 132.0 | 94.7 | 29.6 | 22.2 | 20.3 | 1 232.6 |
| 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 | 12.7 | 9.9 | 3.9 | 1.2 | 0.5 | 8.9 | 64.7 |
| Non-Indigenous students total | '000 | 400.9 | 290.9 | 165.0 | 96.5 | 78.3 | 27.6 | 19.2 | 11.4 | 1 090.0 |
| 18–24 year olds | '000 | 118.3 | 102.8 | 56.2 | 32.3 | 24.3 | 9.5 | 7.6 | 2.9 | 354.0 |
| 20–64 year olds | '000 | 253.5 | 209.7 | 108.1 | 61.7 | 54.3 | 19.3 | 14.4 | 7.9 | 728.8 |
| 15–64 year olds | '000 | 388.9 | 283.1 | 161.9 | 94.9 | 75.7 | 27.3 | 19.1 | 11.0 | 1 062.0 |

Participation rate by age (c)

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All students total | % | 6.3 | 5.7 | 4.9 | 6.1 | 6.1 | 5.9 | 6.3 | 9.3 | 5.9 |
| 18–24 year olds | % | 18.5 | 19.2 | 15.6 | 17.4 | 18.8 | 22.4 | 19.8 | 19.4 | 18.1 |
| 20–64 year olds | % | 6.6 | 6.7 | 5.2 | 6.3 | 7.1 | 7.1 | 7.4 | 10.1 | 6.4 |
| 15–64 year olds | % | 9.1 | 8.1 | 7.1 | 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 | 24.9 | 23.9 | 14.8 | 17.4 | 22.5 | 22.5 |
| 20–64 year olds | % | 14.4 | 13.9 | 9.5 | 15.7 | 15.3 | 6.9 | 12.9 | 18.0 | 13.4 |
| 15–64 year olds | % | 19.8 | 16.1 | 12.1 | 19.0 | 18.2 | 8.8 | 13.8 | 20.8 | 16.9 |
| Non-Indigenous students total | % | 5.8 | 5.5 | 4.0 | 4.5 | 5.0 | 5.7 | 5.5 | 7.2 | 5.2 |
| 18–24 year olds | % | 17.8 | 18.6 | 13.6 | 14.6 | 16.0 | 22.3 | 18.1 | 17.3 | 16.8 |
| 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 | 7.4 |
| 2008 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 447.2 | 301.7 | 210.1 | 126.2 | 95.4 | 31.2 | 21.6 | 20.8 | 1 254.2 |
| 18–24 year olds | '000 | 126.4 | 104.8 | 65.2 | 38.2 | 28.2 | 10.4 | 8.1 | 5.1 | 386.4 |
| 20–64 year olds | '000 | 277.0 | 216.0 | 134.8 | 77.3 | 64.7 | 23.1 | 15.9 | 14.6 | 823.4 |
| 15–64 year olds | '000 | 427.3 | 290.8 | 205.0 | 122.0 | 91.4 | 30.8 | 21.4 | 20.1 | 1 208.8 |
| Aboriginal and Torres Strait Islander students total | '000 | 24.9 | 4.4 | 12.6 | 9.3 | 4.2 | 1.2 | 0.4 | 9.8 | 66.9 |
| 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 | 0.8 | 0.3 | 7.0 | 42.1 |
| 15–64 year olds | '000 | 23.2 | 4.3 | 12.3 | 9.0 | 4.1 | 1.2 | 0.4 | 9.4 | 63.8 |
| Non-Indigenous students total | '000 | 397.8 | 284.2 | 167.2 | 89.4 | 82.9 | 29.3 | 19.3 | 10.9 | 1 081.1 |
| 18–24 year olds | '000 | 117.0 | 100.0 | 56.2 | 30.7 | 25.4 | 9.7 | 7.6 | 2.7 | 349.5 |
| 20–64 year olds | '000 | 250.6 | 203.1 | 109.5 | 55.7 | 56.7 | 21.6 | 14.2 | 7.5 | 718.9 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 15–64 year olds | '000 | 385.3 | 274.6 | 164.3 | 87.8 | 79.9 | 28.9 | 19.2 | 10.5 | 1 050.5 |
| Participation rate by age (c) | | | | | | | | | | |
| 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 | 15.5 | 17.1 | 18.4 | 23.0 | 19.4 | 20.3 | 18.2 |
| 20–64 year olds | % | 6.6 | 6.7 | 5.3 | 5.8 | 6.8 | 7.9 | 7.1 | 10.4 | 6.4 |
| 15–64 year olds | % | 9.2 | 8.2 | 7.2 | 8.2 | 8.6 | 9.4 | 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 | 14.7 | 18.7 | 25.2 | 22.9 |
| 20–64 year olds | % | 15.0 | 14.7 | 9.3 | 14.9 | 16.5 | 7.7 | 11.2 | 19.9 | 13.7 |
| 15–64 year olds | % | 20.2 | 16.7 | 12.0 | 17.7 | 19.4 | 8.8 | 12.5 | 22.3 | 17.1 |
| Non-Indigenous students total | % | 5.9 | 5.5 | 4.1 | 4.3 | 5.3 | 6.2 | 5.6 | 7.1 | 5.2 |
| 18–24 year olds | % | 18.0 | 18.8 | 14.1 | 14.4 | 17.1 | 23.2 | 18.5 | 17.2 | 17.1 |
| 20–64 year olds | % | 6.1 | 6.4 | 4.4 | 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 |
| 2007 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 454.7 | 294.2 | 206.0 | 121.3 | 94.3 | 30.2 | 21.8 | 21.4 | 1 243.9 |
| 18–24 year olds | '000 | 129.9 | 103.1 | 65.6 | 39.1 | 27.7 | 10.2 | 8.5 | 5.3 | 389.3 |
| 20–64 year olds | '000 | 286.3 | 210.9 | 134.0 | 74.4 | 63.9 | 22.6 | 16.1 | 14.9 | 823.0 |
| 15–64 year olds | '000 | 435.6 | 282.9 | 201.5 | 117.8 | 90.3 | 29.6 | 21.4 | 20.7 | 1 199.8 |
| Aboriginal and Torres Strait Islander students total | '000 | 22.3 | 4.0 | 13.1 | 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 | 17.8 |
| 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 | 62.3 |
| Non-Indigenous students total | '000 | 395.5 | 277.7 | 171.8 | 88.5 | 80.4 | 28.4 | 19.7 | 11.1 | 1 073.1 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 18–24 year olds | '000 | 117.4 | 98.2 | 57.9 | 31.9 | 24.7 | 9.6 | 8.1 | 2.8 | 350.5 |
| 20–64 year olds | '000 | 250.4 | 199.1 | 112.0 | 54.2 | 55.4 | 21.4 | 14.5 | 7.4 | 714.3 |
| 15–64 year olds | '000 | 383.1 | 267.6 | 168.7 | 87.0 | 77.7 | 27.9 | 19.6 | 10.7 | 1 042.3 |
| Participation rate by age (c) | | | | | | | | | | |
| All students total | % | 6.7 | 5.7 | 5.0 | 5.8 | 6.0 | 6.1 | 6.4 | 10.0 | 6.0 |
| 18–24 year olds | % | 19.8 | 20.0 | 16.1 | 18.3 | 18.3 | 23.0 | 20.5 | 22.5 | 19.0 |
| 20–64 year olds | % | 7.0 | 6.7 | 5.4 | 5.8 | 6.8 | 7.8 | 7.3 | 10.9 | 6.5 |
| 15–64 year olds | % | 9.5 | 8.1 | 7.3 | 8.2 | 8.6 | 9.1 | 8.7 | 13.6 | 8.5 |
| 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 | 17.8 | 24.6 | 26.2 | 15.8 | 15.4 | 27.3 | 23.3 |
| 20–64 year olds | % | 14.6 | 13.2 | 10.4 | 15.5 | 16.4 | 7.6 | 10.4 | 21.3 | 14.1 |
| 15–64 year olds | % | 19.1 | 15.7 | 12.8 | 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 | 15.0 | 15.7 | 16.8 | 23.2 | 20.0 | 19.4 | 17.7 |
| 20–64 year olds | % | 6.2 | 6.4 | 4.6 | 4.3 | 6.0 | 7.7 | 6.6 | 7.3 | 5.8 |
| 15–64 year olds | % | 8.6 | 7.7 | 6.3 | 6.3 | 7.6 | 9.0 | 8.1 | 9.7 | 7.6 |
| 2006 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 469.1 | 300.8 | 204.6 | 110.2 | 91.5 | 29.5 | 21.2 | 21.0 | 1 247.9 |
| 18–24 year olds | '000 | 134.1 | 105.1 | 67.2 | 38.4 | 26.6 | 9.9 | 8.4 | 5.6 | 395.2 |
| 20–64 year olds | '000 | 299.1 | 204.3 | 136.9 | 72.2 | 58.1 | 21.7 | 15.9 | 14.5 | 822.9 |
| 15–64 year olds | '000 | 448.6 | 276.3 | 199.5 | 107.8 | 85.0 | 28.6 | 21.0 | 20.4 | 1 187.1 |
| Aboriginal and Torres Strait Islander students total | '000 | 20.9 | 3.7 | 11.9 | 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 | 12.7 | 2.4 | 7.9 | 6.4 | 2.9 | 0.7 | 0.3 | 7.0 | 40.5 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 | 387.3 | 265.4 | 171.7 | 81.3 | 75.1 | 27.6 | 19.4 | 10.7 | 1 038.5 |
| 18–24 year olds | '000 | 116.7 | 97.4 | 59.5 | 30.4 | 23.5 | 9.3 | 8.0 | 3.0 | 347.8 |
| 20–64 year olds | '000 | 245.0 | 188.2 | 114.6 | 52.4 | 49.7 | 20.5 | 14.5 | 7.3 | 692.3 |
| 15–64 year olds | '000 | 374.7 | 254.9 | 168.1 | 80.1 | 72.1 | 27.0 | 19.3 | 10.4 | 1 006.5 |
| Participation rate by age (c) | | | | | | | | | | |
| All students total | % | 7.0 | 5.9 | 5.1 | 5.4 | 5.9 | 6.0 | 6.3 | 10.1 | 6.1 |
| 18–24 year olds | % | 20.8 | 21.0 | 16.9 | 18.6 | 17.9 | 22.6 | 20.8 | 24.5 | 19.7 |
| 20–64 year olds | % | 7.4 | 6.6 | 5.6 | 5.8 | 6.2 | 7.5 | 7.4 | 10.9 | 6.6 |
| 15–64 year olds | % | 9.9 | 8.1 | 7.4 | 7.7 | 8.2 | 8.9 | 8.7 | 13.7 | 8.6 |
| Aboriginal and Torres Strait Islander students total | % | 11.1 | 9.0 | 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 | 12.7 | 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 | 15.8 | 15.5 | 16.3 | 22.7 | 20.1 | 22.5 | 18.0 |
| 20–64 year olds | % | 6.2 | 6.2 | 4.9 | 4.3 | 5.4 | 7.4 | 6.8 | 7.4 | 5.7 |
| 15–64 year olds | % | 8.5 | 7.5 | 6.4 | 5.9 | 7.1 | 8.7 | 8.1 | 9.7 | 7.5 |
| 2005 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 455.5 | 292.2 | 196.2 | 108.3 | 95.6 | 28.4 | 20.1 | 20.3 | 1 216.6 |
| 18–24 year olds | '000 | 131.9 | 105.3 | 66.2 | 37.8 | 27.9 | 9.5 | 8.1 | 4.9 | 391.6 |
| 20–64 year olds | '000 | 317.9 | 205.9 | 133.2 | 71.0 | 59.8 | 21.4 | 15.1 | 13.8 | 838.1 |
| 15–64 year olds | '000 | 428.0 | 277.8 | 191.0 | 105.7 | 88.7 | 27.8 | 20.0 | 19.2 | 1 158.1 |
| 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 |

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 | 7.9 | 6.7 | 2.5 | 0.7 | 0.2 | 6.2 | 38.5 |
| 15–64 year olds | '000 | 17.3 | 3.4 | 11.1 | 9.1 | 3.8 | 1.0 | 0.3 | 8.7 | 54.7 |
| Non-Indigenous students total | '000 | 351.6 | 265.7 | 164.7 | 79.0 | 77.6 | 26.6 | 18.5 | 10.9 | 994.6 |
| 18–24 year olds | '000 | 112.0 | 96.7 | 58.6 | 29.5 | 24.6 | 8.8 | 7.7 | 2.8 | 340.7 |
| 20–64 year olds | '000 | 243.8 | 187.7 | 111.2 | 50.9 | 50.8 | 20.0 | 13.8 | 7.5 | 685.8 |
| 15–64 year olds | '000 | 336.6 | 253.5 | 161.3 | 77.7 | 74.4 | 26.0 | 18.4 | 10.3 | 958.2 |
| Participation rate by age (c) | | | | | | | | | | |
| All students total | % | 6.8 | 5.9 | 5.0 | 5.4 | 6.2 | 5.9 | 6.1 | 9.9 | 6.0 |
| 18–24 year olds | % | 20.7 | 21.5 | 17.1 | 18.7 | 19.1 | 21.6 | 20.2 | 21.9 | 19.9 |
| 20–64 year olds | % | 7.9 | 6.8 | 5.6 | 5.8 | 6.5 | 7.5 | 7.1 | 10.6 | 6.9 |
| 15–64 year olds | % | 9.6 | 8.3 | 7.2 | 7.7 | 8.7 | 8.7 | 8.4 | 13.1 | 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 | 15.9 | 15.4 | 17.3 | 21.5 | 19.5 | 20.5 | 17.9 |
| 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 | 6.3 | 5.9 | 7.4 | 8.5 | 7.8 | 9.7 | 7.2 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) 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.

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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> |
|----------------|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| <i>Source:</i> | NCVER unpublished, National VET provider collection; ABS (2014) Australian Demographic Statistics, June 2014, Cat. no. 3101.0, Canberra; ABS (2013) <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> , Cat. no. 3238.0; table 2A.1; table 2A.13. | | | | | | | | | |

TABLE 5A.13

Table 5A.13 Government funded VET participation of people aged 15–64 years, by sex (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> |
|---------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Male students | '000 | 191.5 | 239.2 | 112.5 | 73.5 | 53.7 | 17.1 | 9.7 | 11.6 | 708.7 |
| Female students | '000 | 205.9 | 209.3 | 93.5 | 57.1 | 51.5 | 16.6 | 9.5 | 9.6 | 653.1 |
| All 15–64 year old students (c) | '000 | 397.6 | 449.2 | 206.6 | 130.6 | 105.5 | 33.7 | 19.3 | 21.2 | 1 363.7 |
| Participation rate (d) | | | | | | | | | | |
| Male students | % | 7.8 | 12.3 | 7.2 | 8.2 | 9.7 | 10.4 | 7.2 | 12.4 | 9.1 |
| Female students | % | 8.3 | 10.7 | 6.0 | 6.7 | 9.4 | 10.1 | 7.1 | 11.8 | 8.4 |
| All 15–64 year old students | % | 8.0 | 11.5 | 6.6 | 7.4 | 9.6 | 10.3 | 7.2 | 12.1 | 8.7 |
| 2013 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Male students | '000 | 196.2 | 259.8 | 104.3 | 77.7 | 71.3 | 14.6 | 11.2 | 10.7 | 745.8 |
| Female students | '000 | 214.6 | 225.4 | 90.6 | 61.9 | 74.8 | 14.9 | 10.5 | 9.0 | 701.6 |
| All 15–64 year old students (c) | '000 | 411.0 | 485.7 | 195.3 | 139.7 | 146.9 | 29.5 | 21.6 | 19.8 | 1 449.5 |
| Participation rate (d) | | | | | | | | | | |
| Male students | % | 8.0 | 13.6 | 6.7 | 8.8 | 13.0 | 8.9 | 8.3 | 11.9 | 9.7 |
| Female students | % | 8.8 | 11.7 | 5.8 | 7.4 | 13.7 | 9.0 | 7.8 | 11.2 | 9.1 |
| All 15–64 year old students | % | 8.4 | 12.6 | 6.3 | 8.1 | 13.4 | 8.9 | 8.0 | 11.6 | 9.4 |
| 2012 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Male students | '000 | 214.8 | 251.2 | 122.0 | 79.3 | 58.4 | 15.4 | 11.6 | 11.8 | 764.4 |
| Female students | '000 | 237.2 | 234.8 | 108.9 | 63.9 | 61.1 | 15.9 | 11.8 | 9.2 | 743.0 |
| All 15–64 year old students (c) | '000 | 452.5 | 486.4 | 231.4 | 143.2 | 120.3 | 31.3 | 23.5 | 21.0 | 1 509.7 |
| Participation rate (d) | | | | | | | | | | |
| Male students | % | 8.9 | 13.3 | 8.0 | 9.3 | 10.7 | 9.3 | 8.8 | 13.3 | 10.0 |

TABLE 5A.13

Table 5A.13 **Government funded VET participation of people aged 15–64 years, by sex (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> |
|---------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Female students | % | 9.8 | 12.3 | 7.1 | 7.8 | 11.2 | 9.6 | 8.9 | 11.5 | 9.8 |
| All 15–64 year old students | % | 9.4 | 12.8 | 7.6 | 8.6 | 11.0 | 9.4 | 8.8 | 12.5 | 9.9 |
| 2011 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Male students | '000 | 214.8 | 218.7 | 130.9 | 77.9 | 49.1 | 15.8 | 11.6 | 12.3 | 731.0 |
| Female students | '000 | 235.9 | 208.0 | 115.0 | 65.7 | 48.7 | 15.1 | 11.9 | 9.0 | 709.3 |
| All 15–64 year old students (c) | '000 | 451.2 | 427.7 | 246.6 | 143.6 | 98.2 | 31.2 | 23.6 | 21.3 | 1 443.4 |
| Participation rate (d) | | | | | | | | | | |
| Male students | % | 8.9 | 11.7 | 8.7 | 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 | 8.2 | 8.9 | 9.0 | 9.4 | 9.0 | 12.8 | 9.6 |
| 2010 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Male students | '000 | 215.7 | 174.9 | 122.2 | 76.8 | 49.9 | 15.4 | 11.7 | 11.8 | 678.5 |
| Female students | '000 | 235.3 | 160.1 | 102.5 | 63.1 | 46.5 | 14.6 | 12.7 | 8.5 | 643.3 |
| All 15–64 year old students (c) | '000 | 451.7 | 336.2 | 225.4 | 139.9 | 96.5 | 30.3 | 24.6 | 20.3 | 1 324.9 |
| Participation rate (d) | | | | | | | | | | |
| Male students | % | 9.0 | 9.5 | 8.2 | 9.6 | 9.2 | 9.3 | 9.1 | 13.7 | 9.1 |
| Female students | % | 9.9 | 8.6 | 6.9 | 8.2 | 8.6 | 8.8 | 9.8 | 10.8 | 8.7 |
| All 15–64 year old students | % | 9.5 | 9.1 | 7.6 | 8.9 | 8.9 | 9.1 | 9.5 | 12.3 | 8.9 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) 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.

(d) 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.

Table 5A.13 **Government funded VET participation of people aged 15–64 years, by sex (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> |
|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

Source: NCVET unpublished, National VET provider collection; ABS (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 2A.1.

TABLE 5A.14

Table 5A.14 **Government funded VET participation, all ages, by region (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> |
|----------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Major cities | '000 | 249.2 | 319.0 | 122.8 | 86.8 | 69.3 | .. | 16.1 | .. | 863.8 |
| Inner regional | '000 | 109.3 | 112.5 | 45.5 | 15.4 | 11.1 | 21.4 | – | .. | 315.2 |
| Outer regional | '000 | 43.7 | 21.5 | 31.4 | 14.5 | 13.1 | 11.3 | .. | 10.0 | 145.7 |
| Remote and very remote | '000 | 5.7 | 0.4 | 9.0 | 14.5 | 3.8 | 1.5 | .. | 10.3 | 45.1 |
| Interstate | '000 | – | – | – | – | – | – | – | – | – |
| Unknown, unallocated or overseas | '000 | – | – | – | – | – | – | – | – | 23.4 |
| Total | '000 | 407.9 | 460.5 | 209.4 | 132.0 | 107.9 | 34.1 | 19.6 | 21.8 | 1 393.2 |
| Participation rate | | | | | | | | | | |
| Major cities | % | 4.5 | 7.3 | 4.3 | 4.5 | 5.6 | .. | 4.2 | .. | 5.3 |
| Inner regional | % | 7.6 | 10.3 | 4.8 | 6.7 | 6.1 | 6.4 | 4.6 | .. | 7.5 |
| Outer regional | % | 9.8 | 8.8 | 4.6 | 7.7 | 6.5 | 6.8 | .. | 7.3 | 7.0 |
| Remote and very remote | % | 14.5 | 8.2 | 6.4 | 8.5 | 6.3 | 13.8 | .. | 9.9 | 8.5 |
| All students | % | 5.4 | 7.9 | 4.4 | 5.1 | 6.4 | 6.6 | 5.1 | 8.9 | 5.9 |
| 2013 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Major cities | '000 | 256.4 | 342.9 | 110.0 | 94.6 | 101.5 | .. | 17.9 | .. | 923.3 |
| Inner regional | '000 | 111.1 | 121.7 | 45.8 | 16.5 | 18.3 | 19.2 | – | .. | 332.7 |
| Outer regional | '000 | 44.4 | 27.2 | 33.2 | 14.9 | 21.1 | 9.6 | .. | 9.8 | 160.2 |
| Remote and very remote | '000 | 5.7 | 0.5 | 10.1 | 15.1 | 6.6 | 1.3 | .. | 9.1 | 48.5 |
| Interstate | '000 | – | – | – | – | – | – | – | – | – |
| Unknown, unallocated or overseas | '000 | – | – | – | – | – | – | – | – | 18.0 |
| Total | '000 | 422.9 | 498.0 | 198.2 | 141.3 | 150.3 | 29.8 | 21.9 | 20.2 | 1 482.6 |

TABLE 5A.14

Table 5A.14 **Government funded VET participation, all ages, by region (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> |
|----------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Participation rate | | | | | | | | | | |
| Major cities | % | 4.7 | 7.8 | 3.8 | 4.9 | 8.3 | .. | 4.7 | .. | 5.7 |
| Inner regional | % | 7.8 | 11.1 | 4.8 | 7.2 | 10.1 | 5.7 | 4.9 | .. | 7.9 |
| Outer regional | % | 10.0 | 11.1 | 4.8 | 7.9 | 10.4 | 5.8 | .. | 7.2 | 7.7 |
| Remote and very remote | % | 14.6 | 11.1 | 7.3 | 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 | 8.4 | 6.4 |
| 2012 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Major cities | '000 | 269.7 | 339.0 | 129.2 | 98.5 | 84.4 | .. | 19.6 | .. | 940.4 |
| Inner regional | '000 | 121.0 | 123.9 | 57.8 | 16.6 | 16.5 | 20.1 | – | .. | 356.0 |
| Outer regional | '000 | 48.4 | 29.0 | 41.4 | 15.5 | 18.4 | 10.6 | .. | 10.3 | 173.6 |
| Remote and very remote | '000 | 6.4 | 0.5 | 13.2 | 16.1 | 5.6 | 1.6 | .. | 10.5 | 53.8 |
| Interstate | '000 | – | – | – | – | – | – | – | – | – |
| Unknown, unallocated or overseas | '000 | – | – | – | – | – | – | – | – | 18.9 |
| Total | '000 | 466.0 | 494.3 | 236.9 | 145.2 | 123.3 | 31.7 | 23.8 | 21.7 | 1 542.8 |
| Participation rate | | | | | | | | | | |
| 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 | 11.8 | 6.2 | 8.4 | 9.1 | 6.4 | .. | 7.8 | 8.5 |
| Remote and very remote | % | 16.2 | 9.6 | 9.5 | 9.6 | 9.2 | 15.2 | .. | 10.1 | 10.2 |
| All students | % | 6.4 | 8.8 | 5.2 | 6.0 | 7.4 | 6.2 | 6.4 | 9.3 | 6.8 |
| 2011 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Major cities | '000 | 277.7 | 293.7 | 135.5 | 98.8 | 57.6 | .. | 19.6 | .. | 882.9 |
| Inner regional | '000 | 121.2 | 111.8 | 60.8 | 16.3 | 11.8 | 19.8 | 0.1 | .. | 341.7 |

TABLE 5A.14

Table 5A.14 **Government funded VET participation, all ages, by region (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> |
|----------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|----------------|
| Outer regional | '000 | 47.8 | 27.4 | 42.9 | 15.5 | 14.4 | 10.5 | .. | 9.8 | 168.2 |
| Remote and very remote | '000 | 6.2 | 0.5 | 13.5 | 15.7 | 4.1 | 1.6 | .. | 12.0 | 53.7 |
| Interstate | '000 | – | – | – | – | – | – | – | – | – |
| Unknown, unallocated or overseas | '000 | – | – | – | – | – | – | – | – | 33.8 |
| Total | '000 | 464.9 | 436.0 | 253.8 | 146.7 | 101.6 | 31.6 | 23.9 | 21.9 | 1 480.3 |
| Participation rate | | | | | | | | | | |
| Major cities | % | 5.2 | 7.0 | 4.9 | 5.5 | 4.8 | .. | 5.3 | .. | 5.6 |
| Inner regional | % | 8.6 | 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 | 14.8 | .. | 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 | 267.4 | 223.0 | 110.9 | 84.3 | 59.6 | .. | 19.6 | .. | 764.8 |
| Inner regional | '000 | 111.1 | 93.6 | 51.7 | 28.4 | 13.6 | 15.0 | 1.4 | .. | 314.9 |
| Outer regional | '000 | 74.1 | 21.2 | 53.0 | 14.9 | 14.1 | 12.4 | .. | 10.0 | 199.8 |
| Remote and very remote | '000 | 10.1 | 0.4 | 16.1 | 16.4 | 5.6 | 1.2 | .. | 11.1 | 60.8 |
| Interstate | '000 | – | – | – | – | – | – | – | – | – |
| Unknown, unallocated or overseas | '000 | 0.4 | 0.6 | 0.2 | 0.7 | 0.2 | 0.1 | – | 0.1 | 19.8 |
| Total | '000 | 467.1 | 342.9 | 230.4 | 143.4 | 99.3 | 30.7 | 25.0 | 21.1 | 1 360.1 |
| Participation rate | | | | | | | | | | |
| 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 | 8.6 | 8.1 | 8.3 | 7.0 | 7.5 | .. | 7.8 | 9.9 |
| Remote and very remote | % | 25.7 | 8.8 | 11.9 | 10.4 | 9.4 | 10.9 | .. | 10.9 | 11.9 |

TABLE 5A.14

Table 5A.14 **Government funded VET participation, all ages, by region (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 students | % | 6.5 | 6.3 | 5.2 | 6.3 | 6.1 | 6.0 | 6.9 | 9.2 | 6.2 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Student remoteness is based on the ARIA+, which was developed by 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. 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 prior to 2011 are based on ABS postal areas and ARIA+.
 - 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.
- (d) 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.
- .. Not applicable. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, National VET provider collection; ABS (2015), *Regional Population Growth, Australia, 2014*, Cat. no. 3218.0, Canberra; table 2A.12.

TABLE 5A.15

Table 5A.15 **Government funded VET students, all ages, by disability status (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> |
|-----------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Reported as having disability | 8.7 | 9.3 | 5.9 | 5.4 | 12.1 | 10.4 | 9.0 | 5.9 | 8.4 |
| Reported as not having disability | 78.9 | 89.9 | 72.8 | 85.1 | 87.9 | 87.8 | 89.6 | 91.1 | 83.4 |
| Disability status not reported | 12.5 | 0.9 | 21.4 | 9.6 | – | 1.8 | 1.3 | 3.0 | 8.2 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported (c) | 9.9 | 9.4 | 7.4 | 5.9 | 12.1 | 10.6 | 9.2 | 6.1 | 9.1 |
| 2013 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Reported as having disability | 8.5 | 8.4 | 5.7 | 5.3 | 6.7 | 10.7 | 8.7 | 5.9 | 7.6 |
| Reported as not having disability | 78.8 | 90.3 | 63.4 | 84.5 | 93.3 | 86.1 | 90.3 | 90.7 | 83.1 |
| Disability status not reported | 12.7 | 1.3 | 30.9 | 10.2 | – | 3.2 | 1.0 | 3.4 | 9.3 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported (c) | 9.8 | 8.5 | 8.3 | 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 | 62.0 | 79.5 | 92.9 | 86.9 | 90.4 | 89.0 | 82.4 |
| Disability status not reported | 12.9 | – | 32.2 | 15.1 | – | 2.3 | 2.2 | 5.6 | 10.4 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported (c) | 9.5 | 7.4 | 8.5 | 6.3 | 7.1 | 11.1 | 7.6 | 5.7 | 8.0 |

TABLE 5A.15

Table 5A.15 **Government funded VET students, all ages, by disability status (per cent) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2011 | | | | | | | | | |
| 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 | 61.6 | 76.9 | 94.2 | 85.4 | 89.3 | 89.6 | 79.7 |
| Disability status not reported | 12.9 | 4.9 | 32.6 | 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 (c) | 9.3 | 8.3 | 8.7 | 6.3 | 5.8 | 10.9 | 7.5 | 5.6 | 8.3 |
| 2010 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Reported as having disability | 7.7 | 8.0 | 6.0 | 5.0 | 5.9 | 9.7 | 7.5 | 5.3 | 7.1 |
| Reported as not having disability | 79.8 | 86.9 | 63.1 | 76.3 | 91.3 | 78.9 | 90.3 | 86.4 | 79.5 |
| Disability status not reported | 12.5 | 5.1 | 30.8 | 18.7 | 2.8 | 11.4 | 2.1 | 8.3 | 13.4 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported (c) | 8.8 | 8.4 | 8.7 | 6.2 | 6.0 | 10.9 | 7.7 | 5.8 | 8.2 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) 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.16

Table 5A.16 **Government funded 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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Speaking a language other than English (LOTE) at home | 18.7 | 26.9 | 7.1 | 15.8 | 13.6 | 5.7 | 14.6 | 34.2 | 18.9 |
| Speaking English at home | 76.2 | 71.4 | 84.3 | 73.3 | 71.2 | 92.5 | 73.8 | 61.1 | 75.3 |
| Language spoken at home not reported | 5.1 | 1.6 | 8.7 | 10.9 | 15.2 | 1.8 | 11.6 | 4.7 | 5.8 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported | 19.7 | 27.4 | 7.8 | 17.8 | 16.0 | 5.8 | 16.5 | 35.9 | 20.0 |
| Proportion of total population speaking a LOTE at home (c) | 22.5 | 23.1 | 9.8 | 14.5 | 14.4 | 4.5 | 18.1 | 26.7 | 18.2 |
| 2013 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Speaking a LOTE at home | 18.6 | 23.4 | 5.9 | 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 | 19.5 | 24.3 | 6.4 | 17.3 | 14.2 | 7.6 | 16.2 | 36.9 | 18.7 |
| 2012 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Speaking a LOTE at home | 18.2 | 19.5 | 5.8 | 12.8 | 11.6 | 5.2 | 12.0 | 31.5 | 15.5 |
| Speaking English at home | 75.5 | 78.3 | 88.7 | 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 | 2.3 | 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 | 19.4 | 19.9 | 6.2 | 15.7 | 13.5 | 5.3 | 13.8 | 34.0 | 16.6 |

TABLE 5A.16

Table 5A.16 **Government funded 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> |
|--------------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2011 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Speaking a LOTE at home | 18.2 | 17.9 | 5.5 | 11.8 | 12.8 | 4.8 | 8.5 | 31.8 | 14.7 |
| Speaking English at home | 76.4 | 79.3 | 89.0 | 69.1 | 73.5 | 93.0 | 77.5 | 63.7 | 78.7 |
| Language spoken at home not reported | 5.4 | 2.8 | 5.5 | 19.0 | 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 | 19.3 | 18.4 | 5.9 | 14.6 | 14.8 | 4.9 | 9.9 | 33.3 | 15.7 |
| 2010 | | | | | | | | | |
| Proportion of VET students | | | | | | | | | |
| Speaking a LOTE at home | 18.6 | 16.5 | 5.7 | 10.9 | 13.7 | 4.6 | 6.3 | 30.8 | 14.4 |
| Speaking English at home | 75.4 | 80.2 | 89.5 | 69.0 | 80.8 | 92.8 | 78.7 | 65.0 | 79.0 |
| Language spoken at home not reported | 6.0 | 3.2 | 4.8 | 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 | 19.8 | 17.1 | 6.0 | 13.7 | 14.5 | 4.8 | 7.4 | 32.1 | 15.4 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2011 Census data (table 2A.17).

Source: NCVET unpublished, National VET provider collection; ABS (unpublished) *2011 Census of Population and Housing*, Table generated on 4/10/2012 using ABS TableBuilder; table 2A.17.

TABLE 5A.17

Table 5A.17 **Government funded VET participation, all ages, by language spoken at home (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> |
|--------------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2011 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Speaking a LOTE at home | '000 | 84.7 | 77.9 | 14.1 | 17.4 | 13.0 | 1.5 | 2.0 | 7.0 | 217.6 |
| Speaking English at home | '000 | 355.2 | 345.7 | 225.9 | 101.4 | 74.6 | 29.4 | 18.5 | 14.0 | 1 164.6 |
| Language spoken at home not reported | '000 | 25.0 | 12.3 | 13.9 | 27.9 | 14.0 | 0.7 | 3.3 | 1.0 | 98.1 |
| All students | '000 | 464.9 | 436.0 | 253.8 | 146.7 | 101.6 | 31.6 | 23.9 | 21.9 | 1 480.3 |
| Participation rate | | | | | | | | | | |
| Speaking a LOTE at home (c) | % | 5.5 | 6.3 | 3.3 | 5.3 | 5.7 | 6.9 | 3.1 | 12.3 | 5.6 |
| Speaking English at home (d) | % | 7.1 | 8.9 | 6.1 | 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 | 9.0 |
| All students | % | 6.4 | 7.8 | 5.6 | 6.0 | 6.1 | 6.2 | 6.4 | 9.3 | 6.6 |
| 2006 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Speaking a LOTE at home | '000 | 84.6 | 42.9 | 11.3 | 12.6 | 10.8 | 1.0 | 1.6 | 7.0 | 171.8 |
| Speaking English at home | '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 | 469.1 | 300.8 | 204.6 | 110.2 | 91.5 | 29.5 | 21.2 | 21.0 | 1 247.9 |
| Participation rate | | | | | | | | | | |
| Speaking a LOTE at home (c) | % | 6.4 | 4.3 | 3.7 | 5.6 | 5.8 | 6.2 | 3.4 | 15.7 | 5.5 |
| Speaking English at home (d) | % | 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 | % | 7.0 | 5.9 | 5.1 | 5.4 | 5.9 | 6.0 | 6.3 | 10.1 | 6.1 |

TABLE 5A.17

Table 5A.17 **Government funded VET participation, all ages, by language spoken at home (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> |
|--------------------------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2001 | | | | | | | | | | |
| Number of students | | | | | | | | | | |
| Speaking a LOTE at home | '000 | 55.6 | 38.7 | 9.2 | 5.5 | 8.0 | 0.5 | 1.5 | 5.2 | 124.1 |
| Speaking English at home | '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 LOTE at home (c) | % | 4.6 | 4.2 | 3.6 | 2.7 | 4.6 | 3.3 | 3.6 | 11.2 | 4.3 |
| Speaking English at home (d) | % | 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 | % | 6.9 | 6.7 | 6.0 | 5.4 | 5.9 | 5.1 | 5.6 | 9.9 | 6.4 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) The VET participation rate for people speaking a LOTE at home 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.

(d) 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 Census population estimate of people speaking only English at home.

Source: NCVER unpublished, National VET provider collection; ABS (unpublished) *2001 Census of Population and Housing, Australia*, Cat. no. 2002.0; ABS (unpublished) *2006 Census of Population and Housing*, Cat. no. 2068.0; ABS (unpublished) *2011 Census of Population and Housing*, Table generated on 4/10/2012 using ABS TableBuilder; ABS (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0; table 2A.1; table 2A.15–17.

TABLE 5A.18

Table 5A.18 **Government funded VET participation by Indigenous status (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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | |
| Proportion of VET students, all ages | | | | | | | | | |
| Reported as Aboriginal and Torres Strait Islander | 7.4 | 1.4 | 5.9 | 8.9 | 4.3 | 5.1 | 3.9 | 42.1 | 5.6 |
| Reported as non-Indigenous | 90.5 | 97.2 | 85.4 | 83.2 | 92.9 | 93.7 | 94.8 | 57.4 | 91.1 |
| Indigenous status not reported | 2.0 | 1.3 | 8.6 | 7.9 | 2.8 | 1.2 | 1.4 | 0.5 | 3.3 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported (c) | 7.6 | 1.5 | 6.5 | 9.6 | 4.5 | 5.2 | 3.9 | 42.3 | 5.8 |
| Proportion of total population reported as Aboriginal and Torres Strait Islander (d) | 2.9 | 0.9 | 4.3 | 3.6 | 2.4 | 5.0 | 1.7 | 29.5 | 3.0 |
| 2013 | | | | | | | | | |
| Proportion of VET students, all ages | | | | | | | | | |
| Reported as Aboriginal and Torres Strait Islander | 6.9 | 1.4 | 6.2 | 8.4 | 3.4 | 4.9 | 3.9 | 43.1 | 5.1 |
| Reported as non-Indigenous | 91.1 | 97.2 | 83.6 | 82.8 | 93.8 | 93.4 | 95.0 | 56.3 | 91.2 |
| Indigenous status not reported | 2.1 | 1.4 | 10.2 | 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 (c) | 7.0 | 1.4 | 6.9 | 9.2 | 3.5 | 5.0 | 4.0 | 43.3 | 5.3 |
| 2012 | | | | | | | | | |
| Proportion of VET students, all ages | | | | | | | | | |
| Reported as Aboriginal and Torres Strait Islander | 6.3 | 1.2 | 6.6 | 8.5 | 4.6 | 5.1 | 3.3 | 43.0 | 5.2 |
| Reported as non-Indigenous | 90.5 | 97.1 | 82.2 | 77.2 | 91.9 | 93.1 | 88.5 | 56.0 | 89.7 |
| Indigenous status not reported | 3.2 | 1.7 | 11.3 | 14.3 | 3.4 | 1.8 | 8.2 | 0.9 | 5.0 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported (c) | 6.5 | 1.3 | 7.4 | 9.9 | 4.8 | 5.2 | 3.5 | 43.4 | 5.5 |

TABLE 5A.18

Table 5A.18 **Government funded VET participation by Indigenous status (per cent) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2011 | | | | | | | | | |
| 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 |
| Indigenous status not reported | 3.6 | 3.2 | 15.4 | 16.6 | 5.2 | 3.0 | 20.0 | 0.9 | 7.1 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Adjusted for not reported (c) | 6.4 | 1.3 | 7.6 | 10.0 | 4.9 | 5.2 | 3.3 | 45.9 | 5.8 |
| 2010 | | | | | | | | | |
| Proportion of VET students, all ages | | | | | | | | | |
| Reported as Aboriginal and Torres Strait Islander | 6.0 | 1.4 | 6.3 | 8.0 | 4.8 | 4.6 | 2.6 | 43.1 | 5.5 |
| Reported as non-Indigenous | 89.9 | 95.3 | 79.1 | 74.5 | 82.7 | 91.3 | 77.1 | 55.9 | 86.5 |
| Indigenous status not reported | 4.1 | 3.3 | 14.6 | 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 (c) | 6.3 | 1.5 | 7.3 | 9.7 | 5.4 | 4.7 | 3.3 | 43.5 | 6.0 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) Percentages reported are of known responses ('not stated' responses are excluded).

(d) The proportion of the total population that is reported as Aboriginal and Torres Strait Islander is calculated from ABS 2011 Census data.

Source: NCVET unpublished, National VET provider collection; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0, Canberra; table 2A.13.

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 245.7 | 355.7 | 185.6 | 94.1 | 71.5 | 21.3 | 16.6 | 10.9 | 1 001.6 |
| 18–24 year olds | '000 | 90.1 | 131.6 | 66.4 | 32.8 | 21.8 | 7.3 | 6.5 | 3.3 | 359.8 |
| 20–64 year olds | '000 | 182.0 | 288.7 | 132.0 | 71.0 | 61.0 | 17.4 | 13.5 | 9.2 | 774.7 |
| 15–64 year olds | '000 | 244.2 | 352.8 | 183.6 | 93.6 | 71.1 | 21.2 | 16.4 | 10.8 | 993.8 |
| Aboriginal and Torres Strait Islander students total | '000 | 14.9 | 4.3 | 9.6 | 4.3 | 1.7 | 0.9 | 0.5 | 2.5 | 38.8 |
| 18–24 year olds | '000 | 5.8 | 1.9 | 3.7 | 1.5 | 0.6 | 0.4 | 0.3 | 0.7 | 14.9 |
| 20–64 year olds | '000 | 10.7 | 3.3 | 6.4 | 3.4 | 1.4 | 0.7 | 0.4 | 2.1 | 28.4 |
| 15–64 year olds | '000 | 14.9 | 4.3 | 9.5 | 4.3 | 1.7 | 0.9 | 0.5 | 2.5 | 38.6 |
| Non-Indigenous students total | '000 | 228.6 | 346.7 | 160.5 | 82.6 | 67.9 | 20.1 | 15.9 | 8.4 | 930.7 |
| 18–24 year olds | '000 | 84.0 | 128.1 | 57.8 | 29.5 | 20.7 | 6.8 | 6.2 | 2.6 | 335.8 |
| 20–64 year olds | '000 | 169.6 | 281.6 | 113.8 | 61.7 | 57.9 | 16.5 | 13.0 | 7.0 | 721.0 |
| 15–64 year olds | '000 | 227.3 | 343.9 | 159.0 | 82.2 | 67.5 | 20.0 | 15.8 | 8.3 | 923.9 |
| Participation rate by age (d) | | | | | | | | | | |
| All students total | % | 3.3 | 6.1 | 3.9 | 3.7 | 4.2 | 4.1 | 4.3 | 4.5 | 4.3 |
| 18–24 year olds | % | 12.7 | 23.1 | 14.3 | 13.0 | 13.8 | 16.2 | 15.5 | 12.7 | 15.9 |
| 20–64 year olds | % | 4.1 | 8.1 | 4.7 | 4.5 | 6.1 | 5.9 | 5.5 | 5.8 | 5.5 |
| 15–64 year olds | % | 4.9 | 9.0 | 5.9 | 5.3 | 6.5 | 6.4 | 6.1 | 6.2 | 6.4 |
| Aboriginal and Torres Strait Islander students total | % | 6.8 | 8.4 | 4.7 | 4.6 | 4.3 | 3.6 | 7.6 | 3.5 | 5.4 |
| 18–24 year olds | % | 18.7 | 25.4 | 13.2 | 11.9 | 11.0 | 12.0 | 21.2 | 7.0 | 15.0 |
| 20–64 year olds | % | 9.7 | 12.7 | 6.4 | 6.8 | 6.8 | 5.4 | 10.1 | 5.3 | 7.8 |
| 15–64 year olds | % | 11.0 | 13.5 | 7.7 | 7.3 | 6.9 | 5.9 | 11.3 | 5.3 | 8.7 |
| Non-Indigenous students total | % | 3.1 | 6.0 | 3.6 | 3.3 | 4.1 | 4.1 | 4.2 | 4.8 | 4.1 |

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 18–24 year olds | % | 12.4 | 22.8 | 13.3 | 12.3 | 13.6 | 16.4 | 15.2 | 15.9 | 15.5 |
| 20–64 year olds | % | 3.9 | 8.0 | 4.2 | 4.0 | 5.9 | 5.8 | 5.4 | 5.9 | 5.2 |
| 15–64 year olds | % | 4.7 | 8.9 | 5.3 | 4.8 | 6.3 | 6.4 | 6.0 | 6.5 | 6.1 |
| 2013 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 250.4 | 364.2 | 166.8 | 98.9 | 94.5 | 20.5 | 17.6 | 10.4 | 1 023.3 |
| 18–24 year olds | '000 | 94.6 | 128.6 | 57.7 | 34.6 | 27.2 | 7.1 | 6.7 | 3.1 | 359.7 |
| 20–64 year olds | '000 | 185.8 | 290.5 | 115.3 | 74.2 | 80.4 | 16.7 | 14.5 | 8.7 | 786.1 |
| 15–64 year olds | '000 | 248.8 | 361.1 | 164.9 | 98.3 | 93.9 | 20.3 | 17.5 | 10.3 | 1 015.1 |
| Aboriginal and Torres Strait Islander students total | '000 | 13.7 | 3.9 | 8.6 | 4.2 | 2.1 | 0.8 | 0.5 | 2.7 | 36.6 |
| 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 | 5.9 | 3.3 | 1.7 | 0.6 | 0.4 | 2.3 | 27.1 |
| 15–64 year olds | '000 | 13.6 | 3.9 | 8.5 | 4.2 | 2.1 | 0.8 | 0.5 | 2.6 | 36.3 |
| Non-Indigenous students total | '000 | 234.5 | 355.3 | 142.8 | 86.4 | 89.4 | 19.3 | 16.9 | 7.6 | 952.3 |
| 18–24 year olds | '000 | 89.0 | 125.3 | 49.9 | 31.2 | 25.7 | 6.6 | 6.4 | 2.5 | 336.7 |
| 20–64 year olds | '000 | 174.1 | 283.7 | 99.4 | 63.9 | 76.2 | 15.8 | 14.0 | 6.3 | 733.3 |
| 15–64 year olds | '000 | 233.1 | 352.3 | 141.3 | 85.9 | 88.9 | 19.2 | 16.7 | 7.6 | 945.0 |
| Participation rate by age (d) | | | | | | | | | | |
| 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 | 12.5 | 13.7 | 17.2 | 15.7 | 15.4 | 12.1 | 16.0 |
| 20–64 year olds | % | 4.2 | 8.3 | 4.1 | 4.8 | 8.1 | 5.6 | 5.9 | 5.6 | 5.6 |
| 15–64 year olds | % | 5.1 | 9.4 | 5.3 | 5.7 | 8.6 | 6.2 | 6.5 | 6.0 | 6.6 |
| Aboriginal and Torres Strait Islander students total | % | 6.3 | 7.8 | 4.3 | 4.6 | 5.5 | 3.3 | 8.3 | 3.8 | 5.2 |
| 18–24 year olds | % | 18.2 | 22.8 | 11.4 | 12.0 | 13.7 | 11.6 | 21.5 | 7.1 | 14.2 |

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 20–64 year olds | % | 9.2 | 11.8 | 6.0 | 6.9 | 8.5 | 4.9 | 10.7 | 5.9 | 7.7 |
| 15–64 year olds | % | 10.3 | 12.6 | 7.1 | 7.3 | 8.7 | 5.4 | 12.4 | 5.7 | 8.5 |
| Non-Indigenous students total | % | 3.3 | 6.2 | 3.2 | 3.6 | 5.5 | 4.0 | 4.5 | 4.5 | 4.2 |
| 18–24 year olds | % | 13.3 | 22.5 | 11.5 | 13.1 | 16.8 | 15.8 | 15.1 | 15.0 | 15.7 |
| 20–64 year olds | % | 4.0 | 8.2 | 3.7 | 4.2 | 7.8 | 5.6 | 5.8 | 5.4 | 5.4 |
| 15–64 year olds | % | 4.9 | 9.2 | 4.7 | 5.2 | 8.3 | 6.1 | 6.3 | 6.1 | 6.3 |
| 2012 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 269.5 | 388.3 | 188.4 | 98.8 | 80.1 | 22.3 | 19.3 | 11.2 | 1 077.9 |
| 18–24 year olds | '000 | 98.0 | 142.3 | 59.6 | 34.2 | 24.8 | 7.6 | 7.0 | 3.2 | 376.6 |
| 20–64 year olds | '000 | 204.3 | 301.3 | 133.0 | 73.2 | 66.4 | 18.0 | 15.8 | 9.4 | 821.3 |
| 15–64 year olds | '000 | 267.4 | 385.6 | 185.3 | 98.1 | 79.6 | 22.2 | 19.1 | 11.1 | 1 068.3 |
| Aboriginal and Torres Strait Islander students total | '000 | 12.8 | 3.7 | 9.7 | 4.4 | 2.3 | 0.9 | 0.5 | 2.8 | 37.1 |
| 18–24 year olds | '000 | 4.8 | 1.5 | 3.1 | 1.5 | 0.7 | 0.4 | 0.2 | 0.7 | 13.0 |
| 20–64 year olds | '000 | 9.4 | 2.7 | 6.8 | 3.5 | 1.9 | 0.7 | 0.3 | 2.4 | 27.8 |
| 15–64 year olds | '000 | 12.8 | 3.7 | 9.6 | 4.4 | 2.3 | 0.9 | 0.5 | 2.8 | 36.9 |
| Non-Indigenous students total | '000 | 250.7 | 378.5 | 159.7 | 82.4 | 75.0 | 21.0 | 17.1 | 8.3 | 992.8 |
| 18–24 year olds | '000 | 92.2 | 138.6 | 51.1 | 30.6 | 23.5 | 7.1 | 6.0 | 2.5 | 351.7 |
| 20–64 year olds | '000 | 189.8 | 293.5 | 113.5 | 59.3 | 62.1 | 17.0 | 14.1 | 6.9 | 756.3 |
| 15–64 year olds | '000 | 249.0 | 375.9 | 157.7 | 81.9 | 74.6 | 20.9 | 16.9 | 8.2 | 985.2 |
| Participation rate by age (d) | | | | | | | | | | |
| All students total | % | 3.7 | 6.9 | 4.1 | 4.1 | 4.8 | 4.4 | 5.1 | 4.8 | 4.8 |
| 18–24 year olds | % | 14.2 | 25.4 | 13.2 | 13.9 | 15.7 | 16.8 | 15.7 | 12.5 | 17.0 |
| 20–64 year olds | % | 4.7 | 8.8 | 4.8 | 4.9 | 6.7 | 6.0 | 6.5 | 6.2 | 6.0 |

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 15–64 year olds | % | 5.5 | 10.2 | 6.1 | 5.9 | 7.3 | 6.7 | 7.2 | 6.6 | 7.0 |
| Aboriginal and Torres Strait Islander students total | % | 6.0 | 7.6 | 5.0 | 4.9 | 6.1 | 3.7 | 7.7 | 4.0 | 5.4 |
| 18–24 year olds | % | 17.1 | 22.0 | 12.2 | 12.6 | 13.3 | 11.1 | 18.3 | 7.1 | 14.1 |
| 20–64 year olds | % | 9.0 | 11.3 | 7.2 | 7.4 | 9.8 | 5.5 | 9.7 | 6.3 | 8.1 |
| 15–64 year olds | % | 9.9 | 12.4 | 8.2 | 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 | % | 13.9 | 25.1 | 12.0 | 13.1 | 15.4 | 17.0 | 14.0 | 15.6 | 16.5 |
| 20–64 year olds | % | 4.4 | 8.6 | 4.3 | 4.1 | 6.4 | 6.0 | 6.0 | 6.1 | 5.6 |
| 15–64 year olds | % | 5.3 | 10.0 | 5.4 | 5.1 | 7.0 | 6.6 | 6.5 | 6.7 | 6.7 |

2011**Number of students by age**

| | | | | | | | | | | |
|--|------|-------|-------|-------|------|------|------|------|------|---------|
| All students total | '000 | 267.9 | 331.4 | 195.5 | 98.5 | 62.2 | 21.5 | 18.3 | 11.0 | 1 006.3 |
| 18–24 year olds | '000 | 98.2 | 128.7 | 61.5 | 34.0 | 21.5 | 7.9 | 7.0 | 3.2 | 362.0 |
| 20–64 year olds | '000 | 201.9 | 254.2 | 139.8 | 72.8 | 49.9 | 16.9 | 14.8 | 9.1 | 759.4 |
| 15–64 year olds | '000 | 265.8 | 329.3 | 191.9 | 97.8 | 61.8 | 21.4 | 18.1 | 10.9 | 997.0 |
| Aboriginal and Torres Strait Islander students total | '000 | 12.4 | 3.2 | 9.7 | 4.0 | 1.9 | 0.9 | 0.4 | 2.9 | 35.4 |
| 18–24 year olds | '000 | 4.6 | 1.4 | 3.2 | 1.4 | 0.6 | 0.4 | 0.2 | 0.7 | 12.5 |
| 20–64 year olds | '000 | 9.0 | 2.4 | 7.0 | 3.1 | 1.5 | 0.6 | 0.3 | 2.5 | 26.4 |
| 15–64 year olds | '000 | 12.3 | 3.2 | 9.6 | 4.0 | 1.9 | 0.9 | 0.4 | 2.8 | 35.1 |
| Non-Indigenous students total | '000 | 248.7 | 317.8 | 159.7 | 79.1 | 56.9 | 20.0 | 14.1 | 8.0 | 904.3 |
| 18–24 year olds | '000 | 92.6 | 124.0 | 52.2 | 29.2 | 20.0 | 7.4 | 5.5 | 2.5 | 333.4 |
| 20–64 year olds | '000 | 187.1 | 243.5 | 117.9 | 56.9 | 45.5 | 15.7 | 11.6 | 6.5 | 684.7 |
| 15–64 year olds | '000 | 247.1 | 315.8 | 157.7 | 78.6 | 56.6 | 19.9 | 14.1 | 8.0 | 897.7 |

Participation rate by age (d)

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 | 13.8 | 14.2 | 13.6 | 17.3 | 15.5 | 12.5 | 16.4 |
| 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 | 6.4 | 6.1 | 5.7 | 6.4 | 6.9 | 6.6 | 6.6 |
| 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 | 13.3 | 12.2 | 10.9 | 11.7 | 14.3 | 7.5 | 14.1 |
| 20–64 year olds | % | 8.8 | 10.3 | 7.6 | 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 | % | 3.5 | 5.8 | 3.7 | 3.5 | 3.6 | 4.1 | 3.9 | 5.0 | 4.2 |
| 18–24 year olds | % | 14.1 | 22.5 | 12.4 | 12.8 | 13.0 | 17.4 | 12.5 | 15.2 | 15.8 |
| 20–64 year olds | % | 4.4 | 7.2 | 4.5 | 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 | 6.5 | 6.1 |

2010**Number of students by age**

| | | | | | | | | | | |
|--|------|-------|-------|-------|------|------|------|------|------|-------|
| All students total | '000 | 256.4 | 246.1 | 175.5 | 94.4 | 54.6 | 21.2 | 18.8 | 10.4 | 877.5 |
| 18–24 year olds | '000 | 96.1 | 102.6 | 59.7 | 33.1 | 20.4 | 8.2 | 7.1 | 3.1 | 330.4 |
| 20–64 year olds | '000 | 192.2 | 185.5 | 122.9 | 69.0 | 42.8 | 16.0 | 15.0 | 8.3 | 651.8 |
| 15–64 year olds | '000 | 254.2 | 244.7 | 172.8 | 93.8 | 54.4 | 21.1 | 18.5 | 10.3 | 869.9 |
| Aboriginal and Torres Strait Islander students total | '000 | 11.0 | 2.6 | 8.5 | 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 | 8.4 | 3.5 | 1.4 | 0.7 | 0.4 | 2.5 | 30.4 |
| Non-Indigenous students total | '000 | 239.0 | 236.1 | 143.8 | 76.5 | 45.2 | 19.7 | 14.2 | 7.7 | 782.2 |
| 18–24 year olds | '000 | 91.2 | 99.1 | 51.4 | 28.6 | 16.7 | 7.7 | 5.6 | 2.5 | 302.6 |

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 20–64 year olds | '000 | 178.8 | 177.4 | 101.5 | 54.7 | 36.2 | 14.7 | 11.3 | 6.2 | 580.9 |
| 15–64 year olds | '000 | 237.4 | 234.7 | 142.2 | 76.1 | 45.1 | 19.6 | 14.1 | 7.7 | 776.8 |
| Participation rate by age (d) | | | | | | | | | | |
| 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 | % | 13.9 | 18.3 | 13.5 | 14.0 | 12.9 | 17.9 | 16.0 | 11.8 | 15.0 |
| 20–64 year olds | % | 4.5 | 5.5 | 4.6 | 4.9 | 4.4 | 5.3 | 6.5 | 5.6 | 4.9 |
| 15–64 year olds | % | 5.3 | 6.6 | 5.8 | 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 | 7.0 | 6.0 | 6.6 | 4.2 | 9.1 | 5.7 | 7.0 |
| 15–64 year olds | % | 9.0 | 9.3 | 7.7 | 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 | 12.3 | 12.7 | 10.8 | 18.0 | 12.9 | 14.6 | 14.3 |
| 20–64 year olds | % | 4.3 | 5.3 | 3.9 | 4.0 | 3.8 | 5.1 | 4.9 | 5.5 | 4.4 |
| 15–64 year olds | % | 5.1 | 6.4 | 5.0 | 5.0 | 4.3 | 6.1 | 5.6 | 6.3 | 5.4 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) The course level referred to in this table is the highest qualification attempted by a student in a reporting year.

(d) 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. Aboriginal and Torres Strait Islander population estimates are based on Series B projections.

Source: NCVET unpublished, National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, 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.1; table 2A.13.

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 42.3 | 60.6 | 22.7 | 14.5 | 17.4 | 3.3 | 4.0 | 0.9 | 165.6 |
| 18–24 year olds | '000 | 13.2 | 23.5 | 8.2 | 5.1 | 4.1 | 0.6 | 1.2 | 0.2 | 56.0 |
| 20–64 year olds | '000 | 37.1 | 51.1 | 17.6 | 11.5 | 16.2 | 3.1 | 3.7 | 0.9 | 141.2 |
| 15–64 year olds | '000 | 42.1 | 60.3 | 22.6 | 14.4 | 17.4 | 3.2 | 3.9 | 0.9 | 164.9 |
| Aboriginal and Torres Strait Islander students total | '000 | 2.1 | 0.6 | 1.1 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 4.7 |
| 18–24 year olds | '000 | 0.6 | 0.2 | 0.4 | 0.1 | 0.1 | – | – | – | 1.4 |
| 20–64 year olds | '000 | 1.9 | 0.5 | 0.9 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 4.1 |
| 15–64 year olds | '000 | 2.1 | 0.6 | 1.1 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 4.7 |
| Non-Indigenous students total | '000 | 39.9 | 59.4 | 19.0 | 12.8 | 16.8 | 3.1 | 3.8 | 0.7 | 155.6 |
| 18–24 year olds | '000 | 12.6 | 23.1 | 6.7 | 4.7 | 3.9 | 0.5 | 1.2 | 0.1 | 52.9 |
| 20–64 year olds | '000 | 34.9 | 50.2 | 14.8 | 10.0 | 15.6 | 3.0 | 3.6 | 0.7 | 132.7 |
| 15–64 year olds | '000 | 39.7 | 59.2 | 19.0 | 12.7 | 16.7 | 3.1 | 3.8 | 0.7 | 154.9 |
| Participation rate by age (d) | | | | | | | | | | |
| All students total | % | 0.6 | 1.0 | 0.5 | 0.6 | 1.0 | 0.6 | 1.0 | 0.4 | 0.7 |
| 18–24 year olds | % | 1.9 | 4.1 | 1.8 | 2.0 | 2.6 | 1.2 | 2.9 | 0.6 | 2.5 |
| 20–64 year olds | % | 0.8 | 1.4 | 0.6 | 0.7 | 1.6 | 1.1 | 1.5 | 0.6 | 1.0 |
| 15–64 year olds | % | 0.9 | 1.5 | 0.7 | 0.8 | 1.6 | 1.0 | 1.5 | 0.5 | 1.1 |
| Aboriginal and Torres Strait Islander students total | % | 1.0 | 1.1 | 0.5 | 0.4 | 0.6 | 0.5 | 1.3 | 0.2 | 0.7 |
| 18–24 year olds | % | 1.8 | 3.0 | 1.4 | 0.9 | 1.3 | 0.7 | 2.8 | 0.3 | 1.4 |
| 20–64 year olds | % | 1.7 | 1.9 | 0.9 | 0.6 | 1.0 | 0.9 | 2.3 | 0.4 | 1.1 |
| 15–64 year olds | % | 1.5 | 1.8 | 0.9 | 0.6 | 1.0 | 0.8 | 2.0 | 0.4 | 1.1 |
| Non-Indigenous students total | % | 0.5 | 1.0 | 0.4 | 0.5 | 1.0 | 0.6 | 1.0 | 0.4 | 0.7 |

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 18–24 year olds | % | 1.9 | 4.1 | 1.5 | 2.0 | 2.6 | 1.3 | 2.8 | 0.8 | 2.4 |
| 20–64 year olds | % | 0.8 | 1.4 | 0.5 | 0.6 | 1.6 | 1.1 | 1.5 | 0.6 | 1.0 |
| 15–64 year olds | % | 0.8 | 1.5 | 0.6 | 0.8 | 1.6 | 1.0 | 1.4 | 0.6 | 1.0 |
| 2013 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 41.2 | 63.6 | 25.7 | 14.1 | 19.4 | 3.6 | 4.5 | 0.9 | 172.9 |
| 18–24 year olds | '000 | 13.2 | 24.0 | 8.2 | 4.6 | 4.1 | 0.6 | 1.3 | 0.2 | 56.2 |
| 20–64 year olds | '000 | 36.4 | 54.1 | 20.3 | 11.6 | 18.2 | 3.4 | 4.2 | 0.9 | 149.0 |
| 15–64 year olds | '000 | 41.0 | 63.3 | 25.5 | 14.0 | 19.3 | 3.5 | 4.5 | 0.9 | 172.1 |
| Aboriginal and Torres Strait Islander students total | '000 | 1.8 | 0.5 | 1.1 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 4.3 |
| 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 | 3.8 |
| 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 | 39.1 | 62.5 | 21.2 | 12.4 | 18.6 | 3.4 | 4.3 | 0.7 | 162.3 |
| 18–24 year olds | '000 | 12.7 | 23.7 | 6.3 | 4.3 | 4.0 | 0.6 | 1.3 | 0.1 | 53.0 |
| 20–64 year olds | '000 | 34.5 | 53.1 | 17.3 | 10.1 | 17.5 | 3.3 | 4.0 | 0.7 | 140.5 |
| 15–64 year olds | '000 | 38.9 | 62.2 | 21.1 | 12.4 | 18.6 | 3.4 | 4.3 | 0.7 | 161.6 |
| Participation rate by age (d) | | | | | | | | | | |
| All students total | % | 0.6 | 1.1 | 0.6 | 0.6 | 1.2 | 0.7 | 1.2 | 0.4 | 0.7 |
| 18–24 year olds | % | 1.9 | 4.3 | 1.8 | 1.8 | 2.6 | 1.3 | 3.0 | 0.6 | 2.5 |
| 20–64 year olds | % | 0.8 | 1.5 | 0.7 | 0.7 | 1.8 | 1.1 | 1.7 | 0.6 | 1.1 |
| 15–64 year olds | % | 0.8 | 1.6 | 0.8 | 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 |

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 | 0.9 | 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 | 0.6 | 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 |
| 2012 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 50.4 | 82.3 | 33.0 | 15.8 | 16.0 | 4.0 | 5.3 | 0.8 | 207.6 |
| 18–24 year olds | '000 | 14.5 | 28.5 | 9.0 | 4.9 | 3.6 | 0.7 | 1.5 | 0.1 | 62.9 |
| 20–64 year olds | '000 | 44.8 | 70.7 | 26.7 | 13.2 | 14.9 | 3.8 | 4.9 | 0.8 | 179.8 |
| 15–64 year olds | '000 | 50.0 | 81.9 | 32.2 | 15.7 | 15.9 | 4.0 | 5.3 | 0.8 | 205.7 |
| 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 | 47.0 | 80.5 | 26.3 | 13.1 | 15.4 | 3.8 | 4.9 | 0.6 | 191.7 |
| 18–24 year olds | '000 | 13.9 | 28.0 | 6.8 | 4.4 | 3.5 | 0.6 | 1.4 | 0.1 | 58.7 |
| 20–64 year olds | '000 | 41.7 | 69.1 | 22.3 | 10.8 | 14.3 | 3.6 | 4.5 | 0.6 | 167.0 |
| 15–64 year olds | '000 | 46.7 | 80.1 | 26.1 | 13.0 | 15.3 | 3.8 | 4.9 | 0.6 | 190.5 |
| Participation rate by age (d) | | | | | | | | | | |
| 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 | 2.0 | 2.0 | 2.3 | 1.5 | 3.4 | 0.5 | 2.8 |
| 20–64 year olds | % | 1.0 | 2.1 | 1.0 | 0.9 | 1.5 | 1.3 | 2.0 | 0.5 | 1.3 |

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 | 1.6 | 1.9 | 2.3 | 1.5 | 3.2 | 0.8 | 2.8 |
| 20–64 year olds | % | 1.0 | 2.0 | 0.8 | 0.7 | 1.5 | 1.3 | 1.9 | 0.5 | 1.2 |
| 15–64 year olds | % | 1.0 | 2.1 | 0.9 | 0.8 | 1.4 | 1.2 | 1.9 | 0.5 | 1.3 |
| 2011 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 53.4 | 78.5 | 36.6 | 17.7 | 12.4 | 3.5 | 5.8 | 0.6 | 208.6 |
| 18–24 year olds | '000 | 15.3 | 28.5 | 9.7 | 5.4 | 3.0 | 0.6 | 1.9 | 0.1 | 64.5 |
| 20–64 year olds | '000 | 47.5 | 66.2 | 29.6 | 14.9 | 11.4 | 3.3 | 5.3 | 0.6 | 178.8 |
| 15–64 year olds | '000 | 53.1 | 78.1 | 35.6 | 17.6 | 12.4 | 3.5 | 5.8 | 0.6 | 206.6 |
| 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 | 49.5 | 76.0 | 28.4 | 14.4 | 11.7 | 3.3 | 4.8 | 0.5 | 188.6 |
| 18–24 year olds | '000 | 14.7 | 27.9 | 7.2 | 4.8 | 2.9 | 0.6 | 1.5 | 0.1 | 59.7 |
| 20–64 year olds | '000 | 43.9 | 64.0 | 24.2 | 11.9 | 10.7 | 3.1 | 4.4 | 0.5 | 162.6 |
| 15–64 year olds | '000 | 49.2 | 75.6 | 28.1 | 14.3 | 11.6 | 3.3 | 4.8 | 0.5 | 187.4 |
| Participation rate by age (d) | | | | | | | | | | |

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 | 0.6 | 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 | 1.7 | 2.1 | 1.9 | 1.4 | 3.5 | 0.5 | 2.8 |
| 20–64 year olds | % | 1.0 | 1.9 | 0.9 | 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 |
| 2010 | | | | | | | | | | |
| Number of students by age | | | | | | | | | | |
| All students total | '000 | 50.6 | 65.2 | 32.3 | 16.0 | 11.1 | 2.9 | 6.6 | 0.6 | 185.3 |
| 18–24 year olds | '000 | 16.6 | 24.8 | 9.3 | 5.3 | 3.1 | 0.6 | 2.0 | 0.1 | 61.8 |
| 20–64 year olds | '000 | 43.9 | 54.1 | 26.4 | 13.1 | 10.0 | 2.7 | 6.0 | 0.6 | 156.7 |
| 15–64 year olds | '000 | 50.3 | 64.9 | 31.9 | 15.9 | 11.1 | 2.9 | 6.6 | 0.6 | 184.0 |
| 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 | 0.2 | 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 | 3.1 |
| 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 | 47.3 | 62.5 | 25.5 | 13.0 | 10.2 | 2.7 | 5.5 | 0.5 | 167.1 |
| 18–24 year olds | '000 | 16.0 | 24.2 | 7.1 | 4.7 | 2.9 | 0.6 | 1.7 | 0.1 | 57.3 |

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 20–64 year olds | '000 | 40.8 | 51.6 | 21.5 | 10.4 | 9.2 | 2.5 | 5.0 | 0.4 | 141.4 |
| 15–64 year olds | '000 | 47.0 | 62.1 | 25.3 | 12.9 | 10.2 | 2.7 | 5.4 | 0.5 | 166.1 |
| Participation rate by age (d) | | | | | | | | | | |
| All students total | % | 0.7 | 1.2 | 0.7 | 0.7 | 0.7 | 0.6 | 1.8 | 0.3 | 0.8 |
| 18–24 year olds | % | 2.4 | 4.4 | 2.1 | 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 | 1.7 | 2.1 | 1.9 | 1.3 | 3.9 | 0.6 | 2.7 |
| 20–64 year olds | % | 1.0 | 1.6 | 0.8 | 0.8 | 1.0 | 0.9 | 2.2 | 0.4 | 1.1 |
| 15–64 year olds | % | 1.0 | 1.7 | 0.9 | 0.8 | 1.0 | 0.8 | 2.1 | 0.4 | 1.1 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) The course level referred to in this table is the highest qualification attempted by a student in a reporting year.

(d) 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. Aboriginal and Torres Strait Islander population estimates are based on Series B projections.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, 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.1; table 2A.13.

TABLE 5A.21

Table 5A.21 **Number of government funded VET qualifications completed by students, by region, preliminary ('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> |
|------------------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|------------|--------------|
| 2014 | | | | | | | | | |
| Major cities | 92.1 | 128.2 | 69.1 | 32.2 | 28.3 | 0.1 | 7.5 | 0.1 | 357.4 |
| Inner regional | 33.8 | 42.6 | 21.9 | 4.8 | 4.7 | 6.4 | 0.6 | – | 114.9 |
| Outer regional | 11.3 | 9.3 | 13.9 | 4.6 | 5.2 | 3.5 | 0.1 | 3.2 | 51.2 |
| Remote and very remote | 1.3 | 0.6 | 3.7 | 3.3 | 1.4 | 0.4 | – | 2.0 | 12.7 |
| All students | 144.3 | 186.7 | 111.7 | 48.1 | 44.4 | 10.7 | 9.1 | 5.7 | 560.7 |
| 2013 | | | | | | | | | |
| Major cities | 85.6 | 137.0 | 54.4 | 36.8 | 41.7 | 0.1 | 7.6 | 0.1 | 363.4 |
| Inner regional | 30.7 | 40.2 | 19.5 | 5.8 | 7.2 | 6.6 | 0.7 | – | 110.8 |
| Outer regional | 10.2 | 8.0 | 12.1 | 5.7 | 7.2 | 3.5 | 0.2 | 3.1 | 50.1 |
| Remote and very remote | 1.4 | 0.4 | 3.9 | 3.9 | 1.8 | 0.5 | – | 2.4 | 14.4 |
| All students | 132.4 | 192.7 | 92.6 | 55.4 | 64.0 | 10.8 | 9.5 | 6.1 | 563.4 |
| 2012 | | | | | | | | | |
| Major cities | 93.8 | 141.2 | 55.1 | 35.0 | 29.8 | 0.1 | 9.3 | 0.1 | 364.4 |
| Inner regional | 35.8 | 49.3 | 22.3 | 5.0 | 5.3 | 7.2 | 0.9 | 0.1 | 125.9 |
| Outer regional | 11.9 | 12.0 | 14.8 | 5.1 | 5.6 | 3.7 | 0.2 | 3.1 | 56.2 |
| Remote and very remote | 1.8 | 0.5 | 4.4 | 3.9 | 1.6 | 0.4 | – | 2.2 | 14.8 |
| All students | 150.0 | 209.4 | 100.6 | 52.0 | 43.9 | 11.5 | 11.6 | 5.7 | 584.7 |
| 2011 | | | | | | | | | |
| Major cities | 87.4 | 102.8 | 59.1 | 35.2 | 22.4 | 0.1 | 8.1 | 0.1 | 315.1 |
| Inner regional | 31.9 | 36.7 | 24.2 | 5.0 | 4.0 | 6.8 | 0.7 | – | 109.3 |
| Outer regional | 10.2 | 9.8 | 15.9 | 4.8 | 4.6 | 3.3 | 0.1 | 3.1 | 52.0 |
| Remote and very remote | 1.2 | 0.4 | 5.0 | 3.8 | 1.4 | 0.4 | – | 2.4 | 14.7 |
| All students | 138.7 | 157.7 | 108.3 | 52.0 | 35.7 | 10.9 | 10.1 | 5.9 | 519.1 |

TABLE 5A.21

Table 5A.21 **Number of government funded VET qualifications completed by students, by region, preliminary ('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> |
|------------------------|--------------|--------------|-------------|-------------|-------------|-------------|------------|------------|--------------|
| 2010 | | | | | | | | | |
| Major cities | 76.9 | 72.7 | 45.4 | 29.7 | 15.3 | 0.3 | 7.1 | 0.1 | 247.4 |
| Inner regional | 28.9 | 27.7 | 20.9 | 9.5 | 3.2 | 5.1 | 1.1 | – | 96.6 |
| Outer regional | 15.9 | 6.4 | 17.1 | 4.6 | 4.1 | 4.1 | 0.1 | 2.6 | 54.8 |
| Remote and very remote | 1.6 | 0.4 | 4.9 | 4.1 | 1.4 | 0.4 | – | 2.0 | 14.8 |
| All students | 130.6 | 115.6 | 93.3 | 51.7 | 25.4 | 10.2 | 9.2 | 4.9 | 440.8 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 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) 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.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.22

Table 5A.22 **Number of government funded VET qualifications completed by students, by disability status, preliminary ('000)**
(a), (b), (c)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----------------------------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|------------|--------------|
| 2014 | | | | | | | | | |
| Reported as having disability | 11.7 | 12.5 | 6.0 | 2.2 | 4.9 | 1.2 | 0.6 | 0.3 | 39.4 |
| Reported as not having disability | 131.4 | 172.7 | 74.6 | 41.5 | 39.5 | 9.3 | 8.4 | 5.0 | 482.5 |
| Not reported (disability) | 1.2 | 1.5 | 31.1 | 4.4 | – | 0.2 | 0.1 | 0.4 | 38.9 |
| All students | 144.3 | 186.7 | 111.7 | 48.1 | 44.4 | 10.7 | 9.1 | 5.7 | 560.7 |
| 2013 | | | | | | | | | |
| Reported as having disability | 9.8 | 11.8 | 4.4 | 2.6 | 4.7 | 1.1 | 0.7 | 0.3 | 35.3 |
| Reported as not having disability | 121.4 | 179.2 | 53.9 | 47.7 | 59.2 | 9.4 | 8.7 | 5.5 | 485.0 |
| Not reported (disability) | 1.2 | 1.7 | 34.3 | 5.1 | – | 0.3 | 0.1 | 0.3 | 43.1 |
| All students | 132.4 | 192.7 | 92.6 | 55.4 | 64.0 | 10.8 | 9.5 | 6.1 | 563.4 |
| 2012 | | | | | | | | | |
| Reported as having disability | 10.7 | 12.1 | 5.0 | 2.3 | 3.2 | 1.1 | 0.7 | 0.3 | 35.4 |
| Reported as not having disability | 136.1 | 197.2 | 59.4 | 41.0 | 40.8 | 10.2 | 9.5 | 4.8 | 499.1 |
| Not reported (disability) | 3.1 | 0.1 | 36.2 | 8.7 | – | 0.2 | 1.3 | 0.6 | 50.2 |
| All students | 150.0 | 209.4 | 100.6 | 52.0 | 43.9 | 11.5 | 11.6 | 5.7 | 584.7 |
| 2011 | | | | | | | | | |
| Reported as having disability | 8.7 | 8.7 | 5.6 | 2.2 | 1.9 | 1.0 | 0.6 | 0.3 | 29.0 |
| Reported as not having disability | 121.9 | 142.7 | 64.1 | 40.8 | 33.9 | 9.4 | 9.1 | 5.4 | 427.2 |
| Not reported (disability) | 8.0 | 6.3 | 38.5 | 9.1 | – | 0.4 | 0.3 | 0.2 | 62.9 |
| All students | 138.7 | 157.7 | 108.3 | 52.0 | 35.7 | 10.9 | 10.1 | 5.9 | 519.1 |
| 2010 | | | | | | | | | |
| Reported as having disability | 7.9 | 5.8 | 4.4 | 2.0 | 1.1 | 0.9 | 0.7 | 0.2 | 23.1 |
| Reported as not having disability | 115.7 | 102.9 | 55.5 | 40.4 | 23.9 | 8.5 | 8.3 | 4.3 | 359.5 |
| Not reported (disability) | 7.0 | 6.9 | 33.3 | 9.2 | 0.3 | 0.9 | 0.3 | 0.4 | 58.3 |

TABLE 5A.22

Table 5A.22 **Number of government funded VET qualifications completed by students, by disability status, preliminary ('000)**
(a), (b), (c)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--------------|--------------|--------------|-------------|-------------|-------------|-------------|------------|------------|--------------|
| All students | 130.6 | 115.6 | 93.3 | 51.7 | 25.4 | 10.2 | 9.2 | 4.9 | 440.8 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.23

Table 5A.23 **Number of government funded VET qualifications completed by students, by language spoken at home, preliminary ('000) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----------------------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|------------|--------------|
| 2014 | | | | | | | | | |
| Language other than English | 36.8 | 47.3 | 10.4 | 9.8 | 5.3 | 0.6 | 1.7 | 1.3 | 113.3 |
| English | 102.1 | 136.6 | 89.9 | 33.6 | 33.3 | 9.9 | 5.9 | 4.2 | 415.3 |
| Not reported (language) | 5.5 | 2.8 | 11.5 | 4.7 | 5.8 | 0.2 | 1.5 | 0.2 | 32.1 |
| All students | 144.3 | 186.7 | 111.7 | 48.1 | 44.4 | 10.7 | 9.1 | 5.7 | 560.7 |
| 2013 | | | | | | | | | |
| Language other than English | 32.9 | 47.4 | 7.4 | 10.1 | 6.5 | 0.6 | 1.8 | 1.7 | 108.4 |
| English | 95.2 | 141.0 | 76.1 | 39.2 | 47.3 | 10.0 | 6.4 | 4.2 | 419.4 |
| Not reported (language) | 4.2 | 4.3 | 9.1 | 6.0 | 10.2 | 0.2 | 1.4 | 0.2 | 35.6 |
| All students | 132.4 | 192.7 | 92.6 | 55.4 | 64.0 | 10.8 | 9.5 | 6.1 | 563.4 |
| 2012 | | | | | | | | | |
| Language other than English | 36.1 | 41.1 | 7.8 | 8.3 | 4.9 | 0.7 | 1.8 | 1.1 | 101.9 |
| English | 106.9 | 161.2 | 85.2 | 34.2 | 33.4 | 10.7 | 8.1 | 4.1 | 443.9 |
| Not reported (language) | 6.9 | 7.1 | 7.5 | 9.4 | 5.6 | 0.2 | 1.7 | 0.4 | 38.9 |
| All students | 150.0 | 209.4 | 100.6 | 52.0 | 43.9 | 11.5 | 11.6 | 5.7 | 584.7 |
| 2011 | | | | | | | | | |
| Language other than English | 31.0 | 30.3 | 7.9 | 8.2 | 4.9 | 0.7 | 1.2 | 1.3 | 85.5 |
| English | 96.9 | 122.2 | 89.7 | 34.8 | 28.3 | 10.0 | 7.3 | 4.3 | 393.4 |
| Not reported (language) | 10.8 | 5.1 | 10.7 | 9.0 | 2.6 | 0.2 | 1.6 | 0.2 | 40.2 |
| All students | 138.7 | 157.7 | 108.3 | 52.0 | 35.7 | 10.9 | 10.1 | 5.9 | 519.1 |
| 2010 | | | | | | | | | |
| Language other than English | 30.3 | 25.1 | 8.5 | 7.8 | 3.3 | 0.6 | 0.8 | 1.2 | 77.7 |
| English | 88.7 | 86.3 | 77.4 | 34.7 | 20.7 | 9.3 | 7.5 | 3.5 | 328.1 |
| Not reported (language) | 11.6 | 4.2 | 7.3 | 9.1 | 1.5 | 0.3 | 1.0 | 0.2 | 35.1 |

Table 5A.23 Number of government funded VET qualifications completed by students, by language spoken at home, preliminary ('000) (a), (b), (c)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--------------|--------------|--------------|-------------|-------------|-------------|-------------|------------|------------|--------------|
| All students | 130.6 | 115.6 | 93.3 | 51.7 | 25.4 | 10.2 | 9.2 | 4.9 | 440.8 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|---------------|--------------|--------------|----------------|
| 2014 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 19 475 | 19 043 | 12 028 | 5 631 | 5 448 | 825 | 1 569 | 346 | 64 365 |
| Advanced diploma | no. | 2 882 | 4 066 | 454 | 876 | 856 | 126 | 437 | 29 | 9 726 |
| Other higher level qualification | no. | 210 | 540 | 91 | 23 | 58 | – | 54 | 3 | 979 |
| Total diploma and above | no. | 22 567 | 23 649 | 12 573 | 6 530 | 6 362 | 951 | 2 060 | 378 | 75 070 |
| Certificate III or IV | no. | 91 147 | 124 045 | 81 081 | 28 440 | 25 357 | 6 133 | 6 143 | 2 825 | 365 171 |
| Certificate I or II or lower (d) | no. | 30 603 | 39 007 | 18 088 | 13 088 | 12 674 | 3 593 | 899 | 2 508 | 120 460 |
| All qualifications | no. | 144 317 | 186 701 | 111 742 | 48 058 | 44 393 | 10 677 | 9 102 | 5 711 | 560 701 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.6 | 12.7 | 11.3 | 13.6 | 14.3 | 8.9 | 22.6 | 6.6 | 13.4 |
| Certificate III or IV | % | 63.2 | 66.4 | 72.6 | 59.2 | 57.1 | 57.4 | 67.5 | 49.5 | 65.1 |
| Certificate I or II or lower (d) | % | 21.2 | 20.9 | 16.2 | 27.2 | 28.5 | 33.7 | 9.9 | 43.9 | 21.5 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2013 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 16 323 | 23 992 | 11 650 | 6 124 | 6 894 | 1 120 | 1 737 | 427 | 68 267 |
| Advanced diploma | no. | 2 636 | 5 154 | 720 | 948 | 1 174 | 187 | 421 | 1 | 11 241 |
| Other higher level qualification | no. | 142 | 742 | 644 | 18 | 65 | – | 26 | 1 | 1 638 |
| Total diploma and above | no. | 19 101 | 29 888 | 13 014 | 7 090 | 8 133 | 1 307 | 2 184 | 429 | 81 146 |
| Certificate III or IV | no. | 85 917 | 118 246 | 60 651 | 32 872 | 33 184 | 6 306 | 6 223 | 2 931 | 346 330 |
| Certificate I or II or lower (d) | no. | 27 348 | 44 573 | 18 915 | 15 390 | 22 652 | 3 205 | 1 120 | 2 742 | 135 945 |

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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 qualifications | no. | 132 366 | 192 707 | 92 580 | 55 352 | 63 969 | 10 818 | 9 527 | 6 102 | 563 421 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 14.4 | 15.5 | 14.1 | 12.8 | 12.7 | 12.1 | 22.9 | 7.0 | 14.4 |
| Certificate III or IV | % | 64.9 | 61.4 | 65.5 | 59.4 | 51.9 | 58.3 | 65.3 | 48.0 | 61.5 |
| Certificate I or II or lower (d) | % | 20.7 | 23.1 | 20.4 | 27.8 | 35.4 | 29.6 | 11.8 | 44.9 | 24.1 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2012 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 19 514 | 27 839 | 13 538 | 5 964 | 5 898 | 1 186 | 1 744 | 292 | 75 975 |
| Advanced diploma | no. | 3 786 | 5 369 | 861 | 942 | 1 188 | 155 | 489 | 18 | 12 808 |
| Other higher level qualification | no. | 195 | 1 232 | 357 | 20 | 59 | – | 24 | – | 1 887 |
| Total diploma and above | no. | 23 495 | 34 440 | 14 756 | 6 926 | 7 145 | 1 341 | 2 257 | 310 | 90 670 |
| Certificate III or IV | no. | 93 131 | 134 863 | 62 116 | 29 892 | 24 912 | 6 857 | 7 457 | 3 029 | 362 257 |
| Certificate I or II or lower (d) | no. | 33 382 | 40 122 | 23 720 | 15 167 | 11 883 | 3 306 | 1 842 | 2 333 | 131 755 |
| All qualifications | no. | 150 008 | 209 425 | 100 592 | 51 985 | 43 940 | 11 504 | 11 556 | 5 672 | 584 682 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.7 | 16.4 | 14.7 | 13.3 | 16.3 | 11.7 | 19.5 | 5.5 | 15.5 |
| Certificate III or IV | % | 62.1 | 64.4 | 61.8 | 57.5 | 56.7 | 59.6 | 64.5 | 53.4 | 62.0 |
| Certificate I or II or lower (d) | % | 22.3 | 19.2 | 23.6 | 29.2 | 27.0 | 28.7 | 15.9 | 41.1 | 22.5 |
| 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 | | | | | | | | | | |

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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> |
|---|-------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|--------------|----------------|
| Diploma | no. | 21 300 | 22 297 | 13 024 | 6 193 | 4 960 | 980 | 1 835 | 274 | 70 863 |
| Advanced diploma | no. | 4 259 | 5 025 | 969 | 923 | 1 081 | 125 | 452 | 7 | 12 841 |
| Other higher level qualification | no. | 122 | 1 061 | 503 | 25 | 77 | – | 15 | – | 1 803 |
| Total diploma and above | no. | 25 681 | 28 383 | 14 496 | 7 141 | 6 118 | 1 105 | 2 302 | 281 | 85 507 |
| Certificate III or IV | no. | 86 168 | 94 306 | 63 561 | 29 743 | 21 532 | 6 575 | 5 956 | 3 119 | 310 960 |
| Certificate I or II or lower (d) | no. | 26 807 | 34 989 | 30 200 | 15 116 | 8 090 | 3 174 | 1 820 | 2 452 | 122 648 |
| All qualifications | no. | 138 656 | 157 678 | 108 257 | 52 000 | 35 740 | 10 854 | 10 078 | 5 852 | 519 115 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 18.5 | 18.0 | 13.4 | 13.7 | 17.1 | 10.2 | 22.8 | 4.8 | 16.5 |
| Certificate III or IV | % | 62.1 | 59.8 | 58.7 | 57.2 | 60.2 | 60.6 | 59.1 | 53.3 | 59.9 |
| Certificate I or II or lower (d) | % | 19.3 | 22.2 | 27.9 | 29.1 | 22.6 | 29.2 | 18.1 | 41.9 | 23.6 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2010 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 16 959 | 17 800 | 10 342 | 5 530 | 2 293 | 885 | 1 521 | 227 | 55 557 |
| Advanced diploma | no. | 3 575 | 4 641 | 767 | 784 | 404 | 125 | 403 | 8 | 10 707 |
| Other higher level qualification | no. | 181 | 768 | 160 | – | 8 | – | – | – | 1 117 |
| Total diploma and above | no. | 20 715 | 23 209 | 11 269 | 6 314 | 2 705 | 1 010 | 1 924 | 235 | 67 381 |
| Certificate III or IV | no. | 82 298 | 66 190 | 53 950 | 29 865 | 14 972 | 6 163 | 5 706 | 2 509 | 261 653 |
| Certificate I or II or lower (d) | no. | 27 552 | 26 246 | 28 040 | 15 481 | 7 744 | 3 020 | 1 618 | 2 110 | 111 811 |
| All qualifications | no. | 130 565 | 115 645 | 93 259 | 51 660 | 25 421 | 10 193 | 9 248 | 4 854 | 440 845 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.9 | 20.1 | 12.1 | 12.2 | 10.6 | 9.9 | 20.8 | 4.8 | 15.3 |

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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> |
|---|-------------|----------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|----------------|
| Certificate III or IV | % | 63.0 | 57.2 | 57.8 | 57.8 | 58.9 | 60.5 | 61.7 | 51.7 | 59.4 |
| Certificate I or II or lower (d) | % | 21.1 | 22.7 | 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 | | | | | | | | | | |
| Diploma | no. | 12 800 | 12 947 | 8 898 | 4 239 | 3 492 | 976 | 1 313 | 190 | 44 855 |
| Advanced diploma | no. | 3 032 | 3 392 | 650 | 604 | 944 | 131 | 366 | – | 9 119 |
| Other higher level qualification | no. | 181 | 692 | 80 | 10 | 9 | – | – | – | 972 |
| Total diploma and above | no. | 16 013 | 17 031 | 9 628 | 4 853 | 4 445 | 1 107 | 1 679 | 190 | 54 946 |
| Certificate III or IV | no. | 77 255 | 55 159 | 45 468 | 25 117 | 17 577 | 5 771 | 5 899 | 2 039 | 234 285 |
| Certificate I or II or lower (d) | no. | 27 755 | 21 781 | 23 843 | 13 245 | 9 160 | 2 784 | 1 808 | 1 770 | 102 146 |
| All qualifications | no. | 121 142 | 96 163 | 79 144 | 43 215 | 31 182 | 9 662 | 9 386 | 4 007 | 393 901 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 13.2 | 17.7 | 12.2 | 11.2 | 14.3 | 11.5 | 17.9 | 4.7 | 13.9 |
| Certificate III or IV | % | 63.8 | 57.4 | 57.4 | 58.1 | 56.4 | 59.7 | 62.8 | 50.9 | 59.5 |
| Certificate I or II or lower (d) | % | 22.9 | 22.7 | 30.1 | 30.6 | 29.4 | 28.8 | 19.3 | 44.2 | 25.9 |
| Total | % | 99.9 | 97.7 | 99.7 | 100.0 | 100.0 | 100.0 | 100.0 | 99.8 | 99.4 |
| 2008 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 10 768 | 10 796 | 8 290 | 3 458 | 4 065 | 1 094 | 1 011 | 156 | 39 638 |
| Advanced diploma | no. | 2 699 | 3 368 | 474 | 533 | 728 | 226 | 345 | 2 | 8 375 |
| Other higher level qualification | no. | 245 | 524 | 67 | 10 | 3 | – | 20 | – | 869 |

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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> |
|---|-------------|----------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|----------------|
| Total diploma and above | no. | 13 712 | 14 688 | 8 831 | 4 001 | 4 796 | 1 320 | 1 376 | 158 | 48 882 |
| Certificate III or IV | no. | 68 699 | 47 808 | 41 001 | 21 000 | 14 170 | 6 276 | 4 106 | 1 628 | 204 688 |
| Certificate I or II or lower (d) | no. | 27 774 | 21 806 | 18 274 | 12 823 | 9 175 | 2 720 | 1 599 | 1 579 | 95 750 |
| All qualifications | no. | 110 318 | 86 374 | 68 130 | 37 824 | 28 141 | 10 316 | 7 081 | 3 375 | 351 559 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 12.4 | 17.0 | 13.0 | 10.6 | 17.0 | 12.8 | 19.4 | 4.7 | 13.9 |
| Certificate III or IV | % | 62.3 | 55.3 | 60.2 | 55.5 | 50.4 | 60.8 | 58.0 | 48.2 | 58.2 |
| Certificate I or II or lower (d) | % | 25.2 | 25.2 | 26.8 | 33.9 | 32.6 | 26.4 | 22.6 | 46.8 | 27.2 |
| Total | % | 99.9 | 97.6 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.7 | 99.4 |
| 2007 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 10 637 | 10 512 | 7 385 | 3 222 | 3 776 | 786 | 1 003 | 121 | 37 442 |
| Advanced diploma | no. | 2 916 | 3 748 | 448 | 577 | 629 | 168 | 400 | 1 | 8 887 |
| Other higher level qualification | no. | 225 | 288 | 24 | 6 | 3 | – | 59 | – | 605 |
| Total diploma and above | no. | 13 778 | 14 548 | 7 857 | 3 805 | 4 408 | 954 | 1 462 | 122 | 46 934 |
| Certificate III or IV | no. | 60 729 | 49 120 | 31 003 | 17 528 | 12 109 | 4 742 | 4 321 | 1 209 | 180 761 |
| Certificate I or II or lower (d) | no. | 29 945 | 21 013 | 14 448 | 11 301 | 7 253 | 2 659 | 2 177 | 1 716 | 90 512 |
| All qualifications | no. | 104 518 | 86 936 | 53 312 | 32 634 | 23 770 | 8 355 | 7 960 | 3 056 | 320 541 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 13.2 | 16.7 | 14.7 | 11.7 | 18.5 | 11.4 | 18.4 | 4.0 | 14.6 |
| Certificate III or IV | % | 58.1 | 56.5 | 58.2 | 53.7 | 50.9 | 56.8 | 54.3 | 39.6 | 56.4 |
| Certificate I or II or lower (d) | % | 28.7 | 24.2 | 27.1 | 34.6 | 30.5 | 31.8 | 27.3 | 56.2 | 28.2 |
| Total | % | 99.9 | 97.4 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.7 | 99.3 |

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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> |
|---|-------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|----------------|
| 2006 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 10 278 | 8 884 | 6 803 | 2 910 | 2 994 | 824 | 995 | 125 | 33 813 |
| Advanced diploma | no. | 2 956 | 3 296 | 550 | 618 | 673 | 185 | 339 | 2 | 8 619 |
| Other higher level qualification | no. | 285 | 227 | – | 5 | 27 | – | 47 | – | 591 |
| Total diploma and above | no. | 13 519 | 12 407 | 7 353 | 3 533 | 3 694 | 1 009 | 1 381 | 127 | 43 023 |
| Certificate III or IV | no. | 53 862 | 41 686 | 27 106 | 16 596 | 12 869 | 4 531 | 3 629 | 1 068 | 161 347 |
| Certificate I or II or lower (d) | no. | 29 820 | 18 905 | 15 170 | 11 161 | 6 760 | 2 692 | 1 385 | 1 127 | 87 020 |
| All qualifications | no. | 97 413 | 74 727 | 49 629 | 31 290 | 23 323 | 8 232 | 6 395 | 2 334 | 293 343 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 13.9 | 16.6 | 14.8 | 11.3 | 15.8 | 12.3 | 21.6 | 5.4 | 14.7 |
| Certificate III or IV | % | 55.3 | 55.8 | 54.6 | 53.0 | 55.2 | 55.0 | 56.7 | 45.8 | 55.0 |
| Certificate I or II or lower (d) | % | 30.6 | 25.3 | 30.6 | 35.7 | 29.0 | 32.7 | 21.7 | 48.3 | 29.7 |
| Total | % | 99.8 | 97.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.5 | 99.3 |
| 2005 | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | | | | | | | | | | |
| Diploma | no. | 9 651 | 9 444 | 6 038 | 2 782 | 2 866 | 580 | 1 143 | 104 | 32 608 |
| Advanced diploma | no. | 2 947 | 3 820 | 442 | 590 | 622 | 110 | 400 | 2 | 8 933 |
| Other higher level qualification | no. | 381 | 264 | – | 5 | 76 | – | 61 | – | 787 |
| Total diploma and above | no. | 12 979 | 13 528 | 6 480 | 3 377 | 3 564 | 690 | 1 604 | 106 | 42 328 |
| Certificate III or IV | no. | 64 637 | 42 652 | 25 310 | 14 745 | 12 522 | 3 979 | 3 656 | 1 088 | 168 589 |
| Certificate I or II or lower (d) | no. | 32 741 | 18 534 | 12 438 | 9 466 | 7 143 | 2 746 | 1 549 | 1 188 | 85 805 |

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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 qualifications | no. | 110 592 | 76 539 | 44 228 | 27 588 | 23 229 | 7 415 | 6 809 | 2 399 | 298 799 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 11.7 | 17.7 | 14.7 | 12.2 | 15.3 | 9.3 | 23.6 | 4.4 | 14.2 |
| Certificate III or IV | % | 58.4 | 55.7 | 57.2 | 53.4 | 53.9 | 53.7 | 53.7 | 45.4 | 56.4 |
| Certificate I or II or lower (d) | % | 29.6 | 24.2 | 28.1 | 34.3 | 30.8 | 37.0 | 22.7 | 49.5 | 28.7 |
| Total | % | 99.8 | 97.6 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.3 | 99.3 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.8 | 0.2 | 0.4 | 0.1 | – | – | 0.1 | 0.1 | 1.6 |
| Certificate III or IV | '000 | 3.9 | 1.2 | 3.4 | 0.8 | 0.5 | 0.2 | 0.2 | 0.4 | 10.7 |
| Certificate I or II or lower (d) | '000 | 2.6 | 0.7 | 1.7 | 1.5 | 0.7 | 0.3 | 0.1 | 1.1 | 8.6 |
| All qualifications | '000 | 7.3 | 2.0 | 5.4 | 2.5 | 1.2 | 0.6 | 0.3 | 1.6 | 20.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 10.7 | 7.4 | 7.3 | 4.1 | 3.1 | 4.4 | 17.2 | 3.7 | 7.7 |
| Certificate III and above | % | 64.2 | 66.5 | 69.5 | 37.5 | 44.1 | 48.8 | 77.8 | 30.0 | 58.7 |
| Non-Indigenous graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 21.7 | 23.3 | 10.6 | 5.7 | 6.1 | 0.9 | 2.0 | 0.3 | 70.6 |
| Certificate III or IV | '000 | 86.4 | 120.7 | 69.8 | 25.2 | 24.0 | 5.8 | 5.8 | 2.4 | 340.1 |
| Certificate I or II or lower (d) | '000 | 27.8 | 37.9 | 14.6 | 10.5 | 11.7 | 3.3 | 0.8 | 1.4 | 108.0 |
| All qualifications | '000 | 135.8 | 181.9 | 95.0 | 41.4 | 41.9 | 10.0 | 8.5 | 4.1 | 518.6 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.9 | 12.8 | 11.1 | 13.8 | 14.7 | 9.3 | 22.9 | 7.8 | 13.6 |
| Certificate III and above | % | 79.5 | 79.2 | 84.6 | 74.5 | 72.1 | 67.2 | 91.0 | 66.3 | 79.2 |
| 2013 | | | | | | | | | | |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.5 | 0.1 | 0.4 | 0.1 | 0.1 | – | 0.1 | 0.1 | 1.3 |
| Certificate III or IV | '000 | 3.1 | 0.9 | 2.5 | 1.0 | 0.6 | 0.2 | 0.2 | 0.5 | 9.0 |

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Certificate I or II or lower (d) | '000 | 2.0 | 0.8 | 1.8 | 1.8 | 0.8 | 0.3 | 0.1 | 1.4 | 8.8 |
| All qualifications | '000 | 5.6 | 1.8 | 4.6 | 2.9 | 1.4 | 0.5 | 0.3 | 1.9 | 19.1 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 8.9 | 7.4 | 7.8 | 3.2 | 5.3 | 6.5 | 20.1 | 3.0 | 6.9 |
| Certificate III and above | % | 64.9 | 56.5 | 61.9 | 38.1 | 44.5 | 52.9 | 77.4 | 27.1 | 53.9 |
| Non-Indigenous graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 18.4 | 29.6 | 10.3 | 6.2 | 7.9 | 1.3 | 2.1 | 0.4 | 76.0 |
| Certificate III or IV | '000 | 81.8 | 116.1 | 51.7 | 28.9 | 31.6 | 6.0 | 6.0 | 2.5 | 324.5 |
| Certificate I or II or lower (d) | '000 | 25.3 | 43.3 | 14.5 | 12.4 | 21.4 | 2.9 | 1.0 | 1.3 | 122.2 |
| All qualifications | '000 | 125.5 | 189.0 | 76.4 | 47.5 | 60.9 | 10.2 | 9.1 | 4.2 | 522.7 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 14.7 | 15.6 | 13.5 | 13.1 | 12.9 | 12.4 | 23.0 | 8.9 | 14.5 |
| Certificate III and above | % | 79.9 | 77.1 | 81.0 | 73.9 | 64.8 | 71.2 | 88.6 | 68.0 | 76.6 |
| 2012 | | | | | | | | | | |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.6 | 0.2 | 0.4 | 0.1 | 0.1 | – | – | – | 1.4 |
| Certificate III or IV | '000 | 3.1 | 1.0 | 2.9 | 1.0 | 0.9 | 0.3 | 0.2 | 0.5 | 9.7 |
| Certificate I or II or lower (d) | '000 | 2.5 | 0.7 | 2.3 | 1.6 | 0.8 | 0.3 | 0.1 | 1.1 | 9.4 |
| All qualifications | '000 | 6.1 | 1.8 | 5.6 | 2.7 | 1.8 | 0.5 | 0.3 | 1.7 | 20.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 9.0 | 8.5 | 7.8 | 2.1 | 4.2 | 5.6 | 8.4 | 2.5 | 6.7 |
| Certificate III and above | % | 59.4 | 61.9 | 59.3 | 39.2 | 52.9 | 53.7 | 68.2 | 32.6 | 54.2 |

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Non-Indigenous graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 22.3 | 33.9 | 11.7 | 5.6 | 6.9 | 1.3 | 2.0 | 0.3 | 83.9 |
| Certificate III or IV | '000 | 88.5 | 131.0 | 52.6 | 24.9 | 23.4 | 6.5 | 6.2 | 2.5 | 335.4 |
| Certificate I or II or lower (d) | '000 | 30.4 | 38.9 | 17.7 | 10.3 | 10.8 | 3.0 | 1.4 | 1.2 | 113.8 |
| All qualifications | '000 | 141.2 | 203.8 | 81.9 | 40.8 | 41.0 | 10.8 | 9.7 | 3.9 | 533.1 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.8 | 16.6 | 14.3 | 13.6 | 16.7 | 12.0 | 21.0 | 6.7 | 15.7 |
| Certificate III and above | % | 78.4 | 80.9 | 78.4 | 74.7 | 73.7 | 72.1 | 85.1 | 70.0 | 78.7 |
| 2011 | | | | | | | | | | |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 8.6 |
| Certificate I or II or lower (d) | '000 | 2.1 | 0.7 | 2.5 | 1.7 | 0.6 | 0.2 | 0.1 | 1.2 | 9.1 |
| All qualifications | '000 | 5.3 | 1.6 | 5.6 | 2.6 | 1.5 | 0.4 | 0.2 | 1.7 | 18.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 8.3 | 9.7 | 6.2 | 2.8 | 5.4 | 6.0 | 23.6 | 2.7 | 6.5 |
| Certificate III and above | % | 61.0 | 55.2 | 54.6 | 34.5 | 55.8 | 57.3 | 67.9 | 30.3 | 51.9 |
| Non-Indigenous graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 22.1 | 27.5 | 10.8 | 5.9 | 5.9 | 1.1 | 1.8 | 0.2 | 75.3 |
| Certificate III or IV | '000 | 79.2 | 90.5 | 52.1 | 24.3 | 19.9 | 6.2 | 4.2 | 2.6 | 279.1 |
| Certificate I or II or lower (d) | '000 | 24.1 | 32.9 | 21.0 | 10.4 | 7.1 | 2.9 | 1.2 | 1.3 | 101.0 |

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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 qualifications | '000 | 125.4 | 151.0 | 84.0 | 40.5 | 32.9 | 10.2 | 7.3 | 4.1 | 455.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 17.6 | 18.2 | 12.9 | 14.5 | 17.8 | 10.5 | 25.2 | 5.7 | 16.5 |
| Certificate III and above | % | 80.8 | 78.2 | 74.9 | 74.4 | 78.3 | 71.3 | 83.5 | 69.5 | 77.8 |
| 2010 | | | | | | | | | | |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.4 | 0.1 | 0.3 | – | – | – | – | – | 0.8 |
| Certificate III or IV | '000 | 2.4 | 0.5 | 2.2 | 0.6 | 0.5 | 0.2 | 0.1 | 0.4 | 6.8 |
| Certificate I or II or lower (d) | '000 | 1.9 | 0.4 | 2.2 | 1.5 | 0.7 | 0.2 | 0.1 | 1.1 | 8.0 |
| All qualifications | '000 | 4.6 | 1.0 | 4.7 | 2.1 | 1.1 | 0.4 | 0.2 | 1.5 | 15.6 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 7.7 | 8.2 | 5.4 | 2.2 | 2.0 | 5.3 | 10.2 | 1.1 | 5.2 |
| Certificate III and above | % | 58.9 | 60.3 | 53.0 | 29.4 | 42.8 | 55.2 | 62.6 | 25.6 | 48.8 |
| Non-Indigenous graduates | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 18.0 | 22.7 | 8.2 | 5.1 | 2.6 | 1.0 | 1.5 | 0.2 | 59.3 |
| Certificate III or IV | '000 | 75.9 | 63.7 | 42.5 | 25.0 | 12.8 | 5.8 | 3.7 | 2.1 | 231.4 |
| Certificate I or II or lower (d) | '000 | 25.0 | 25.2 | 20.1 | 10.3 | 6.4 | 2.7 | 1.0 | 1.0 | 91.8 |
| All qualifications | '000 | 118.9 | 111.6 | 70.8 | 40.3 | 21.8 | 9.5 | 6.2 | 3.3 | 382.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.1 | 20.4 | 11.6 | 12.6 | 11.8 | 10.3 | 24.0 | 6.4 | 15.5 |
| Certificate III and above | % | 79.0 | 77.4 | 71.6 | 74.4 | 70.6 | 71.4 | 83.5 | 70.1 | 76.0 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| All graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 7.0 | 9.2 | 4.6 | 2.4 | 1.2 | 0.2 | 0.6 | – | 25.3 |
| Certificate III or IV | '000 | 31.7 | 40.1 | 25.2 | 9.7 | 6.6 | 2.3 | 2.2 | 0.6 | 118.3 |
| Certificate I or II or lower (d) | '000 | 7.3 | 12.8 | 4.3 | 2.9 | 4.1 | 1.1 | 0.2 | 0.4 | 33.2 |
| All qualifications | '000 | 46.0 | 62.0 | 34.1 | 15.0 | 11.9 | 3.6 | 3.1 | 1.1 | 176.8 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.1 | 14.9 | 13.5 | 16.3 | 10.1 | 5.3 | 20.8 | 3.6 | 14.3 |
| Certificate III and above | % | 84.2 | 79.4 | 87.3 | 80.8 | 65.4 | 68.1 | 92.0 | 62.1 | 81.2 |
| Aboriginal and Torres Strait Islander graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.2 | – | 0.1 | – | – | – | – | – | 0.4 |
| Certificate III or IV | '000 | 1.6 | 0.5 | 1.2 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 | 4.2 |
| Certificate I or II or lower (d) | '000 | 0.9 | 0.3 | 0.5 | 0.4 | 0.2 | 0.1 | – | 0.3 | 2.8 |
| All qualifications | '000 | 2.6 | 0.9 | 1.9 | 0.8 | 0.4 | 0.2 | 0.1 | 0.4 | 7.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 6.6 | 4.7 | 6.2 | 5.9 | 1.6 | 2.1 | 18.0 | 1.5 | 5.7 |
| Certificate III and above | % | 67.4 | 64.5 | 71.4 | 47.0 | 43.5 | 55.0 | 76.3 | 28.9 | 62.3 |
| Non-Indigenous graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 6.8 | 9.2 | 3.7 | 2.2 | 1.2 | 0.2 | 0.6 | – | 23.8 |
| Certificate III or IV | '000 | 30.0 | 39.1 | 21.7 | 8.8 | 6.2 | 2.1 | 2.1 | 0.5 | 110.5 |
| Certificate I or II or lower (d) | '000 | 6.4 | 12.3 | 3.3 | 2.3 | 3.8 | 1.0 | 0.2 | 0.1 | 29.5 |

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All qualifications | '000 | 43.2 | 60.6 | 28.7 | 13.3 | 11.1 | 3.3 | 2.9 | 0.7 | 163.8 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.7 | 15.1 | 12.8 | 16.8 | 10.4 | 5.6 | 20.9 | 4.7 | 14.5 |
| Certificate III and above | % | 85.2 | 79.6 | 88.3 | 83.0 | 66.0 | 68.8 | 92.8 | 80.7 | 82.0 |
| 2013 | | | | | | | | | | |
| All graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 5.7 | 10.7 | 3.9 | 2.4 | 1.4 | 0.2 | 0.6 | 0.1 | 24.9 |
| Certificate III or IV | '000 | 30.4 | 35.7 | 17.3 | 11.8 | 9.2 | 2.3 | 2.1 | 0.8 | 109.5 |
| Certificate I or II or lower (d) | '000 | 7.0 | 18.3 | 5.0 | 3.6 | 8.0 | 1.0 | 0.3 | 0.5 | 43.8 |
| All qualifications | '000 | 43.1 | 64.6 | 26.2 | 17.8 | 18.6 | 3.6 | 3.0 | 1.3 | 178.2 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 13.3 | 16.5 | 15.0 | 13.5 | 7.3 | 6.3 | 19.0 | 3.9 | 14.0 |
| Certificate III and above | % | 83.7 | 71.7 | 80.9 | 79.9 | 56.7 | 71.6 | 89.2 | 62.6 | 75.4 |
| Aboriginal and Torres Strait Islander graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.1 | – | 0.1 | – | – | – | – | – | 0.3 |
| Certificate III or IV | '000 | 1.3 | 0.4 | 0.7 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 | 3.3 |
| Certificate I or II or lower (d) | '000 | 0.6 | 0.4 | 0.6 | 0.5 | 0.3 | 0.1 | – | 0.3 | 2.8 |
| All qualifications | '000 | 2.1 | 0.8 | 1.4 | 0.8 | 0.5 | 0.2 | 0.1 | 0.5 | 6.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 5.7 | 5.9 | 5.8 | 2.8 | 2.5 | 4.8 | 17.1 | 0.2 | 4.9 |
| Certificate III and above | % | 68.9 | 54.5 | 58.0 | 43.7 | 41.3 | 57.8 | 88.3 | 29.6 | 56.3 |

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Non-Indigenous graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 5.6 | 10.6 | 2.9 | 2.3 | 1.3 | 0.2 | 0.5 | 0.1 | 23.5 |
| Certificate III or IV | '000 | 29.0 | 35.0 | 14.8 | 10.8 | 8.8 | 2.2 | 2.0 | 0.6 | 103.2 |
| Certificate I or II or lower (d) | '000 | 6.4 | 17.8 | 3.8 | 2.8 | 7.6 | 0.9 | 0.3 | 0.2 | 39.7 |
| All qualifications | '000 | 40.9 | 63.3 | 21.5 | 15.9 | 17.7 | 3.3 | 2.9 | 0.9 | 166.4 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 13.6 | 16.7 | 13.6 | 14.3 | 7.4 | 6.4 | 19.0 | 5.8 | 14.1 |
| Certificate III and above | % | 84.4 | 71.9 | 82.5 | 82.4 | 57.2 | 72.5 | 89.2 | 79.9 | 76.1 |
| 2012 | | | | | | | | | | |
| All graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 46.3 | 17.7 | 10.2 | 7.0 | 2.5 | 2.4 | 0.8 | 119.2 |
| Certificate I or II or lower (d) | '000 | 9.0 | 14.6 | 6.8 | 3.1 | 4.2 | 1.0 | 0.4 | 0.4 | 39.7 |
| All qualifications | '000 | 47.9 | 72.4 | 28.7 | 15.4 | 13.5 | 3.7 | 3.5 | 1.2 | 186.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 13.8 | 15.8 | 14.7 | 13.2 | 17.0 | 5.8 | 16.5 | 1.4 | 14.7 |
| Certificate III and above | % | 81.1 | 79.8 | 76.3 | 79.7 | 69.2 | 72.2 | 87.2 | 63.7 | 78.7 |
| Aboriginal and Torres Strait Islander graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 (d) | '000 | 0.8 | 0.3 | 0.7 | 0.4 | 0.3 | 0.1 | – | 0.2 | 2.9 |

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All qualifications | '000 | 2.1 | 0.7 | 1.6 | 0.8 | 0.5 | 0.2 | 0.1 | 0.4 | 6.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 5.4 | 5.5 | 4.6 | 2.0 | 2.5 | 1.9 | 6.5 | 0.3 | 4.1 |
| Certificate III and above | % | 63.2 | 60.8 | 54.1 | 46.3 | 36.9 | 56.3 | 71.0 | 36.7 | 54.9 |
| Non-Indigenous graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 44.7 | 15.1 | 9.2 | 6.8 | 2.4 | 1.9 | 0.6 | 111.5 |
| Certificate I or II or lower (d) | '000 | 8.2 | 14.2 | 4.9 | 2.3 | 3.7 | 0.9 | 0.3 | 0.2 | 34.7 |
| All qualifications | '000 | 45.4 | 70.2 | 23.1 | 13.3 | 12.8 | 3.5 | 2.7 | 0.8 | 171.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 14.1 | 16.1 | 13.6 | 13.7 | 17.8 | 6.0 | 18.3 | 1.9 | 14.9 |
| Certificate III and above | % | 82.0 | 79.8 | 78.8 | 83.0 | 70.7 | 73.2 | 87.8 | 75.9 | 79.8 |
| 2011 | | | | | | | | | | |
| All graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 33.7 | 19.5 | 10.4 | 6.8 | 2.6 | 2.2 | 0.8 | 106.4 |
| Certificate I or II or lower (d) | '000 | 7.4 | 12.4 | 9.1 | 3.1 | 3.0 | 1.0 | 0.5 | 0.5 | 37.0 |
| All qualifications | '000 | 45.7 | 56.2 | 32.5 | 15.8 | 11.3 | 3.8 | 3.4 | 1.3 | 169.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 16.8 | 18.1 | 11.8 | 14.6 | 13.6 | 5.8 | 20.8 | 2.0 | 15.6 |
| Certificate III and above | % | 83.9 | 78.0 | 71.9 | 80.2 | 73.4 | 73.7 | 84.9 | 61.7 | 78.2 |

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Aboriginal and Torres Strait Islander graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 (d) | '000 | 0.7 | 0.3 | 0.9 | 0.4 | 0.3 | 0.1 | – | 0.3 | 2.8 |
| All qualifications | '000 | 1.8 | 0.6 | 1.8 | 0.7 | 0.4 | 0.2 | 0.1 | 0.4 | 6.0 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 4.4 | 6.3 | 2.9 | 2.0 | 2.5 | 1.1 | 19.8 | 0.6 | 3.7 |
| Certificate III and above | % | 62.7 | 58.9 | 50.9 | 42.9 | 42.4 | 60.9 | 74.5 | 27.1 | 53.1 |
| Non-Indigenous graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 32.6 | 16.3 | 9.2 | 6.4 | 2.4 | 1.5 | 0.7 | 97.3 |
| Certificate I or II or lower (d) | '000 | 6.5 | 11.6 | 6.5 | 2.3 | 2.7 | 0.9 | 0.3 | 0.2 | 31.1 |
| All qualifications | '000 | 41.0 | 54.2 | 25.3 | 13.6 | 10.5 | 3.6 | 2.4 | 0.9 | 151.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.3 | 18.5 | 10.0 | 15.4 | 14.3 | 6.1 | 23.7 | 2.6 | 15.3 |
| Certificate III and above | % | 84.2 | 78.5 | 74.3 | 83.1 | 74.7 | 74.5 | 85.6 | 75.6 | 79.5 |
| 2010 | | | | | | | | | | |
| All graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 25.7 | 18.5 | 11.4 | 4.3 | 2.4 | 1.8 | 0.7 | 95.2 |
| Certificate I or II or lower (d) | '000 | 7.5 | 9.9 | 8.2 | 3.1 | 2.9 | 1.0 | 0.4 | 0.4 | 33.4 |

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All qualifications | '000 | 45.2 | 44.4 | 30.4 | 16.7 | 7.6 | 3.6 | 2.8 | 1.1 | 151.8 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 16.1 | 19.8 | 12.1 | 13.1 | 6.0 | 5.0 | 19.6 | 2.0 | 15.3 |
| Certificate III and above | % | 83.5 | 77.6 | 72.9 | 81.7 | 62.0 | 73.0 | 85.5 | 63.4 | 78.0 |
| Aboriginal and Torres Strait Islander graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 (d) | '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 |
| Proportion of qualifications completed | | | | | | | | | | |
| 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 | 60.6 | 49.7 | 42.7 | 31.1 | 63.5 | 72.2 | 26.9 | 51.6 |
| Non-Indigenous graduates aged 18–24 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 6.1 | 8.7 | 2.3 | 1.9 | 0.4 | 0.2 | 0.5 | – | 20.1 |
| Certificate III or IV | '000 | 28.3 | 24.7 | 14.8 | 10.1 | 3.5 | 2.3 | 1.2 | 0.6 | 85.6 |
| Certificate I or II or lower (d) | '000 | 6.7 | 9.5 | 5.8 | 2.3 | 2.4 | 0.9 | 0.3 | 0.2 | 28.0 |
| All qualifications | '000 | 41.1 | 42.9 | 23.0 | 14.3 | 6.4 | 3.3 | 1.9 | 0.8 | 133.7 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 14.8 | 20.3 | 10.2 | 13.4 | 6.9 | 5.3 | 24.1 | 2.7 | 15.1 |
| Certificate III and above | % | 83.7 | 77.9 | 74.7 | 84.1 | 62.0 | 74.1 | 86.6 | 77.8 | 79.1 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

Table 5A.26 Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| All graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 20.4 | 21.4 | 10.4 | 5.4 | 6.2 | 0.9 | 2.0 | 0.4 | 67.0 |
| Certificate III or IV | '000 | 76.5 | 103.8 | 62.0 | 22.5 | 22.8 | 5.3 | 5.4 | 2.5 | 300.7 |
| Certificate I or II or lower (d) | '000 | 21.3 | 26.8 | 7.2 | 5.3 | 8.5 | 2.1 | 0.6 | 1.2 | 73.2 |
| All qualifications | '000 | 118.2 | 152.0 | 79.7 | 33.2 | 37.5 | 8.4 | 7.9 | 4.0 | 440.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 17.3 | 14.1 | 13.1 | 16.2 | 16.4 | 11.1 | 24.7 | 9.2 | 15.2 |
| Certificate III and above | % | 81.9 | 82.4 | 90.9 | 84.1 | 77.2 | 74.3 | 92.1 | 70.8 | 83.4 |
| Aboriginal and Torres Strait Islander graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.7 | 0.1 | 0.3 | 0.1 | – | – | 0.1 | 0.1 | 1.5 |
| Certificate III or IV | '000 | 3.2 | 1.0 | 2.4 | 0.7 | 0.4 | 0.2 | 0.1 | 0.4 | 8.3 |
| Certificate I or II or lower (d) | '000 | 1.6 | 0.4 | 0.7 | 0.8 | 0.5 | 0.2 | – | 0.7 | 4.8 |
| All qualifications | '000 | 5.5 | 1.5 | 3.4 | 1.5 | 0.9 | 0.4 | 0.2 | 1.1 | 14.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 13.3 | 9.3 | 10.3 | 5.3 | 4.0 | 5.8 | 22.3 | 5.3 | 10.1 |
| Certificate III and above | % | 70.4 | 73.8 | 80.8 | 48.9 | 46.9 | 59.0 | 83.0 | 38.1 | 66.9 |
| Non-Indigenous graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 19.6 | 21.1 | 8.8 | 4.6 | 5.9 | 0.9 | 1.9 | 0.3 | 63.1 |
| Certificate III or IV | '000 | 72.6 | 100.9 | 53.5 | 19.7 | 21.6 | 5.0 | 5.1 | 2.1 | 280.5 |
| Certificate I or II or lower (d) | '000 | 19.6 | 26.1 | 5.7 | 3.9 | 7.8 | 2.0 | 0.5 | 0.5 | 66.1 |

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All qualifications | '000 | 111.8 | 148.1 | 68.0 | 28.2 | 35.4 | 7.9 | 7.5 | 2.9 | 409.7 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 17.5 | 14.2 | 12.9 | 16.3 | 16.8 | 11.5 | 24.9 | 10.7 | 15.4 |
| Certificate III and above | % | 82.5 | 82.4 | 91.7 | 86.0 | 77.9 | 75.0 | 92.8 | 83.5 | 83.9 |
| 2013 | | | | | | | | | | |
| All graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 17.2 | 27.8 | 11.2 | 6.1 | 7.9 | 1.3 | 2.1 | 0.4 | 74.0 |
| Certificate III or IV | '000 | 71.2 | 99.8 | 46.5 | 25.8 | 29.3 | 5.4 | 5.5 | 2.6 | 286.2 |
| Certificate I or II or lower (d) | '000 | 18.1 | 27.4 | 8.1 | 6.4 | 13.4 | 1.5 | 0.8 | 1.4 | 77.2 |
| All qualifications | '000 | 106.5 | 155.1 | 65.7 | 38.3 | 50.7 | 8.2 | 8.5 | 4.4 | 437.4 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 16.1 | 17.9 | 17.0 | 15.9 | 15.7 | 15.5 | 25.1 | 9.6 | 16.9 |
| Certificate III and above | % | 83.0 | 82.3 | 87.7 | 83.2 | 73.6 | 81.7 | 90.3 | 68.1 | 82.4 |
| Aboriginal and Torres Strait Islander graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.5 | 0.1 | 0.3 | 0.1 | 0.1 | – | 0.1 | 0.1 | 1.2 |
| Certificate III or IV | '000 | 2.5 | 0.7 | 1.9 | 0.8 | 0.5 | 0.2 | 0.1 | 0.4 | 7.1 |
| Certificate I or II or lower (d) | '000 | 1.1 | 0.5 | 0.8 | 1.0 | 0.6 | 0.1 | – | 0.9 | 5.0 |
| All qualifications | '000 | 4.0 | 1.3 | 3.0 | 1.9 | 1.1 | 0.3 | 0.2 | 1.4 | 13.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 11.8 | 9.6 | 10.6 | 4.3 | 6.7 | 9.6 | 25.6 | 4.3 | 9.2 |
| Certificate III and above | % | 73.5 | 64.2 | 72.8 | 47.6 | 48.3 | 68.7 | 83.9 | 33.9 | 62.6 |
| Non-Indigenous graduates aged 20–64 years | | | | | | | | | | |

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 16.6 | 27.5 | 9.0 | 5.2 | 7.7 | 1.2 | 2.0 | 0.4 | 69.6 |
| Certificate III or IV | '000 | 68.0 | 98.1 | 39.9 | 22.3 | 27.9 | 5.2 | 5.3 | 2.2 | 268.8 |
| Certificate I or II or lower (d) | '000 | 17.0 | 26.7 | 6.0 | 4.9 | 12.5 | 1.4 | 0.8 | 0.5 | 69.7 |
| All qualifications | '000 | 101.6 | 152.2 | 54.9 | 32.4 | 48.1 | 7.8 | 8.1 | 3.0 | 408.1 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 16.3 | 18.1 | 16.4 | 16.2 | 16.0 | 15.7 | 25.0 | 12.1 | 17.1 |
| Certificate III and above | % | 83.3 | 82.5 | 89.0 | 84.9 | 74.0 | 82.2 | 90.5 | 83.3 | 82.9 |
| 2012 | | | | | | | | | | |
| All graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 21.5 | 31.6 | 12.8 | 6.2 | 6.8 | 1.3 | 2.2 | 0.3 | 82.7 |
| Certificate III or IV | '000 | 77.7 | 107.4 | 48.2 | 23.6 | 22.0 | 5.8 | 6.5 | 2.7 | 293.8 |
| Certificate I or II or lower (d) | '000 | 21.5 | 21.3 | 11.2 | 6.5 | 7.1 | 1.7 | 1.5 | 1.2 | 71.9 |
| All qualifications | '000 | 120.7 | 160.3 | 72.2 | 36.2 | 35.9 | 8.8 | 10.1 | 4.2 | 448.4 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 17.9 | 19.7 | 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 |
| Aboriginal and Torres Strait Islander graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 (d) | '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 |

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 12.2 | 11.4 | 10.9 | 2.9 | 4.8 | 9.0 | 12.3 | 3.3 | 9.1 |
| Certificate III and above | % | 68.5 | 69.6 | 71.6 | 49.1 | 58.9 | 66.3 | 66.0 | 38.5 | 63.3 |
| Non-Indigenous graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 73.9 | 104.3 | 41.0 | 19.2 | 20.6 | 5.5 | 5.5 | 2.2 | 272.3 |
| Certificate I or II or lower (d) | '000 | 19.8 | 20.5 | 8.1 | 4.6 | 6.3 | 1.6 | 1.2 | 0.4 | 62.6 |
| All qualifications | '000 | 114.1 | 155.9 | 59.6 | 28.6 | 33.5 | 8.3 | 8.8 | 2.9 | 411.7 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 17.8 | 19.9 | 17.6 | 16.9 | 19.6 | 14.9 | 22.6 | 8.9 | 18.7 |
| Certificate III and above | % | 82.6 | 86.8 | 86.4 | 84.0 | 81.2 | 81.3 | 85.9 | 85.9 | 84.8 |
| 2011 | | | | | | | | | | |
| All graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 23.7 | 26.5 | 12.7 | 6.4 | 5.9 | 1.1 | 2.2 | 0.3 | 78.7 |
| Certificate III or IV | '000 | 71.9 | 76.8 | 51.0 | 23.7 | 19.0 | 5.6 | 5.2 | 2.8 | 256.1 |
| Certificate I or II or lower (d) | '000 | 17.7 | 17.8 | 17.2 | 5.9 | 4.7 | 1.7 | 1.3 | 1.2 | 67.5 |
| All qualifications | '000 | 113.3 | 121.2 | 80.9 | 36.0 | 29.7 | 8.3 | 8.7 | 4.3 | 402.4 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 20.9 | 21.9 | 15.7 | 17.7 | 20.0 | 12.8 | 25.3 | 6.4 | 19.6 |
| Certificate III and above | % | 84.4 | 85.3 | 78.8 | 83.7 | 84.1 | 79.9 | 84.6 | 71.5 | 83.2 |
| Aboriginal and Torres Strait Islander graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 (d) | '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 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 11.0 | 12.5 | 8.3 | 4.3 | 6.7 | 8.5 | 29.0 | 3.6 | 8.7 |
| Certificate III and above | % | 70.2 | 62.3 | 63.1 | 48.3 | 61.8 | 69.4 | 73.1 | 38.2 | 61.2 |
| Non-Indigenous graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 20.2 | 25.7 | 9.8 | 5.2 | 5.7 | 1.0 | 1.8 | 0.2 | 69.6 |
| Certificate III or IV | '000 | 66.0 | 73.6 | 42.9 | 18.9 | 17.6 | 5.3 | 3.8 | 2.4 | 230.4 |
| Certificate I or II or lower (d) | '000 | 16.2 | 16.4 | 12.0 | 4.2 | 4.0 | 1.6 | 0.9 | 0.5 | 55.8 |
| All qualifications | '000 | 102.4 | 115.7 | 64.7 | 28.2 | 27.3 | 7.9 | 6.6 | 3.0 | 355.8 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 19.8 | 22.2 | 15.2 | 18.3 | 20.7 | 13.1 | 27.0 | 7.5 | 19.6 |
| Certificate III and above | % | 84.2 | 85.8 | 81.4 | 85.2 | 85.2 | 80.2 | 85.7 | 84.9 | 84.3 |
| 2010 | | | | | | | | | | |
| All graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 18.7 | 21.6 | 9.5 | 5.5 | 2.6 | 1.0 | 1.8 | 0.2 | 60.9 |
| Certificate III or IV | '000 | 68.1 | 55.0 | 42.7 | 23.7 | 13.3 | 5.1 | 4.8 | 2.3 | 214.9 |
| Certificate I or II or lower (d) | '000 | 18.3 | 13.2 | 15.2 | 6.2 | 5.1 | 1.6 | 1.0 | 1.1 | 61.7 |
| All qualifications | '000 | 105.2 | 89.8 | 67.4 | 35.3 | 21.0 | 7.6 | 7.6 | 3.6 | 337.6 |
| Proportion of qualifications completed | | | | | | | | | | |

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Diploma and above | % | 17.8 | 24.0 | 14.1 | 15.5 | 12.4 | 12.7 | 24.1 | 6.4 | 18.0 |
| Certificate III and above | % | 82.6 | 85.3 | 77.5 | 82.5 | 75.5 | 79.7 | 86.7 | 68.7 | 81.7 |
| Aboriginal and Torres Strait Islander graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 | 5.5 |
| Certificate I or II or lower (d) | '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 | 10.8 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 10.0 | 10.8 | 7.2 | 3.3 | 2.4 | 8.8 | 13.9 | 1.5 | 7.0 |
| Certificate III and above | % | 67.4 | 69.0 | 63.7 | 41.5 | 46.7 | 71.4 | 77.5 | 30.6 | 58.2 |
| Non-Indigenous graduates aged 20–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 16.1 | 21.1 | 7.1 | 4.3 | 2.5 | 0.9 | 1.5 | 0.2 | 53.8 |
| Certificate III or IV | '000 | 62.7 | 52.9 | 34.1 | 19.4 | 11.5 | 4.8 | 3.2 | 1.9 | 190.4 |
| Certificate I or II or lower (d) | '000 | 16.8 | 12.6 | 10.7 | 4.5 | 4.3 | 1.4 | 0.6 | 0.4 | 51.3 |
| All qualifications | '000 | 95.6 | 86.6 | 51.9 | 28.3 | 18.2 | 7.2 | 5.2 | 2.5 | 295.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 16.9 | 24.4 | 13.8 | 15.3 | 13.6 | 13.0 | 27.9 | 8.5 | 18.2 |
| Certificate III and above | % | 82.4 | 85.4 | 79.3 | 84.0 | 76.6 | 80.3 | 88.8 | 85.5 | 82.6 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

Table 5A.27 Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| All graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 22.4 | 23.5 | 12.5 | 6.5 | 6.3 | 0.9 | 2.0 | 0.4 | 74.7 |
| Certificate III or IV | '000 | 90.6 | 123.0 | 80.4 | 28.3 | 25.2 | 6.1 | 6.1 | 2.8 | 362.4 |
| Certificate I or II or lower (d) | '000 | 29.7 | 38.3 | 17.8 | 12.9 | 12.6 | 3.6 | 0.9 | 2.3 | 118.0 |
| All qualifications | '000 | 142.7 | 184.8 | 110.7 | 47.7 | 44.1 | 10.6 | 9.0 | 5.5 | 555.1 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 4.5 | 6.0 | 4.0 | 3.7 | 5.8 | 2.9 | 7.6 | 2.1 | 4.8 |
| Certificate III or IV | no. | 18.3 | 31.5 | 25.7 | 16.1 | 22.9 | 18.6 | 22.6 | 16.0 | 23.2 |
| Certificate I or II or lower (d) | no. | 6.0 | 9.8 | 5.7 | 7.3 | 11.4 | 10.8 | 3.3 | 13.3 | 7.6 |
| All qualifications | no. | 28.8 | 47.3 | 35.4 | 27.2 | 40.0 | 32.3 | 33.5 | 31.4 | 35.6 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.7 | 12.7 | 11.3 | 13.6 | 14.4 | 8.9 | 22.7 | 6.8 | 13.5 |
| Certificate III and above | % | 79.2 | 79.3 | 83.9 | 73.0 | 71.5 | 66.4 | 90.2 | 57.8 | 78.7 |
| Aboriginal and Torres Strait Islander graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.8 | 0.2 | 0.4 | 0.1 | – | – | 0.1 | 0.1 | 1.6 |
| Certificate III or IV | '000 | 3.9 | 1.2 | 3.4 | 0.8 | 0.5 | 0.2 | 0.2 | 0.4 | 10.6 |
| Certificate I or II or lower (d) | '000 | 2.6 | 0.7 | 1.6 | 1.5 | 0.7 | 0.3 | 0.1 | 1.0 | 8.5 |
| All qualifications | '000 | 7.3 | 2.0 | 5.4 | 2.4 | 1.2 | 0.6 | 0.3 | 1.5 | 20.7 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 5.8 | 4.8 | 3.2 | 1.7 | 1.5 | 1.5 | 11.5 | 1.2 | 3.6 |
| Certificate III or IV | no. | 28.8 | 38.2 | 27.3 | 13.8 | 20.1 | 15.5 | 40.3 | 8.7 | 24.0 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Certificate I or II or lower (d) | no. | 19.1 | 21.5 | 13.2 | 25.6 | 27.3 | 17.8 | 14.8 | 21.6 | 19.2 |
| All qualifications | no. | 53.7 | 64.5 | 43.7 | 41.0 | 48.9 | 34.8 | 66.6 | 31.5 | 46.8 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 10.7 | 7.4 | 7.3 | 4.1 | 3.1 | 4.4 | 17.2 | 3.9 | 7.7 |
| Certificate III and above | % | 64.4 | 66.6 | 69.8 | 37.7 | 44.2 | 48.9 | 77.8 | 31.5 | 59.1 |
| Non-Indigenous graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 21.5 | 23.2 | 10.5 | 5.7 | 6.1 | 0.9 | 1.9 | 0.3 | 70.2 |
| Certificate III or IV | '000 | 85.9 | 119.7 | 69.3 | 25.1 | 23.8 | 5.8 | 5.7 | 2.4 | 337.7 |
| Certificate I or II or lower (d) | '000 | 27.0 | 37.1 | 14.4 | 10.3 | 11.6 | 3.3 | 0.8 | 1.3 | 105.8 |
| All qualifications | '000 | 134.4 | 180.0 | 94.3 | 41.1 | 41.6 | 9.9 | 8.4 | 4.0 | 513.7 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 4.5 | 6.0 | 3.5 | 3.4 | 5.7 | 2.9 | 7.3 | 2.5 | 4.6 |
| Certificate III or IV | no. | 17.8 | 30.9 | 23.1 | 14.8 | 22.2 | 18.4 | 21.7 | 18.6 | 22.3 |
| Certificate I or II or lower (d) | no. | 5.6 | 9.6 | 4.8 | 6.1 | 10.8 | 10.4 | 2.9 | 10.0 | 7.0 |
| All qualifications | no. | 27.9 | 46.5 | 31.4 | 24.2 | 38.6 | 31.7 | 31.9 | 31.1 | 33.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 16.0 | 12.9 | 11.2 | 13.8 | 14.7 | 9.2 | 23.0 | 7.9 | 13.7 |
| Certificate III and above | % | 79.9 | 79.4 | 84.7 | 74.8 | 72.1 | 67.2 | 91.0 | 67.9 | 79.4 |
| 2013 | | | | | | | | | | |
| All graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 19.0 | 29.7 | 12.9 | 7.1 | 8.1 | 1.3 | 2.2 | 0.4 | 80.7 |
| Certificate III or IV | '000 | 85.1 | 117.3 | 60.1 | 32.7 | 32.9 | 6.3 | 6.2 | 2.9 | 343.4 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Certificate I or II or lower (d) | '000 | 26.5 | 44.0 | 18.7 | 15.1 | 22.4 | 3.2 | 1.1 | 2.6 | 133.6 |
| All qualifications | '000 | 130.6 | 191.0 | 91.7 | 54.9 | 63.4 | 10.7 | 9.4 | 5.9 | 557.7 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 3.9 | 7.7 | 4.2 | 4.1 | 7.4 | 3.9 | 8.1 | 2.5 | 5.2 |
| Certificate III or IV | no. | 17.4 | 30.5 | 19.4 | 19.0 | 30.0 | 19.0 | 22.8 | 17.0 | 22.3 |
| Certificate I or II or lower (d) | no. | 5.4 | 11.4 | 6.0 | 8.8 | 20.5 | 9.6 | 4.1 | 14.9 | 8.7 |
| All qualifications | no. | 26.7 | 49.6 | 29.6 | 31.9 | 57.9 | 32.6 | 35.0 | 34.5 | 36.2 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 14.5 | 15.6 | 14.1 | 12.9 | 12.7 | 12.1 | 23.1 | 7.2 | 14.5 |
| Certificate III and above | % | 79.7 | 77.0 | 79.6 | 72.5 | 64.6 | 70.5 | 88.3 | 56.7 | 76.0 |
| Aboriginal and Torres Strait Islander graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 0.5 | 0.1 | 0.4 | 0.1 | 0.1 | – | 0.1 | 0.1 | 1.3 |
| Certificate III or IV | '000 | 3.1 | 0.9 | 2.5 | 1.0 | 0.6 | 0.2 | 0.2 | 0.5 | 8.9 |
| Certificate I or II or lower (d) | '000 | 1.9 | 0.8 | 1.7 | 1.8 | 0.8 | 0.3 | 0.1 | 1.3 | 8.6 |
| All qualifications | '000 | 5.5 | 1.8 | 4.5 | 2.9 | 1.4 | 0.5 | 0.3 | 1.8 | 18.9 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 3.8 | 4.5 | 3.0 | 1.6 | 3.1 | 2.3 | 14.6 | 1.3 | 3.1 |
| Certificate III or IV | no. | 23.7 | 29.7 | 20.7 | 17.2 | 23.3 | 16.1 | 41.8 | 9.9 | 20.8 |
| Certificate I or II or lower (d) | no. | 14.5 | 26.1 | 14.4 | 30.5 | 32.9 | 16.3 | 16.2 | 28.6 | 20.1 |
| All qualifications | no. | 41.9 | 60.2 | 38.1 | 49.3 | 59.3 | 34.7 | 72.6 | 39.8 | 43.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 9.0 | 7.4 | 7.8 | 3.2 | 5.2 | 6.6 | 20.1 | 3.2 | 6.9 |
| Certificate III and above | % | 65.4 | 56.7 | 62.1 | 38.1 | 44.6 | 53.0 | 77.7 | 28.1 | 54.3 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Non-Indigenous graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 18.3 | 29.4 | 10.2 | 6.2 | 7.8 | 1.3 | 2.1 | 0.4 | 75.7 |
| Certificate III or IV | '000 | 81.2 | 115.2 | 51.2 | 28.7 | 31.4 | 6.0 | 5.9 | 2.4 | 322.0 |
| Certificate I or II or lower (d) | '000 | 24.5 | 42.7 | 14.4 | 12.2 | 21.2 | 2.9 | 1.0 | 1.2 | 120.1 |
| All qualifications | '000 | 124.0 | 187.3 | 75.8 | 47.1 | 60.4 | 10.1 | 9.0 | 4.0 | 517.7 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 3.9 | 7.7 | 3.4 | 3.7 | 7.3 | 4.0 | 7.9 | 3.0 | 5.0 |
| Certificate III or IV | no. | 17.1 | 30.2 | 17.2 | 17.3 | 29.3 | 19.0 | 22.3 | 19.6 | 21.5 |
| Certificate I or II or lower (d) | no. | 5.2 | 11.2 | 4.8 | 7.3 | 19.8 | 9.2 | 3.9 | 9.8 | 8.0 |
| All qualifications | no. | 26.1 | 49.1 | 25.4 | 28.3 | 56.3 | 32.2 | 34.0 | 32.3 | 34.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 14.8 | 15.7 | 13.5 | 13.1 | 13.0 | 12.4 | 23.1 | 9.2 | 14.6 |
| Certificate III and above | % | 80.2 | 77.2 | 81.1 | 74.2 | 64.9 | 71.3 | 88.6 | 69.8 | 76.8 |
| 2012 | | | | | | | | | | |
| All graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 23.4 | 34.3 | 14.4 | 6.9 | 7.1 | 1.3 | 2.2 | 0.3 | 90.0 |
| Certificate III or IV | '000 | 92.4 | 133.9 | 61.4 | 29.7 | 24.7 | 6.8 | 7.4 | 3.0 | 359.4 |
| Certificate I or II or lower (d) | '000 | 32.3 | 39.4 | 23.4 | 14.7 | 11.8 | 3.3 | 1.8 | 2.2 | 128.9 |
| All qualifications | '000 | 148.1 | 207.6 | 99.3 | 51.3 | 43.6 | 11.4 | 11.4 | 5.5 | 578.2 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 4.8 | 9.0 | 4.7 | 4.1 | 6.5 | 4.0 | 8.4 | 1.8 | 5.9 |
| Certificate III or IV | no. | 19.1 | 35.3 | 20.1 | 17.9 | 22.6 | 20.6 | 27.8 | 17.8 | 23.6 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Certificate I or II or lower (d) | no. | 6.7 | 10.4 | 7.7 | 8.8 | 10.8 | 9.9 | 6.8 | 13.1 | 8.5 |
| All qualifications | no. | 30.6 | 54.8 | 32.5 | 30.8 | 39.9 | 34.5 | 43.0 | 32.8 | 38.0 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.8 | 16.5 | 14.6 | 13.4 | 16.3 | 11.6 | 19.6 | 5.6 | 15.6 |
| Certificate III and above | % | 78.2 | 81.0 | 76.4 | 71.4 | 73.0 | 71.3 | 84.1 | 60.0 | 77.7 |
| Aboriginal and Torres Strait Islander graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 (d) | '000 | 2.4 | 0.7 | 2.2 | 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 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 4.3 | 5.2 | 3.7 | 1.0 | 3.1 | 2.1 | 5.9 | 0.9 | 3.3 |
| Certificate III or IV | no. | 23.9 | 33.1 | 24.5 | 17.5 | 36.1 | 17.5 | 42.1 | 11.1 | 23.1 |
| Certificate I or II or lower (d) | no. | 18.6 | 23.6 | 19.3 | 28.4 | 34.8 | 16.7 | 22.1 | 23.9 | 21.9 |
| All qualifications | no. | 46.8 | 62.0 | 47.5 | 47.0 | 74.1 | 36.3 | 70.1 | 35.9 | 48.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 9.1 | 8.5 | 7.8 | 2.2 | 4.2 | 5.7 | 8.5 | 2.6 | 6.7 |
| Certificate III and above | % | 60.2 | 61.9 | 59.4 | 39.5 | 53.0 | 53.9 | 68.5 | 33.5 | 54.6 |
| Non-Indigenous graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 22.1 | 33.7 | 11.6 | 5.5 | 6.8 | 1.3 | 2.0 | 0.3 | 83.4 |
| Certificate III or IV | '000 | 87.9 | 130.1 | 52.1 | 24.8 | 23.2 | 6.5 | 6.1 | 2.5 | 333.1 |
| Certificate I or II or lower (d) | '000 | 29.5 | 38.2 | 17.5 | 10.3 | 10.7 | 3.0 | 1.4 | 1.1 | 111.6 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All qualifications | '000 | 139.5 | 202.0 | 81.2 | 40.6 | 40.8 | 10.8 | 9.6 | 3.8 | 528.2 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 4.7 | 9.0 | 4.0 | 3.4 | 6.4 | 4.0 | 7.7 | 2.1 | 5.6 |
| Certificate III or IV | no. | 18.7 | 34.6 | 17.8 | 15.4 | 21.7 | 20.5 | 23.4 | 20.0 | 22.5 |
| Certificate I or II or lower (d) | no. | 6.3 | 10.1 | 5.9 | 6.4 | 10.0 | 9.5 | 5.4 | 9.0 | 7.6 |
| All qualifications | no. | 29.6 | 53.7 | 27.7 | 25.2 | 38.1 | 34.0 | 36.6 | 31.1 | 35.7 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.9 | 16.7 | 14.3 | 13.7 | 16.8 | 11.9 | 21.1 | 6.8 | 15.8 |
| Certificate III and above | % | 78.8 | 81.1 | 78.5 | 74.7 | 73.8 | 72.2 | 85.1 | 71.0 | 78.9 |
| 2011 | | | | | | | | | | |
| All graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 25.5 | 28.2 | 14.1 | 7.1 | 6.1 | 1.1 | 2.3 | 0.3 | 84.8 |
| Certificate III or IV | '000 | 85.5 | 93.7 | 62.5 | 29.6 | 21.4 | 6.5 | 5.9 | 3.1 | 308.3 |
| Certificate I or II or lower (d) | '000 | 26.3 | 34.6 | 29.6 | 14.0 | 8.0 | 3.2 | 1.8 | 2.3 | 119.9 |
| All qualifications | '000 | 137.4 | 156.6 | 106.2 | 50.8 | 35.4 | 10.8 | 10.0 | 5.7 | 512.9 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 5.3 | 7.5 | 4.7 | 4.4 | 5.6 | 3.3 | 8.7 | 1.7 | 5.6 |
| Certificate III or IV | no. | 17.8 | 25.0 | 20.8 | 18.3 | 19.7 | 19.6 | 22.5 | 18.6 | 20.5 |
| Certificate I or II or lower (d) | no. | 5.5 | 9.2 | 9.9 | 8.7 | 7.3 | 9.5 | 6.8 | 14.1 | 8.0 |
| All qualifications | no. | 28.6 | 41.8 | 35.4 | 31.5 | 32.6 | 32.4 | 38.0 | 34.4 | 34.2 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 18.6 | 18.0 | 13.3 | 14.0 | 17.2 | 10.2 | 22.9 | 4.9 | 16.5 |
| Certificate III and above | % | 80.8 | 77.9 | 72.1 | 72.3 | 77.5 | 70.7 | 82.2 | 59.0 | 76.6 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Aboriginal and Torres Strait Islander graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 (d) | '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 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 3.6 | 5.4 | 3.1 | 1.3 | 3.5 | 1.8 | 14.3 | 1.0 | 3.0 |
| Certificate III or IV | no. | 22.4 | 25.2 | 23.8 | 14.8 | 32.2 | 15.1 | 26.9 | 10.5 | 21.0 |
| Certificate I or II or lower (d) | no. | 16.4 | 24.7 | 22.3 | 28.2 | 27.5 | 12.6 | 19.5 | 25.4 | 21.7 |
| All qualifications | no. | 42.3 | 55.4 | 49.1 | 44.4 | 63.2 | 29.5 | 60.8 | 37.0 | 45.7 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 8.4 | 9.8 | 6.2 | 3.0 | 5.5 | 6.1 | 23.6 | 2.8 | 6.6 |
| Certificate III and above | % | 61.3 | 55.3 | 54.6 | 36.4 | 56.5 | 57.3 | 67.9 | 31.2 | 52.5 |
| Non-Indigenous graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 22.0 | 27.4 | 10.7 | 5.8 | 5.8 | 1.1 | 1.8 | 0.2 | 74.8 |
| Certificate III or IV | '000 | 78.7 | 90.0 | 51.4 | 24.2 | 19.8 | 6.2 | 4.2 | 2.6 | 277.0 |
| Certificate I or II or lower (d) | '000 | 23.7 | 32.6 | 20.6 | 10.1 | 7.1 | 2.9 | 1.2 | 1.2 | 99.3 |
| All qualifications | '000 | 124.4 | 149.9 | 82.7 | 40.1 | 32.6 | 10.2 | 7.2 | 4.0 | 451.2 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 4.7 | 7.4 | 3.7 | 3.7 | 5.5 | 3.4 | 7.1 | 1.9 | 5.1 |
| Certificate III or IV | no. | 16.8 | 24.2 | 17.8 | 15.5 | 18.6 | 19.4 | 16.3 | 21.3 | 19.0 |
| Certificate I or II or lower (d) | no. | 5.1 | 8.8 | 7.1 | 6.4 | 6.6 | 9.2 | 4.5 | 9.8 | 6.8 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All qualifications | no. | 26.6 | 40.3 | 28.6 | 25.7 | 30.7 | 31.9 | 27.9 | 33.0 | 30.9 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 17.7 | 18.3 | 12.9 | 14.6 | 17.8 | 10.5 | 25.4 | 5.7 | 16.6 |
| 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 aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 20.6 | 23.1 | 11.0 | 6.3 | 2.7 | 1.0 | 1.9 | 0.2 | 66.9 |
| Certificate III or IV | '000 | 81.8 | 65.9 | 53.2 | 29.8 | 14.9 | 6.1 | 5.6 | 2.5 | 259.7 |
| Certificate I or II or lower (d) | '000 | 27.0 | 26.0 | 27.5 | 14.1 | 7.7 | 3.0 | 1.6 | 2.0 | 108.8 |
| All qualifications | '000 | 129.4 | 115.0 | 91.7 | 50.2 | 25.2 | 10.1 | 9.0 | 4.7 | 435.4 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 4.3 | 6.2 | 3.7 | 4.0 | 2.5 | 3.0 | 7.3 | 1.4 | 4.5 |
| Certificate III or IV | no. | 17.2 | 17.8 | 17.9 | 19.0 | 13.7 | 18.5 | 21.6 | 15.1 | 17.5 |
| Certificate I or II or lower (d) | no. | 5.7 | 7.0 | 9.3 | 9.0 | 7.1 | 9.0 | 6.0 | 12.1 | 7.3 |
| All qualifications | no. | 27.1 | 31.1 | 30.9 | 32.0 | 23.3 | 30.5 | 35.0 | 28.6 | 29.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.9 | 20.1 | 12.0 | 12.5 | 10.6 | 9.9 | 21.0 | 5.0 | 15.4 |
| Certificate III and above | % | 79.1 | 77.4 | 70.0 | 71.8 | 69.6 | 70.5 | 82.7 | 57.8 | 75.0 |
| Aboriginal and Torres Strait Islander graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| 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 (d) | '000 | 1.8 | 0.4 | 2.2 | 1.4 | 0.6 | 0.2 | 0.1 | 1.0 | 7.7 |

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| All qualifications | '000 | 4.5 | 0.9 | 4.6 | 2.0 | 1.1 | 0.4 | 0.2 | 1.4 | 15.2 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 2.9 | 2.8 | 2.3 | 0.8 | 1.0 | 1.4 | 6.2 | 0.4 | 2.0 |
| Certificate III or IV | no. | 19.2 | 17.9 | 20.2 | 10.8 | 20.4 | 13.2 | 31.3 | 8.3 | 17.0 |
| Certificate I or II or lower (d) | no. | 15.1 | 13.6 | 19.8 | 26.0 | 28.8 | 11.9 | 22.3 | 23.7 | 19.4 |
| All qualifications | no. | 37.3 | 34.3 | 42.3 | 37.6 | 50.3 | 26.6 | 59.8 | 32.4 | 38.5 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 7.8 | 8.1 | 5.5 | 2.2 | 2.1 | 5.3 | 10.4 | 1.2 | 5.3 |
| Certificate III and above | % | 59.4 | 60.4 | 53.2 | 30.8 | 42.6 | 55.2 | 62.8 | 26.8 | 49.5 |
| Non-Indigenous graduates aged 15–64 years | | | | | | | | | | |
| Number of VET qualifications completed | | | | | | | | | | |
| Diploma and above | '000 | 17.9 | 22.7 | 8.1 | 5.1 | 2.6 | 1.0 | 1.5 | 0.2 | 59.0 |
| Certificate III or IV | '000 | 75.5 | 63.4 | 42.1 | 24.9 | 12.7 | 5.8 | 3.7 | 2.1 | 230.1 |
| Certificate I or II or lower (d) | '000 | 24.6 | 24.9 | 19.8 | 10.0 | 6.4 | 2.7 | 1.0 | 0.9 | 90.2 |
| All qualifications | '000 | 118.0 | 111.0 | 70.0 | 39.9 | 21.6 | 9.5 | 6.2 | 3.3 | 379.4 |
| Number of VET qualifications completed, per 1000 people aged 15–64 years | | | | | | | | | | |
| Diploma and above | no. | 3.9 | 6.2 | 2.9 | 3.3 | 2.4 | 3.0 | 5.9 | 1.8 | 4.1 |
| Certificate III or IV | no. | 16.3 | 17.2 | 14.7 | 16.4 | 12.0 | 18.2 | 14.4 | 17.3 | 15.9 |
| Certificate I or II or lower (d) | no. | 5.3 | 6.8 | 6.9 | 6.6 | 6.0 | 8.5 | 3.9 | 7.8 | 6.2 |
| All qualifications | no. | 25.4 | 30.2 | 24.5 | 26.3 | 20.4 | 29.7 | 24.2 | 26.8 | 26.3 |
| Proportion of qualifications completed | | | | | | | | | | |
| Diploma and above | % | 15.2 | 20.4 | 11.6 | 12.7 | 11.8 | 10.2 | 24.2 | 6.5 | 15.6 |
| Certificate III and above | % | 79.2 | 77.5 | 71.8 | 75.0 | 70.6 | 71.6 | 83.7 | 71.0 | 76.2 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

Table 5A.28 Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.29

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|---------------|--------------|--------------|----------------|
| 2014 | | | | | | | | | | |
| All graduates | | | | | | | | | | |
| Diploma and above | no. | 21 802 | 25 389 | 8 821 | 5 381 | 5 641 | 777 | 1 241 | 317 | 69 368 |
| Certificate III or IV | no. | 103 105 | 159 916 | 84 781 | 31 651 | 20 540 | 6 333 | 4 915 | 3 275 | 414 517 |
| Certificate I or II | no. | 38 336 | 51 328 | 14 910 | 19 313 | 15 439 | 4 037 | 1 069 | 2 938 | 147 369 |
| All qualifications | no. | 163 243 | 236 633 | 108 513 | 56 344 | 41 620 | 11 147 | 7 225 | 6 530 | 631 255 |
| Change between 2013 and 2014 | | | | | | | | | | |
| Diploma and above | % | 33.9 | 13.9 | 15.3 | 8.7 | -9.2 | -21.9 | -4.4 | 24.9 | 15.7 |
| Certificate III or IV | % | 7.8 | 5.0 | 46.9 | -9.1 | -37.5 | 7.5 | -6.0 | 25.3 | 7.1 |
| Certificate I or II | % | -1.2 | -27.5 | -9.3 | -5.4 | -48.3 | 35.9 | 4.2 | 2.3 | -19.6 |
| All qualifications | % | 8.3 | -3.6 | 32.7 | -6.4 | -39.7 | 13.1 | -4.3 | 13.8 | 0.2 |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | | |
| Diploma and above | no. | 855 | 185 | 348 | 113 | 62 | 27 | 30 | 32 | 1 651 |
| Certificate III or IV | no. | 4 911 | 1 675 | 3 933 | 1 327 | 432 | 257 | 161 | 517 | 13 212 |
| Certificate I or II | no. | 3 720 | 938 | 1 394 | 2 902 | 1 181 | 305 | 59 | 1 482 | 11 980 |
| All qualifications | no. | 9 486 | 2 798 | 5 674 | 4 341 | 1 675 | 588 | 251 | 2 031 | 26 844 |
| Non-Indigenous graduates | | | | | | | | | | |
| Diploma and above | no. | 20 801 | 24 827 | 7 464 | 4 802 | 5 439 | 749 | 1 185 | 285 | 65 551 |
| Certificate III or IV | no. | 97 155 | 154 783 | 73 367 | 28 111 | 19 450 | 5 985 | 4 730 | 2 741 | 386 322 |
| Certificate I or II | no. | 34 437 | 50 004 | 12 070 | 15 084 | 13 946 | 3 702 | 1 000 | 1 429 | 131 673 |
| All qualifications | no. | 152 392 | 229 614 | 92 902 | 47 998 | 38 835 | 10 435 | 6 915 | 4 455 | 583 546 |
| 2013 | | | | | | | | | | |
| All graduates | | | | | | | | | | |
| Diploma and above | no. | 16 287 | 22 293 | 7 649 | 4 952 | 6 215 | 995 | 1 299 | 253 | 59 944 |
| Certificate III or IV | no. | 95 668 | 152 264 | 57 705 | 34 835 | 32 884 | 5 893 | 5 229 | 2 614 | 387 090 |

TABLE 5A.29

Table 5A.29 Government funded Qualification Equivalents, by course level and Indigenous status (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> |
|--|-------------|----------------|----------------|---------------|---------------|---------------|---------------|--------------|--------------|----------------|
| Certificate I or II | no. | 38 804 | 70 823 | 16 441 | 20 406 | 29 867 | 2 970 | 1 026 | 2 872 | 183 210 |
| All qualifications | no. | 150 759 | 245 380 | 81 795 | 60 193 | 68 966 | 9 858 | 7 553 | 5 739 | 630 244 |
| Change between 2012 and 2013 | | | | | | | | | | |
| Diploma and above | % | -19.9 | -29.5 | -24.0 | -3.2 | 35.2 | -18.4 | 5.9 | 14.3 | -19.4 |
| Certificate III or IV | % | -4.5 | -2.7 | -2.0 | 4.7 | 18.9 | -14.8 | 1.7 | -18.1 | -1.2 |
| Certificate I or II | % | -15.1 | 19.6 | -33.6 | -6.6 | 57.0 | -29.6 | – | -14.6 | 2.3 |
| All qualifications | % | -9.3 | -0.8 | -12.7 | -0.1 | 34.5 | -20.2 | 2.2 | -15.3 | -2.3 |
| 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 | no. | 15 662 | 22 023 | 6 218 | 4 401 | 5 986 | 952 | 1 214 | 222 | 56 677 |
| Certificate III or IV | no. | 90 824 | 149 237 | 49 140 | 30 876 | 31 039 | 5 575 | 5 017 | 2 095 | 363 804 |
| Certificate I or II | no. | 35 438 | 68 888 | 12 678 | 15 731 | 27 986 | 2 690 | 908 | 1 295 | 165 613 |
| All qualifications | no. | 141 923 | 240 147 | 68 036 | 51 008 | 65 011 | 9 217 | 7 139 | 3 612 | 586 093 |
| 2012 | | | | | | | | | | |
| All graduates | | | | | | | | | | |
| Diploma and above | no. | 20 332 | 31 616 | 10 064 | 5 117 | 4 597 | 1 219 | 1 227 | 222 | 74 392 |
| Certificate III or IV | no. | 100 198 | 156 510 | 58 858 | 33 271 | 27 649 | 6 913 | 5 141 | 3 192 | 391 732 |
| Certificate I or II | no. | 45 730 | 59 214 | 24 742 | 21 847 | 19 028 | 4 222 | 1 026 | 3 364 | 179 174 |
| All qualifications | no. | 166 260 | 247 341 | 93 663 | 60 235 | 51 274 | 12 354 | 7 394 | 6 778 | 645 298 |
| Change between 2011 and 2012 | | | | | | | | | | |
| Diploma and above | % | -9.2 | 14.0 | -9.2 | -9.3 | 24.7 | 30.0 | -10.9 | 30.2 | 1.9 |

TABLE 5A.29

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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> |
|--|-------------|----------------|----------------|----------------|---------------|---------------|---------------|--------------|--------------|----------------|
| Certificate III or IV | % | 4.8 | 39.1 | -3.6 | 1.2 | 35.0 | 2.8 | 9.0 | 16.4 | 16.4 |
| Certificate I or II | % | 10.8 | 23.2 | -20.7 | -3.8 | 35.8 | -0.8 | -6.4 | -6.5 | 7.8 |
| All qualifications | % | 4.4 | 31.4 | -9.3 | -1.6 | 34.3 | 3.6 | 2.8 | 4.1 | 12.1 |
| Aboriginal and Torres Strait Islander 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 | no. | 19 268 | 30 978 | 7 699 | 4 227 | 4 434 | 1 168 | 1 133 | 189 | 69 097 |
| Certificate III or IV | no. | 94 516 | 152 949 | 50 428 | 28 233 | 25 871 | 6 557 | 4 649 | 2 526 | 365 729 |
| Certificate I or II | no. | 41 541 | 57 410 | 18 818 | 14 946 | 17 167 | 3 850 | 841 | 1 639 | 156 212 |
| All qualifications | no. | 155 325 | 241 337 | 76 946 | 47 406 | 47 472 | 11 576 | 6 623 | 4 354 | 591 038 |
| 2011 | | | | | | | | | | |
| All graduates | | | | | | | | | | |
| Diploma and above | no. | 22 385 | 27 722 | 11 084 | 5 642 | 3 687 | 937 | 1 376 | 170 | 73 004 |
| Certificate III or IV | no. | 95 598 | 112 490 | 61 033 | 32 870 | 20 474 | 6 725 | 4 719 | 2 741 | 336 650 |
| Certificate I or II | no. | 41 276 | 48 055 | 31 206 | 22 719 | 14 014 | 4 258 | 1 097 | 3 599 | 166 223 |
| All qualifications | no. | 159 259 | 188 267 | 103 323 | 61 232 | 38 174 | 11 920 | 7 191 | 6 510 | 575 876 |
| Change between 2010 and 2011 | | | | | | | | | | |
| Diploma and above | % | 13.3 | 21.1 | 15.4 | 10.4 | 13.1 | 21.4 | 2.0 | 5.7 | 16.0 |
| Certificate III or IV | % | 4.0 | 47.6 | 20.0 | 1.8 | 16.0 | 8.1 | 7.1 | -3.8 | 19.2 |
| Certificate I or II | % | -4.2 | 39.4 | 19.6 | -6.4 | -2.0 | 4.0 | 0.1 | 4.2 | 10.2 |
| All qualifications | % | 2.9 | 40.9 | 19.4 | -0.7 | 8.4 | 7.5 | 5.0 | 0.7 | 16.1 |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | | |

TABLE 5A.29

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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> |
|--|-------------|----------------|----------------|---------------|---------------|---------------|---------------|--------------|--------------|----------------|
| 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 | no. | 20 883 | 26 988 | 8 349 | 4 628 | 3 500 | 903 | 1 099 | 147 | 66 498 |
| Certificate III or IV | no. | 89 886 | 107 772 | 50 787 | 26 946 | 18 750 | 6 292 | 3 508 | 2 126 | 306 066 |
| Certificate I or II | no. | 37 216 | 45 618 | 20 885 | 15 872 | 12 609 | 3 865 | 697 | 1 584 | 138 347 |
| All qualifications | no. | 147 985 | 180 378 | 80 021 | 47 446 | 34 859 | 11 060 | 5 304 | 3 858 | 510 910 |
| 2010 | | | | | | | | | | |
| All graduates | | | | | | | | | | |
| Diploma and above | no. | 19 765 | 22 900 | 9 607 | 5 110 | 3 260 | 772 | 1 350 | 161 | 62 925 |
| Certificate III or IV | no. | 91 881 | 76 195 | 50 859 | 32 300 | 17 647 | 6 221 | 4 405 | 2 851 | 282 359 |
| Certificate I or II | no. | 43 100 | 34 484 | 26 081 | 24 274 | 14 306 | 4 093 | 1 096 | 3 455 | 150 889 |
| All qualifications | no. | 154 746 | 133 579 | 86 548 | 61 683 | 35 213 | 11 087 | 6 850 | 6 467 | 496 173 |
| Aboriginal and Torres Strait Islander 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 | no. | 18 618 | 21 971 | 7 317 | 4 224 | 3 021 | 733 | 1 039 | 140 | 57 063 |
| Certificate III or IV | no. | 86 791 | 73 208 | 41 871 | 26 913 | 14 319 | 5 804 | 3 182 | 2 192 | 254 280 |
| Certificate I or II | no. | 39 029 | 32 855 | 18 743 | 16 654 | 12 149 | 3 675 | 698 | 1 563 | 125 364 |
| All qualifications | no. | 144 438 | 128 034 | 67 932 | 47 791 | 29 489 | 10 211 | 4 918 | 3 894 | 436 706 |

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (a), (b), (c)**

| | <i>Unit</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Qualification Equivalents 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 completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i> | <i>ACT (d)</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|---------------------|----------------|---------------|-----------------|
| 2014 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Major cities | 1 591.0 | 2 339.8 | 1 071.3 | 547.2 | 388.9 | 0.6 | 107.7 | 0.8 | 6 047.2 |
| Inner regional | 608.5 | 811.4 | 349.0 | 91.7 | 65.3 | 110.1 | 11.2 | 0.8 | 2 047.9 |
| Outer regional | 207.2 | 157.3 | 231.0 | 84.3 | 77.3 | 62.4 | 2.7 | 59.3 | 881.5 |
| Remote and very remote | 23.8 | 4.6 | 61.5 | 71.5 | 22.0 | 7.8 | 0.1 | 38.6 | 229.9 |
| All students | 2 448.2 | 3 337.7 | 1 723.8 | 798.8 | 586.8 | 181.4 | 123.0 | 103.8 | 9 303.4 |
| Modules completed | | | | | | | | | |
| Major cities | 191.7 | 274.8 | 30.8 | 63.0 | 46.4 | – | 10.5 | – | 617.3 |
| Inner regional | 47.7 | 71.1 | 7.4 | 6.6 | 3.3 | 8.2 | 0.7 | – | 145.0 |
| Outer regional | 18.0 | 9.5 | 6.7 | 6.0 | 4.5 | 2.5 | 0.2 | 2.1 | 49.3 |
| Remote and very remote | 2.3 | 0.2 | 1.2 | 5.1 | 1.0 | 0.1 | – | 1.7 | 11.5 |
| All students | 262.1 | 357.3 | 46.6 | 81.2 | 61.6 | 10.9 | 11.7 | 3.9 | 835.2 |
| Units of competency and modules combined | | | | | | | | | |
| Major cities | 1 782.7 | 2 614.6 | 1 102.1 | 610.1 | 435.3 | 0.6 | 118.2 | 0.8 | 6 664.5 |
| Inner regional | 656.1 | 882.5 | 356.5 | 98.3 | 68.5 | 118.3 | 11.9 | 0.8 | 2 192.9 |
| Outer regional | 225.2 | 166.8 | 237.7 | 90.3 | 81.7 | 64.9 | 2.8 | 61.4 | 930.8 |
| Remote and very remote | 26.1 | 4.8 | 62.7 | 76.5 | 23.0 | 7.9 | 0.1 | 40.3 | 241.4 |
| All students | 2 710.2 | 3 695.0 | 1 770.4 | 880.0 | 648.4 | 192.3 | 134.7 | 107.7 | 10 138.7 |
| 2013 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Major cities | 1 476.3 | 2 456.5 | 766.9 | 581.9 | 648.3 | 0.6 | 102.3 | 0.6 | 6 033.3 |
| Inner regional | 542.2 | 853.6 | 304.2 | 95.9 | 115.2 | 99.8 | 10.8 | 0.6 | 2 022.4 |
| Outer regional | 184.9 | 181.8 | 204.2 | 92.9 | 126.1 | 52.1 | 3.0 | 50.2 | 895.3 |
| Remote and very remote | 22.4 | 4.3 | 63.1 | 76.5 | 34.4 | 6.9 | 0.3 | 35.4 | 243.4 |

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i> | <i>ACT (d)</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|----------------|---------------------|----------------|---------------|-----------------|
| All students | 2 246.7 | 3 522.8 | 1 346.4 | 850.7 | 942.7 | 159.9 | 119.1 | 90.6 | 9 278.9 |
| Modules completed | | | | | | | | | |
| Major cities | 253.0 | 392.6 | 36.3 | 68.8 | 65.7 | – | 15.3 | – | 831.8 |
| Inner regional | 69.6 | 104.5 | 8.8 | 7.3 | 5.9 | 8.9 | 1.2 | – | 206.3 |
| Outer regional | 26.7 | 15.0 | 7.8 | 6.0 | 9.0 | 3.2 | 0.2 | 2.3 | 70.4 |
| Remote and very remote | 4.5 | 0.3 | 2.2 | 3.6 | 2.4 | 0.2 | – | 2.5 | 15.7 |
| All students | 355.6 | 515.1 | 55.6 | 86.5 | 84.1 | 12.4 | 17.0 | 5.1 | 1 131.4 |
| Units of competency and modules combined | | | | | | | | | |
| Major cities | 1 729.3 | 2 849.1 | 803.2 | 650.7 | 714.0 | 0.6 | 117.6 | 0.6 | 6 865.1 |
| Inner regional | 611.8 | 958.1 | 313.0 | 103.2 | 121.1 | 108.8 | 12.0 | 0.6 | 2 228.7 |
| Outer regional | 211.6 | 196.9 | 212.0 | 99.0 | 135.1 | 55.4 | 3.1 | 52.6 | 965.6 |
| Remote and very remote | 27.0 | 4.7 | 65.2 | 80.0 | 36.8 | 7.1 | 0.3 | 37.9 | 259.1 |
| All students | 2 602.4 | 4 037.9 | 1 402.0 | 937.2 | 1 026.8 | 172.3 | 136.1 | 95.7 | 10 410.3 |
| 2012 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Major cities | 1 501.6 | 2 609.6 | 852.4 | 588.7 | 484.2 | 0.6 | 108.6 | 0.8 | 6 146.5 |
| Inner regional | 615.6 | 935.3 | 360.2 | 94.6 | 89.0 | 118.3 | 11.7 | 0.9 | 2 225.7 |
| Outer regional | 220.8 | 254.1 | 242.6 | 91.4 | 106.2 | 60.7 | 2.6 | 53.4 | 1 031.7 |
| Remote and very remote | 31.0 | 5.0 | 74.7 | 83.4 | 29.3 | 8.0 | 0.3 | 37.4 | 269.0 |
| All students | 2 416.3 | 3 819.2 | 1 540.4 | 861.8 | 713.2 | 188.1 | 127.3 | 96.6 | 9 762.9 |
| Modules completed | | | | | | | | | |
| Major cities | 305.4 | 309.3 | 44.5 | 75.5 | 57.1 | – | 23.5 | – | 815.4 |
| Inner regional | 87.6 | 87.4 | 11.1 | 6.8 | 5.9 | 10.4 | 2.2 | – | 211.4 |
| Outer regional | 34.9 | 15.3 | 7.3 | 7.0 | 9.7 | 4.1 | 0.5 | 2.0 | 80.7 |
| Remote and very remote | 5.5 | 0.3 | 1.9 | 4.2 | 2.3 | 0.4 | – | 3.2 | 17.7 |

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i> | <i>ACT (d)</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|---------------------|----------------|---------------|-----------------|
| All students | 435.8 | 413.8 | 65.3 | 94.2 | 76.2 | 15.0 | 27.3 | 5.7 | 1 133.3 |
| Units of competency and modules combined | | | | | | | | | |
| Major cities | 1 807.0 | 2 918.9 | 896.9 | 664.2 | 541.3 | 0.6 | 132.1 | 0.9 | 6 962.0 |
| Inner regional | 703.2 | 1 022.7 | 371.3 | 101.4 | 94.9 | 128.8 | 13.9 | 0.9 | 2 437.1 |
| Outer regional | 255.6 | 269.4 | 249.9 | 98.4 | 115.8 | 64.8 | 3.1 | 55.4 | 1 112.4 |
| Remote and very remote | 36.5 | 5.3 | 76.6 | 87.6 | 31.6 | 8.3 | 0.3 | 40.6 | 286.8 |
| All students | 2 852.1 | 4 233.0 | 1 605.7 | 956.0 | 789.4 | 203.1 | 154.6 | 102.3 | 10 896.2 |
| 2011 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Major cities | 1 586.4 | 2 048.3 | 942.0 | 586.7 | 324.1 | 0.6 | 81.0 | 0.6 | 5 569.8 |
| Inner regional | 608.3 | 746.1 | 389.4 | 98.4 | 66.3 | 115.1 | 7.3 | 0.3 | 2 031.1 |
| Outer regional | 205.5 | 214.0 | 262.5 | 89.7 | 78.3 | 60.8 | 1.5 | 49.5 | 961.8 |
| Remote and very remote | 24.9 | 4.1 | 82.7 | 79.1 | 22.8 | 8.5 | 0.1 | 41.7 | 263.9 |
| All students | 2 468.6 | 3 021.9 | 1 689.6 | 857.3 | 556.2 | 185.4 | 95.2 | 93.6 | 8 967.7 |
| Modules completed | | | | | | | | | |
| Major cities | 322.9 | 217.1 | 53.1 | 88.9 | 47.0 | – | 44.0 | – | 773.0 |
| Inner regional | 93.4 | 65.6 | 16.1 | 7.8 | 5.7 | 9.2 | 4.4 | – | 202.3 |
| Outer regional | 37.6 | 12.4 | 9.5 | 8.2 | 11.0 | 4.4 | 0.9 | 2.0 | 86.2 |
| Remote and very remote | 5.9 | 0.2 | 2.8 | 4.8 | 1.8 | 0.4 | 0.1 | 4.4 | 20.4 |
| All students | 468.0 | 296.3 | 82.2 | 110.6 | 77.3 | 14.1 | 51.4 | 6.7 | 1 106.6 |
| Units of competency and modules combined | | | | | | | | | |
| Major cities | 1 909.3 | 2 265.5 | 995.2 | 675.6 | 371.1 | 0.6 | 125.0 | 0.6 | 6 342.9 |
| Inner regional | 701.6 | 811.7 | 405.5 | 106.2 | 72.0 | 124.3 | 11.8 | 0.3 | 2 233.4 |
| Outer regional | 243.1 | 226.4 | 272.0 | 97.9 | 89.4 | 65.2 | 2.4 | 51.5 | 1 047.9 |
| Remote and very remote | 30.8 | 4.4 | 85.4 | 83.9 | 24.6 | 8.9 | 0.2 | 46.2 | 284.3 |

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i> | <i>ACT (d)</i> | <i>NT (d)</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|---------------------|----------------|---------------|-----------------|
| All students | 2 936.6 | 3 318.2 | 1 771.8 | 967.9 | 633.5 | 199.5 | 146.7 | 100.2 | 10 074.4 |
| 2010 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Major cities | 1 445.0 | 1 412.0 | 716.0 | 480.6 | 313.0 | 4.3 | 78.8 | 1.0 | 4 450.7 |
| Inner regional | 565.8 | 591.8 | 334.1 | 183.5 | 76.1 | 87.9 | 20.7 | 0.8 | 1 860.8 |
| Outer regional | 328.7 | 137.9 | 303.9 | 87.0 | 76.0 | 74.7 | 2.5 | 50.0 | 1 060.8 |
| Remote and very remote | 38.1 | 6.4 | 89.4 | 85.8 | 29.0 | 7.6 | 0.1 | 42.2 | 298.5 |
| All students | 2 393.7 | 2 164.7 | 1 449.0 | 842.7 | 529.4 | 175.1 | 105.7 | 94.4 | 7 754.6 |
| Modules completed | | | | | | | | | |
| Major cities | 354.2 | 182.2 | 57.6 | 88.7 | 60.3 | – | 35.9 | 0.1 | 778.9 |
| Inner regional | 103.0 | 58.6 | 22.6 | 19.0 | 7.9 | 9.3 | 9.1 | – | 229.4 |
| Outer regional | 62.5 | 10.1 | 17.9 | 8.5 | 12.7 | 5.5 | 1.7 | 4.7 | 123.6 |
| Remote and very remote | 9.9 | 0.1 | 4.7 | 7.2 | 5.2 | 0.3 | 0.1 | 5.5 | 33.1 |
| All students | 532.3 | 254.2 | 103.1 | 123.9 | 86.2 | 15.2 | 47.3 | 10.3 | 1 172.7 |
| Units of competency and modules combined | | | | | | | | | |
| Major cities | 1 799.1 | 1 594.2 | 773.6 | 569.3 | 373.3 | 4.3 | 114.7 | 1.1 | 5 229.6 |
| Inner regional | 668.9 | 650.4 | 356.6 | 202.4 | 83.9 | 97.2 | 29.9 | 0.9 | 2 090.2 |
| Outer regional | 391.2 | 148.1 | 321.8 | 95.5 | 88.8 | 80.2 | 4.2 | 54.6 | 1 184.5 |
| Remote and very remote | 48.0 | 6.6 | 94.2 | 93.0 | 34.2 | 7.9 | 0.2 | 47.7 | 331.6 |
| All students | 2 926.1 | 2 418.9 | 1 552.1 | 966.6 | 615.6 | 190.3 | 152.9 | 104.7 | 8 927.3 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

Table 5A.30 **Government funded 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), (e)</i> | <i>ACT (d)</i> | <i>NT (d)</i> | <i>Aust</i> |
|-----|--|----------------|------------|-----------|-----------|---------------------|----------------|---------------|-------------|
| (c) | Student remoteness is based on the ARIA+, which was developed by 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 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 >. | | | | | | | | |
| (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. | | | | | | | | |
| (e) | For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems. | | | | | | | | |

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| 2014 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Reported as having disability | 203.7 | 219.8 | 96.2 | 37.5 | 69.1 | 18.5 | 10.2 | 5.2 | 660.2 |
| Reported as not having disability | 2 221.9 | 3 092.8 | 1 293.6 | 700.2 | 517.7 | 160.3 | 110.8 | 92.6 | 8 190.0 |
| Not reported (disability) | 22.5 | 25.0 | 334.0 | 61.1 | – | 2.7 | 1.9 | 6.0 | 453.3 |
| All students | 2 448.2 | 3 337.7 | 1 723.8 | 798.8 | 586.8 | 181.4 | 123.0 | 103.8 | 9 303.4 |
| Modules completed | | | | | | | | | |
| Reported as having disability | 40.9 | 52.2 | 4.3 | 6.1 | 7.6 | 2.9 | 0.8 | 0.3 | 115.3 |
| Reported as not having disability | 219.5 | 303.4 | 15.7 | 64.1 | 54.0 | 7.9 | 10.9 | 3.5 | 679.0 |
| Not reported (disability) | 1.7 | 1.6 | 26.5 | 11.0 | – | – | – | 0.1 | 40.9 |
| All students | 262.1 | 357.3 | 46.6 | 81.2 | 61.6 | 10.9 | 11.7 | 3.9 | 835.2 |
| Units of competency and modules combined | | | | | | | | | |
| Reported as having disability | 244.6 | 272.0 | 100.5 | 43.6 | 76.7 | 21.4 | 11.1 | 5.5 | 775.4 |
| Reported as not having disability | 2 441.4 | 3 396.3 | 1 309.3 | 764.3 | 571.7 | 168.2 | 121.7 | 96.1 | 8 869.0 |
| Not reported (disability) | 24.2 | 26.7 | 360.6 | 72.1 | – | 2.7 | 1.9 | 6.0 | 494.2 |
| All students | 2 710.2 | 3 695.0 | 1 770.4 | 880.0 | 648.4 | 192.3 | 134.7 | 107.7 | 10 138.7 |
| 2013 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Reported as having disability | 171.5 | 202.3 | 68.1 | 39.9 | 67.4 | 15.7 | 9.8 | 3.9 | 578.5 |
| Reported as not having disability | 2 058.1 | 3 289.6 | 882.2 | 741.3 | 875.2 | 139.9 | 108.1 | 82.7 | 8 177.3 |
| Not reported (disability) | 17.1 | 30.9 | 396.1 | 69.4 | – | 4.3 | 1.2 | 4.0 | 523.1 |
| All students | 2 246.7 | 3 522.8 | 1 346.4 | 850.7 | 942.7 | 159.9 | 119.1 | 90.6 | 9 278.9 |
| Modules completed | | | | | | | | | |
| Reported as having disability | 55.3 | 58.8 | 6.0 | 7.3 | 10.6 | 3.2 | 1.7 | 0.7 | 143.5 |
| Reported as not having disability | 299.0 | 453.9 | 17.0 | 68.0 | 73.5 | 9.1 | 15.3 | 4.4 | 940.2 |

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|----------------|--------------|--------------|--------------|-----------------|
| Not reported (disability) | 1.3 | 2.4 | 32.6 | 11.2 | – | 0.1 | – | 0.1 | 47.7 |
| All students | 355.6 | 515.1 | 55.6 | 86.5 | 84.1 | 12.4 | 17.0 | 5.1 | 1 131.4 |
| Units of competency and modules combined | | | | | | | | | |
| Reported as having disability | 226.8 | 261.0 | 74.1 | 47.2 | 78.0 | 18.9 | 11.5 | 4.5 | 722.0 |
| Reported as not having disability | 2 357.2 | 3 743.5 | 899.2 | 809.3 | 948.7 | 149.0 | 123.4 | 87.1 | 9 117.5 |
| Not reported (disability) | 18.4 | 33.3 | 428.7 | 80.6 | – | 4.4 | 1.3 | 4.1 | 570.8 |
| All students | 2 602.4 | 4 037.9 | 1 402.0 | 937.2 | 1 026.8 | 172.3 | 136.1 | 95.7 | 10 410.3 |
| 2012 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Reported as having disability | 180.4 | 217.5 | 79.7 | 40.1 | 52.6 | 17.9 | 8.8 | 4.0 | 601.1 |
| Reported as not having disability | 2 188.5 | 3 601.8 | 999.5 | 716.9 | 660.6 | 166.9 | 114.6 | 85.2 | 8 534.0 |
| Not reported (disability) | 47.4 | – | 461.1 | 104.8 | – | 3.2 | 3.9 | 7.4 | 627.8 |
| All students | 2 416.3 | 3 819.2 | 1 540.4 | 861.8 | 713.2 | 188.1 | 127.3 | 96.6 | 9 762.9 |
| Modules completed | | | | | | | | | |
| Reported as having disability | 67.8 | 49.1 | 6.6 | 6.9 | 10.9 | 3.7 | 2.3 | 0.8 | 148.2 |
| Reported as not having disability | 364.1 | 364.6 | 23.2 | 66.7 | 65.2 | 11.1 | 24.9 | 4.6 | 924.6 |
| Not reported (disability) | 3.9 | – | 35.5 | 20.6 | – | 0.2 | 0.1 | 0.3 | 60.5 |
| All students | 435.8 | 413.8 | 65.3 | 94.2 | 76.2 | 15.0 | 27.3 | 5.7 | 1 133.3 |
| Units of competency and modules combined | | | | | | | | | |
| Reported as having disability | 248.2 | 266.6 | 86.3 | 47.0 | 63.6 | 21.6 | 11.1 | 4.8 | 749.2 |
| Reported as not having disability | 2 552.6 | 3 966.4 | 1 022.8 | 783.6 | 725.8 | 178.0 | 139.5 | 89.8 | 9 458.5 |
| Not reported (disability) | 51.3 | – | 496.6 | 125.4 | – | 3.4 | 4.0 | 7.7 | 688.4 |
| All students | 2 852.1 | 4 233.0 | 1 605.7 | 956.0 | 789.4 | 203.1 | 154.6 | 102.3 | 10 896.2 |

2011

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| Units of competency completed | | | | | | | | | |
| Reported as having disability | 179.3 | 174.6 | 91.5 | 37.5 | 29.6 | 17.9 | 5.9 | 4.1 | 540.3 |
| Reported as not having disability | 2 237.9 | 2 694.9 | 1 084.5 | 685.8 | 526.6 | 160.6 | 82.2 | 83.6 | 7 556.0 |
| Not reported (disability) | 51.4 | 152.4 | 513.6 | 134.0 | – | 6.9 | 7.2 | 5.9 | 871.4 |
| All students | 2 468.6 | 3 021.9 | 1 689.6 | 857.3 | 556.2 | 185.4 | 95.2 | 93.6 | 8 967.7 |
| Modules completed | | | | | | | | | |
| Reported as having disability | 74.4 | 35.7 | 7.8 | 7.1 | 10.3 | 2.8 | 3.8 | 0.8 | 142.7 |
| Reported as not having disability | 390.3 | 256.0 | 35.0 | 79.2 | 67.0 | 11.0 | 47.5 | 5.4 | 891.5 |
| Not reported (disability) | 3.3 | 4.7 | 39.4 | 24.4 | – | 0.3 | – | 0.5 | 72.5 |
| All students | 468.0 | 296.3 | 82.2 | 110.6 | 77.3 | 14.1 | 51.4 | 6.7 | 1 106.6 |
| Units of competency and modules combined | | | | | | | | | |
| Reported as having disability | 253.7 | 210.3 | 99.3 | 44.5 | 39.9 | 20.7 | 9.7 | 4.9 | 683.0 |
| Reported as not having disability | 2 628.2 | 2 950.8 | 1 119.6 | 765.0 | 593.6 | 171.7 | 129.7 | 89.0 | 8 447.5 |
| Not reported (disability) | 54.7 | 157.1 | 553.0 | 158.4 | – | 7.2 | 7.2 | 6.4 | 943.9 |
| All students | 2 936.6 | 3 318.2 | 1 771.8 | 967.9 | 633.5 | 199.5 | 146.7 | 100.2 | 10 074.4 |
| 2010 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Reported as having disability | 163.2 | 118.8 | 74.2 | 34.9 | 27.9 | 14.8 | 7.6 | 3.4 | 445.0 |
| Reported as not having disability | 2 185.5 | 1 941.4 | 955.5 | 680.4 | 486.5 | 146.3 | 94.9 | 82.5 | 6 573.1 |
| Not reported (disability) | 45.0 | 104.4 | 419.2 | 127.4 | 14.9 | 14.0 | 3.1 | 8.5 | 736.5 |
| All students | 2 393.7 | 2 164.7 | 1 449.0 | 842.7 | 529.4 | 175.1 | 105.7 | 94.4 | 7 754.6 |
| Modules completed | | | | | | | | | |
| Reported as having disability | 73.3 | 27.4 | 8.9 | 7.0 | 8.8 | 2.9 | 3.1 | 1.2 | 132.6 |
| Reported as not having disability | 454.6 | 223.0 | 55.9 | 85.3 | 74.4 | 12.1 | 44.2 | 8.7 | 958.2 |
| Not reported (disability) | 4.5 | 3.9 | 38.3 | 31.7 | 3.0 | 0.2 | – | 0.4 | 81.9 |

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|----------------|
| All students | 532.3 | 254.2 | 103.1 | 123.9 | 86.2 | 15.2 | 47.3 | 10.3 | 1 172.7 |
| Units of competency and modules combined | | | | | | | | | |
| Reported as having disability | 236.5 | 146.2 | 83.1 | 41.9 | 36.8 | 17.7 | 10.7 | 4.7 | 577.5 |
| Reported as not having disability | 2 640.1 | 2 164.4 | 1 011.5 | 765.7 | 560.9 | 158.4 | 139.1 | 91.1 | 7 531.3 |
| Not reported (disability) | 49.5 | 108.3 | 457.5 | 159.1 | 17.9 | 14.2 | 3.1 | 8.9 | 818.5 |
| All students | 2 926.1 | 2 418.9 | 1 552.1 | 966.6 | 615.6 | 190.3 | 152.9 | 104.7 | 8 927.3 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.32

Table 5A.32 **Government funded units of competency and modules completed, by language spoken at home ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| 2014 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Language other than English | 483.0 | 780.7 | 128.7 | 109.2 | 61.1 | 6.1 | 17.0 | 22.4 | 1 608.2 |
| English | 1 861.9 | 2 513.8 | 1 435.2 | 622.7 | 468.6 | 172.2 | 96.1 | 77.1 | 7 247.7 |
| Not reported (language) | 103.3 | 43.1 | 159.9 | 66.9 | 57.1 | 3.1 | 9.8 | 4.3 | 447.5 |
| All students | 2 448.2 | 3 337.7 | 1 723.8 | 798.8 | 586.8 | 181.4 | 123.0 | 103.8 | 9 303.4 |
| Modules completed | | | | | | | | | |
| Language other than English | 124.0 | 136.9 | 11.7 | 28.2 | 22.2 | 3.0 | 2.1 | 3.3 | 331.5 |
| English | 127.5 | 215.2 | 30.4 | 39.0 | 21.7 | 7.6 | 5.6 | 0.5 | 447.7 |
| Not reported (language) | 10.5 | 5.2 | 4.5 | 14.0 | 17.7 | 0.2 | 3.9 | – | 56.1 |
| All students | 262.1 | 357.3 | 46.6 | 81.2 | 61.6 | 10.9 | 11.7 | 3.9 | 835.2 |
| Units of competency and modules combined | | | | | | | | | |
| Language other than English | 607.0 | 917.6 | 140.3 | 137.4 | 83.4 | 9.1 | 19.2 | 25.7 | 1 939.7 |
| English | 1 989.4 | 2 729.1 | 1 465.6 | 661.8 | 490.2 | 179.9 | 101.8 | 77.6 | 7 695.4 |
| Not reported (language) | 113.8 | 48.3 | 164.4 | 80.8 | 74.8 | 3.3 | 13.7 | 4.4 | 503.6 |
| All students | 2 710.2 | 3 695.0 | 1 770.4 | 880.0 | 648.4 | 192.3 | 134.7 | 107.7 | 10 138.7 |
| 2013 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Language other than English | 447.5 | 745.1 | 67.8 | 109.4 | 87.9 | 5.2 | 15.6 | 20.6 | 1 498.9 |
| English | 1 720.1 | 2 643.6 | 1 191.2 | 658.4 | 741.6 | 151.6 | 93.8 | 65.5 | 7 265.6 |
| Not reported (language) | 79.2 | 134.1 | 87.5 | 83.0 | 113.3 | 3.1 | 9.8 | 4.5 | 514.4 |
| All students | 2 246.7 | 3 522.8 | 1 346.4 | 850.7 | 942.7 | 159.9 | 119.1 | 90.6 | 9 278.9 |

TABLE 5A.32

Table 5A.32 **Government funded units of competency and modules completed, by language spoken at home ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|----------------|--------------|--------------|-------------|-----------------|
| Modules completed | | | | | | | | | |
| Language other than English | 151.4 | 160.7 | 12.5 | 28.5 | 26.8 | 3.0 | 3.0 | 4.0 | 389.8 |
| English | 191.5 | 336.8 | 38.1 | 44.1 | 35.4 | 9.1 | 11.6 | 1.1 | 667.7 |
| Not reported (language) | 12.8 | 17.5 | 5.0 | 13.9 | 21.9 | 0.3 | 2.5 | 0.1 | 73.9 |
| All students | 355.6 | 515.1 | 55.6 | 86.5 | 84.1 | 12.4 | 17.0 | 5.1 | 1 131.4 |
| Units of competency and modules combined | | | | | | | | | |
| Language other than English | 598.8 | 905.8 | 80.3 | 137.8 | 114.6 | 8.2 | 18.6 | 24.6 | 1 888.7 |
| English | 1 911.6 | 2 980.4 | 1 229.2 | 702.5 | 777.0 | 160.7 | 105.3 | 66.6 | 7 933.3 |
| Not reported (language) | 92.0 | 151.7 | 92.5 | 96.9 | 135.1 | 3.4 | 12.2 | 4.5 | 588.4 |
| All students | 2 602.4 | 4 037.9 | 1 402.0 | 937.2 | 1 026.8 | 172.3 | 136.1 | 95.7 | 10 410.3 |
| 2012 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Language other than English | 466.4 | 678.3 | 74.6 | 91.2 | 61.6 | 5.9 | 15.7 | 18.5 | 1 412.1 |
| English | 1 836.9 | 3 060.1 | 1 383.2 | 641.0 | 574.2 | 179.1 | 100.5 | 71.6 | 7 846.5 |
| Not reported (language) | 113.0 | 80.9 | 82.7 | 129.6 | 77.3 | 3.0 | 11.1 | 6.6 | 504.2 |
| All students | 2 416.3 | 3 819.2 | 1 540.4 | 861.8 | 713.2 | 188.1 | 127.3 | 96.6 | 9 762.9 |
| Modules completed | | | | | | | | | |
| Language other than English | 169.1 | 116.5 | 13.2 | 25.7 | 22.2 | 3.4 | 3.4 | 4.1 | 357.4 |
| English | 245.1 | 288.0 | 46.8 | 45.7 | 36.6 | 11.4 | 19.4 | 1.2 | 694.3 |
| Not reported (language) | 21.6 | 9.3 | 5.3 | 22.8 | 17.4 | 0.2 | 4.6 | 0.3 | 81.6 |
| All students | 435.8 | 413.8 | 65.3 | 94.2 | 76.2 | 15.0 | 27.3 | 5.7 | 1 133.3 |
| Units of competency and modules combined | | | | | | | | | |
| Language other than English | 635.4 | 794.7 | 87.7 | 116.9 | 83.8 | 9.3 | 19.0 | 22.6 | 1 769.6 |
| English | 2 082.1 | 3 348.1 | 1 430.0 | 686.7 | 610.8 | 190.5 | 119.8 | 72.8 | 8 540.8 |

TABLE 5A.32

Table 5A.32 **Government funded units of competency and modules completed, by language spoken at home ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| Not reported (language) | 134.6 | 90.2 | 87.9 | 152.4 | 94.7 | 3.3 | 15.7 | 6.9 | 585.8 |
| All students | 2 852.1 | 4 233.0 | 1 605.7 | 956.0 | 789.4 | 203.1 | 154.6 | 102.3 | 10 896.2 |
| 2011 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Language other than English | 473.8 | 447.6 | 74.5 | 83.9 | 61.4 | 6.1 | 7.3 | 18.4 | 1 173.0 |
| English | 1 888.4 | 2 494.2 | 1 513.1 | 639.8 | 442.4 | 176.1 | 78.0 | 70.2 | 7 302.3 |
| Not reported (language) | 106.4 | 80.0 | 101.9 | 133.6 | 52.4 | 3.3 | 9.9 | 5.0 | 492.4 |
| All students | 2 468.6 | 3 021.9 | 1 689.6 | 857.3 | 556.2 | 185.4 | 95.2 | 93.6 | 8 967.7 |
| Modules completed | | | | | | | | | |
| Language other than English | 171.6 | 83.9 | 15.2 | 26.0 | 21.0 | 2.9 | 4.4 | 4.4 | 329.4 |
| English | 283.2 | 208.4 | 62.2 | 58.3 | 40.0 | 10.9 | 38.7 | 2.1 | 703.9 |
| Not reported (language) | 13.1 | 3.9 | 4.9 | 26.3 | 16.3 | 0.2 | 8.3 | 0.1 | 73.3 |
| All students | 468.0 | 296.3 | 82.2 | 110.6 | 77.3 | 14.1 | 51.4 | 6.7 | 1 106.6 |
| Units of competency and modules combined | | | | | | | | | |
| Language other than English | 645.4 | 531.6 | 89.7 | 109.9 | 82.4 | 9.0 | 11.7 | 22.8 | 1 502.4 |
| English | 2 171.6 | 2 702.6 | 1 575.3 | 698.0 | 482.4 | 187.1 | 116.7 | 72.3 | 8 006.2 |
| Not reported (language) | 119.5 | 84.0 | 106.8 | 159.9 | 68.7 | 3.5 | 18.3 | 5.1 | 565.8 |
| All students | 2 936.6 | 3 318.2 | 1 771.8 | 967.9 | 633.5 | 199.5 | 146.7 | 100.2 | 10 074.4 |
| 2010 | | | | | | | | | |
| Units of competency completed | | | | | | | | | |
| Language other than English | 447.9 | 297.6 | 61.6 | 74.3 | 45.7 | 5.4 | 6.0 | 19.4 | 957.9 |
| English | 1 820.8 | 1 797.9 | 1 322.8 | 640.3 | 458.4 | 165.5 | 84.8 | 71.4 | 6 362.0 |
| Not reported (language) | 125.0 | 69.2 | 64.5 | 128.1 | 25.2 | 4.2 | 14.9 | 3.6 | 434.8 |

TABLE 5A.32

Table 5A.32 **Government funded units of competency and modules completed, by language spoken at home ('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</i> | <i>Aust</i> |
|---|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|----------------|
| All students | 2 393.7 | 2 164.7 | 1 449.0 | 842.7 | 529.4 | 175.1 | 105.7 | 94.4 | 7 754.6 |
| Modules completed | | | | | | | | | |
| Language other than English | 188.2 | 65.6 | 15.5 | 24.2 | 28.9 | 2.7 | 2.6 | 5.8 | 333.5 |
| English | 323.3 | 181.9 | 81.7 | 65.8 | 52.6 | 12.3 | 34.6 | 4.4 | 756.5 |
| Not reported (language) | 20.8 | 6.8 | 5.9 | 33.9 | 4.8 | 0.3 | 10.1 | 0.1 | 82.6 |
| All students | 532.3 | 254.2 | 103.1 | 123.9 | 86.2 | 15.2 | 47.3 | 10.3 | 1 172.7 |
| Units of competency and modules combined | | | | | | | | | |
| Language other than English | 636.1 | 363.1 | 77.1 | 98.5 | 74.6 | 8.1 | 8.6 | 25.2 | 1 291.4 |
| English | 2 144.1 | 1 979.8 | 1 404.5 | 706.2 | 511.0 | 177.8 | 119.3 | 75.8 | 7 118.5 |
| Not reported (language) | 145.8 | 76.0 | 70.5 | 161.9 | 30.0 | 4.5 | 25.0 | 3.7 | 517.4 |
| All students | 2 926.1 | 2 418.9 | 1 552.1 | 966.6 | 615.6 | 190.3 | 152.9 | 104.7 | 8 927.3 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (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> |
|---|------|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| 2014 | | | | | | | | | | |
| Units of competency completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 138.9 | 39.5 | 88.9 | 50.8 | 21.5 | 9.9 | 5.0 | 30.3 | 384.6 |
| Non-Indigenous students | '000 | 2 286.3 | 3 237.8 | 1 485.6 | 686.0 | 548.8 | 169.3 | 115.9 | 72.9 | 8 602.5 |
| Indigenous status not reported | '000 | 23.0 | 60.4 | 149.3 | 62.1 | 16.5 | 2.2 | 2.1 | 0.7 | 316.3 |
| All students | '000 | 2 448.2 | 3 337.7 | 1 723.8 | 798.8 | 586.8 | 181.4 | 123.0 | 103.8 | 9 303.4 |
| Modules completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 20.8 | 5.7 | 4.2 | 10.0 | 3.9 | 0.8 | 0.4 | 1.9 | 47.6 |
| Non-Indigenous students | '000 | 238.7 | 347.4 | 37.1 | 67.0 | 57.5 | 10.0 | 11.4 | 2.0 | 771.1 |
| Indigenous status not reported | '000 | 2.6 | 4.2 | 5.3 | 4.3 | 0.2 | – | – | – | 16.6 |
| All students | '000 | 262.1 | 357.3 | 46.6 | 81.2 | 61.6 | 10.9 | 11.7 | 3.9 | 835.2 |
| Units of competency and modules combined | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 159.7 | 45.2 | 93.1 | 60.7 | 25.4 | 10.7 | 5.4 | 32.1 | 432.3 |
| Non-Indigenous students | '000 | 2 524.9 | 3 585.2 | 1 522.8 | 752.9 | 606.3 | 179.3 | 127.2 | 74.9 | 9 373.5 |
| Indigenous status not reported | '000 | 25.6 | 64.6 | 154.6 | 66.4 | 16.7 | 2.3 | 2.1 | 0.7 | 332.9 |
| All students | '000 | 2 710.2 | 3 695.0 | 1 770.4 | 880.0 | 648.4 | 192.3 | 134.7 | 107.7 | 10 138.7 |
| 2013 | | | | | | | | | | |
| Units of competency completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 112.9 | 37.1 | 69.5 | 54.9 | 25.3 | 8.4 | 4.6 | 29.2 | 341.8 |
| Non-Indigenous students | '000 | 2 117.6 | 3 449.1 | 1 139.2 | 722.3 | 890.0 | 149.3 | 113.1 | 60.9 | 8 641.3 |
| Indigenous status not reported | '000 | 16.3 | 36.7 | 137.7 | 73.6 | 27.4 | 2.1 | 1.4 | 0.5 | 295.8 |
| All students | '000 | 2 246.7 | 3 522.8 | 1 346.4 | 850.7 | 942.7 | 159.9 | 119.1 | 90.6 | 9 278.9 |
| Modules completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 26.1 | 7.5 | 5.6 | 8.2 | 5.8 | 1.0 | 0.6 | 3.0 | 57.8 |
| Non-Indigenous students | '000 | 327.7 | 503.5 | 42.1 | 73.8 | 78.1 | 11.3 | 16.4 | 2.1 | 1 054.9 |

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (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> |
|---|------|----------------|----------------|----------------|--------------|----------------|--------------|--------------|--------------|-----------------|
| Indigenous status not reported | '000 | 1.9 | 4.1 | 7.9 | 4.5 | 0.2 | 0.1 | – | – | 18.7 |
| All students | '000 | 355.6 | 515.1 | 55.6 | 86.5 | 84.1 | 12.4 | 17.0 | 5.1 | 1 131.4 |
| Units of competency and modules combined | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 138.9 | 44.6 | 75.1 | 63.1 | 31.1 | 9.4 | 5.3 | 32.2 | 399.6 |
| Non-Indigenous students | '000 | 2 445.3 | 3 952.6 | 1 181.3 | 796.1 | 968.0 | 160.6 | 129.4 | 63.0 | 9 696.2 |
| Indigenous status not reported | '000 | 18.2 | 40.8 | 145.6 | 78.0 | 27.7 | 2.3 | 1.5 | 0.5 | 314.5 |
| All students | '000 | 2 602.4 | 4 037.9 | 1 402.0 | 937.2 | 1 026.8 | 172.3 | 136.1 | 95.7 | 10 410.3 |
| 2012 | | | | | | | | | | |
| Units of competency completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 110.8 | 35.3 | 90.8 | 56.7 | 28.2 | 9.0 | 3.0 | 30.3 | 364.1 |
| Non-Indigenous students | '000 | 2 264.2 | 3 734.4 | 1 277.3 | 683.9 | 664.1 | 176.8 | 111.5 | 65.2 | 8 977.4 |
| Indigenous status not reported | '000 | 41.3 | 49.6 | 172.3 | 121.1 | 20.9 | 2.3 | 12.8 | 1.1 | 421.4 |
| All students | '000 | 2 416.3 | 3 819.2 | 1 540.4 | 861.8 | 713.2 | 188.1 | 127.3 | 96.6 | 9 762.9 |
| Modules completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 30.9 | 6.4 | 5.6 | 9.6 | 8.8 | 1.2 | 0.6 | 3.5 | 66.8 |
| Non-Indigenous students | '000 | 400.9 | 402.3 | 48.6 | 72.7 | 66.9 | 13.6 | 26.6 | 2.1 | 1 033.8 |
| Indigenous status not reported | '000 | 4.0 | 5.0 | 11.0 | 11.9 | 0.5 | 0.2 | 0.1 | 0.1 | 32.7 |
| All students | '000 | 435.8 | 413.8 | 65.3 | 94.2 | 76.2 | 15.0 | 27.3 | 5.7 | 1 133.3 |
| Units of competency and modules combined | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 141.7 | 41.7 | 96.4 | 66.3 | 37.0 | 10.2 | 3.7 | 33.8 | 430.9 |
| Non-Indigenous students | '000 | 2 665.1 | 4 136.7 | 1 326.0 | 756.6 | 730.9 | 190.4 | 138.1 | 67.3 | 10 011.2 |
| Indigenous status not reported | '000 | 45.3 | 54.6 | 183.3 | 133.1 | 21.4 | 2.5 | 12.8 | 1.1 | 454.1 |
| All students | '000 | 2 852.1 | 4 233.0 | 1 605.7 | 956.0 | 789.4 | 203.1 | 154.6 | 102.3 | 10 896.2 |

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (a), (b)**

| | | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|-------------|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| 2011 | | | | | | | | | | |
| Units of competency completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 110.1 | 29.9 | 97.2 | 49.6 | 22.4 | 8.4 | 2.5 | 33.2 | 353.3 |
| Non-Indigenous students | '000 | 2 306.0 | 2 902.0 | 1 320.6 | 662.0 | 507.6 | 173.0 | 65.9 | 59.2 | 7 996.3 |
| Indigenous status not reported | '000 | 52.5 | 90.0 | 271.8 | 145.6 | 26.2 | 4.0 | 26.9 | 1.2 | 618.1 |
| All students | '000 | 2 468.6 | 3 021.9 | 1 689.6 | 857.3 | 556.2 | 185.4 | 95.2 | 93.6 | 8 967.7 |
| Modules completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 35.4 | 4.7 | 6.5 | 10.3 | 7.7 | 1.2 | 1.0 | 4.6 | 71.4 |
| Non-Indigenous students | '000 | 428.7 | 287.6 | 61.3 | 86.6 | 69.3 | 12.8 | 47.1 | 2.0 | 995.4 |
| Indigenous status not reported | '000 | 3.9 | 4.1 | 14.4 | 13.8 | 0.3 | 0.1 | 3.3 | – | 39.9 |
| All students | '000 | 468.0 | 296.3 | 82.2 | 110.6 | 77.3 | 14.1 | 51.4 | 6.7 | 1 106.6 |
| Units of competency and modules combined | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 145.5 | 34.5 | 103.7 | 59.9 | 30.1 | 9.6 | 3.5 | 37.8 | 424.7 |
| Non-Indigenous students | '000 | 2 734.7 | 3 189.6 | 1 381.9 | 748.6 | 577.0 | 185.8 | 113.0 | 61.2 | 8 991.7 |
| Indigenous status not reported | '000 | 56.4 | 94.1 | 286.2 | 159.4 | 26.4 | 4.1 | 30.2 | 1.2 | 658.0 |
| All students | '000 | 2 936.6 | 3 318.2 | 1 771.8 | 967.9 | 633.5 | 199.5 | 146.7 | 100.2 | 10 074.4 |
| 2010 | | | | | | | | | | |
| Units of competency completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 103.8 | 22.7 | 80.7 | 45.2 | 18.7 | 7.2 | 2.6 | 32.6 | 313.5 |
| Non-Indigenous students | '000 | 2 240.0 | 2 076.7 | 1 151.6 | 655.0 | 437.5 | 162.5 | 75.2 | 61.0 | 6 859.7 |
| Indigenous status not reported | '000 | 49.9 | 65.3 | 216.7 | 142.4 | 73.1 | 5.4 | 27.8 | 0.9 | 581.4 |
| All students | '000 | 2 393.7 | 2 164.7 | 1 449.0 | 842.7 | 529.4 | 175.1 | 105.7 | 94.4 | 7 754.6 |
| Modules completed | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 37.6 | 3.7 | 6.2 | 10.5 | 9.0 | 1.1 | 0.8 | 5.9 | 74.8 |
| Non-Indigenous students | '000 | 491.6 | 246.9 | 79.6 | 94.8 | 73.9 | 14.0 | 43.9 | 4.4 | 1 049.0 |

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (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> |
|---|------|----------------|----------------|----------------|--------------|--------------|--------------|--------------|--------------|----------------|
| Indigenous status not reported | '000 | 3.1 | 3.6 | 17.3 | 18.6 | 3.4 | 0.1 | 2.6 | – | 48.9 |
| All students | '000 | 532.3 | 254.2 | 103.1 | 123.9 | 86.2 | 15.2 | 47.3 | 10.3 | 1 172.7 |
| Units of competency and modules combined | | | | | | | | | | |
| Aboriginal and Torres Strait Islander students | '000 | 141.4 | 26.4 | 86.9 | 55.7 | 27.6 | 8.3 | 3.4 | 38.5 | 388.3 |
| Non-Indigenous students | '000 | 2 731.7 | 2 323.6 | 1 231.2 | 749.8 | 511.4 | 176.5 | 119.1 | 65.4 | 7 908.7 |
| Indigenous status not reported | '000 | 53.0 | 68.9 | 234.0 | 161.1 | 76.5 | 5.5 | 30.5 | 0.9 | 630.3 |
| All students | '000 | 2 926.1 | 2 418.9 | 1 552.1 | 966.6 | 615.6 | 190.3 | 152.9 | 104.7 | 8 927.3 |

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.34

Table 5A.34 **Government real recurrent expenditure per annual hour (2014 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

| | <i>NSW</i> | <i>Vic(f)</i> | <i>Qld</i> | <i>WA (g)</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT</i> | <i>Aust (i)</i> |
|------|------------|---------------|------------|---------------|-----------|----------------|----------------|-----------|-----------------|
| 2014 | 12.76 | 7.80 | 13.55 | 15.08 | 13.98 | 16.67 | 17.01 | 19.25 | 11.40 |
| 2013 | 14.29 | 9.51 | 17.68 | 15.71 | 11.18 | 17.56 | 17.56 | 24.23 | 12.86 |
| 2012 | 12.85 | 11.05 | 15.43 | 14.86 | 10.74 | 14.73 | 18.58 | 21.52 | 12.74 |
| 2011 | 12.98 | 11.54 | 15.32 | 17.20 | 14.33 | 17.12 | 17.03 | 29.40 | 13.69 |
| 2010 | 13.03 | 11.87 | 16.20 | 14.33 | 14.86 | 18.01 | 18.27 | 27.58 | 13.80 |
| 2009 | 13.41 | 12.77 | 18.37 | 14.84 | 15.76 | 17.15 | 17.73 | 28.05 | 14.63 |
| 2008 | 13.87 | 13.56 | 18.28 | 14.48 | 15.83 | 16.67 | 19.68 | 30.75 | 15.00 |
| 2007 | 14.60 | 13.72 | 18.46 | 16.05 | 17.67 | 17.61 | 19.11 | 28.79 | 15.60 |
| 2006 | 15.29 | 14.90 | 17.09 | 17.37 | 18.98 | 18.09 | 19.02 | 29.56 | 16.21 |
| 2005 | 15.16 | 15.18 | 18.88 | 18.60 | 18.36 | 18.55 | 20.46 | 31.35 | 16.64 |

- (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 2014 training activity, SA, WA, Tasmania, the ACT, and the NT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.

Table 5A.34 **Government real recurrent expenditure per annual hour (2014 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

| | <i>NSW</i> | <i>Vic (f)</i> | <i>Qld</i> | <i>WA (g)</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT</i> | <i>Aust (i)</i> |
|-----|---|----------------|------------|---------------|-----------|----------------|----------------|-----------|-----------------|
| (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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96). | | | | | | | | |
| (f) | In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery. | | | | | | | | |
| (g) | The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. | | | | | | | | |
| (h) | Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014. | | | | | | | | |
| (i) | Excludes payroll tax estimates for Tasmania and the ACT. | | | | | | | | |

Source: NCVET unpublished, National financial and VET provider collections; table 5A.1.

Table 5A.35 **Government real recurrent expenditure per hour of government funded load pass (2014 dollars)**
(\$ per hour) (a), (b), (c), (d)

| | <i>NSW</i> | <i>Vic (e)</i> | <i>Qld</i> | <i>WA (f)</i> | <i>SA</i> | <i>Tas (g)</i> | <i>ACT (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|------|------------|----------------|------------|---------------|-----------|----------------|----------------|-----------|-----------------|
| 2014 | 15.83 | 9.40 | 14.80 | 18.87 | 16.07 | 20.84 | 20.34 | 26.56 | 13.66 |
| 2013 | 18.27 | 11.31 | 20.42 | 19.79 | 12.53 | 22.41 | 20.60 | 30.74 | 15.54 |
| 2012 | 16.62 | 13.08 | 18.12 | 19.06 | 12.24 | 18.41 | 22.18 | 28.15 | 15.53 |
| 2011 | 16.62 | 13.99 | 17.61 | 21.84 | 17.07 | 21.81 | 21.00 | 39.82 | 16.82 |
| 2010 | 16.78 | 15.37 | 19.24 | 18.12 | 17.33 | 23.10 | 22.57 | 36.28 | 17.40 |
| 2009 | 17.21 | 16.93 | 22.17 | 18.98 | 18.45 | 21.15 | 21.83 | 38.82 | 18.62 |
| 2008 | 17.88 | 18.17 | 22.10 | 19.03 | 18.38 | 20.25 | 23.94 | 42.51 | 19.21 |
| 2007 | 18.97 | 18.95 | 22.92 | 21.43 | 20.34 | 22.93 | 23.81 | 38.65 | 20.34 |
| 2006 | 19.86 | 21.98 | 21.30 | 23.57 | 22.52 | 22.78 | 23.85 | 41.53 | 21.55 |
| 2005 | 19.83 | 22.39 | 24.58 | 25.81 | 22.09 | 23.69 | 25.36 | 42.71 | 22.39 |

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) Data for 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

Table 5A.35 **Government real recurrent expenditure per hour of government funded load pass (2014 dollars)**
(\$ per hour) (a), (b), (c), (d)

| | <i>NSW</i> | <i>Vic (e)</i> | <i>Qld</i> | <i>WA (f)</i> | <i>SA</i> | <i>Tas (g)</i> | <i>ACT (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|-----|------------|----------------|------------|---------------|-----------|----------------|----------------|-----------|-----------------|
| (e) | | | | | | | | | |
| (f) | | | | | | | | | |
| (g) | | | | | | | | | |
| (h) | | | | | | | | | |

Source: NCVET unpublished, National financial and VET provider collections; table 5A.1.

TABLE 5A.36

Table 5A.36 Value of physical non-current assets and user cost of capital, 2014 (a)

| | <i>Units</i> | <i>NSW</i> | <i>Vic (b)</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (d)</i> | <i>NT</i> | <i>Aust</i> |
|---|---------------|----------------|----------------|----------------|----------------|--------------|--------------|----------------|--------------|----------------|
| Value of physical non-current assets | | | | | | | | | | |
| Land | \$m | 724.1 | 460.9 | 149.6 | 270.3 | 125.4 | 22.2 | 43.7 | 15.0 | 1 811.3 |
| Buildings | \$m | 3 744.8 | 1 375.9 | 260.0 | 858.6 | 625.9 | 254.5 | 136.4 | 180.5 | 7 436.6 |
| Plant, equipment and motor vehicles | \$m | 84.3 | 74.5 | 241.1 | 31.6 | 20.4 | 8.4 | 7.4 | 2.9 | 470.7 |
| Other | \$m | 4.7 | 38.9 | 1.8 | 59.2 | 14.7 | – | 0.5 | 4.4 | 124.3 |
| Total physical non-current assets | \$m | 4 558.0 | 1 950.3 | 652.5 | 1 219.8 | 786.4 | 285.1 | 188.0 | 202.8 | 9 842.9 |
| User cost of capital | | | | | | | | | | |
| Land | \$m | 57.9 | 36.9 | 12.0 | 21.6 | 10.0 | 1.8 | 3.5 | 1.2 | 144.9 |
| Buildings | \$m | 299.6 | 110.1 | 20.8 | 68.7 | 50.1 | 20.4 | 10.9 | 14.4 | 594.9 |
| Plant, equipment and motor vehicles | \$m | 6.7 | 6.0 | 19.3 | 2.5 | 1.6 | 0.7 | 0.6 | 0.2 | 37.7 |
| Other | \$m | 0.4 | 3.1 | 0.1 | 4.7 | 1.2 | – | – | 0.4 | 9.9 |
| Total user cost of capital | \$m | 364.6 | 156.0 | 52.2 | 97.6 | 62.9 | 22.8 | 15.0 | 16.2 | 787.4 |
| Capital charge (e) | % | 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 (f) | | | | | | | | | | |
| Land | \$ | 0.47 | 0.21 | 0.18 | 0.52 | 0.35 | 0.22 | 0.61 | 0.23 | 0.32 |
| Buildings | \$ | 2.45 | 0.62 | 0.31 | 1.66 | 1.77 | 2.49 | 1.89 | 2.81 | 1.30 |
| Plant, equipment and motor vehicles | \$ | 0.06 | 0.03 | 0.29 | 0.06 | 0.06 | 0.08 | 0.10 | 0.04 | 0.08 |
| Other | \$ | – | 0.02 | – | 0.11 | 0.04 | – | 0.01 | 0.07 | 0.02 |
| Total per annual hour | \$ | 2.98 | 0.87 | 0.78 | 2.35 | 2.22 | 2.79 | 2.60 | 3.16 | 1.72 |
| Annual hours (g) | million hours | 122.84 | 179.50 | 66.95 | 40.90 | 28.02 | 8.14 | 5.76 | 4.89 | 457.01 |
| Course mix weight | index | 0.997 | 0.994 | 1.004 | 1.015 | 1.012 | 1.005 | 1.004 | 1.051 | 1.000 |

Table 5A.36 Value of physical non-current assets and user cost of capital, 2014 (a)

| | <i>Units</i> | <i>NSW</i> | <i>Vic (b)</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (d)</i> | <i>NT</i> | <i>Aust</i> |
|---|---------------|-------------|----------------|----------------|-------------|-------------|-------------|----------------|-------------|-------------|
| User cost of capital per hour of government funded load pass | | | | | | | | | | |
| Land | \$ | 0.59 | 0.25 | 0.19 | 0.65 | 0.41 | 0.27 | 0.72 | 0.32 | 0.38 |
| Buildings | \$ | 3.04 | 0.74 | 0.34 | 2.07 | 2.03 | 3.11 | 2.26 | 3.88 | 1.56 |
| Plant, equipment and motor vehicles | \$ | 0.07 | 0.04 | 0.31 | 0.08 | 0.07 | 0.10 | 0.12 | 0.06 | 0.10 |
| Other | \$ | – | 0.02 | – | 0.14 | 0.05 | – | 0.01 | 0.09 | 0.03 |
| Total per hour of government funded load pass | \$ | 3.70 | 1.05 | 0.85 | 2.94 | 2.55 | 3.48 | 3.11 | 4.35 | 2.07 |
| Load pass annual hours (h) | million hours | 98.68 | 148.06 | 61.56 | 33.15 | 24.68 | 6.55 | 4.83 | 3.73 | 381.24 |

- (a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.
- (b) In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.
- (c) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- (d) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.
- (e) 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.
- (f) 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.
- (g) 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.

Table 5A.36 **Value of physical non-current assets and user cost of capital, 2014 (a)**

| | <i>Units</i> | <i>NSW</i> | <i>Vic (b)</i> | <i>Qld (c)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (d)</i> | <i>NT</i> | <i>Aust</i> |
|--|--------------|------------|----------------|----------------|-----------|-----------|------------|----------------|-----------|-------------|
|--|--------------|------------|----------------|----------------|-----------|-----------|------------|----------------|-----------|-------------|

- For 2014 training activity, SA, WA, Tasmania, the ACT, and the NT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.

(h) 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.37

Table 5A.37 **Government real user cost of capital (2014 dollars) (\$ million) (a), (b)**

| | <i>NSW</i> | <i>Vic (c)</i> | <i>Qld (d)</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (e)</i> | <i>NT</i> | <i>Aust</i> |
|------|------------|----------------|----------------|-----------|-----------|------------|----------------|-----------|-------------|
| 2014 | 364.6 | 156.0 | 52.2 | 97.6 | 62.9 | 22.8 | 15.0 | 16.2 | 787.4 |
| 2013 | 362.1 | 230.4 | 142.8 | 96.6 | 69.9 | 23.8 | 16.7 | 15.6 | 958.0 |
| 2012 | 343.1 | 237.4 | 150.8 | 89.8 | 64.5 | 23.7 | 17.0 | 15.1 | 941.5 |
| 2011 | 257.6 | 222.2 | 157.0 | 82.8 | 52.6 | 24.7 | 18.3 | 16.1 | 831.3 |
| 2010 | 272.3 | 230.2 | 165.7 | 87.5 | 57.6 | 21.1 | 33.4 | 16.9 | 884.7 |
| 2009 | 267.6 | 216.2 | 159.3 | 87.3 | 55.4 | 20.6 | 32.1 | 15.2 | 853.9 |
| 2008 | 279.4 | 212.0 | 160.1 | 97.5 | 44.9 | 20.6 | 32.3 | 14.9 | 861.6 |
| 2007 | 285.4 | 217.5 | 138.1 | 89.3 | 47.1 | 18.6 | 12.6 | 16.2 | 824.8 |
| 2006 | 242.5 | 212.2 | 120.9 | 79.6 | 48.7 | 18.9 | 13.0 | 14.0 | 749.9 |
| 2005 | 252.6 | 220.3 | 111.7 | 69.4 | 48.4 | 20.1 | 13.5 | 14.7 | 750.8 |

- (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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (c) In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.
- (d) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- (e) 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.38

Table 5A.38 Total government costs per annual hour (\$ per hour) (2014 dollars) (a), (b), (c), (d), (e)

| | | <i>NSW</i> | <i>Vic (f)</i> | <i>Qld (g)</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT</i> | <i>Aust (i)</i> |
|-------------------------------|-----------------------|--------------|----------------|----------------|--------------|--------------|----------------|----------------|--------------|-----------------|
| 2014 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 12.76 | 7.80 | 13.55 | 15.08 | 13.98 | 16.67 | 17.01 | 19.25 | 11.40 |
| User cost of capital | \$/annual hour | 2.98 | 0.87 | 0.78 | 2.35 | 2.22 | 2.79 | 2.60 | 3.16 | 1.72 |
| Total government costs | \$/annual hour | 15.73 | 8.68 | 14.33 | 17.43 | 16.20 | 19.45 | 19.61 | 22.40 | 13.12 |
| 2013 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 14.29 | 9.51 | 17.68 | 15.71 | 11.18 | 17.56 | 17.56 | 24.23 | 12.86 |
| User cost of capital | \$/annual hour | 3.01 | 1.27 | 2.52 | 2.19 | 1.72 | 3.10 | 2.86 | 3.79 | 2.08 |
| Total government costs | \$/annual hour | 17.30 | 10.79 | 20.20 | 17.90 | 12.90 | 20.66 | 20.41 | 28.02 | 14.94 |
| 2012 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 12.85 | 11.05 | 15.43 | 14.86 | 10.74 | 14.73 | 18.58 | 21.52 | 12.74 |
| User cost of capital | \$/annual hour | 2.54 | 1.30 | 2.32 | 2.01 | 2.06 | 2.64 | 2.88 | 3.33 | 1.97 |
| Total government costs | \$/annual hour | 15.40 | 12.35 | 17.75 | 16.87 | 12.80 | 17.37 | 21.47 | 24.85 | 14.70 |
| 2011 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 12.98 | 11.54 | 15.32 | 17.20 | 14.33 | 17.12 | 17.03 | 29.40 | 13.69 |
| User cost of capital | \$/annual hour | 1.95 | 1.55 | 2.25 | 1.86 | 2.05 | 2.82 | 2.83 | 3.69 | 1.91 |
| Total government costs | \$/annual hour | 14.93 | 13.09 | 17.57 | 19.05 | 16.38 | 19.94 | 19.86 | 33.09 | 15.60 |
| 2010 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 13.03 | 11.87 | 16.20 | 14.33 | 14.86 | 18.01 | 18.27 | 27.58 | 13.80 |
| User cost of capital | \$/annual hour | 2.12 | 2.06 | 2.66 | 2.02 | 2.41 | 2.66 | 5.30 | 3.91 | 2.28 |
| Total government costs | \$/annual hour | 15.16 | 13.93 | 18.86 | 16.35 | 17.26 | 20.67 | 23.57 | 31.49 | 16.07 |
| 2009 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 13.41 | 12.77 | 18.37 | 14.84 | 15.76 | 17.15 | 17.73 | 28.05 | 14.63 |
| User cost of capital | \$/annual hour | 2.23 | 2.24 | 2.89 | 2.18 | 2.38 | 2.83 | 5.37 | 3.70 | 2.43 |
| Total government costs | \$/annual hour | 15.64 | 15.01 | 21.26 | 17.03 | 18.14 | 19.98 | 23.09 | 31.75 | 17.06 |

TABLE 5A.38

Table 5A.38 **Total government costs per annual hour (\$ per hour) (2014 dollars) (a), (b), (c), (d), (e)**

| | | <i>NSW</i> | <i>Vic (f)</i> | <i>Qld (g)</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT</i> | <i>Aust (i)</i> |
|-------------------------------|-----------------------|--------------|----------------|----------------|--------------|--------------|----------------|----------------|--------------|-----------------|
| 2008 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 13.87 | 13.56 | 18.28 | 14.48 | 15.83 | 16.67 | 19.68 | 30.75 | 15.00 |
| User cost of capital | \$/annual hour | 2.41 | 2.37 | 3.12 | 2.76 | 2.18 | 2.79 | 6.26 | 3.86 | 2.62 |
| Total government costs | \$/annual hour | 16.29 | 15.93 | 21.41 | 17.25 | 18.01 | 19.45 | 25.94 | 34.61 | 17.62 |
| 2007 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 14.60 | 13.72 | 18.46 | 16.05 | 17.67 | 17.61 | 19.11 | 28.79 | 15.60 |
| User cost of capital | \$/annual hour | 2.54 | 2.50 | 2.83 | 2.66 | 2.25 | 2.65 | 2.32 | 4.19 | 2.59 |
| Total government costs | \$/annual hour | 17.14 | 16.22 | 21.29 | 18.71 | 19.92 | 20.26 | 21.44 | 32.98 | 18.19 |
| 2006 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 15.29 | 14.90 | 17.09 | 17.37 | 18.98 | 18.09 | 19.02 | 29.56 | 16.21 |
| User cost of capital | \$/annual hour | 2.20 | 2.67 | 2.53 | 2.48 | 2.58 | 2.90 | 2.33 | 3.64 | 2.46 |
| Total government costs | \$/annual hour | 17.49 | 17.57 | 19.63 | 19.85 | 21.56 | 20.99 | 21.35 | 33.20 | 18.67 |
| 2005 | | | | | | | | | | |
| Recurrent expenditure | \$/annual hour | 15.16 | 15.18 | 18.88 | 18.60 | 18.36 | 18.55 | 20.46 | 31.35 | 16.64 |
| User cost of capital | \$/annual hour | 2.26 | 2.84 | 2.45 | 2.21 | 2.48 | 3.21 | 2.55 | 3.92 | 2.49 |
| Total government costs | \$/annual hour | 17.43 | 18.01 | 21.33 | 20.81 | 20.84 | 21.76 | 23.01 | 35.27 | 19.13 |

(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 2014 training activity, SA, WA, Tasmania, the ACT, and the NT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.

(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.38 **Total government costs per annual hour (\$ per hour) (2014 dollars) (a), (b), (c), (d), (e)**

| | <i>NSW</i> | <i>Vic (f)</i> | <i>Qld (g)</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT</i> | <i>Aust (i)</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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96). | | | | | | | | | |
| (f) In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery. | | | | | | | | | |
| (g) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year. | | | | | | | | | |
| (h) Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014. | | | | | | | | | |
| (i) Excludes Tasmania and ACT payroll tax estimate. | | | | | | | | | |

Source: NCVER unpublished, National financial and VET provider collections.

TABLE 5A.39

Table 5A.39 Total government costs per hour of government funded load pass (\$ per hour) (2014 dollars) (a), (b), (c)

| | | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA</i> | <i>SA</i> | <i>Tas (f)</i> | <i>ACT (f) (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|-------------------------------|---------------------|--------------|----------------|----------------|--------------|--------------|----------------|--------------------|--------------|-----------------|
| 2014 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 15.83 | 9.40 | 14.80 | 18.87 | 16.07 | 20.84 | 20.34 | 26.56 | 13.66 |
| User cost of capital | \$/load pass | 3.70 | 1.05 | 0.85 | 2.94 | 2.55 | 3.48 | 3.11 | 4.35 | 2.07 |
| Total government costs | \$/load pass | 19.53 | 10.45 | 15.64 | 21.82 | 18.62 | 24.33 | 23.45 | 30.92 | 15.73 |
| 2013 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 18.27 | 11.31 | 20.42 | 19.79 | 12.53 | 22.41 | 20.60 | 30.74 | 15.54 |
| User cost of capital | \$/load pass | 3.85 | 1.52 | 2.91 | 2.75 | 1.92 | 3.96 | 3.35 | 4.81 | 2.52 |
| Total government costs | \$/load pass | 22.12 | 12.83 | 23.33 | 22.55 | 14.45 | 26.37 | 23.96 | 35.55 | 18.05 |
| 2012 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 16.62 | 13.08 | 18.12 | 19.06 | 12.24 | 18.41 | 22.18 | 28.15 | 15.53 |
| User cost of capital | \$/load pass | 3.29 | 1.53 | 2.72 | 2.57 | 2.35 | 3.30 | 3.44 | 4.35 | 2.40 |
| Total government costs | \$/load pass | 19.91 | 14.61 | 20.84 | 21.63 | 14.58 | 21.72 | 25.62 | 32.51 | 17.92 |
| 2011 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 16.62 | 13.99 | 17.61 | 21.84 | 17.07 | 21.81 | 21.00 | 39.82 | 16.82 |
| User cost of capital | \$/load pass | 2.50 | 1.88 | 2.59 | 2.36 | 2.44 | 3.59 | 3.49 | 5.00 | 2.35 |
| Total government costs | \$/load pass | 19.12 | 15.87 | 20.20 | 24.20 | 19.50 | 25.40 | 24.49 | 44.82 | 19.17 |
| 2010 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 16.78 | 15.37 | 19.24 | 18.12 | 17.33 | 23.10 | 22.57 | 36.28 | 17.40 |
| User cost of capital | \$/load pass | 2.73 | 2.66 | 3.16 | 2.56 | 2.81 | 3.41 | 6.55 | 5.14 | 2.87 |
| Total government costs | \$/load pass | 19.51 | 18.03 | 22.40 | 20.68 | 20.14 | 26.51 | 29.12 | 41.42 | 20.27 |
| 2009 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 17.21 | 16.93 | 22.17 | 18.98 | 18.45 | 21.15 | 21.83 | 38.82 | 18.62 |
| User cost of capital | \$/load pass | 2.87 | 2.97 | 3.49 | 2.79 | 2.78 | 3.49 | 6.61 | 5.12 | 3.09 |
| Total government costs | \$/load pass | 20.07 | 19.91 | 25.66 | 21.77 | 21.23 | 24.63 | 28.44 | 43.93 | 21.71 |

TABLE 5A.39

Table 5A.39 **Total government costs per hour of government funded load pass (\$ per hour) (2014 dollars) (a), (b), (c)**

| | | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA</i> | <i>SA</i> | <i>Tas (f)</i> | <i>ACT (f) (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|-------------------------------|---------------------|--------------|----------------|----------------|--------------|--------------|----------------|--------------------|--------------|-----------------|
| 2008 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 17.88 | 18.17 | 22.10 | 19.03 | 18.38 | 20.25 | 23.94 | 42.51 | 19.21 |
| User cost of capital | \$/load pass | 3.11 | 3.17 | 3.78 | 3.63 | 2.53 | 3.38 | 7.61 | 5.34 | 3.36 |
| Total government costs | \$/load pass | 20.99 | 21.34 | 25.88 | 22.66 | 20.91 | 23.64 | 31.54 | 47.85 | 22.57 |
| 2007 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 18.97 | 18.95 | 22.92 | 21.43 | 20.34 | 22.93 | 23.81 | 38.65 | 20.34 |
| User cost of capital | \$/load pass | 3.30 | 3.45 | 3.51 | 3.56 | 2.59 | 3.45 | 2.90 | 5.63 | 3.37 |
| Total government costs | \$/load pass | 22.28 | 22.39 | 26.43 | 24.98 | 22.93 | 26.38 | 26.71 | 44.28 | 23.71 |
| 2006 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 19.86 | 21.98 | 21.30 | 23.57 | 22.52 | 22.78 | 23.85 | 41.53 | 21.55 |
| User cost of capital | \$/load pass | 2.86 | 3.93 | 3.16 | 3.36 | 3.06 | 3.66 | 2.92 | 5.12 | 3.28 |
| Total government costs | \$/load pass | 22.72 | 25.91 | 24.46 | 26.94 | 25.58 | 26.44 | 26.77 | 46.65 | 24.82 |
| 2005 | | | | | | | | | | |
| Recurrent expenditure | \$/load pass | 19.83 | 22.39 | 24.58 | 25.81 | 22.09 | 23.69 | 25.36 | 42.71 | 22.39 |
| User cost of capital | \$/load pass | 2.96 | 4.19 | 3.19 | 3.07 | 2.99 | 4.11 | 3.16 | 5.34 | 3.36 |
| Total government costs | \$/load pass | 22.79 | 26.58 | 27.77 | 28.87 | 25.08 | 27.79 | 28.53 | 48.05 | 25.74 |

(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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

(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.

Table 5A.39 **Total government costs per hour of government funded load pass (\$ per hour) (2014 dollars) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic (d)</i> | <i>Qld (e)</i> | <i>WA</i> | <i>SA</i> | <i>Tas (f)</i> | <i>ACT (f) (g)</i> | <i>NT</i> | <i>Aust (h)</i> |
|---|------------|----------------|----------------|-----------|-----------|----------------|--------------------|-----------|-----------------|
| (d) In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery. | | | | | | | | | |
| (e) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year. | | | | | | | | | |
| (f) Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014. | | | | | | | | | |
| (g) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure. | | | | | | | | | |
| (h) Excludes Tasmania and ACT payroll tax estimate. | | | | | | | | | |
| <i>Source:</i> NCVER unpublished, National financial and VET provider collections. | | | | | | | | | |

TABLE 5A.40

Table 5A.40 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (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> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 87.6 ± 0.9 | 85.5 ± 1.0 | 87.5 ± 1.3 | 89.3 ± 1.5 | 89.0 ± 1.3 | 89.1 ± 2.3 | 91.3 ± 1.8 | 91.0 ± 3.0 | 87.4 ± 0.5 |
| Employed after training | 74.7 ± 1.2 | 74.8 ± 1.3 | 78.8 ± 1.5 | 77.9 ± 2.0 | 77.8 ± 1.7 | 78.4 ± 2.9 | 84.8 ± 2.4 | 84.3 ± 3.6 | 76.4 ± 0.6 |
| In further study after training | 39.1 ± 1.4 | 34.3 ± 1.6 | 30.7 ± 1.7 | 36.7 ± 2.5 | 35.2 ± 2.0 | 32.4 ± 3.2 | 36.5 ± 3.3 | 37.6 ± 4.6 | 35.5 ± 0.8 |
| At TAFE | 59.1 ± 2.1 | 33.7 ± 2.9 | 38.4 ± 3.2 | 55.8 ± 4.0 | 41.7 ± 3.5 | 50.1 ± 5.8 | 44.5 ± 5.8 | 33.3 ± 7.6 | 46.0 ± 1.3 |
| At University | 19.8 ± 1.8 | 27.2 ± 2.6 | 30.5 ± 3.0 | 23.5 ± 3.5 | 18.8 ± 3.0 | 20.3 ± 4.5 | 26.9 ± 5.3 | 33.4 ± 8.8 | 23.8 ± 1.1 |
| At private provider or other registered provider | 21.0 ± 1.7 | 39.2 ± 3.2 | 31.1 ± 3.0 | 20.7 ± 2.9 | 39.6 ± 3.4 | 29.6 ± 5.3 | 28.5 ± 4.8 | 33.3 ± 8.3 | 30.2 ± 1.3 |
| 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 |

TABLE 5A.40

Table 5A.40 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (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 | | | | | | | | | |
| Employed or in further study | 88.2 ± 0.8 | 88.5 ± 1.0 | 85.6 ± 0.9 | 90.0 ± 0.8 | 85.8 ± 1.3 | 88.0 ± 1.7 | 91.7 ± 1.9 | 88.0 ± 2.9 | 87.9 ± 0.4 |
| Employed after training | 76.0 ± 1.0 | 79.6 ± 1.2 | 77.5 ± 1.0 | 80.4 ± 1.1 | 75.8 ± 1.6 | 76.9 ± 2.3 | 86.0 ± 2.3 | 80.3 ± 3.5 | 77.9 ± 0.5 |
| In further study after training | 38.8 ± 1.2 | 34.4 ± 1.2 | 29.1 ± 1.1 | 36.2 ± 1.3 | 34.7 ± 1.8 | 37.7 ± 2.6 | 35.2 ± 3.4 | 34.5 ± 4.0 | 35.2 ± 0.6 |
| At TAFE | 62.4 ± 1.9 | 46.0 ± 2.2 | 37.5 ± 2.2 | 58.0 ± 2.2 | 53.8 ± 3.2 | 59.8 ± 4.3 | 40.1 ± 5.8 | 33.3 ± 6.8 | 52.9 ± 1.0 |
| At University | 19.1 ± 1.5 | 27.2 ± 1.8 | 27.0 ± 2.0 | 18.2 ± 1.7 | 14.0 ± 2.2 | 11.6 ± 2.8 | 27.8 ± 5.2 | 30.2 ± 6.2 | 21.7 ± 0.8 |
| At private provider or other registered provider | 18.6 ± 1.6 | 26.8 ± 2.0 | 35.5 ± 2.2 | 23.9 ± 2.0 | 32.2 ± 2.9 | 28.6 ± 4.0 | 32.0 ± 5.8 | 36.5 ± 6.6 | 25.4 ± 0.9 |
| 2010 | | | | | | | | | |
| Employed or in further study | 86.7 ± 1.3 | 89.1 ± 1.5 | 85.4 ± 1.5 | 89.3 ± 1.5 | 85.3 ± 2.9 | 87.6 ± 2.5 | 94.5 ± 2.1 | 88.9 ± 2.8 | 87.3 ± 0.7 |
| Employed after training | 72.7 ± 1.6 | 78.7 ± 1.8 | 76.5 ± 1.8 | 79.4 ± 1.9 | 77.6 ± 3.3 | 77.0 ± 3.1 | 88.2 ± 2.9 | 81.6 ± 3.2 | 76.3 ± 0.8 |
| In further study after training | 38.3 ± 1.8 | 36.2 ± 2.3 | 28.8 ± 2.0 | 36.8 ± 2.3 | 32.9 ± 3.6 | 34.9 ± 3.5 | 36.6 ± 4.8 | 35.5 ± 4.9 | 35.3 ± 1.0 |
| At TAFE | 61.1 ± 2.9 | 52.5 ± 3.9 | 45.5 ± 4.0 | 59.5 ± 3.9 | 57.7 ± 6.2 | 57.1 ± 6.8 | 37.9 ± 7.0 | 34.8 ± 7.5 | 55.6 ± 1.7 |
| At University | 22.3 ± 2.5 | 27.2 ± 3.5 | 26.8 ± 3.4 | 15.3 ± 2.7 | 21.2 ± 5.0 | 11.9 ± 4.6 | 24.2 ± 6.6 | 31.9 ± 8.8 | 22.9 ± 1.4 |
| At private provider or other registered provider | 16.6 ± 2.3 | 20.3 ± 3.4 | 27.6 ± 3.9 | 25.2 ± 3.6 | 21.1 ± 5.0 | 31.1 ± 6.7 | 37.9 ± 8.1 | 33.3 ± 7.8 | 21.5 ± 1.4 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.40 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (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) 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.41

Table 5A.41 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (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> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 81.2 ± 5.4 | 78.5 ±16.5 | 74.0 ± 7.7 | 71.2 ± 8.8 | 83.9 ± 9.3 | 88.1 ± 8.0 | 89.2 ± 7.4 | 78.5 ±10.6 | 78.8 ± 3.7 |
| Employed after training | 66.1 ± 6.0 | 56.5 ±19.0 | 66.7 ± 8.0 | 59.0 ±10.1 | 59.2 ±12.7 | 65.5 ±11.5 | 88.0 ± 7.8 | 69.3 ±11.9 | 64.3 ± 4.2 |
| In further study after training | 42.9 ± 6.4 | 37.7 ±17.1 | 28.2 ± 7.8 | 26.2 ± 9.6 | 37.8 ±12.6 | 40.6 ±11.9 | 39.6 ±14.0 | 33.8 ±12.1 | 36.5 ± 4.0 |
| At TAFE | 69.8 ± 8.3 | 58.6 ±23.1 | 35.9 ±16.5 | 44.8 ±20.5 | 56.1 ±20.3 | 74.0 ±17.1 | 46.6 ±22.7 | 49.4 ±22.3 | 58.7 ± 6.4 |
| At University | 15.5 ± 6.6 | 12.8 ±12.2 | 35.3 ±17.6 | np | np | np | np | 27.1 ±20.2 | 18.1 ± 5.0 |
| At private provider or other registered provider | 14.7 ± 5.8 | 28.5 ±19.6 | 28.8 ±13.5 | 37.9 ±19.8 | 37.7 ±19.8 | np | 32.1 ±19.5 | 23.5 ±16.1 | 23.2 ± 5.0 |
| 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 |

TABLE 5A.41

Table 5A.41 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (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> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 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 |
| 2010 | | | | | | | | | |
| Employed or in further study | 84.1 ± 7.0 | 83.4 ±13.0 | 73.5 ± 9.2 | 72.9 ±11.9 | 71.2 ±15.7 | 93.2 ± 6.4 | 97.0 ± 5.9 | 88.2 ± 7.1 | 79.6 ± 4.1 |
| Employed after training | 64.9 ± 9.3 | 76.3 ±14.2 | 57.5 ±10.4 | 60.8 ±11.9 | 66.8 ±16.5 | 85.4 ± 8.6 | 86.4 ±13.9 | 78.4 ± 8.5 | 65.8 ± 4.8 |
| In further study after training | 45.7 ±10.0 | 45.9 ±19.6 | 34.9 ±10.1 | 33.3 ±10.2 | 21.5 ±14.6 | 30.2 ±12.1 | 44.2 ±27.0 | 28.5 ±10.7 | 37.4 ± 5.0 |
| At TAFE | 64.2 ±15.7 | 41.6 ±29.4 | 55.8 ±18.7 | 45.8 ±16.5 | 58.9 ±36.2 | 97.2 ± 5.5 | np | np | 57.1 ± 8.7 |
| At University | 20.2 ±13.3 | np | 20.4 ±16.8 | np | np | – | np | np | 17.3 ± 7.3 |
| At private provider or other registered provider | 15.7 ±13.0 | np | 23.8 ±16.5 | 45.3 ±16.4 | np | np | np | 46.7 ±20.3 | 25.6 ± 7.7 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) 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.
- (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).

Table 5A.41 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (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> |
|-----|---|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (f) | Data for some jurisdictions are not published due to 5 or fewer responses. | | | | | | | | |
| (g) | 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers. | | | | | | | | |
| (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). | | | | | | | | |

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.42

Table 5A.42 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (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> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 87.8 ± 0.9 | 85.4 ± 1.0 | 88.2 ± 1.3 | 90.0 ± 1.5 | 88.9 ± 1.3 | 89.0 ± 2.5 | 91.3 ± 1.9 | 94.7 ± 2.1 | 87.6 ± 0.5 |
| Employed after training | 74.9 ± 1.2 | 74.8 ± 1.3 | 79.3 ± 1.6 | 78.5 ± 2.1 | 78.0 ± 1.8 | 79.2 ± 3.0 | 84.4 ± 2.5 | 88.6 ± 3.1 | 76.6 ± 0.7 |
| In further study after training | 38.9 ± 1.4 | 34.0 ± 1.7 | 30.8 ± 1.8 | 37.5 ± 2.6 | 35.0 ± 2.0 | 31.9 ± 3.4 | 36.1 ± 3.4 | 38.0 ± 4.7 | 35.4 ± 0.8 |
| At TAFE | 58.5 ± 2.2 | 33.0 ± 2.9 | 38.9 ± 3.3 | 55.8 ± 4.2 | 41.1 ± 3.6 | 47.6 ± 6.2 | 44.6 ± 6.1 | 29.9 ± 7.2 | 45.4 ± 1.4 |
| At University | 20.3 ± 1.9 | 27.4 ± 2.6 | 29.9 ± 3.0 | 23.9 ± 3.7 | 19.4 ± 3.1 | 21.7 ± 4.9 | 27.4 ± 5.6 | 33.9 ± 9.8 | 24.1 ± 1.2 |
| At private provider or other registered provider | 21.3 ± 1.8 | 39.6 ± 3.3 | 31.2 ± 3.1 | 20.2 ± 2.9 | 39.5 ± 3.5 | 30.8 ± 5.6 | 28.0 ± 4.9 | 36.2 ± 9.8 | 30.5 ± 1.4 |
| 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 |

TABLE 5A.42

Table 5A.42 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (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 | | | | | | | | | |
| Employed or in further study | 88.3 ± 0.8 | 88.6 ± 1.0 | 86.1 ± 0.9 | 90.5 ± 0.8 | 86.2 ± 1.3 | 88.6 ± 1.7 | 92.2 ± 1.8 | 90.2 ± 2.5 | 88.1 ± 0.4 |
| Employed after training | 76.0 ± 1.0 | 79.7 ± 1.2 | 78.0 ± 1.0 | 80.9 ± 1.1 | 76.2 ± 1.7 | 77.7 ± 2.3 | 86.4 ± 2.3 | 83.4 ± 3.1 | 78.2 ± 0.5 |
| In further study after training | 39.2 ± 1.2 | 34.3 ± 1.3 | 29.2 ± 1.1 | 36.0 ± 1.3 | 34.3 ± 1.8 | 37.6 ± 2.8 | 34.8 ± 3.5 | 35.7 ± 4.2 | 35.3 ± 0.6 |
| At TAFE | 62.4 ± 2.0 | 45.8 ± 2.3 | 37.5 ± 2.2 | 58.6 ± 2.3 | 55.0 ± 3.3 | 59.0 ± 4.5 | 41.3 ± 6.0 | 29.7 ± 6.7 | 53.1 ± 1.0 |
| At University | 19.3 ± 1.6 | 27.4 ± 1.9 | 27.2 ± 2.1 | 18.5 ± 1.7 | 14.4 ± 2.4 | 12.1 ± 3.0 | 27.0 ± 5.3 | 29.7 ± 6.3 | 21.9 ± 0.8 |
| At private provider or other registered provider | 18.4 ± 1.6 | 26.8 ± 2.1 | 35.3 ± 2.2 | 22.9 ± 1.9 | 30.6 ± 2.9 | 28.9 ± 4.2 | 31.7 ± 6.0 | 40.6 ± 7.3 | 25.0 ± 0.9 |
| 2010 | | | | | | | | | |
| Employed or in further study | 86.7 ± 1.3 | 89.2 ± 1.5 | 85.8 ± 1.5 | 90.0 ± 1.5 | 86.1 ± 2.9 | 87.0 ± 2.7 | 94.6 ± 2.2 | 89.0 ± 3.1 | 87.6 ± 0.7 |
| Employed after training | 72.8 ± 1.6 | 78.8 ± 1.9 | 77.3 ± 1.8 | 80.3 ± 1.9 | 78.0 ± 3.4 | 76.2 ± 3.4 | 88.4 ± 2.9 | 82.2 ± 3.6 | 76.7 ± 0.9 |
| In further study after training | 38.0 ± 1.8 | 36.1 ± 2.3 | 28.4 ± 2.0 | 36.9 ± 2.4 | 33.5 ± 3.7 | 35.4 ± 3.7 | 36.2 ± 4.9 | 37.3 ± 5.6 | 35.1 ± 1.0 |
| At TAFE | 60.7 ± 3.0 | 52.6 ± 4.0 | 45.1 ± 4.1 | 60.0 ± 4.0 | 57.8 ± 6.3 | 54.5 ± 7.2 | 37.2 ± 7.4 | 33.7 ± 8.2 | 55.4 ± 1.7 |
| At University | 22.5 ± 2.6 | 27.7 ± 3.6 | 27.2 ± 3.5 | 15.7 ± 2.8 | 21.5 ± 5.1 | 12.8 ± 4.9 | 23.5 ± 6.5 | 35.2 ± 9.8 | 23.3 ± 1.5 |
| At private provider or other registered provider | 16.8 ± 2.4 | 19.7 ± 3.4 | 27.7 ± 4.0 | 24.2 ± 3.7 | 20.7 ± 5.1 | 32.8 ± 7.2 | 39.3 ± 8.3 | 31.0 ± 8.2 | 21.4 ± 1.5 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.

Table 5A.42 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (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) 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.43

Table 5A.43 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (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 (h)</i> | <i>Aust</i> |
|--|------------|------------|------------|------------|------------|----------------|------------|---------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 86.8 ± 1.2 | 84.5 ± 1.3 | 86.6 ± 1.7 | 88.6 ± 1.8 | 88.1 ± 1.6 | np | 91.1 ± 1.9 | np | 86.5 ± 0.6 |
| Employed after training | 72.6 ± 1.5 | 73.1 ± 1.6 | 76.1 ± 1.9 | 76.8 ± 2.4 | 76.6 ± 2.1 | np | 84.7 ± 2.5 | np | 74.5 ± 0.8 |
| In further study after training | 39.9 ± 1.7 | 35.2 ± 1.7 | 31.7 ± 2.1 | 35.1 ± 2.7 | 36.0 ± 2.4 | np | 36.5 ± 3.5 | – | 36.2 ± 0.9 |
| At TAFE | 59.7 ± 2.6 | 33.0 ± 3.0 | 35.0 ± 3.7 | 53.7 ± 4.7 | 39.2 ± 4.1 | np | 44.8 ± 6.1 | na | 44.9 ± 1.5 |
| At University | 21.5 ± 2.3 | 30.9 ± 3.0 | 32.8 ± 3.5 | 25.5 ± 4.2 | 21.1 ± 3.7 | – | 26.3 ± 5.5 | na | 26.2 ± 1.4 |
| At private provider or other registered provider | 18.8 ± 2.1 | 36.0 ± 3.0 | 32.2 ± 3.6 | 20.8 ± 3.3 | 39.7 ± 4.1 | – | 28.9 ± 5.1 | na | 29.0 ± 1.4 |
| 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 |

TABLE 5A.43

Table 5A.43 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (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 (h)</i> | <i>Aust</i> |
|--|------------|------------|------------|------------|------------|----------------|------------|---------------|-------------|
| 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 |
| 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 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.43 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (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 (h)</i> | <i>Aust</i> |
|-----|---|------------|------------|-----------|-----------|----------------|------------|---------------|-------------|
| (f) | Student remoteness is based on the ARIA+, which was developed by 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 >. | | | | | | | | |
| (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. | | | | | | | | |

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.44

Table 5A.44 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (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 (h)</i> | <i>Aust</i> |
|--|------------|------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 88.3 ± 1.8 | 87.4 ± 2.0 | 87.6 ± 3.0 | 91.4 ± 3.5 | 92.0 ± 2.9 | 90.6 ± 2.9 | 94.5 ± 6.0 | 87.0 ± 23.9 | 88.5 ± 1.1 |
| Employed after training | 78.0 ± 2.2 | 77.7 ± 2.7 | 81.1 ± 3.6 | 80.5 ± 5.1 | 81.8 ± 4.4 | 80.3 ± 3.6 | 84.0 ± 9.8 | np | 78.9 ± 1.4 |
| In further study after training | 36.4 ± 2.7 | 32.7 ± 4.3 | 28.5 ± 3.8 | 39.7 ± 7.1 | 35.2 ± 5.5 | 33.2 ± 4.1 | 40.9 ± 12.9 | np | 33.9 ± 1.9 |
| At TAFE | 59.0 ± 4.4 | 36.4 ± 7.9 | 38.5 ± 7.9 | 56.8 ± 10.8 | 52.2 ± 9.6 | 49.6 ± 7.3 | 48.3 ± 20.6 | – | 47.7 ± 3.5 |
| At University | 16.7 ± 3.2 | 16.9 ± 4.6 | 31.5 ± 7.3 | 22.5 ± 11.1 | 11.5 ± 6.0 | 22.2 ± 5.8 | 32.9 ± 19.6 | np | 19.0 ± 2.3 |
| At private provider or other registered provider | 24.4 ± 3.8 | 46.7 ± 9.1 | 30.0 ± 7.0 | 20.7 ± 7.5 | 36.3 ± 9.1 | 28.2 ± 6.5 | 18.7 ± 14.1 | – | 33.2 ± 3.9 |
| 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 |

TABLE 5A.44

Table 5A.44 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (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 (h)</i> | <i>Aust</i> |
|--|------------|------------|------------|------------|-------------|------------|-------------|---------------|-------------|
| 2011 | | | | | | | | | |
| Employed or in further study | 88.7 ± 1.6 | 90.8 ± 1.8 | 85.0 ± 1.7 | 90.0 ± 1.9 | 88.4 ± 3.0 | 90.5 ± 2.2 | 95.7 ± 2.8 | np | 88.8 ± 0.8 |
| Employed after training | 77.9 ± 2.0 | 83.9 ± 2.2 | 76.6 ± 2.1 | 81.7 ± 2.4 | 80.2 ± 4.1 | 79.4 ± 3.0 | 90.7 ± 4.3 | np | 79.8 ± 1.0 |
| In further study after training | 37.3 ± 2.4 | 31.9 ± 2.5 | 28.5 ± 2.2 | 33.8 ± 2.8 | 34.6 ± 4.9 | 39.2 ± 3.8 | 34.9 ± 7.9 | np | 33.8 ± 1.2 |
| At TAFE | 63.3 ± 4.0 | 43.9 ± 4.5 | 34.2 ± 4.4 | 52.7 ± 5.1 | 58.6 ± 8.9 | 53.6 ± 6.1 | 51.4 ± 13.8 | np | 52.0 ± 2.2 |
| At University | 17.7 ± 3.1 | 25.8 ± 3.8 | 25.6 ± 4.0 | 15.6 ± 3.5 | 13.3 ± 6.3 | 13.5 ± 4.2 | 20.3 ± 10.9 | – | 20.2 ± 1.7 |
| At private provider or other registered provider | 19.0 ± 3.4 | 30.2 ± 4.4 | 40.3 ± 4.6 | 31.8 ± 4.9 | 28.1 ± 7.8 | 32.8 ± 5.8 | 28.3 ± 11.9 | – | 27.8 ± 2.0 |
| 2010 | | | | | | | | | |
| Employed or in further study | 90.6 ± 2.1 | 90.9 ± 2.5 | 86.5 ± 3.0 | 89.8 ± 3.4 | 87.5 ± 6.3 | 90.4 ± 3.3 | 95.3 ± 3.7 | np | 89.7 ± 1.2 |
| Employed after training | 77.3 ± 2.9 | 80.8 ± 3.2 | 77.9 ± 3.7 | 80.4 ± 4.5 | 82.4 ± 7.1 | 79.7 ± 4.6 | 91.7 ± 5.3 | np | 79.1 ± 1.6 |
| In further study after training | 38.5 ± 3.6 | 34.0 ± 4.1 | 27.8 ± 4.0 | 38.6 ± 5.7 | 36.8 ± 10.4 | 37.4 ± 5.3 | 30.5 ± 10.3 | – | 35.1 ± 2.0 |
| At TAFE | 59.0 ± 5.8 | 49.7 ± 7.2 | 48.3 ± 8.4 | 72.3 ± 8.3 | 78.3 ± 12.7 | 55.6 ± 9.5 | 29.0 ± 14.9 | na | 57.3 ± 3.4 |
| At University | 21.3 ± 4.7 | 26.7 ± 6.7 | 21.1 ± 6.1 | 12.3 ± 6.2 | np | 11.1 ± 5.1 | 40.0 ± 19.2 | na | 20.0 ± 2.7 |
| At private provider or other registered provider | 19.7 ± 5.0 | 23.6 ± 6.8 | 30.6 ± 7.9 | 15.4 ± 6.4 | 20.8 ± 12.7 | 33.3 ± 9.2 | 31.0 ± 19.2 | na | 22.7 ± 3.0 |

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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).

Table 5A.44 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (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 (h)</i> | <i>Aust</i> |
|-----|---|------------|------------|-----------|-----------|------------|------------|---------------|-------------|
| (f) | Student remoteness is based on the ARIA+, which was developed by 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 >. | | | | | | | | |
| (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. | | | | | | | | |
| | na Not available. – Nil or rounded to zero. np Not published. | | | | | | | | |

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (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</i> | <i>Aust</i> |
|--|------------|------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 91.1 ± 2.1 | 91.7 ± 3.8 | 90.0 ± 3.2 | 90.1 ± 5.3 | 91.5 ± 3.0 | 86.1 ± 4.2 | 78.2 ±21.3 | 88.7 ± 4.0 | 90.4 ± 1.3 |
| Employed after training | 81.7 ± 3.0 | 86.6 ± 4.8 | 83.8 ± 4.1 | 77.8 ± 7.8 | 81.1 ± 4.4 | 73.9 ± 5.3 | 78.2 ±21.3 | 81.5 ± 4.8 | 81.7 ± 1.8 |
| In further study after training | 39.4 ± 4.3 | 29.2 ± 7.0 | 29.4 ± 5.0 | 39.7 ±10.1 | 30.6 ± 5.4 | 30.1 ± 5.5 | np | 39.4 ± 5.9 | 33.9 ± 2.4 |
| At TAFE | 53.1 ± 6.9 | 27.8 ±10.9 | 49.4 ±10.4 | 64.3 ±12.4 | 44.8 ±10.6 | 51.7 ±10.7 | np | 32.1 ± 9.4 | 48.5 ± 4.1 |
| At University | 15.1 ± 5.5 | 19.7 ± 8.9 | 20.1 ± 8.9 | 18.9 ±10.0 | 13.6 ± 8.7 | 18.3 ± 8.1 | – | 33.9 ±11.8 | 18.1 ± 3.3 |
| At private provider or other registered provider | 31.8 ± 6.1 | 52.5 ±12.3 | 30.4 ± 8.9 | 16.8 ± 8.2 | 41.6 ±10.3 | 30.0 ± 9.5 | np | 34.0 ±11.3 | 33.4 ± 3.7 |
| 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 |

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (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</i> | <i>Aust</i> |
|--|------------|------------|------------|------------|------------|------------|----------------|------------|-------------|
| 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 |
| 2010 | | | | | | | | | |
| Employed or in further study | 88.1 ± 3.5 | 90.6 ± 4.0 | 87.3 ± 3.3 | 87.7 ± 5.1 | 86.2 ± 8.0 | 90.3 ± 3.2 | 100.0 | 87.7 ± 4.1 | 88.2 ± 1.7 |
| Employed after training | 75.4 ± 4.9 | 79.1 ± 6.9 | 77.0 ± 4.3 | 81.5 ± 6.4 | 78.2 ± 8.7 | 80.3 ± 4.1 | 97.0 ± 5.9 | 81.4 ± 5.0 | 77.7 ± 2.3 |
| In further study after training | 36.7 ± 5.3 | 35.8 ± 8.5 | 28.6 ± 4.9 | 38.6 ± 7.7 | 31.8 ±10.0 | 33.7 ± 5.3 | 48.9 ±29.5 | 32.8 ± 7.4 | 33.5 ± 2.6 |
| At TAFE | 77.3 ± 7.4 | 63.7 ±16.5 | 49.1 ±10.1 | 57.1 ±12.8 | 65.4 ±16.2 | 65.6 ± 9.9 | np | 23.1 ±10.6 | 61.6 ± 4.7 |
| At University | 14.9 ± 6.7 | 11.3 ± 9.8 | 24.1 ± 9.0 | 6.2 ± 7.2 | np | 7.9 ± 5.4 | np | 38.4 ±14.1 | 16.8 ± 3.7 |
| At private provider or other registered provider | 7.8 ± 3.9 | 25.0 ±14.9 | 26.8 ± 9.4 | 36.7 ±11.7 | 22.3 ±15.6 | 26.4 ± 9.7 | np | 38.5 ±12.9 | 21.5 ± 3.9 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.45 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (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</i> | <i>Aust</i> |
|-----|---|------------|------------|-----------|-----------|------------|----------------|-----------|-------------|
| (f) | Student remoteness is based on the ARIA+, which was developed by 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 >. | | | | | | | | |
| (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 outer regional areas in the ACT. Data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. | | | | | | | | |
| | na Not available. – Nil or rounded to zero. np Not published. | | | | | | | | |

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

| | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (h)</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|----------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 86.5 ± 9.5 | np | 94.1 ± 4.7 | 91.5 ± 3.7 | 87.0 ± 7.0 | 90.2 ± 9.8 | np | 94.6 ± 4.8 | 90.5 ± 2.6 |
| Employed after training | 73.9 ±13.9 | np | 92.8 ± 4.9 | 84.5 ± 5.8 | 76.5 ± 8.8 | 87.9 ±10.6 | np | 88.8 ± 6.4 | 83.8 ± 3.4 |
| In further study after training | 40.7 ±14.8 | np | 30.9 ±10.8 | 42.6 ±10.8 | 36.0 ±10.4 | 35.4 ±16.4 | – | 36.7 ± 8.0 | 37.1 ± 5.1 |
| At TAFE | 75.6 ±16.1 | – | 61.5 ±19.2 | 58.9 ±18.1 | 39.4 ±18.4 | np | na | 38.0 ±13.8 | 54.8 ± 8.8 |
| At University | 17.1 ±13.9 | np | 22.2 ±16.8 | 14.4 ±11.3 | 15.5 ±11.3 | np | na | 29.8 ±12.8 | 18.3 ± 6.1 |
| At private provider or other registered provider | 7.3 ± 6.2 | – | 16.3 ±14.8 | 26.6 ±16.0 | 45.1 ±17.7 | 54.2 ±29.7 | na | 32.2 ±12.2 | 26.9 ± 7.5 |
| 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 |

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

| | NSW | Vic (h) | Qld | WA | SA | Tas | ACT (h) | NT | Aust |
|--|------------|-------------------|------------|------------|------------|------------|---------|------------|------------|
| 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 | <i>59.5 ±33.1</i> | 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 |
| 2010 | | | | | | | | | |
| Employed or in further study | 95.1 ± 6.4 | 83.0 ±30.9 | 90.3 ± 4.8 | 92.2 ± 3.3 | 90.3 ± 9.6 | 100.0 | na | 91.9 ± 5.4 | 91.8 ± 2.5 |
| Employed after training | 83.3 ±11.2 | 87.2 ±24.1 | 87.5 ± 5.0 | 84.6 ± 6.2 | 88.7 ± 9.8 | 86.7 ±13.1 | na | 84.5 ± 6.3 | 86.0 ± 3.3 |
| In further study after training | 39.0 ±16.0 | np | 28.5 ± 8.2 | 37.6 ± 8.0 | 37.3 ±16.1 | 20.6 ±16.4 | na | 37.0 ±10.1 | 33.8 ± 5.0 |
| At TAFE | 66.9 ±25.3 | np | 53.7 ±16.6 | 72.1 ±12.7 | 43.2 ±24.6 | np | na | 57.6 ±14.8 | 61.2 ± 8.8 |
| At University | np | – | np | 12.3 ± 9.5 | np | – | na | 22.2 ±14.6 | 13.8 ± 5.9 |
| At private provider or other registered provider | np | – | 28.3 ±16.2 | 15.6 ±10.3 | 37.5 ±24.9 | np | na | 20.2 ±11.4 | 25.1 ± 8.4 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.46 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

| | NSW | Vic (h) | Qld | WA | SA | Tas | ACT (h) | NT | Aust |
|-----|---|---------|-----|----|----|-----|---------|----|------|
| (f) | Student remoteness is based on the ARIA+, which was developed by 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 >. | | | | | | | | |
| (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 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. | | | | | | | | |

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (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> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 77.7 ± 3.3 | 69.7 ± 4.3 | 71.7 ± 5.3 | 79.3 ± 7.8 | 73.2 ± 5.5 | 76.5 ± 9.1 | 85.8 ± 6.5 | 80.6 ±13.6 | 74.2 ± 2.0 |
| Employed after training | 50.4 ± 4.3 | 49.7 ± 4.7 | 52.4 ± 6.3 | 50.6 ± 8.7 | 53.6 ± 6.3 | 47.3 ±10.8 | 72.0 ± 9.5 | 65.2 ±19.7 | 51.4 ± 2.4 |
| In further study after training | 49.0 ± 4.2 | 34.9 ± 4.5 | 31.8 ± 6.2 | 47.3 ± 8.8 | 35.9 ± 6.0 | 42.2 ±10.9 | 32.1 ±10.1 | 48.1 ±20.9 | 40.1 ± 2.3 |
| At TAFE | 64.8 ± 5.9 | 33.5 ± 7.7 | 48.0 ±12.2 | 63.7 ±12.0 | 41.5 ±10.3 | 68.2 ±15.9 | 51.1 ±19.0 | 50.4 ±35.0 | 51.9 ± 3.8 |
| At University | 16.9 ± 5.2 | 19.8 ± 6.5 | 22.4 ± 9.8 | 20.3 ±10.7 | 16.2 ± 8.2 | 17.6 ±13.0 | 20.2 ±15.5 | np | 18.5 ± 3.1 |
| At private provider or other registered provider | 18.3 ± 4.5 | 46.7 ± 8.2 | 29.6 ±10.4 | 16.1 ± 7.8 | 42.3 ±10.3 | np | 28.7 ±16.6 | np | 29.6 ± 3.4 |
| 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 |

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (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> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 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 |
| 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 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.

Table 5A.47 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (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> |
|-----|---|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (f) | The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 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. | | | | | | | | |

TABLE 5A.48

Table 5A.48 **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 (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> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed or in further study | 80.8 ± 2.1 | 79.0 ± 2.2 | 79.7 ± 4.1 | 83.4 ± 4.6 | 84.7 ± 3.8 | 81.0 ±10.0 | 84.3 ± 5.2 | 78.9 ± 9.1 | 80.7 ± 1.3 |
| Employed after training | 61.8 ± 2.7 | 66.3 ± 2.6 | 67.0 ± 4.6 | 67.7 ± 6.1 | 68.2 ± 5.0 | 71.8 ±11.6 | 75.8 ± 6.1 | 73.7 ± 9.4 | 65.6 ± 1.6 |
| In further study after training | 39.9 ± 2.8 | 30.1 ± 2.6 | 32.0 ± 4.4 | 36.5 ± 6.2 | 37.9 ± 5.2 | 28.0 ±11.5 | 38.6 ± 6.8 | 29.2 ± 9.0 | 34.8 ± 1.6 |
| At TAFE | 66.1 ± 4.1 | 28.2 ± 4.6 | 42.3 ± 7.4 | 66.0 ±10.8 | 45.5 ± 8.9 | np | 47.8 ±11.9 | 42.0 ±17.6 | 48.8 ± 2.8 |
| At University | 19.4 ± 3.5 | 34.6 ± 5.1 | 33.0 ± 7.6 | 21.1 ±10.5 | 23.1 ± 8.0 | 32.3 ±22.2 | 25.0 ±10.1 | 36.0 ±17.0 | 26.3 ± 2.6 |
| At private provider or other registered provider | 14.6 ± 2.9 | 37.2 ± 5.0 | 24.7 ± 6.6 | 12.9 ± 5.2 | 31.5 ± 8.3 | 48.7 ±24.2 | 27.1 ± 9.8 | 22.0 ±11.4 | 24.9 ± 2.3 |
| 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 |

TABLE 5A.48

Table 5A.48 **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 (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> |
|--|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|
| 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 |
| 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 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.

Table 5A.48 **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 (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> |
|-----------|---|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (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). | | | | | | | | |
| (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.49

Table 5A.49 **Labour force status after the course of VET graduates who were unemployed 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> |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed | 43.7 ± 3.4 | 48.3 ± 3.3 | 48.1 ± 4.3 | 48.4 ± 6.3 | 45.0 ± 4.8 | 47.5 ± 8.7 | 58.2 ± 9.9 | 47.3 ±19.7 | 46.7 ± 1.8 |
| Unemployed | 46.8 ± 3.4 | 44.3 ± 3.3 | 45.2 ± 4.3 | 46.7 ± 6.2 | 49.9 ± 4.8 | 42.1 ± 8.6 | 35.5 ± 9.5 | 52.7 ±19.7 | 45.9 ± 1.8 |
| Not in the labour force | 9.2 ± 2.0 | 7.3 ± 1.7 | 6.5 ± 1.8 | 4.7 ± 2.7 | 4.7 ± 1.9 | 10.4 ± 5.3 | 6.3 ± 4.0 | – | 7.2 ± 0.9 |
| 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 |

TABLE 5A.49

Table 5A.49 **Labour force status after the course of VET graduates who were unemployed 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> |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2008 | | | | | | | | | |
| Employed | 49.1 ± 5.6 | 66.6 ± 6.7 | 64.6 ± 8.0 | 59.1 ±11.9 | 72.6 ±13.4 | 49.0 ±15.4 | 45.7 ±19.8 | 69.4 ±18.2 | 57.3 ± 3.5 |
| Unemployed | 39.5 ± 5.5 | 28.5 ± 6.4 | 28.2 ± 7.9 | 34.0 ±11.3 | 22.4 ±12.5 | 42.9 ±15.2 | 31.7 ±16.9 | 28.4 ±17.8 | 34.0 ± 3.4 |
| Not in the labour force | 10.3 ± 3.1 | 4.9 ± 2.5 | 6.6 ± 3.2 | 6.9 ± 5.9 | np | np | 22.6 ±17.7 | np | 8.2 ± 1.7 |
| 2007 | | | | | | | | | |
| Employed | 53.9 ± 3.7 | 62.0 ± 4.5 | 68.7 ± 4.5 | 59.6 ± 6.3 | 67.0 ± 6.7 | 62.4 ± 8.9 | 54.0 ±16.2 | 57.7 ±19.2 | 59.2 ± 2.2 |
| Unemployed | 36.8 ± 3.6 | 31.4 ± 4.3 | 22.5 ± 3.9 | 30.5 ± 5.9 | 25.0 ± 6.3 | 30.6 ± 8.5 | 32.6 ±14.9 | 37.6 ±19.6 | 32.3 ± 2.1 |
| Not in the labour force | 8.9 ± 2.1 | 6.3 ± 2.1 | 8.3 ± 2.8 | 9.6 ± 3.8 | 7.0 ± 3.2 | 6.9 ± 4.5 | 13.3 ±10.3 | np | 8.2 ± 1.2 |
| 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(c) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.49 **Labour force status after the course of VET graduates who were unemployed 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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (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: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.50

Table 5A.50 **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> |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed | 34.9 ±11.5 | 39.4 ±20.1 | 41.7 ±14.9 | 51.0 ±24.5 | 41.3 ±24.0 | 39.5 ±22.5 | 83.4 ±22.2 | 42.2 ±33.7 | 40.0 ± 7.3 |
| Unemployed | 47.2 ±12.9 | 55.7 ±20.7 | 44.8 ±15.1 | 46.7 ±23.9 | 52.3 ±23.8 | 50.3 ±23.3 | np | 57.8 ±33.7 | 48.2 ± 7.5 |
| Not in the labour force | 17.9 ±12.3 | np | 11.3 ± 8.4 | np | np | np | np | – | 11.4 ± 5.8 |
| 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 |

TABLE 5A.50

Table 5A.50 **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> |
|-------------------------|------------|------------|------------|------------|-----------|------------|------------|------------|-------------|
| 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 |
| 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.
- (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.50 **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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (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). | | | | | | | | | |

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.51

Table 5A.51 **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)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed | 44.5 ± 3.6 | 48.6 ± 3.4 | 48.6 ± 4.5 | 48.0 ± 6.5 | 45.1 ± 4.9 | 48.9 ± 9.4 | 55.9 ±10.6 | 51.1 ±23.9 | 47.0 ± 1.9 |
| Unemployed | 46.7 ± 3.5 | 44.1 ± 3.3 | 45.3 ± 4.5 | 46.9 ± 6.4 | 49.8 ± 4.9 | 40.7 ± 9.3 | 37.9 ±10.2 | 48.9 ±23.9 | 45.8 ± 1.8 |
| Not in the labour force | 8.5 ± 1.8 | 7.3 ± 1.7 | 6.1 ± 1.8 | 4.9 ± 2.9 | 4.6 ± 2.0 | 10.5 ± 5.7 | 6.1 ± 4.1 | – | 7.0 ± 0.9 |
| 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 |

TABLE 5A.51

Table 5A.51 **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)**

| | <i>NSW</i> | <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 | | | | | | | | | |
| 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 |
| 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(b) Some data 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) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.51 **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)**

| | <i>NSW</i> | <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) 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.52

Table 5A.52 **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> |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Employed | 90.4 ± 1.0 | 89.5 ± 1.2 | 89.9 ± 1.5 | 90.4 ± 1.8 | 91.5 ± 1.4 | 90.5 ± 2.7 | 92.0 ± 2.1 | 92.5 ± 3.0 | 90.3 ± 0.6 |
| Unemployed | 5.6 ± 0.8 | 7.8 ± 1.0 | 6.0 ± 1.2 | 6.0 ± 1.1 | 5.3 ± 1.1 | 5.4 ± 2.3 | 5.1 ± 1.8 | 2.6 ± 1.8 | 6.2 ± 0.5 |
| Not in the labour force | 3.9 ± 0.7 | 2.7 ± 0.6 | 3.7 ± 1.0 | 3.5 ± 1.4 | 2.9 ± 0.9 | 3.7 ± 1.4 | 2.8 ± 1.3 | 5.0 ± 2.5 | 3.3 ± 0.3 |
| 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 |

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.52 **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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(d) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

(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.53

Table 5A.53 **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> |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Highly relevant | 56.5 ± 1.9 | 48.1 ± 2.2 | 58.6 ± 2.2 | 61.3 ± 3.0 | 52.6 ± 2.6 | 61.0 ± 4.1 | 54.8 ± 4.1 | 62.8 ± 5.1 | 54.5 ± 1.0 |
| Some relevance | 24.7 ± 1.6 | 28.2 ± 1.9 | 23.6 ± 1.9 | 21.9 ± 2.4 | 28.0 ± 2.3 | 25.1 ± 3.6 | 25.6 ± 3.4 | 24.4 ± 4.9 | 25.7 ± 0.9 |
| Very little relevance | 7.9 ± 1.0 | 9.4 ± 1.2 | 6.6 ± 1.1 | 6.5 ± 1.5 | 6.3 ± 1.2 | 6.7 ± 2.0 | 9.3 ± 2.5 | 5.5 ± 3.5 | 7.8 ± 0.5 |
| Not relevant at all | 10.9 ± 1.1 | 14.3 ± 1.9 | 11.2 ± 1.4 | 10.3 ± 1.7 | 13.1 ± 1.8 | 7.2 ± 2.1 | 10.3 ± 2.8 | 7.2 ± 2.7 | 12.0 ± 0.7 |
| 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 |

TABLE 5A.53

Table 5A.53 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> |
|---------------------|------------|------------|------------|------------|------------|------------|------------|-----------|-------------|
| 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 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) Proportions may not sum to 100 per cent due to rounding.
- (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.54

Table 5A.54 **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> |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Obtained a job | 30.6 ± 1.8 | 30.3 ± 2.0 | 31.0 ± 2.2 | 35.6 ± 3.3 | 27.4 ± 2.3 | 28.1 ± 4.0 | 30.9 ± 3.8 | 35.3 ± 5.4 | 30.6 ± 0.9 |
| An increase in earnings | 26.2 ± 1.8 | 19.8 ± 1.7 | 26.2 ± 2.1 | 26.5 ± 3.2 | 20.3 ± 2.1 | 28.6 ± 4.2 | 26.9 ± 3.7 | 38.9 ± 5.4 | 23.8 ± 0.9 |
| A promotion (or increased status at work) | 32.3 ± 1.8 | 22.9 ± 1.7 | 32.2 ± 2.3 | 37.3 ± 3.4 | 30.6 ± 2.4 | 37.4 ± 4.3 | 37.4 ± 3.9 | 46.2 ± 5.9 | 30.2 ± 0.9 |
| Change of job or new job | 18.8 ± 1.5 | 16.3 ± 1.5 | 18.0 ± 1.8 | 18.7 ± 2.5 | 16.4 ± 1.9 | 18.7 ± 3.5 | 13.6 ± 2.7 | 24.7 ± 4.6 | 17.6 ± 0.8 |
| Ability to start own business | 8.8 ± 1.1 | 9.7 ± 1.0 | 7.6 ± 1.2 | 6.6 ± 1.5 | 7.5 ± 1.4 | 4.4 ± 2.4 | 5.7 ± 2.0 | 9.9 ± 3.3 | 8.3 ± 0.5 |
| At least one benefit | 77.6 ± 1.6 | 69.9 ± 2.2 | 76.0 ± 1.9 | 79.4 ± 2.2 | 73.6 ± 2.2 | 77.8 ± 3.4 | 76.8 ± 3.3 | 81.6 ± 4.5 | 74.8 ± 0.9 |
| 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 |

TABLE 5A.54

Table 5A.54 **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> |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2011 | | | | | | | | | |
| Obtained a job | 30.2 ± 1.5 | 35.4 ± 1.6 | 39.0 ± 1.5 | 36.0 ± 1.6 | 31.0 ± 2.1 | 35.2 ± 3.4 | 28.1 ± 3.9 | 34.1 ± 5.5 | 33.9 ± 0.7 |
| An increase in earnings | 25.0 ± 1.4 | 28.0 ± 1.4 | 31.8 ± 1.5 | 32.4 ± 1.6 | 25.7 ± 2.0 | 32.5 ± 3.3 | 29.5 ± 3.9 | 36.5 ± 5.2 | 28.3 ± 0.7 |
| A promotion (or increased status at work) | 32.6 ± 1.5 | 28.8 ± 1.4 | 29.7 ± 1.4 | 32.5 ± 1.6 | 31.9 ± 2.1 | 31.2 ± 3.3 | 39.3 ± 4.1 | 37.0 ± 5.2 | 31.3 ± 0.7 |
| Change of job or new job | 18.4 ± 1.2 | 17.1 ± 1.1 | 20.5 ± 1.2 | 19.5 ± 1.3 | 18.9 ± 1.8 | 20.5 ± 2.8 | 16.0 ± 2.9 | 22.8 ± 4.6 | 18.7 ± 0.6 |
| Ability to start own business | 7.8 ± 0.8 | 8.1 ± 0.8 | 9.3 ± 0.9 | 7.7 ± 0.9 | 6.0 ± 1.2 | 6.5 ± 1.8 | 6.5 ± 2.2 | 5.6 ± 2.2 | 7.9 ± 0.4 |
| At least one benefit | 78.3 ± 1.2 | 79.6 ± 1.3 | 82.7 ± 1.1 | 79.9 ± 1.3 | 75.6 ± 2.0 | 80.9 ± 2.8 | 79.5 ± 3.3 | 82.1 ± 4.1 | 79.6 ± 0.6 |
| 2010 | | | | | | | | | |
| Obtained a job | 34.3 ± 2.3 | 35.3 ± 2.7 | 42.3 ± 2.8 | 38.9 ± 3.1 | 36.4 ± 4.8 | 34.6 ± 4.4 | 29.9 ± 5.9 | 37.0 ± 7.0 | 36.7 ± 1.2 |
| An increase in earnings | 29.3 ± 2.3 | 29.4 ± 2.7 | 38.4 ± 2.7 | 37.5 ± 3.1 | 30.1 ± 4.9 | 40.4 ± 5.0 | 33.9 ± 5.9 | 41.6 ± 7.6 | 32.6 ± 1.2 |
| A promotion (or increased status at work) | 31.0 ± 2.3 | 29.5 ± 2.6 | 29.3 ± 2.6 | 33.0 ± 3.0 | 31.1 ± 4.7 | 37.7 ± 5.0 | 37.9 ± 6.4 | 36.7 ± 7.8 | 31.0 ± 1.2 |
| Change of job or new job | 19.2 ± 2.0 | 17.7 ± 2.2 | 22.2 ± 2.5 | 21.2 ± 2.5 | 18.5 ± 3.9 | 21.2 ± 3.9 | 17.9 ± 4.9 | 27.4 ± 7.2 | 19.8 ± 1.1 |
| Ability to start own business | 8.6 ± 1.4 | 7.1 ± 1.4 | 8.5 ± 1.5 | 9.5 ± 1.9 | 4.9 ± 1.9 | 6.4 ± 1.9 | 10.9 ± 4.4 | 11.3 ± 5.1 | 8.1 ± 0.7 |
| At least one benefit | 75.3 ± 2.1 | 76.8 ± 2.4 | 80.5 ± 2.2 | 79.7 ± 2.4 | 77.4 ± 4.6 | 84.3 ± 3.4 | 76.8 ± 4.9 | 74.4 ± 6.9 | 77.6 ± 1.1 |

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(c) Graduates can state multiple benefits, so proportions will not sum to 100 per cent.

(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.55

Table 5A.55 **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> |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Obtained a job | 37.5 ± 8.5 | 56.5 ±24.8 | 42.9 ±10.8 | 40.9 ±14.8 | 38.4 ±18.9 | 46.3 ±16.1 | 51.1 ±17.6 | 46.2 ±16.6 | 42.6 ± 6.1 |
| An increase in earnings | 34.3 ± 9.0 | 16.4 ±13.3 | 34.4 ±10.5 | 35.1 ±15.3 | 24.2 ±15.7 | 30.1 ±15.6 | 45.4 ±17.6 | 36.8 ±16.3 | 31.8 ± 5.3 |
| A promotion (or increased status at work) | 33.7 ± 8.1 | 19.3 ±15.0 | 34.8 ±10.6 | 37.2 ±15.8 | 37.4 ±20.5 | 29.8 ±14.8 | 52.3 ±17.6 | 47.9 ±16.7 | 33.7 ± 5.2 |
| Change of job or new job | 23.8 ± 7.4 | 19.7 ±14.5 | 23.3 ± 8.9 | 37.2 ±15.4 | np | 27.4 ±14.8 | 14.4 ±11.4 | 27.8 ±15.0 | 23.7 ± 4.5 |
| Ability to start own business | 7.6 ± 3.3 | np | 6.9 ± 4.2 | 13.7 ± 9.8 | np | np | np | np | 7.3 ± 2.1 |
| At least one benefit | 80.2 ± 7.8 | 78.8 ±15.4 | 79.3 ± 9.4 | 78.3 ±12.9 | 81.9 ±16.0 | 64.2 ±15.0 | 81.6 ±14.0 | 89.8 ± 9.2 | 79.7 ± 4.5 |
| 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 |

TABLE 5A.55

Table 5A.55 **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> |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 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 |
| 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 |

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.

Table 5A.55 **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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) Graduates can state multiple benefits, so proportions will not sum to 100 per cent.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 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.56

Table 5A.56 **Proportion of VET graduates who improved their employment circumstances after training (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> |
|------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | 59.0 ± 1.4 | 55.9 ± 1.7 | 62.0 ± 1.8 | 63.0 ± 2.4 | 59.2 ± 2.1 | 62.6 ± 3.4 | 68.0 ± 3.2 | 69.1 ± 4.7 | 59.3 ± 0.8 |
| 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.57

Table 5A.57 **VET graduates who improved their employment circumstances after training (a), (b), (c), (d), (e)**

| | <i>LOTE</i> | <i>Disability</i> | <i>Remote & Very Remote</i> | <i>All graduates</i> |
|------|-------------|-------------------|---------------------------------|----------------------|
| 2014 | 53.1 ± 1.7 | 41.0 ± 2.4 | 63.8 ± 4.9 | 59.3 ± 0.8 |
| 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 |
| 2006 | 56.9 ± 2.2 | 50.1 ± 3.0 | 69.8 ± 3.8 | 66.7 ± 0.8 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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 ARIA+, which was developed by 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/reserach/projects/category/about_aria.html

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.58

Table 5A.58 **Proportion of Aboriginal and Torres Strait Islander VET graduates who improved their employment circumstances after training (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> |
|------|------------|-------------------|------------|------------|-------------------|------------|------------|------------|-------------|
| 2014 | 53.4 ± 6.5 | 50.6 ±19.2 | 54.2 ± 8.5 | 50.4 ±10.9 | 48.9 ±13.2 | 48.3 ±12.0 | 80.6 ±10.2 | 60.7 ±12.6 | 53.3 ± 4.3 |
| 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 | <i>24.6 ±18.1</i> | 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 | <i>34.3 ±18.3</i> | 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 | <i>55.0 ±33.3</i> | 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) 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.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey 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.59

Table 5A.59 **Proportion of non-Indigenous VET graduates who improved their employment circumstances after training (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> |
|------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | 59.3 ± 1.4 | 56.0 ± 1.7 | 62.6 ± 1.9 | 63.3 ± 2.5 | 59.4 ± 2.1 | 63.8 ± 3.6 | 67.6 ± 3.3 | 71.2 ± 4.9 | 59.5 ± 0.8 |
| 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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> |
|---|------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | |
| Not employed before training to employed after training | 15.7 ± 4.5 | 14.7 ± 8.7 | 12.9 ± 5.0 | 15.9 ± 9.6 | 16.3 ± 9.6 | 11.8 ± 7.9 | 27.1 ± 14.1 | 5.9 ± 5.2 | 14.7 ± 2.7 |
| Employed at a higher skill level after training | 7.6 ± 3.4 | 2.6 ± 2.7 | 8.4 ± 4.4 | 7.3 ± 6.2 | np | 7.7 ± 6.2 | 21.8 ± 12.3 | 6.3 ± 6.0 | 7.3 ± 1.9 |
| Received a job-related benefit | 51.6 ± 6.5 | 43.6 ± 19.3 | 53.4 ± 8.5 | 46.9 ± 11.0 | 47.7 ± 13.2 | 46.3 ± 12.0 | 69.6 ± 13.1 | 59.7 ± 12.6 | 50.7 ± 4.3 |
| Total with improved employment status after training | 53.4 ± 6.5 | 50.6 ± 19.2 | 54.2 ± 8.5 | 50.4 ± 10.9 | 48.9 ± 13.2 | 48.3 ± 12.0 | 80.6 ± 10.2 | 60.7 ± 12.6 | 53.3 ± 4.3 |
| Non-Indigenous graduates | | | | | | | | | |
| Not employed before training to employed after training | 13.2 ± 1.1 | 14.7 ± 1.2 | 12.5 ± 1.3 | 13.1 ± 1.8 | 12.6 ± 1.4 | 12.7 ± 2.4 | 13.2 ± 2.8 | 6.3 ± 2.2 | 13.4 ± 0.6 |
| Employed at a higher skill level after training | 9.7 ± 0.9 | 8.9 ± 1.1 | 11.5 ± 1.3 | 11.0 ± 2.0 | 8.2 ± 1.2 | 14.1 ± 3.0 | 13.1 ± 2.5 | 11.4 ± 3.2 | 9.8 ± 0.5 |
| Received a job-related benefit | 55.9 ± 1.5 | 51.1 ± 1.7 | 59.1 ± 1.9 | 60.0 ± 2.6 | 55.9 ± 2.1 | 60.6 ± 3.6 | 63.1 ± 3.5 | 69.9 ± 4.9 | 55.6 ± 0.8 |
| Total with improved employment status after training | 59.3 ± 1.4 | 56.0 ± 1.7 | 62.6 ± 1.9 | 63.3 ± 2.5 | 59.4 ± 2.1 | 63.8 ± 3.6 | 67.6 ± 3.3 | 71.2 ± 4.9 | 59.5 ± 0.8 |
| All graduates (g) | | | | | | | | | |
| Not employed before training to employed after training | 13.2 ± 1.0 | 14.6 ± 1.1 | 12.6 ± 1.3 | 13.2 ± 1.8 | 12.6 ± 1.4 | 12.5 ± 2.3 | 13.8 ± 2.7 | 6.1 ± 2.0 | 13.4 ± 0.6 |
| Employed at a higher skill level after training | 9.6 ± 0.9 | 8.7 ± 1.1 | 11.3 ± 1.3 | 10.9 ± 1.9 | 8.2 ± 1.2 | 13.6 ± 2.8 | 13.4 ± 2.5 | 10.2 ± 2.9 | 9.7 ± 0.5 |
| Received a job-related benefit | 55.6 ± 1.4 | 51.0 ± 1.7 | 58.7 ± 1.8 | 59.5 ± 2.5 | 55.8 ± 2.1 | 59.5 ± 3.5 | 63.3 ± 3.3 | 67.8 ± 4.8 | 55.4 ± 0.8 |
| Total with improved employment status after training | 59.0 ± 1.4 | 55.9 ± 1.7 | 62.0 ± 1.8 | 63.0 ± 2.4 | 59.2 ± 2.1 | 62.6 ± 3.4 | 68.0 ± 3.2 | 69.1 ± 4.7 | 59.3 ± 0.8 |

TABLE 5A.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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> |
|-----|---|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) | This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers. | | | | | | | | |
| (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) | 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. | | | | | | | | |
| (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 \pm 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). | | | | | | | | |
| (g) | 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.61

Table 5A.61 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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> |
|------------------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| Major cities | 56.7 ± 1.8 | 55.6 ± 1.8 | 58.9 ± 2.3 | 61.8 ± 2.8 | 58.0 ± 2.5 | np | 67.8 ± 3.4 | np | 57.6 ± 0.9 |
| Inner regional | 63.3 ± 2.7 | 55.4 ± 4.2 | 66.4 ± 4.1 | 70.5 ± 6.1 | 62.4 ± 5.6 | 66.1 ± 4.3 | 65.5 ± 12.4 | np | 61.6 ± 1.9 |
| Outer regional | 63.3 ± 3.9 | 64.1 ± 7.8 | 67.6 ± 5.1 | 60.5 ± 9.0 | 62.7 ± 5.7 | 55.6 ± 6.0 | 74.3 ± 22.1 | 69.6 ± 6.1 | 63.7 ± 2.3 |
| Remote and very remote | 56.0 ± 14.5 | np | 69.2 ± 11.1 | 64.0 ± 9.6 | 60.7 ± 10.8 | 65.2 ± 16.0 | np | 68.0 ± 7.8 | 63.8 ± 4.9 |
| All students | 59.0 ± 1.4 | 55.9 ± 1.7 | 62.0 ± 1.8 | 63.0 ± 2.4 | 59.2 ± 2.1 | 62.6 ± 3.4 | 68.0 ± 3.2 | 69.1 ± 4.7 | 59.3 ± 0.8 |
| 2013 | | | | | | | | | |
| Major cities | 56.1 ± 1.6 | 55.7 ± 2.8 | 64.0 ± 2.0 | 63.2 ± 1.7 | 58.6 ± 2.1 | 100.0 | 63.4 ± 3.1 | 77.8 ± 20.0 | 58.3 ± 1.2 |
| Inner regional | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 61.9 ± 21.4 | – | 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 | 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 | 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 | 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 | 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 | 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 | 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.61

Table 5A.61 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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 | | | | | | | | | |
| Major cities | 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 | 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 | 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 | 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 | 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 |

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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 ARIA+, which was developed by 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/reserach/projects/category/about_aria.html

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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> |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | |
| Aboriginal and Torres Strait Islander graduates | | | | | | | | | |
| Not employed before training to employed after training | 13.5 ± 4.3 | 16.4 ±10.8 | 10.5 ± 4.7 | 17.9 ±12.4 | 14.9 ± 9.0 | 11.5 ± 8.9 | 25.1 ±16.8 | 5.5 ± 5.3 | 13.5 ± 2.8 |
| Employed at a higher skill level after training | 9.0 ± 4.1 | np | 8.1 ± 4.7 | 10.0 ± 8.3 | np | np | 26.6 ±15.2 | 6.6 ± 6.3 | 8.3 ± 2.3 |
| Received a job-related benefit | 52.1 ± 6.9 | 55.3 ±22.0 | 53.6 ± 8.9 | 54.4 ±13.1 | 53.5 ±14.5 | 42.3 ±13.3 | 77.6 ±13.6 | 61.1 ±12.8 | 53.8 ± 4.7 |
| Total with improved employment status after training | 53.5 ± 6.9 | 62.2 ±21.4 | 53.9 ± 8.9 | 59.1 ±12.7 | 55.1 ±14.5 | 44.8 ±13.4 | 88.8 ± 7.9 | 62.2 ±12.9 | 56.2 ± 4.7 |
| Non-Indigenous graduates | | | | | | | | | |
| Not employed before training to employed after training | 12.2 ± 1.1 | 13.4 ± 1.2 | 11.6 ± 1.3 | 11.2 ± 1.9 | 11.6 ± 1.5 | 12.3 ± 2.6 | 12.0 ± 2.8 | 5.7 ± 2.2 | 12.3 ± 0.6 |
| Employed at a higher skill level after training | 9.1 ± 0.9 | 9.0 ± 1.2 | 11.0 ± 1.4 | 9.9 ± 2.1 | 8.1 ± 1.3 | 14.2 ± 3.3 | 14.0 ± 2.7 | 11.6 ± 3.4 | 9.5 ± 0.6 |
| Received a job-related benefit | 56.8 ± 1.5 | 52.3 ± 1.8 | 60.4 ± 2.0 | 62.6 ± 2.8 | 56.6 ± 2.2 | 62.1 ± 3.9 | 64.8 ± 3.6 | 70.0 ± 5.1 | 56.8 ± 0.9 |
| Total with improved employment status after training | 59.6 ± 1.5 | 57.1 ± 1.8 | 63.1 ± 2.0 | 65.0 ± 2.8 | 59.8 ± 2.2 | 64.9 ± 3.8 | 68.1 ± 3.5 | 71.0 ± 5.0 | 60.2 ± 0.9 |
| All graduates (g) | | | | | | | | | |
| Not employed before training to employed after training | 12.2 ± 1.1 | 13.4 ± 1.2 | 11.6 ± 1.3 | 11.5 ± 1.8 | 11.6 ± 1.5 | 12.1 ± 2.4 | 12.6 ± 2.8 | 5.6 ± 2.1 | 12.3 ± 0.6 |
| Employed at a higher skill level after training | 9.1 ± 0.9 | 8.8 ± 1.2 | 10.8 ± 1.3 | 9.9 ± 2.1 | 8.1 ± 1.2 | 13.5 ± 3.1 | 14.5 ± 2.7 | 10.4 ± 3.0 | 9.4 ± 0.5 |
| Received a job-related benefit | 56.4 ± 1.5 | 52.4 ± 1.8 | 59.9 ± 2.0 | 62.3 ± 2.7 | 56.6 ± 2.2 | 60.8 ± 3.7 | 65.2 ± 3.5 | 68.3 ± 4.9 | 56.7 ± 0.8 |
| Total with improved employment status after training | 59.3 ± 1.5 | 57.2 ± 1.8 | 62.5 ± 1.9 | 64.8 ± 2.7 | 59.8 ± 2.2 | 63.4 ± 3.7 | 68.8 ± 3.3 | 69.3 ± 4.8 | 60.1 ± 0.8 |

TABLE 5A.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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 | | | | | | | | | |
| 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 (g) | | | | | | | | | |
| 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.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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> |
|-----|---|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| (a) | This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers. | | | | | | | | |
| (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) | 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. | | | | | | | | |
| (e) | The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 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). | | | | | | | | |
| (g) | 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.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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> |
|---|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| Certificate level I/II | | | | | | | | | |
| Not employed before training to employed after training | 16.4 ± 2.6 | 22.3 ± 2.6 | 17.7 ± 4.5 | 15.1 ± 3.6 | 16.9 ± 2.8 | 18.6 ± 5.5 | 32.7 ± 11.6 | 8.8 ± 5.4 | 18.8 ± 1.4 |
| Employed at a higher skill level after training | 3.2 ± 1.0 | 5.7 ± 1.4 | 7.1 ± 3.0 | 12.5 ± 4.3 | 5.8 ± 2.0 | 7.2 ± 3.6 | np | 9.4 ± 6.6 | 6.0 ± 0.9 |
| Received a job-related benefit | 34.0 ± 3.0 | 39.5 ± 3.0 | 43.2 ± 5.8 | 43.2 ± 5.7 | 42.0 ± 3.7 | 36.8 ± 6.6 | 38.9 ± 11.5 | 49.3 ± 12.0 | 39.4 ± 1.7 |
| Total with improved employment status after training | 38.5 ± 3.1 | 47.1 ± 3.1 | 49.8 ± 5.9 | 49.5 ± 5.5 | 47.7 ± 3.7 | 43.0 ± 6.8 | 48.9 ± 11.4 | 53.0 ± 12.2 | 45.8 ± 1.7 |
| Certificate level III/IV | | | | | | | | | |
| Not employed before training to employed after training | 13.1 ± 1.3 | 14.1 ± 1.6 | 13.2 ± 1.6 | 13.2 ± 2.2 | 12.5 ± 1.9 | 12.1 ± 3.0 | 12.8 ± 3.4 | 5.9 ± 2.4 | 13.2 ± 0.7 |
| Employed at a higher skill level after training | 10.8 ± 1.2 | 8.1 ± 1.2 | 11.9 ± 1.5 | 10.1 ± 2.4 | 9.3 ± 1.6 | 15.9 ± 3.9 | 11.9 ± 3.0 | 10.9 ± 3.4 | 10.1 ± 0.6 |
| Received a job-related benefit | 59.5 ± 1.8 | 53.6 ± 2.0 | 61.0 ± 2.2 | 62.8 ± 3.0 | 60.4 ± 2.8 | 67.2 ± 4.4 | 64.8 ± 4.2 | 70.9 ± 5.4 | 59.0 ± 1.0 |
| Total with improved employment status after training | 62.9 ± 1.7 | 57.9 ± 2.0 | 63.7 ± 2.2 | 65.7 ± 2.9 | 63.3 ± 2.7 | 69.6 ± 4.3 | 68.3 ± 4.0 | 71.7 ± 5.4 | 62.3 ± 0.9 |
| Diploma and Above | | | | | | | | | |
| Not employed before training to employed after training | 11.5 ± 2.3 | 7.4 ± 1.7 | 8.1 ± 1.9 | 10.8 ± 4.3 | 5.5 ± 2.7 | 5.4 ± 3.9 | 10.5 ± 4.7 | np | 8.8 ± 1.0 |
| Employed at a higher skill level after training | 10.1 ± 2.0 | 13.6 ± 3.7 | 11.4 ± 2.9 | 12.5 ± 4.0 | 8.2 ± 3.0 | 14.8 ± 7.4 | 19.9 ± 5.2 | np | 11.7 ± 1.5 |
| Received a job-related benefit | 57.8 ± 3.5 | 56.8 ± 4.9 | 58.6 ± 4.1 | 64.4 ± 6.5 | 61.6 ± 5.3 | 64.8 ± 7.9 | 66.9 ± 6.1 | 75.6 ± 14.4 | 59.0 ± 2.1 |
| Total with improved employment status after training | 60.4 ± 3.4 | 60.3 ± 4.9 | 62.5 ± 4.0 | 66.9 ± 6.5 | 63.5 ± 5.3 | 66.1 ± 7.8 | 72.9 ± 5.8 | 75.6 ± 14.4 | 62.0 ± 2.1 |

TABLE 5A.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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) | This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers. | | | | | | | | |
| (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). | | | | | | | | |

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

Source NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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> |
|---|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | |
| Certificate level I/II | | | | | | | | | |
| Not employed before training to employed after training | 13.9 ± 2.6 | 21.3 ± 3.2 | 15.6 ± 4.8 | 9.8 ± 4.2 | 15.6 ± 3.1 | 19.5 ± 6.8 | 32.7 ± 15.0 | 6.8 ± 5.4 | 16.9 ± 1.5 |
| Employed at a higher skill level after training | 2.6 ± 1.0 | 5.8 ± 1.8 | 5.8 ± 3.1 | 8.1 ± 3.8 | 5.5 ± 2.2 | np | np | 10.5 ± 7.3 | 5.1 ± 0.9 |
| Received a job-related benefit | 33.9 ± 3.3 | 40.7 ± 3.7 | 40.7 ± 6.6 | 39.8 ± 6.6 | 42.5 ± 4.2 | 33.6 ± 8.1 | 40.8 ± 14.9 | 50.3 ± 12.7 | 39.3 ± 1.9 |
| Total with improved employment status after training | 38.1 ± 3.4 | 48.7 ± 3.8 | 46.7 ± 6.7 | 44.9 ± 6.9 | 47.5 ± 4.3 | 38.6 ± 8.3 | 46.5 ± 14.7 | 53.6 ± 12.9 | 45.3 ± 2.0 |
| Certificate level III/IV | | | | | | | | | |
| Not employed before training to employed after training | 12.1 ± 1.3 | 13.5 ± 1.5 | 12.3 ± 1.6 | 12.2 ± 2.2 | 11.8 ± 2.0 | 12.0 ± 3.1 | 11.8 ± 3.5 | 5.6 ± 2.4 | 12.4 ± 0.7 |
| Employed at a higher skill level after training | 9.9 ± 1.2 | 8.1 ± 1.3 | 11.8 ± 1.6 | 9.6 ± 2.7 | 9.1 ± 1.7 | 16.2 ± 4.2 | 13.0 ± 3.4 | 10.9 ± 3.5 | 9.8 ± 0.7 |
| Received a job-related benefit | 59.9 ± 1.8 | 54.4 ± 2.1 | 61.5 ± 2.3 | 65.5 ± 3.2 | 60.4 ± 2.9 | 67.6 ± 4.7 | 66.6 ± 4.3 | 71.0 ± 5.5 | 59.7 ± 1.0 |
| Total with improved employment status after training | 62.7 ± 1.8 | 58.6 ± 2.1 | 63.9 ± 2.3 | 67.6 ± 3.2 | 63.2 ± 2.9 | 70.0 ± 4.6 | 69.0 ± 4.2 | 71.6 ± 5.5 | 62.7 ± 1.0 |
| Diploma and Above | | | | | | | | | |
| Not employed before training to employed after training | 11.5 ± 2.3 | 6.9 ± 1.7 | 7.5 ± 2.1 | 10.1 ± 4.6 | 5.6 ± 2.8 | 5.5 ± 4.0 | 10.0 ± 4.6 | np | 8.5 ± 1.1 |
| Employed at a higher skill level after training | 10.1 ± 2.0 | 12.9 ± 3.7 | 9.6 ± 2.7 | 12.6 ± 4.4 | 8.4 ± 3.0 | 15.3 ± 7.6 | 20.1 ± 5.2 | np | 11.3 ± 1.5 |
| Received a job-related benefit | 58.5 ± 3.5 | 56.7 ± 5.0 | 62.5 ± 4.4 | 66.2 ± 6.0 | 62.2 ± 5.3 | 64.9 ± 8.0 | 67.6 ± 6.1 | 75.3 ± 14.5 | 59.9 ± 2.2 |
| Total with improved employment status after training | 60.9 ± 3.5 | 60.3 ± 5.1 | 64.3 ± 4.3 | 68.3 ± 5.9 | 64.2 ± 5.3 | 66.2 ± 7.9 | 73.0 ± 5.8 | 75.3 ± 14.5 | 62.6 ± 2.2 |

TABLE 5A.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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 | | | | | | | | | |
| 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.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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) | This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers. | | | | | | | | |
| (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). | | | | | | | | |

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

Source NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **Government funded load pass rates by Indigenous 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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | |
| Reported as Aboriginal and Torres Strait Islander | 70.4 | 72.3 | 87.7 | 73.7 | 84.7 | 77.7 | 81.6 | 64.6 | 74.8 |
| Reported as non-Indigenous | 80.8 | 81.3 | 92.6 | 83.2 | 85.8 | 80.3 | 85.0 | 78.8 | 83.1 |
| Not reported | 88.1 | 89.6 | 92.6 | 81.0 | 92.2 | 89.8 | 95.2 | 85.4 | 89.1 |
| All students | 80.2 | 81.3 | 92.3 | 82.4 | 85.9 | 80.2 | 85.0 | 74.6 | 82.9 |
| 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.65

Table 5A.65 **Government funded load pass rates by Indigenous 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> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 |
| 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 |

Table 5A.65 **Government funded load pass rates by Indigenous 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.66

Table 5A.66 **Government funded load pass rates by region (per cent) (a), (b), (c), (d)**

| | <i>NSW</i> | <i>Vic (e)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (e)</i> | <i>ACT (e)</i> | <i>NT (e)</i> | <i>Aust</i> |
|------------------------|------------|----------------|------------|-----------|-----------|----------------|----------------|---------------|-------------|
| 2014 | | | | | | | | | |
| Major cities | 80.1 | 80.6 | 92.3 | 82.0 | 85.0 | 86.3 | 84.5 | 80.9 | 82.5 |
| Inner regional | 80.5 | 82.1 | 92.7 | 83.3 | 91.5 | 77.3 | 88.8 | 87.7 | 83.2 |
| Outer regional | 80.3 | 87.1 | 91.6 | 84.9 | 91.9 | 85.2 | 92.2 | 77.3 | 85.8 |
| Remote and very remote | 79.8 | 90.3 | 92.6 | 81.2 | 94.1 | 89.4 | 96.0 | 70.8 | 83.4 |
| All students | 80.2 | 81.3 | 92.3 | 82.4 | 85.9 | 80.2 | 85.0 | 74.6 | 82.9 |
| 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 |

TABLE 5A.66

Table 5A.66 **Government funded load pass rates by region (per cent) (a), (b), (c), (d)**

| | <i>NSW</i> | <i>Vic (e)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (e)</i> | <i>ACT (e)</i> | <i>NT (e)</i> | <i>Aust</i> |
|------------------------|------------|----------------|------------|-----------|-----------|----------------|----------------|---------------|-------------|
| 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 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) Student remoteness is based on the ARIA+, which was developed by the 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 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) 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.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.67

Table 5A.67 **Government funded load pass rates 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> |
|-------------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | |
| Reported as having a disability | 71.5 | 70.1 | 88.4 | 72.1 | 84.7 | 71.7 | 78.7 | 66.3 | 73.7 |
| Reported as not having a disability | 81.0 | 82.4 | 94.2 | 83.6 | 86.0 | 81.3 | 85.5 | 73.9 | 83.7 |
| Not reported disability | 91.9 | 80.6 | 87.3 | 76.9 | – | 87.2 | 96.5 | 94.1 | 85.5 |
| All students | 80.2 | 81.3 | 92.3 | 82.4 | 85.9 | 80.2 | 85.0 | 74.6 | 82.9 |
| 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 |

Table 5A.67 **Government funded load pass rates 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> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.68

Table 5A.68 **Government funded load pass rates by language spoken at home (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> |
|-----------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | |
| Language other than English | 77.7 | 78.4 | 91.7 | 81.1 | 77.1 | 54.2 | 83.4 | 63.2 | 78.7 |
| English | 81.1 | 82.6 | 92.2 | 83.3 | 89.1 | 82.6 | 84.8 | 79.0 | 84.2 |
| Not reported | 79.8 | 70.4 | 94.4 | 77.9 | 77.5 | 80.0 | 88.6 | 75.9 | 82.1 |
| All students | 80.2 | 81.3 | 92.3 | 82.4 | 85.9 | 80.2 | 85.0 | 74.6 | 82.9 |
| 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 |

Table 5A.68 **Government funded load pass rates by language spoken at home (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.69

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 73 722 | 142 203 | 77 931 | 27 993 | 21 121 | 6 568 | 3 517 | 3 511 | 356 566 |
| Aboriginal and Torres Strait Islander students | no. | 4 461 | 1 603 | 4 037 | 1 830 | 556 | 346 | 172 | 1 054 | 14 059 |
| Non-Indigenous | no. | 68 880 | 138 599 | 68 219 | 25 678 | 20 037 | 6 162 | 3 284 | 2 442 | 333 301 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 51.1 | 76.2 | 69.7 | 58.2 | 47.6 | 61.5 | 38.6 | 61.5 | 63.6 |
| Aboriginal and Torres Strait Islander students | % | 60.9 | 78.5 | 74.4 | 74.5 | 45.5 | 62.8 | 57.0 | 67.2 | 67.3 |
| Non-Indigenous | % | 50.7 | 76.2 | 71.8 | 62.0 | 47.8 | 61.6 | 38.6 | 59.5 | 64.3 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 14.4 | 22.6 | 25.7 | 16.8 | 15.6 | 15.9 | 11.8 | 15.2 | 19.4 |
| Aboriginal and Torres Strait Islander students | % | 13.2 | 16.2 | 22.4 | 11.2 | 9.7 | 16.0 | 16.3 | 10.9 | 14.6 |
| Non-Indigenous | % | 14.5 | 22.6 | 26.7 | 18.8 | 15.8 | 15.9 | 11.6 | 18.4 | 19.8 |
| 2013 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 70 372 | 142 940 | 59 618 | 28 144 | 30 086 | 6 908 | 3 635 | 3 854 | 345 557 |
| Aboriginal and Torres Strait Islander students | no. | 3 531 | 1 428 | 3 234 | 1 927 | 716 | 371 | 144 | 1 289 | 12 640 |
| Non-Indigenous | no. | 66 537 | 140 299 | 50 300 | 25 506 | 28 429 | 6 488 | 3 437 | 2 546 | 323 542 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 53.2 | 74.2 | 64.4 | 50.8 | 47.0 | 63.9 | 38.2 | 63.2 | 61.3 |
| Aboriginal and Torres Strait Islander students | % | 63.0 | 77.3 | 70.4 | 67.1 | 49.5 | 69.3 | 45.1 | 67.3 | 66.1 |
| Non-Indigenous | % | 53.0 | 74.2 | 65.8 | 53.7 | 46.7 | 63.7 | 37.9 | 61.3 | 61.9 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 13.6 | 20.4 | 20.0 | 15.7 | 16.2 | 15.8 | 12.4 | 17.2 | 17.5 |

TABLE 5A.69

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Aboriginal and Torres Strait Islander students | % | 11.1 | 14.1 | 18.2 | 11.9 | 11.1 | 16.4 | 14.8 | 13.4 | 13.3 |
| Non-Indigenous | % | 13.8 | 20.6 | 20.4 | 17.4 | 16.2 | 15.8 | 12.3 | 20.1 | 17.8 |
| 2012 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 79 521 | 161 218 | 63 036 | 28 400 | 21 083 | 7 257 | 5 198 | 3 507 | 369 220 |
| Aboriginal and Torres Strait Islander students | no. | 3 846 | 1 455 | 3 745 | 1 939 | 885 | 384 | 185 | 1 199 | 13 638 |
| Non-Indigenous | no. | 74 862 | 158 009 | 52 693 | 24 149 | 19 531 | 6 797 | 3 824 | 2 267 | 342 132 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 53.0 | 77.0 | 62.7 | 54.6 | 48.0 | 63.1 | 45.0 | 61.8 | 63.1 |
| Aboriginal and Torres Strait Islander students | % | 63.0 | 78.9 | 67.2 | 72.6 | 50.2 | 69.9 | 62.5 | 70.9 | 66.6 |
| Non-Indigenous | % | 53.0 | 77.5 | 64.3 | 59.2 | 47.6 | 62.8 | 39.6 | 57.8 | 64.2 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 15.0 | 22.7 | 18.6 | 15.5 | 14.2 | 14.6 | 17.1 | 14.3 | 18.3 |
| Aboriginal and Torres Strait Islander students | % | 12.7 | 16.1 | 16.5 | 11.5 | 11.7 | 15.3 | 23.0 | 11.8 | 13.6 |
| Non-Indigenous | % | 15.3 | 22.8 | 19.1 | 17.5 | 14.1 | 14.6 | 14.0 | 16.1 | 18.8 |
| 2011 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 70 790 | 113 311 | 65 200 | 29 392 | 20 051 | 6 914 | 4 874 | 3 360 | 313 892 |
| Aboriginal and Torres Strait Islander students | no. | 3 241 | 1 220 | 3 584 | 1 948 | 922 | 296 | 153 | 1 105 | 12 469 |
| Non-Indigenous | no. | 66 602 | 109 112 | 51 746 | 25 473 | 18 373 | 6 510 | 3 229 | 2 218 | 283 263 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 51.1 | 71.9 | 60.2 | 56.5 | 56.1 | 63.7 | 48.4 | 57.4 | 60.5 |
| Aboriginal and Torres Strait Islander students | % | 60.7 | 76.5 | 64.1 | 75.9 | 62.8 | 68.7 | 62.2 | 65.5 | 65.9 |
| Non-Indigenous | % | 53.1 | 72.3 | 61.6 | 62.9 | 55.9 | 63.7 | 44.4 | 54.1 | 62.2 |

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 14.2 | 18.6 | 18.6 | 15.9 | 18.2 | 13.0 | 17.8 | 13.5 | 16.9 |
| Aboriginal and Torres Strait Islander students | % | 11.6 | 15.5 | 15.1 | 11.6 | 16.3 | 12.6 | 23.0 | 10.7 | 13.1 |
| Non-Indigenous | % | 14.5 | 18.6 | 19.2 | 18.8 | 18.3 | 13.1 | 15.2 | 15.6 | 17.3 |
| 2010 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 66 551 | 73 505 | 58 191 | 30 710 | 11 453 | 6 717 | 4 907 | 2 813 | 254 847 |
| Aboriginal and Torres Strait Islander students | no. | 2 834 | 659 | 3 218 | 1 712 | 486 | 295 | 182 | 939 | 10 325 |
| Non-Indigenous | no. | 62 729 | 70 930 | 46 369 | 26 350 | 10 255 | 6 244 | 3 233 | 1 846 | 227 956 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 51.0 | 63.6 | 62.4 | 59.4 | 45.1 | 65.9 | 53.1 | 58.0 | 57.8 |
| Aboriginal and Torres Strait Islander students | % | 61.7 | 69.1 | 68.7 | 80.7 | 42.7 | 78.2 | 77.4 | 63.4 | 66.3 |
| Non-Indigenous | % | 52.8 | 63.6 | 65.5 | 65.3 | 47.0 | 65.6 | 52.0 | 55.6 | 59.6 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 14.0 | 15.2 | 17.8 | 16.7 | 11.2 | 11.6 | 18.0 | 11.5 | 15.2 |
| Aboriginal and Torres Strait Islander students | % | 11.0 | 9.7 | 15.9 | 10.6 | 8.8 | 13.1 | 25.4 | 9.6 | 11.8 |
| Non-Indigenous | % | 14.3 | 15.3 | 18.2 | 19.5 | 12.0 | 11.5 | 15.2 | 12.8 | 15.5 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.

(f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.70

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 54 810 | 115 844 | 52 602 | 16 458 | 17 580 | 4 779 | 2 811 | 2 095 | 266 979 |
| Aboriginal and Torres Strait Islander students | no. | 3 099 | 1 163 | 2 453 | 1 052 | 404 | 223 | 117 | 667 | 9 178 |
| Non-Indigenous | no. | 51 386 | 112 932 | 46 140 | 15 169 | 16 699 | 4 509 | 2 652 | 1 418 | 250 905 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 46.4 | 76.2 | 66.0 | 49.6 | 46.9 | 57.1 | 35.4 | 52.0 | 60.6 |
| Aboriginal and Torres Strait Islander students | % | 56.2 | 78.4 | 72.1 | 69.4 | 44.9 | 56.5 | 51.1 | 60.9 | 63.1 |
| Non-Indigenous | % | 46.0 | 76.2 | 67.9 | 53.8 | 47.2 | 57.3 | 35.5 | 48.8 | 61.2 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 15.7 | 23.3 | 24.7 | 13.8 | 15.9 | 15.0 | 11.9 | 11.9 | 19.6 |
| Aboriginal and Torres Strait Islander students | % | 14.9 | 15.7 | 21.3 | 8.9 | 9.5 | 15.2 | 16.6 | 9.1 | 14.1 |
| Non-Indigenous | % | 15.8 | 23.4 | 25.7 | 15.7 | 16.1 | 15.0 | 11.7 | 14.0 | 20.1 |
| 2013 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 50 930 | 114 955 | 37 958 | 16 485 | 24 635 | 4 825 | 2 981 | 2 459 | 255 228 |
| Aboriginal and Torres Strait Islander students | no. | 2 286 | 985 | 1 997 | 1 172 | 536 | 220 | 103 | 836 | 8 135 |
| Non-Indigenous | no. | 48 372 | 112 955 | 32 643 | 15 004 | 23 260 | 4 571 | 2 833 | 1 614 | 241 252 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 47.8 | 74.1 | 57.7 | 43.0 | 48.6 | 58.9 | 35.2 | 55.8 | 58.4 |
| Aboriginal and Torres Strait Islander students | % | 57.5 | 75.5 | 66.1 | 61.0 | 48.4 | 64.3 | 42.6 | 61.7 | 61.3 |
| Non-Indigenous | % | 47.6 | 74.2 | 59.5 | 46.3 | 48.3 | 58.7 | 34.8 | 53.2 | 59.1 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 14.7 | 21.7 | 18.4 | 12.7 | 16.7 | 14.5 | 12.5 | 14.4 | 17.8 |

TABLE 5A.70

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Aboriginal and Torres Strait Islander students | % | 12.1 | 13.8 | 17.1 | 9.8 | 11.4 | 15.1 | 15.1 | 11.5 | 12.8 |
| Non-Indigenous | % | 14.8 | 21.9 | 19.0 | 14.4 | 16.7 | 14.6 | 12.4 | 16.6 | 18.3 |
| 2012 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 58 125 | 121 391 | 41 040 | 16 899 | 17 151 | 5 051 | 4 228 | 2 386 | 266 271 |
| Aboriginal and Torres Strait Islander students | no. | 2 490 | 1 017 | 2 269 | 1 225 | 696 | 206 | 107 | 872 | 8 882 |
| Non-Indigenous | no. | 54 978 | 118 927 | 34 883 | 14 915 | 15 878 | 4 795 | 3 309 | 1 484 | 249 169 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 48.2 | 75.7 | 56.9 | 46.6 | 47.7 | 57.5 | 41.7 | 56.8 | 59.4 |
| Aboriginal and Torres Strait Islander students | % | 57.5 | 77.3 | 62.4 | 68.2 | 48.1 | 61.5 | 52.7 | 69.4 | 62.0 |
| Non-Indigenous | % | 48.2 | 76.3 | 58.5 | 52.2 | 47.4 | 57.4 | 37.8 | 51.2 | 60.5 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 16.4 | 23.4 | 17.6 | 13.1 | 15.1 | 13.3 | 17.1 | 13.0 | 18.6 |
| Aboriginal and Torres Strait Islander students | % | 14.0 | 16.7 | 15.3 | 9.9 | 13.1 | 12.9 | 19.6 | 11.4 | 13.4 |
| Non-Indigenous | % | 16.6 | 23.5 | 18.3 | 15.5 | 15.1 | 13.4 | 14.7 | 14.1 | 19.2 |
| 2011 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 52 361 | 84 396 | 45 096 | 17 619 | 16 318 | 4 829 | 3 930 | 2 413 | 226 962 |
| Aboriginal and Torres Strait Islander students | no. | 2 153 | 890 | 2 431 | 1 097 | 716 | 184 | 112 | 789 | 8 372 |
| Non-Indigenous | no. | 49 374 | 81 065 | 37 247 | 15 895 | 14 939 | 4 580 | 2 769 | 1 599 | 207 468 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 46.2 | 69.7 | 55.7 | 49.0 | 55.0 | 58.1 | 45.0 | 55.9 | 56.4 |
| Aboriginal and Torres Strait Islander students | % | 56.2 | 75.4 | 61.5 | 70.9 | 61.0 | 62.6 | 60.2 | 63.9 | 62.5 |
| Non-Indigenous | % | 48.2 | 70.1 | 57.6 | 56.4 | 54.7 | 58.2 | 42.2 | 52.6 | 58.3 |

TABLE 5A.70

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (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> |
|---|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 15.9 | 19.3 | 18.7 | 13.7 | 20.4 | 12.0 | 17.9 | 13.0 | 17.5 |
| Aboriginal and Torres Strait Islander students | % | 13.2 | 17.0 | 15.3 | 9.2 | 17.8 | 12.4 | 24.0 | 10.2 | 13.3 |
| Non-Indigenous | % | 16.2 | 19.3 | 19.3 | 17.1 | 20.5 | 12.1 | 16.2 | 15.0 | 18.0 |
| 2010 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| All | no. | 48 268 | 53 945 | 38 360 | 18 453 | 9 281 | 4 639 | 3 756 | 2 091 | 178 793 |
| Aboriginal and Torres Strait Islander students | no. | 1 861 | 463 | 2 104 | 894 | 402 | 163 | 108 | 701 | 6 696 |
| Non-Indigenous | no. | 45 551 | 51 961 | 31 083 | 16 655 | 8 324 | 4 354 | 2 445 | 1 369 | 161 742 |
| Proportion of all AQF qualifications completed | | | | | | | | | | |
| All | % | 45.9 | 60.1 | 56.9 | 52.2 | 44.2 | 60.8 | 49.2 | 57.5 | 53.0 |
| Aboriginal and Torres Strait Islander students | % | 57.0 | 66.8 | 64.7 | 75.2 | 42.4 | 71.8 | 71.5 | 62.9 | 61.8 |
| Non-Indigenous | % | 47.6 | 60.0 | 59.8 | 58.9 | 45.7 | 60.6 | 46.9 | 55.1 | 54.7 |
| Proportion of course enrolments by all students undertaking AQF qualifications | | | | | | | | | | |
| All | % | 15.5 | 15.7 | 17.0 | 14.7 | 12.8 | 10.7 | 17.3 | 11.7 | 15.4 |
| Aboriginal and Torres Strait Islander students | % | 12.3 | 10.4 | 15.5 | 7.8 | 10.2 | 11.5 | 24.2 | 9.8 | 11.6 |
| Non-Indigenous | % | 15.8 | 15.7 | 17.5 | 18.1 | 13.6 | 10.7 | 14.3 | 13.0 | 15.9 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

(e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.

(f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and RTO (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|---------------|----------------|---------------|---------------|---------------|----------------|----------------|---------------|----------------|
| 2014 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| Major cities | no. | 44 478 | 97 670 | 49 135 | 19 215 | 13 667 | 32 | 2 990 | 23 | 227 210 |
| Inner regional | no. | 19 023 | 32 964 | 15 805 | 2 908 | 2 426 | 3 950 | 251 | 23 | 77 350 |
| Outer regional | no. | 6 488 | 7 098 | 9 740 | 2 811 | 2 947 | 2 220 | 62 | 1 959 | 33 325 |
| Remote and very remote | no. | 785 | 393 | 2 547 | 2 039 | 798 | 301 | 2 | 1 268 | 8 133 |
| Remote | no. | 595 | 342 | 1 621 | 1 308 | 630 | 286 | 2 | 831 | 5 615 |
| Very remote | no. | 190 | 51 | 926 | 731 | 168 | 15 | – | 437 | 2 518 |
| Outside Australia | no. | 2 564 | 3 126 | 358 | 908 | 80 | 55 | 188 | 54 | 7 333 |
| Not known | no. | 384 | 952 | 346 | 112 | 1 203 | 10 | 24 | 184 | 3 215 |
| All students | no. | 73 722 | 142 203 | 77 931 | 27 993 | 21 121 | 6 568 | 3 517 | 3 511 | 356 566 |
| Proportion of all AQF qualification course completions | | | | | | | | | | |
| Major cities | % | 48.3 | 76.2 | 71.1 | 59.7 | 48.4 | 52.5 | 39.9 | 45.1 | 63.6 |
| Inner regional | % | 56.3 | 77.4 | 72.1 | 60.4 | 51.7 | 61.5 | 42.8 | 51.1 | 67.3 |
| Outer regional | % | 57.4 | 76.0 | 70.2 | 61.5 | 56.3 | 62.9 | 53.9 | 61.2 | 65.1 |
| Remote and very remote | % | 61.2 | 68.2 | 68.3 | 62.3 | 57.2 | 69.4 | 25.0 | 62.0 | 63.8 |
| Remote | % | 61.2 | 74.0 | 70.9 | 63.0 | 57.5 | 69.6 | 25.0 | 63.5 | 65.1 |
| Very remote | % | 61.5 | 44.7 | 64.0 | 61.2 | 55.8 | 65.2 | .. | 59.4 | 61.1 |
| Outside Australia | % | 43.9 | 52.0 | 11.4 | 28.0 | 1.7 | 23.8 | 20.9 | 14.6 | 29.9 |
| Not known | % | 45.7 | 77.6 | 62.8 | 65.9 | 46.5 | 55.6 | 31.2 | 68.4 | 56.0 |
| All students | % | 51.1 | 76.2 | 69.7 | 58.2 | 47.6 | 61.5 | 38.6 | 61.5 | 63.6 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 14.0 | 23.0 | 29.2 | 18.7 | 16.3 | 7.3 | 12.1 | 15.8 | 20.3 |
| Inner regional | % | 15.0 | 21.2 | 24.2 | 15.1 | 18.5 | 15.9 | 11.7 | 19.5 | 19.0 |

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|------------------------|----------|-------------|----------------|-------------|-------------|-------------|----------------|----------------|---------------|-------------|
| Outer regional | % | 14.0 | 23.4 | 21.1 | 14.5 | 18.3 | 16.0 | 13.1 | 17.9 | 18.1 |
| Remote and very remote | % | 10.9 | 23.6 | 18.4 | 10.5 | 17.0 | 15.9 | 10.0 | 12.2 | 13.7 |
| Remote | % | 11.3 | 25.5 | 19.6 | 12.2 | 17.9 | 16.3 | 13.3 | 13.5 | 15.2 |
| Very remote | % | 10.0 | 15.7 | 16.7 | 8.3 | 14.3 | 10.6 | .. | 10.3 | 11.4 |
| Outside Australia | % | 26.8 | 23.9 | 5.2 | 16.7 | 6.3 | 19.1 | 9.0 | 23.8 | 18.9 |
| Not known | % | 5.8 | 18.0 | 15.5 | 16.5 | 7.5 | 11.6 | 8.8 | 15.3 | 9.9 |
| All students | % | 14.4 | 22.6 | 25.7 | 16.8 | 15.6 | 15.9 | 11.8 | 15.2 | 19.4 |

2013**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

| | | | | | | | | | | |
|------------------------|------------|---------------|----------------|---------------|---------------|---------------|--------------|--------------|--------------|----------------|
| Major cities | no. | 43 576 | 100 422 | 34 821 | 18 237 | 20 546 | 30 | 2 987 | 43 | 220 662 |
| Inner regional | no. | 17 921 | 30 978 | 13 382 | 3 367 | 3 495 | 4 097 | 290 | 18 | 73 548 |
| Outer regional | no. | 6 021 | 6 386 | 8 163 | 3 420 | 3 824 | 2 427 | 103 | 2 002 | 32 346 |
| Remote and very remote | no. | 822 | 284 | 2 548 | 2 202 | 920 | 316 | 16 | 1 494 | 8 602 |
| Remote | no. | 613 | 237 | 1 410 | 1 461 | 787 | 306 | 11 | 954 | 5 779 |
| Very remote | no. | 209 | 47 | 1 138 | 741 | 133 | 10 | 5 | 540 | 2 823 |
| Outside Australia | no. | 1 288 | 3 909 | 474 | 814 | 98 | 31 | 169 | 116 | 6 899 |
| Not known | no. | 744 | 961 | 230 | 104 | 1 203 | 7 | 70 | 181 | 3 500 |
| All students | no. | 70 372 | 142 940 | 59 618 | 28 144 | 30 086 | 6 908 | 3 635 | 3 854 | 345 557 |

Proportion of all AQF qualification course completions

| | | | | | | | | | | |
|------------------------|---|------|------|------|------|------|------|------|------|------|
| Major cities | % | 50.9 | 73.3 | 64.0 | 49.5 | 49.2 | 42.3 | 39.3 | 50.0 | 60.7 |
| Inner regional | % | 58.3 | 77.1 | 68.6 | 58.2 | 48.4 | 61.9 | 44.0 | 37.5 | 66.4 |
| Outer regional | % | 58.9 | 80.2 | 67.6 | 59.9 | 52.9 | 69.0 | 41.4 | 64.2 | 64.6 |
| Remote and very remote | % | 58.8 | 70.8 | 65.5 | 55.9 | 49.9 | 66.1 | 51.6 | 61.1 | 59.6 |
| Remote | % | 58.5 | 71.4 | 65.7 | 57.7 | 52.1 | 66.4 | 47.8 | 63.2 | 60.4 |

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|--|----------|-------------|----------------|-------------|-------------|-------------|----------------|----------------|---------------|-------------|
| Very remote | % | 59.7 | 68.1 | 65.3 | 52.6 | 40.3 | 58.8 | 62.5 | 57.6 | 58.1 |
| Outside Australia | % | 29.5 | 54.9 | 17.6 | 26.4 | 1.6 | 22.1 | 17.1 | 28.6 | 27.9 |
| Not known | % | 73.4 | 73.4 | 55.0 | 61.5 | 21.0 | 33.3 | 24.6 | 68.3 | 38.0 |
| All students | % | 53.2 | 74.2 | 64.4 | 50.8 | 47.0 | 63.9 | 38.2 | 63.2 | 61.3 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 13.6 | 21.4 | 21.8 | 16.1 | 16.1 | 7.2 | 12.4 | 32.6 | 18.1 |
| Inner regional | % | 14.3 | 18.3 | 20.2 | 16.0 | 16.3 | 15.7 | 13.4 | 18.8 | 17.0 |
| Outer regional | % | 12.4 | 17.6 | 16.7 | 16.9 | 15.8 | 16.6 | 18.3 | 18.8 | 15.9 |
| Remote and very remote | % | 10.4 | 17.2 | 15.8 | 11.1 | 13.2 | 14.0 | 24.6 | 15.5 | 13.3 |
| Remote | % | 10.5 | 16.7 | 15.5 | 12.8 | 15.5 | 14.3 | 31.4 | 18.5 | 14.4 |
| Very remote | % | 10.3 | 19.7 | 16.2 | 8.7 | 7.1 | 8.5 | 16.7 | 12.0 | 11.6 |
| Outside Australia | % | 18.4 | 20.7 | 8.1 | 17.8 | 6.8 | 10.2 | 9.7 | 46.0 | 17.2 |
| Not known | % | 11.7 | 27.0 | 10.4 | 9.7 | 26.7 | 8.9 | 10.6 | 11.3 | 17.5 |
| All students | % | 13.6 | 20.4 | 20.0 | 15.7 | 16.2 | 15.8 | 12.4 | 17.2 | 17.5 |

2012**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

| | | | | | | | | | | |
|------------------------|-----|--------|---------|--------|--------|--------|-------|-------|-------|---------|
| Major cities | no. | 47 017 | 107 973 | 34 823 | 19 306 | 14 271 | 36 | 4 293 | 35 | 227 754 |
| Inner regional | no. | 20 932 | 38 652 | 14 613 | 2 933 | 2 505 | 4 389 | 423 | 25 | 84 472 |
| Outer regional | no. | 7 160 | 9 838 | 9 613 | 2 940 | 3 039 | 2 460 | 112 | 1 975 | 37 137 |
| Remote and very remote | no. | 1 151 | 346 | 2 871 | 2 179 | 883 | 305 | 16 | 1 285 | 9 036 |
| Remote | no. | 904 | 300 | 1 678 | 1 389 | 688 | 293 | 12 | 793 | 6 057 |
| Very remote | no. | 247 | 46 | 1 193 | 790 | 195 | 12 | 4 | 492 | 2 979 |
| Outside Australia | no. | 1 701 | 2 971 | 798 | 932 | 275 | 57 | 211 | 65 | 7 010 |
| Not known | no. | 1 560 | 1 438 | 318 | 110 | 110 | 10 | 143 | 122 | 3 811 |

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|---------------|----------------|---------------|---------------|---------------|----------------|----------------|---------------|----------------|
| All students | no. | 79 521 | 161 218 | 63 036 | 28 400 | 21 083 | 7 257 | 5 198 | 3 507 | 369 220 |
| Proportion of all AQF qualification course completions | | | | | | | | | | |
| Major cities | % | 50.1 | 76.5 | 63.2 | 55.1 | 47.9 | 62.1 | 46.0 | 46.7 | 62.5 |
| Inner regional | % | 58.4 | 78.3 | 65.5 | 58.5 | 47.1 | 61.1 | 49.7 | 50.0 | 67.1 |
| Outer regional | % | 60.2 | 82.2 | 65.2 | 58.2 | 54.5 | 67.1 | 54.9 | 63.6 | 66.1 |
| Remote and very remote | % | 63.5 | 75.2 | 66.0 | 56.0 | 54.1 | 71.4 | 53.3 | 59.3 | 61.2 |
| Remote | % | 63.8 | 77.3 | 67.2 | 54.6 | 55.2 | 71.1 | 57.1 | 61.8 | 61.8 |
| Very remote | % | 62.2 | 63.9 | 64.3 | 58.7 | 50.5 | 80.0 | 44.4 | 55.8 | 60.0 |
| Outside Australia | % | 25.6 | 45.7 | 19.6 | 31.0 | 17.0 | 33.7 | 18.5 | 23.7 | 29.9 |
| Not known | % | 63.0 | 79.9 | 54.3 | 67.5 | 16.5 | 47.6 | 41.2 | 62.9 | 60.9 |
| All students | % | 53.0 | 77.0 | 62.7 | 54.6 | 48.0 | 63.1 | 45.0 | 61.8 | 63.1 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 14.6 | 22.9 | 19.8 | 16.8 | 14.4 | 8.7 | 17.4 | 21.2 | 18.8 |
| Inner regional | % | 15.9 | 22.0 | 18.8 | 14.5 | 13.8 | 15.0 | 19.8 | 20.7 | 18.6 |
| Outer regional | % | 14.1 | 22.9 | 17.1 | 14.5 | 14.4 | 14.5 | 23.8 | 17.8 | 16.9 |
| Remote and very remote | % | 13.0 | 20.3 | 14.9 | 10.1 | 14.0 | 11.2 | 28.1 | 11.5 | 12.6 |
| Remote | % | 13.7 | 21.7 | 16.1 | 10.8 | 14.6 | 11.5 | 31.6 | 13.3 | 13.6 |
| Very remote | % | 10.8 | 14.2 | 13.5 | 9.1 | 12.0 | 6.7 | 21.1 | 9.5 | 11.0 |
| Outside Australia | % | 24.1 | 21.6 | 10.7 | 19.7 | 13.5 | 17.9 | 11.8 | 28.9 | 18.7 |
| Not known | % | 16.4 | 42.4 | 10.1 | 12.0 | 5.5 | 10.1 | 10.9 | 7.1 | 17.3 |
| All students | % | 15.0 | 22.7 | 18.6 | 15.5 | 14.2 | 14.6 | 17.1 | 14.3 | 18.3 |

2011

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

| | | | | | | | | | | |
|--------------|-----|--------|--------|--------|--------|--------|----|-------|----|---------|
| Major cities | no. | 43 827 | 72 913 | 36 098 | 20 187 | 12 309 | 36 | 4 007 | 67 | 189 444 |
|--------------|-----|--------|--------|--------|--------|--------|----|-------|----|---------|

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|---------------|----------------|---------------|---------------|---------------|----------------|----------------|---------------|----------------|
| Inner regional | no. | 17 653 | 27 591 | 15 146 | 2 863 | 2 167 | 4 258 | 372 | 22 | 70 072 |
| Outer regional | no. | 5 816 | 7 813 | 9 812 | 2 875 | 2 803 | 2 268 | 42 | 1 740 | 33 169 |
| Remote and very remote | no. | 727 | 310 | 3 022 | 2 237 | 866 | 289 | 8 | 1 342 | 8 801 |
| Remote | no. | 563 | 254 | 1 634 | 1 379 | 682 | 281 | 5 | 865 | 5 663 |
| Very remote | no. | 164 | 56 | 1 388 | 858 | 184 | 8 | 3 | 477 | 3 138 |
| Outside Australia | no. | 1 475 | 3 522 | 825 | 1 111 | 240 | 56 | 310 | 145 | 7 684 |
| Not known | no. | 1 292 | 1 162 | 297 | 119 | 1 666 | 7 | 135 | 44 | 4 722 |
| All students | no. | 70 790 | 113 311 | 65 200 | 29 392 | 20 051 | 6 914 | 4 874 | 3 360 | 313 892 |
| Proportion of all AQF qualification course completions | | | | | | | | | | |
| Major cities | % | 50.1 | 70.9 | 61.1 | 57.4 | 55.0 | 53.7 | 49.4 | 65.7 | 60.1 |
| Inner regional | % | 55.4 | 75.2 | 62.5 | 57.6 | 54.0 | 62.2 | 55.7 | 73.3 | 64.1 |
| Outer regional | % | 56.8 | 79.4 | 61.7 | 59.5 | 60.4 | 67.7 | 39.6 | 57.0 | 63.8 |
| Remote and very remote | % | 58.6 | 73.6 | 60.8 | 58.7 | 61.6 | 70.1 | 61.5 | 55.7 | 59.9 |
| Remote | % | 58.2 | 72.6 | 61.2 | 58.0 | 61.3 | 70.8 | 50.0 | 60.2 | 60.7 |
| Very remote | % | 60.1 | 78.9 | 60.3 | 59.9 | 62.8 | 53.3 | 100.0 | 49.0 | 58.5 |
| Outside Australia | % | 18.7 | 44.6 | 20.4 | 34.6 | 7.2 | 30.9 | 26.4 | 56.6 | 27.5 |
| Not known | % | 48.6 | 55.3 | 48.8 | 59.2 | 59.7 | 43.8 | 38.7 | 45.4 | 53.5 |
| All students | % | 51.1 | 71.9 | 60.2 | 56.5 | 56.1 | 63.7 | 48.4 | 57.4 | 60.5 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 14.6 | 18.8 | 20.3 | 17.3 | 20.4 | 6.2 | 18.3 | 33.3 | 17.8 |
| Inner regional | % | 14.3 | 17.8 | 18.8 | 14.2 | 17.9 | 13.5 | 20.5 | 29.7 | 16.5 |
| Outer regional | % | 12.2 | 18.5 | 16.9 | 14.3 | 18.0 | 12.8 | 11.6 | 16.5 | 15.6 |
| Remote and very remote | % | 10.0 | 14.0 | 14.7 | 10.8 | 18.6 | 9.8 | 25.0 | 10.1 | 12.3 |
| Remote | % | 10.2 | 12.7 | 15.3 | 11.4 | 19.6 | 10.3 | 16.1 | 12.0 | 12.9 |

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | | NSW | Vic (h) | Qld | WA | SA | Tas (h) | ACT (h) | NT (h) | Aust |
|---------------------|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Very remote | % | 9.3 | 26.7 | 14.2 | 10.0 | 15.5 | 3.4 | 300.0 | 7.9 | 11.3 |
| Outside Australia | % | 19.2 | 19.1 | 9.9 | 17.2 | 11.4 | 11.9 | 17.1 | 42.6 | 16.9 |
| Not known | % | 10.9 | 55.9 | 6.9 | 12.2 | 10.7 | 6.6 | 9.2 | 12.3 | 12.9 |
| All students | % | 14.2 | 18.6 | 18.6 | 15.9 | 18.2 | 13.0 | 17.8 | 13.5 | 16.9 |

2010**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

| | | | | | | | | | | |
|------------------------|------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|----------------|
| Major cities | no. | 37 902 | 45 887 | 28 052 | 17 590 | 6 949 | 133 | 3 587 | 34 | 140 134 |
| Inner regional | no. | 16 208 | 18 755 | 14 032 | 6 191 | 1 564 | 3 296 | 660 | 21 | 60 727 |
| Outer regional | no. | 8 944 | 4 417 | 11 390 | 2 882 | 2 067 | 2 887 | 57 | 1 424 | 34 068 |
| Remote and very remote | no. | 930 | 266 | 3 254 | 2 580 | 572 | 290 | 3 | 1 213 | 9 108 |
| Remote | no. | 768 | 228 | 1 677 | 1 009 | 426 | 273 | 1 | 386 | 4 768 |
| Very remote | no. | 162 | 38 | 1 577 | 1 571 | 146 | 17 | 2 | 827 | 4 340 |
| Outside Australia | no. | 1 960 | 2 725 | 1 377 | 1 322 | 84 | 93 | 238 | 108 | 7 907 |
| Not known | no. | 607 | 1 455 | 86 | 145 | 217 | 18 | 362 | 13 | 2 903 |
| All students | no. | 66 551 | 73 505 | 58 191 | 30 710 | 11 453 | 6 717 | 4 907 | 2 813 | 254 847 |

Proportion of all AQF qualification course completions

| | | | | | | | | | | |
|------------------------|---|------|------|------|------|------|------|------|------|------|
| Major cities | % | 49.3 | 63.1 | 61.7 | 59.3 | 45.5 | 50.6 | 50.8 | 48.6 | 56.7 |
| Inner regional | % | 56.2 | 67.6 | 67.0 | 64.9 | 48.3 | 64.3 | 59.5 | 56.8 | 62.9 |
| Outer regional | % | 56.2 | 69.4 | 66.8 | 62.8 | 50.5 | 69.8 | 62.0 | 55.2 | 62.1 |
| Remote and very remote | % | 57.3 | 70.2 | 66.2 | 63.3 | 41.9 | 70.0 | 50.0 | 60.0 | 61.6 |
| Remote | % | 57.1 | 71.7 | 66.8 | 64.1 | 42.4 | 70.2 | 33.3 | 60.6 | 61.3 |
| Very remote | % | 58.3 | 62.3 | 65.7 | 62.8 | 40.6 | 68.0 | 66.7 | 59.8 | 61.9 |
| Outside Australia | % | 27.0 | 32.2 | 28.1 | 34.7 | 5.8 | 36.6 | 24.4 | 74.5 | 29.0 |
| Not known | % | 52.9 | 60.3 | 58.5 | 63.6 | 17.4 | 62.1 | 85.2 | 50.0 | 51.3 |

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | | NSW | Vic (h) | Qld | WA | SA | Tas (h) | ACT (h) | NT (h) | Aust |
|--|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All students | % | 51.0 | 63.6 | 62.4 | 59.4 | 45.1 | 65.9 | 53.1 | 58.0 | 57.8 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 14.0 | 15.5 | 18.6 | 17.5 | 11.4 | 5.3 | 17.9 | 13.1 | 15.6 |
| Inner regional | % | 15.1 | 14.5 | 20.4 | 17.8 | 11.4 | 11.6 | 15.2 | 14.7 | 15.7 |
| Outer regional | % | 12.6 | 13.4 | 15.9 | 14.7 | 14.7 | 12.2 | 11.0 | 13.1 | 13.9 |
| Remote and very remote | % | 9.6 | 13.3 | 13.8 | 11.9 | 10.1 | 11.9 | 10.7 | 9.6 | 11.7 |
| Remote | % | 9.5 | 13.4 | 13.8 | 14.9 | 10.9 | 11.9 | 5.0 | 10.4 | 12.3 |
| Very remote | % | 10.1 | 12.7 | 13.8 | 10.5 | 8.4 | 11.4 | 25.0 | 9.3 | 11.1 |
| Outside Australia | % | 20.5 | 14.3 | 12.0 | 22.0 | 2.8 | 15.0 | 13.1 | 27.4 | 15.2 |
| Not known | % | 10.0 | 38.0 | 9.8 | 18.0 | 4.0 | 6.3 | 64.4 | 11.9 | 16.2 |
| All students | % | 14.0 | 15.2 | 17.8 | 16.7 | 11.2 | 11.6 | 18.0 | 11.5 | 15.2 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.
- (g) Student remoteness is based on the ARIA+, which was developed by 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 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>.

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

| | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|----------------|------------|-----------|-----------|----------------|----------------|---------------|-------------|
| (h) 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. | | | | | | | | | |

.. Not applicable. – Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|---------------|----------------|---------------|---------------|---------------|----------------|----------------|---------------|----------------|
| 2014 | | | | | | | | | | |
| AQF VET qualifications completed by all students at a higher education level than their previous highest education level | | | | | | | | | | |
| Major cities | no. | 34 005 | 80 800 | 33 388 | 10 987 | 11 673 | 30 | 2 373 | 20 | 173 276 |
| Inner regional | no. | 13 750 | 25 668 | 10 438 | 1 707 | 1 963 | 2 968 | 197 | 18 | 56 709 |
| Outer regional | no. | 4 707 | 5 464 | 6 506 | 1 638 | 2 223 | 1 481 | 56 | 1 211 | 23 286 |
| Remote and very remote | no. | 591 | 333 | 1 696 | 1 313 | 641 | 243 | 2 | 727 | 5 546 |
| Remote | no. | 432 | 289 | 1 033 | 812 | 502 | 232 | 2 | 453 | 3 755 |
| Very remote | no. | 159 | 44 | 663 | 501 | 139 | 11 | – | 274 | 1 791 |
| Outside Australia | no. | 1 463 | 2 856 | 328 | 747 | 78 | 48 | 164 | 41 | 5 725 |
| Not known | no. | 294 | 723 | 246 | 66 | 1 002 | 9 | 19 | 78 | 2 437 |
| All students | no. | 54 810 | 115 844 | 52 602 | 16 458 | 17 580 | 4 779 | 2 811 | 2 095 | 266 979 |
| Proportion of all AQF qualification course completions | | | | | | | | | | |
| Major cities | % | 48.4 | 88.2 | 71.9 | 53.7 | 56.5 | 53.6 | 45.8 | 50.0 | 68.0 |
| Inner regional | % | 56.0 | 89.9 | 72.0 | 57.4 | 59.3 | 58.4 | 51.2 | 52.9 | 71.5 |
| Outer regional | % | 57.3 | 87.9 | 70.8 | 58.8 | 60.9 | 57.5 | 73.7 | 53.8 | 66.6 |
| Remote and very remote | % | 62.9 | 73.7 | 71.7 | 59.1 | 65.5 | 67.3 | 40.0 | 53.0 | 63.8 |
| Remote | % | 61.8 | 79.6 | 72.6 | 59.0 | 64.9 | 67.8 | 40.0 | 52.8 | 64.3 |
| Very remote | % | 66.0 | 49.4 | 70.2 | 59.4 | 67.8 | 57.9 | .. | 53.4 | 62.7 |
| Outside Australia | % | 47.0 | 144.3 | 15.5 | 31.3 | 39.4 | 24.4 | 25.0 | 53.9 | 53.4 |
| Not known | % | 42.7 | 72.9 | 63.2 | 55.9 | 45.2 | 60.0 | 27.5 | 51.0 | 52.5 |
| All students | % | 46.4 | 76.2 | 66.0 | 49.6 | 46.9 | 57.1 | 35.4 | 52.0 | 60.6 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 15.3 | 23.7 | 27.9 | 15.1 | 16.4 | 7.4 | 12.2 | 16.1 | 20.4 |
| Inner regional | % | 16.8 | 21.9 | 23.3 | 12.5 | 19.3 | 15.3 | 12.6 | 21.2 | 19.7 |

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|------------------------|----------|-------------|----------------|-------------|-------------|-------------|----------------|----------------|---------------|-------------|
| Outer regional | % | 15.9 | 24.5 | 20.5 | 12.2 | 17.9 | 14.6 | 15.8 | 14.5 | 18.2 |
| Remote and very remote | % | 12.0 | 24.9 | 17.2 | 9.1 | 17.8 | 16.0 | 10.5 | 9.0 | 12.7 |
| Remote | % | 12.4 | 26.7 | 18.2 | 10.6 | 19.0 | 16.6 | 13.3 | 9.6 | 14.1 |
| Very remote | % | 11.0 | 17.3 | 15.9 | 7.5 | 14.5 | 9.4 | .. | 8.2 | 10.5 |
| Outside Australia | % | 22.1 | 26.6 | 5.9 | 15.9 | 6.8 | 17.9 | 8.6 | 20.6 | 18.4 |
| Not known | % | 10.4 | 17.6 | 14.2 | 13.2 | 8.6 | 13.2 | 8.7 | 9.7 | 11.1 |
| All students | % | 15.7 | 23.3 | 24.7 | 13.8 | 15.9 | 15.0 | 11.9 | 11.9 | 19.6 |

2013**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

| | | | | | | | | | | |
|------------------------|------------|---------------|----------------|---------------|---------------|---------------|--------------|--------------|--------------|----------------|
| Major cities | no. | 32 319 | 81 707 | 22 134 | 10 352 | 17 242 | 27 | 2 404 | 38 | 166 223 |
| Inner regional | no. | 12 669 | 23 878 | 8 460 | 1 915 | 2 836 | 2 948 | 246 | 14 | 52 966 |
| Outer regional | no. | 4 198 | 4 838 | 5 165 | 1 979 | 2 829 | 1 583 | 94 | 1 265 | 21 951 |
| Remote and very remote | no. | 608 | 237 | 1 630 | 1 436 | 709 | 237 | 15 | 915 | 5 787 |
| Remote | no. | 444 | 192 | 848 | 898 | 610 | 232 | 10 | 557 | 3 791 |
| Very remote | no. | 164 | 45 | 782 | 538 | 99 | 5 | 5 | 358 | 1 996 |
| Outside Australia | no. | 909 | 3 497 | 416 | 745 | 97 | 26 | 159 | 101 | 5 950 |
| Not known | no. | 227 | 798 | 153 | 58 | 922 | 4 | 63 | 126 | 2 351 |
| All students | no. | 50 930 | 114 955 | 37 958 | 16 485 | 24 635 | 4 825 | 2 981 | 2 459 | 255 228 |

Proportion of all AQF qualification course completions

| | | | | | | | | | | |
|------------------------|---|------|------|------|------|------|------|------|------|------|
| Major cities | % | 45.9 | 73.6 | 57.7 | 41.6 | 49.8 | 40.3 | 35.9 | 50.0 | 58.1 |
| Inner regional | % | 53.0 | 76.4 | 61.7 | 50.8 | 49.3 | 57.3 | 42.0 | 38.9 | 63.0 |
| Outer regional | % | 53.1 | 79.1 | 60.3 | 50.7 | 51.0 | 63.8 | 41.0 | 56.3 | 59.3 |
| Remote and very remote | % | 54.3 | 69.3 | 59.7 | 48.2 | 49.2 | 63.7 | 50.0 | 52.8 | 53.9 |
| Remote | % | 54.1 | 69.8 | 57.4 | 48.9 | 51.7 | 63.7 | 45.5 | 55.0 | 54.2 |

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | | NSW | Vic (h) | Qld | WA | SA | Tas (h) | ACT (h) | NT (h) | Aust |
|--|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Very remote | % | 55.0 | 67.2 | 62.5 | 47.2 | 37.9 | 62.5 | 62.5 | 49.7 | 53.2 |
| Outside Australia | % | 32.9 | 66.3 | 20.2 | 27.8 | 41.8 | 23.4 | 23.8 | 81.5 | 42.8 |
| Not known | % | 50.8 | 72.4 | 49.0 | 53.7 | 30.2 | 22.2 | 23.2 | 65.3 | 42.7 |
| All students | % | 47.8 | 74.1 | 57.7 | 43.0 | 48.6 | 58.9 | 35.2 | 55.8 | 58.4 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 14.5 | 22.5 | 19.9 | 12.9 | 16.3 | 6.9 | 12.3 | 34.5 | 18.4 |
| Inner regional | % | 15.8 | 19.7 | 19.1 | 12.8 | 17.4 | 14.6 | 14.9 | 18.7 | 17.7 |
| Outer regional | % | 13.5 | 19.5 | 15.3 | 13.8 | 16.1 | 15.0 | 20.3 | 15.9 | 15.6 |
| Remote and very remote | % | 11.2 | 18.9 | 14.7 | 9.5 | 13.9 | 13.6 | 25.4 | 12.2 | 12.2 |
| Remote | % | 11.4 | 18.2 | 13.6 | 10.8 | 16.5 | 14.1 | 32.3 | 14.2 | 13.1 |
| Very remote | % | 10.8 | 22.6 | 15.9 | 8.0 | 7.1 | 5.3 | 17.9 | 10.1 | 10.8 |
| Outside Australia | % | 16.1 | 22.0 | 8.8 | 17.9 | 7.4 | 9.1 | 9.7 | 43.7 | 17.6 |
| Not known | % | 13.7 | 31.6 | 9.2 | 6.7 | 74.4 | 5.8 | 14.1 | 10.2 | 24.2 |
| All students | % | 14.7 | 21.7 | 18.4 | 12.7 | 16.7 | 14.5 | 12.5 | 14.4 | 17.8 |

2012**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

| | | | | | | | | | | |
|------------------------|-----|--------|--------|--------|--------|--------|-------|-------|-------|---------|
| Major cities | no. | 35 091 | 81 792 | 22 506 | 11 025 | 11 724 | 31 | 3 469 | 30 | 165 668 |
| Inner regional | no. | 14 795 | 27 963 | 9 331 | 1 672 | 1 987 | 3 134 | 341 | 22 | 59 245 |
| Outer regional | no. | 4 955 | 7 595 | 6 381 | 1 759 | 2 357 | 1 603 | 100 | 1 300 | 26 050 |
| Remote and very remote | no. | 819 | 281 | 1 874 | 1 544 | 714 | 220 | 14 | 887 | 6 353 |
| Remote | no. | 622 | 239 | 1 070 | 916 | 547 | 216 | 10 | 497 | 4 117 |
| Very remote | no. | 197 | 42 | 804 | 628 | 167 | 4 | 4 | 390 | 2 236 |
| Outside Australia | no. | 1 236 | 2 678 | 763 | 851 | 274 | 57 | 201 | 63 | 6 123 |
| Not known | no. | 1 229 | 1 082 | 185 | 48 | 95 | 6 | 103 | 84 | 2 832 |

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|---------------|----------------|---------------|---------------|---------------|----------------|----------------|---------------|----------------|
| All students | no. | 58 125 | 121 391 | 41 040 | 16 899 | 17 151 | 5 051 | 4 228 | 2 386 | 266 271 |
| Proportion of all AQF qualification course completions | | | | | | | | | | |
| Major cities | % | 45.7 | 75.6 | 57.7 | 46.7 | 47.8 | 58.5 | 42.7 | 47.6 | 59.1 |
| Inner regional | % | 53.2 | 76.5 | 59.2 | 50.3 | 48.2 | 55.9 | 46.1 | 53.7 | 63.1 |
| Outer regional | % | 54.6 | 80.9 | 59.5 | 50.3 | 53.9 | 60.7 | 52.9 | 56.9 | 61.8 |
| Remote and very remote | % | 57.5 | 73.0 | 61.2 | 50.1 | 53.0 | 67.7 | 50.0 | 55.4 | 56.5 |
| Remote | % | 57.4 | 74.7 | 61.2 | 47.0 | 53.5 | 67.9 | 52.6 | 54.1 | 55.8 |
| Very remote | % | 57.9 | 64.6 | 61.2 | 55.4 | 51.5 | 57.1 | 44.4 | 57.0 | 57.7 |
| Outside Australia | % | 35.2 | 61.7 | 24.0 | 32.0 | 29.0 | 39.6 | 26.6 | 81.8 | 39.2 |
| Not known | % | 59.9 | 77.1 | 44.3 | 55.2 | 15.6 | 35.3 | 34.6 | 63.6 | 56.4 |
| All students | % | 48.2 | 75.7 | 56.9 | 46.6 | 47.7 | 57.5 | 41.7 | 56.8 | 59.4 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 15.9 | 23.3 | 18.6 | 14.0 | 14.9 | 7.9 | 17.4 | 20.1 | 19.0 |
| Inner regional | % | 17.6 | 22.9 | 18.1 | 12.0 | 15.6 | 13.8 | 21.2 | 25.9 | 19.2 |
| Outer regional | % | 15.1 | 25.6 | 16.7 | 12.4 | 16.3 | 13.0 | 26.5 | 16.1 | 17.3 |
| Remote and very remote | % | 13.6 | 22.6 | 14.2 | 9.3 | 16.0 | 10.4 | 28.0 | 10.4 | 12.2 |
| Remote | % | 14.3 | 24.6 | 15.3 | 9.5 | 16.4 | 10.9 | 32.3 | 11.1 | 12.9 |
| Very remote | % | 11.9 | 15.3 | 12.9 | 9.1 | 14.7 | 2.7 | 21.1 | 9.6 | 10.9 |
| Outside Australia | % | 20.1 | 21.8 | 12.2 | 19.5 | 14.3 | 18.8 | 12.1 | 31.5 | 18.5 |
| Not known | % | 24.1 | 43.1 | 8.0 | 6.8 | 7.1 | 8.0 | 9.8 | 6.7 | 19.7 |
| All students | % | 16.4 | 23.4 | 17.6 | 13.1 | 15.1 | 13.3 | 17.1 | 13.0 | 18.6 |

2011

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

| | | | | | | | | | | |
|--------------|-----|--------|--------|--------|--------|--------|----|-------|----|---------|
| Major cities | no. | 33 092 | 54 107 | 24 870 | 11 572 | 10 344 | 33 | 3 218 | 63 | 137 299 |
|--------------|-----|--------|--------|--------|--------|--------|----|-------|----|---------|

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|---------------|----------------|---------------|---------------|---------------|----------------|----------------|---------------|----------------|
| Inner regional | no. | 12 414 | 19 887 | 10 380 | 1 772 | 1 768 | 3 062 | 287 | 20 | 49 590 |
| Outer regional | no. | 4 085 | 6 023 | 6 807 | 1 712 | 2 148 | 1 501 | 40 | 1 253 | 23 569 |
| Remote and very remote | no. | 522 | 227 | 2 134 | 1 500 | 688 | 179 | 8 | 894 | 6 152 |
| Remote | no. | 395 | 180 | 1 124 | 879 | 534 | 173 | 5 | 519 | 3 809 |
| Very remote | no. | 127 | 47 | 1 010 | 621 | 154 | 6 | 3 | 375 | 2 343 |
| Outside Australia | no. | 1 231 | 3 138 | 729 | 1 015 | 230 | 49 | 285 | 143 | 6 820 |
| Not known | no. | 1 017 | 1 014 | 176 | 48 | 1 140 | 5 | 92 | 40 | 3 532 |
| All students | no. | 52 361 | 84 396 | 45 096 | 17 619 | 16 318 | 4 829 | 3 930 | 2 413 | 226 962 |
| Proportion of all AQF qualification course completions | | | | | | | | | | |
| Major cities | % | 45.6 | 68.8 | 56.8 | 49.3 | 54.5 | 52.4 | 46.0 | 65.6 | 56.1 |
| Inner regional | % | 50.1 | 72.9 | 58.2 | 51.4 | 54.3 | 57.3 | 51.1 | 71.4 | 60.1 |
| Outer regional | % | 52.0 | 77.9 | 56.9 | 52.1 | 58.1 | 61.4 | 40.8 | 56.0 | 60.0 |
| Remote and very remote | % | 53.8 | 68.4 | 56.0 | 52.4 | 60.2 | 61.7 | 66.7 | 52.3 | 55.3 |
| Remote | % | 52.8 | 66.7 | 55.3 | 50.0 | 60.0 | 62.5 | 55.6 | 54.0 | 54.8 |
| Very remote | % | 57.0 | 75.8 | 56.9 | 56.1 | 60.9 | 46.2 | 100.0 | 50.0 | 56.0 |
| Outside Australia | % | 25.4 | 58.7 | 23.6 | 36.1 | 44.6 | 31.4 | 36.9 | 91.1 | 38.5 |
| Not known | % | 45.7 | 53.6 | 43.8 | 49.0 | 55.8 | 35.7 | 32.3 | 45.5 | 50.1 |
| All students | % | 46.2 | 69.7 | 55.7 | 49.0 | 55.0 | 58.1 | 45.0 | 55.9 | 56.4 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 16.3 | 19.2 | 20.3 | 14.8 | 22.1 | 6.0 | 18.1 | 32.8 | 18.3 |
| Inner regional | % | 16.0 | 18.4 | 19.3 | 12.9 | 21.3 | 12.6 | 22.0 | 29.4 | 17.3 |
| Outer regional | % | 13.4 | 20.9 | 16.8 | 12.4 | 20.4 | 11.8 | 15.7 | 16.8 | 16.3 |
| Remote and very remote | % | 10.9 | 17.8 | 15.0 | 9.6 | 20.9 | 8.1 | 28.6 | 8.7 | 11.9 |
| Remote | % | 11.1 | 16.5 | 15.0 | 10.0 | 21.8 | 8.5 | 18.5 | 9.5 | 12.4 |

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---------------------|----------|-------------|----------------|-------------|-------------|-------------|----------------|----------------|---------------|-------------|
| Very remote | % | 10.2 | 26.0 | 14.9 | 9.1 | 18.2 | 3.5 | 300.0 | 7.8 | 11.2 |
| Outside Australia | % | 18.0 | 18.9 | 10.4 | 17.0 | 12.3 | 11.3 | 17.4 | 44.1 | 16.8 |
| Not known | % | 15.0 | 66.1 | 5.3 | 6.6 | 12.3 | 5.4 | 9.9 | 14.2 | 15.4 |
| All students | % | 15.9 | 19.3 | 18.7 | 13.7 | 20.4 | 12.0 | 17.9 | 13.0 | 17.5 |

2010**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

| | | | | | | | | | | |
|------------------------|------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|----------------|
| Major cities | no. | 27 769 | 33 556 | 18 623 | 10 387 | 5 770 | 117 | 2 769 | 32 | 99 023 |
| Inner regional | no. | 11 337 | 13 188 | 9 282 | 3 462 | 1 223 | 2 376 | 479 | 17 | 41 364 |
| Outer regional | no. | 6 380 | 3 139 | 7 297 | 1 667 | 1 571 | 1 849 | 48 | 1 073 | 23 024 |
| Remote and very remote | no. | 689 | 230 | 2 076 | 1 714 | 460 | 204 | 2 | 863 | 6 238 |
| Remote | no. | 557 | 198 | 1 016 | 671 | 339 | 192 | 1 | 237 | 3 211 |
| Very remote | no. | 132 | 32 | 1 060 | 1 043 | 121 | 12 | 1 | 626 | 3 027 |
| Outside Australia | no. | 1 625 | 2 505 | 1 028 | 1 147 | 73 | 81 | 217 | 98 | 6 774 |
| Not known | no. | 468 | 1 327 | 54 | 76 | 184 | 12 | 241 | 8 | 2 370 |
| All students | no. | 48 268 | 53 945 | 38 360 | 18 453 | 9 281 | 4 639 | 3 756 | 2 091 | 178 793 |

Proportion of all AQF qualification course completions

| | | | | | | | | | | |
|------------------------|---|------|------|------|------|------|------|------|------|------|
| Major cities | % | 44.2 | 60.0 | 56.3 | 52.2 | 44.6 | 48.3 | 47.3 | 50.0 | 51.9 |
| Inner regional | % | 51.2 | 63.5 | 62.3 | 57.8 | 46.7 | 60.2 | 54.9 | 60.7 | 58.1 |
| Outer regional | % | 51.1 | 64.8 | 60.9 | 55.3 | 48.2 | 63.5 | 60.0 | 55.4 | 56.8 |
| Remote and very remote | % | 53.8 | 67.6 | 60.5 | 57.5 | 42.8 | 66.4 | 40.0 | 58.0 | 57.2 |
| Remote | % | 53.3 | 69.2 | 59.7 | 59.2 | 43.8 | 66.9 | 33.3 | 53.9 | 56.6 |
| Very remote | % | 56.4 | 59.3 | 61.3 | 56.5 | 40.1 | 60.0 | 50.0 | 59.8 | 57.8 |
| Outside Australia | % | 29.3 | 44.2 | 26.2 | 34.7 | 40.3 | 39.9 | 42.0 | 89.9 | 34.8 |
| Not known | % | 49.3 | 59.2 | 53.5 | 53.9 | 19.8 | 57.1 | 80.6 | 61.5 | 50.5 |

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | | NSW | Vic (h) | Qld | WA | SA | Tas (h) | ACT (h) | NT (h) | Aust |
|--|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All students | % | 45.9 | 60.1 | 56.9 | 52.2 | 44.2 | 60.8 | 49.2 | 57.5 | 53.0 |
| Proportion of all AQF qualification course enrolments | | | | | | | | | | |
| Major cities | % | 15.3 | 15.8 | 17.7 | 15.3 | 12.8 | 4.9 | 17.3 | 13.2 | 15.7 |
| Inner regional | % | 17.0 | 14.8 | 20.0 | 15.7 | 14.3 | 10.9 | 14.4 | 14.3 | 16.0 |
| Outer regional | % | 14.1 | 14.3 | 15.0 | 12.5 | 17.1 | 11.0 | 13.3 | 14.2 | 14.1 |
| Remote and very remote | % | 11.0 | 16.8 | 13.2 | 10.5 | 11.6 | 11.2 | 9.1 | 9.1 | 11.3 |
| Remote | % | 11.0 | 17.9 | 12.9 | 14.3 | 12.7 | 11.2 | 6.3 | 8.9 | 12.5 |
| Very remote | % | 11.1 | 12.0 | 13.5 | 9.0 | 9.5 | 10.9 | 16.7 | 9.1 | 10.4 |
| Outside Australia | % | 19.3 | 14.6 | 11.1 | 20.9 | 2.7 | 14.7 | 13.2 | 26.2 | 14.9 |
| Not known | % | 20.7 | 43.6 | 8.9 | 17.1 | 5.9 | 5.1 | 59.2 | 10.7 | 23.3 |
| All students | % | 15.5 | 15.7 | 17.0 | 14.7 | 12.8 | 10.7 | 17.3 | 11.7 | 15.4 |

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.
- (g) Student remoteness is based on the ARIA+, which was developed by 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 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>.

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

| | <i>NSW</i> | <i>Vic (h)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas (h)</i> | <i>ACT (h)</i> | <i>NT (h)</i> | <i>Aust</i> |
|---|------------|----------------|------------|-----------|-----------|----------------|----------------|---------------|-------------|
| (h) 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. | | | | | | | | | |

.. Not applicable. – Nil or rounded to zero.

TABLE 5A.73

Table 5A.73 **Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, all students (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2013 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 61 768 | 124 292 | 67 874 | 19 999 | 16 708 | 4 750 | 3 245 | 1 945 | 300 581 |
| Proportion of all AQF qualification course completions | % | 54.3 | 84.2 | 72.5 | 57.2 | 52.7 | 67.1 | 39.6 | 60.7 | 68.3 |
| Proportion of all AQF qualification course enrolments | % | 16.8 | 25.5 | 27.1 | 17.4 | 18.0 | 16.3 | 13.4 | 14.4 | 21.8 |
| 2013 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 59 688 | 122 055 | 48 914 | 19 452 | 23 102 | 5 155 | 3 300 | 2 095 | 283 761 |
| Proportion of all AQF qualification course completions | % | 56.8 | 82.4 | 66.4 | 48.7 | 55.9 | 67.7 | 39.3 | 62.4 | 66.4 |
| Proportion of all AQF qualification course enrolments | % | 16.5 | 25.3 | 20.8 | 15.9 | 19.3 | 17.1 | 12.9 | 16.2 | 20.4 |
| 2013 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 66 225 | 138 794 | 50 477 | 20 008 | 17 023 | 5 329 | 4 712 | 2 029 | 304 597 |
| Proportion of all AQF qualification course completions | % | 56.8 | 82.0 | 65.7 | 54.3 | 53.1 | 65.0 | 48.5 | 60.8 | 67.3 |
| Proportion of all AQF qualification course enrolments | % | 18.4 | 27.0 | 20.0 | 16.4 | 16.8 | 15.8 | 17.5 | 15.3 | 21.4 |
| 2013 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 60 101 | 92 235 | 50 184 | 20 751 | 16 469 | 5 051 | 4 361 | 2 076 | 251 228 |
| Proportion of all AQF qualification course completions | % | 53.7 | 75.2 | 64.3 | 56.3 | 59.6 | 65.8 | 52.8 | 61.1 | 63.4 |
| Proportion of all AQF qualification course enrolments | % | 17.5 | 21.0 | 19.7 | 17.0 | 21.4 | 14.4 | 18.2 | 15.9 | 19.2 |
| 2013 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 55 843 | 59 530 | 43 389 | 21 799 | 8 733 | 4 892 | 4 362 | 1 724 | 200 272 |
| Proportion of all AQF qualification course completions | % | 54.2 | 66.6 | 66.5 | 60.3 | 49.4 | 68.2 | 57.2 | 62.8 | 60.9 |
| Proportion of all AQF qualification course enrolments | % | 17.5 | 17.6 | 18.3 | 18.6 | 12.6 | 14.1 | 18.6 | 13.5 | 17.4 |

Table 5A.73 Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, all students (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.74

Table 5A.74 **Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, students aged 20–64 years (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> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 2014 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 48 815 | 105 170 | 50 283 | 14 598 | 14 794 | 3 984 | 2 712 | 1 637 | 241 993 |
| Proportion of all AQF qualification course completions | % | 50.4 | 84.0 | 69.4 | 52.4 | 51.1 | 64.0 | 37.0 | 57.4 | 65.8 |
| Proportion of all AQF qualification course enrolments | % | 16.8 | 26.5 | 27.2 | 16.5 | 18.6 | 16.2 | 13.6 | 14.2 | 22.1 |
| 2013 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 46 018 | 104 293 | 35 367 | 14 442 | 20 381 | 4 330 | 2 844 | 1 798 | 229 473 |
| Proportion of all AQF qualification course completions | % | 52.0 | 81.7 | 61.3 | 45.3 | 54.7 | 64.7 | 37.2 | 59.9 | 63.7 |
| Proportion of all AQF qualification course enrolments | % | 16.1 | 26.8 | 20.6 | 15.4 | 19.9 | 17.0 | 13.4 | 16.4 | 20.8 |
| 2012 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 51 983 | 112 193 | 37 245 | 14 898 | 14 831 | 4 387 | 3 958 | 1 766 | 241 261 |
| Proportion of all AQF qualification course completions | % | 52.4 | 80.7 | 61.1 | 50.1 | 51.4 | 61.8 | 45.7 | 58.6 | 64.1 |
| Proportion of all AQF qualification course enrolments | % | 18.1 | 27.6 | 20.1 | 16.1 | 17.4 | 15.5 | 18.0 | 15.6 | 21.6 |
| 2011 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 47 478 | 75 405 | 38 657 | 15 796 | 14 460 | 4 148 | 3 692 | 1 850 | 201 486 |
| Proportion of all AQF qualification course completions | % | 49.7 | 73.0 | 60.6 | 52.5 | 57.9 | 62.5 | 50.0 | 59.9 | 60.2 |
| Proportion of all AQF qualification course enrolments | % | 17.6 | 21.9 | 20.5 | 17.0 | 23.0 | 14.2 | 18.9 | 16.9 | 19.8 |
| 2010 | | | | | | | | | | |
| Qualifications completed at a higher education level than their previous highest education level | no. | 43 241 | 48 789 | 32 706 | 16 452 | 7 704 | 3 994 | 3 603 | 1 533 | 158 022 |
| Proportion of all AQF qualification course completions | % | 49.8 | 63.7 | 62.6 | 56.4 | 48.6 | 65.7 | 54.4 | 61.3 | 57.3 |
| Proportion of all AQF qualification course enrolments | % | 17.4 | 18.7 | 18.8 | 18.7 | 13.9 | 14.1 | 18.8 | 14.5 | 17.9 |

Table 5A.74 Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, students aged 20–64 years (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> |
|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.75

Table 5A.75 **Estimated completion rates and load pass rates for qualifications at certificate I and above, commencing 2009–13 (a), (b)**

| | <i>Unit</i> | <i>NSW (b)</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 | | | | | | | | | | |
| Estimated qualification completion rate | % | 34.0 | 33.1 | 33.1 | 36.6 | 38.0 | 25.7 | 40.8 | 34.8 | 34.0 |
| Subject load pass rate | % | 78.8 | 83.3 | 89.2 | 82.3 | 87.3 | 80.5 | 84.7 | 79.4 | 83.1 |
| 2012 | | | | | | | | | | |
| Estimated qualification completion rate | % | 38.0 | 37.3 | 31.9 | 34.5 | 38.4 | 25.2 | 32.0 | 30.9 | 36.0 |
| 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 | 34.5 | 35.9 | 36.2 | 35.3 | 23.4 | 40.4 | 27.3 | 35.7 |
| Subject load pass rate | % | 80.4 | 82.5 | 89.5 | 81.2 | 84.1 | 81.6 | 82.6 | 75.4 | 83.0 |
| 2010 | | | | | | | | | | |
| Estimated qualification completion rate | % | 38.6 | 31.7 | 33.3 | 35.1 | 32.3 | 20.1 | 44.8 | 22.6 | 33.8 |
| Subject load pass rate | % | 80.2 | 78.0 | 87.7 | 80.5 | 87.2 | 80.3 | 81.8 | 76.7 | 81.2 |
| 2009 | | | | | | | | | | |
| Estimated qualification completion rate | % | 36.7 | 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 |

- (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 decrease in completion rates in New South Wales for programs commenced in 2013 may be partly explained by TAFE NSW not being able to report additional program completions for historical years in the 2014 National VET Provider Collection following changes in data collection.
- (c) The increase in completion rates in the Australian Capital Territory for programs commenced in 2013 appears to be a correction from the decline in completion rates for 2012 commencements, which was primarily due to data quality issues with the name encryption of some students, leading to a mismatch between program completions and enrolments.

Source: NCVET (2014) *Australian vocational education and training statistics: The likelihood of completing a VET qualification*, Adelaide.

TABLE 5A.76

Table 5A.76 **Whether course helped graduates achieve their main reason for undertaking training, all 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> |
|-----------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 68.5 ± 1.3 | 62.4 ± 1.5 | 70.5 ± 1.6 | 69.9 ± 2.3 | 65.7 ± 2.0 | 72.3 ± 3.1 | 71.1 ± 3.1 | 82.2 ± 3.9 | 67.0 ± 0.7 |
| Partly helped achieve main reason | % | 14.4 ± 1.0 | 16.6 ± 1.1 | 12.8 ± 1.2 | 13.9 ± 1.8 | 15.7 ± 1.6 | 14.1 ± 2.5 | 14.7 ± 2.5 | 9.8 ± 3.1 | 14.9 ± 0.5 |
| Did not help achieve main reason | % | 7.0 ± 0.7 | 12.0 ± 1.0 | 8.7 ± 0.9 | 7.7 ± 1.3 | 8.8 ± 1.1 | 6.1 ± 1.6 | 5.9 ± 1.4 | 5.6 ± 2.4 | 9.0 ± 0.4 |
| Did not know yet | % | 10.2 ± 0.8 | 9.0 ± 0.8 | 7.9 ± 1.0 | 8.5 ± 1.4 | 9.7 ± 1.2 | 7.5 ± 1.8 | 8.3 ± 1.9 | 2.4 ± 1.0 | 9.1 ± 0.4 |
| 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 |

TABLE 5A.76

Table 5A.76 **Whether course helped graduates achieve their main reason for undertaking training, all 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> |
|------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| 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 |

- (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).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.77

Table 5A.77 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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> |
|-----------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 72.3 ± 5.6 | 78.2 ±11.0 | 71.3 ± 7.1 | 78.9 ± 7.9 | 73.5 ±11.1 | 72.6 ±10.4 | 75.7 ±11.7 | 82.8 ± 9.1 | 74.3 ± 3.3 |
| Partly helped achieve main reason | % | 11.4 ± 3.9 | 6.8 ± 5.5 | 13.0 ± 5.3 | 7.4 ± 5.1 | 13.2 ± 8.5 | 10.9 ± 6.6 | 11.9 ± 8.1 | 6.9 ± 5.3 | 10.6 ± 2.2 |
| Did not help achieve main reason | % | 9.3 ± 4.0 | 10.3 ± 7.4 | 6.0 ± 3.2 | 7.9 ± 5.0 | np | 7.3 ± 5.9 | np | 8.9 ± 7.6 | 8.3 ± 2.1 |
| Did not know yet | % | 7.0 ± 2.4 | 4.7 ± 4.4 | 9.7 ± 4.5 | 5.8 ± 4.1 | np | 9.3 ± 7.3 | np | np | 6.9 ± 1.6 |
| 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 |

TABLE 5A.77

Table 5A.77 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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> |
|------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Did not know yet | % | 5.5 ± 3.7 | np | 5.9 ± 4.4 | np | – | np | np | np | 4.4 ± 1.8 |

- (a) 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.
- (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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.78

Table 5A.78 **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> |
|-----------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 68.1 ± 1.4 | 62.3 ± 1.6 | 70.6 ± 1.7 | 69.7 ± 2.4 | 65.8 ± 2.0 | 72.4 ± 3.3 | 70.8 ± 3.3 | 82.7 ± 4.3 | 66.8 ± 0.7 |
| Partly helped achieve main reason | % | 14.7 ± 1.0 | 16.6 ± 1.2 | 12.8 ± 1.3 | 14.4 ± 1.9 | 15.8 ± 1.6 | 14.6 ± 2.7 | 14.8 ± 2.6 | 10.8 ± 3.9 | 15.1 ± 0.6 |
| Did not help achieve main reason | % | 6.7 ± 0.8 | 12.2 ± 1.1 | 8.8 ± 1.0 | 7.5 ± 1.4 | 8.7 ± 1.1 | 6.1 ± 1.7 | 5.8 ± 1.5 | 3.8 ± 1.7 | 9.0 ± 0.5 |
| Did not know yet | % | 10.5 ± 0.9 | 8.9 ± 0.8 | 7.8 ± 1.0 | 8.5 ± 1.4 | 9.7 ± 1.2 | 7.0 ± 1.9 | 8.5 ± 2.0 | 2.8 ± 1.3 | 9.2 ± 0.4 |
| 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 |

TABLE 5A.78

Table 5A.78 **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> |
|------------------|-------------|------------|------------|------------|-----------|------------|------------|------------|-----------|-------------|
| 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 |

- (a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.79

Table 5A.79 **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 (f)</i> | <i>ACT</i> | <i>NT (f)</i> | <i>Aust</i> |
|-----------------------------------|-------------|------------|------------|------------|------------|------------|----------------|------------|---------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 66.7 ± 1.6 | 60.3 ± 1.7 | 68.7 ± 2.0 | 68.4 ± 2.7 | 64.9 ± 2.4 | np | 70.4 ± 3.3 | np | 65.0 ± 0.9 |
| Partly helped achieve main reason | % | 15.4 ± 1.3 | 17.2 ± 1.3 | 12.8 ± 1.5 | 14.5 ± 2.0 | 15.5 ± 1.8 | np | 15.5 ± 2.7 | – | 15.5 ± 0.7 |
| Did not help achieve main reason | % | 6.9 ± 0.9 | 12.8 ± 1.1 | 9.6 ± 1.1 | 7.9 ± 1.4 | 9.5 ± 1.4 | – | 5.9 ± 1.5 | – | 9.6 ± 0.5 |
| Did not know yet | % | 11.0 ± 1.0 | 9.7 ± 1.0 | 8.8 ± 1.3 | 9.2 ± 1.7 | 10.1 ± 1.5 | – | 8.2 ± 2.0 | – | 9.9 ± 0.5 |
| 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 |

TABLE 5A.79

Table 5A.79 **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 (f)</i> | <i>ACT</i> | <i>NT (f)</i> | <i>Aust</i> |
|------------------|-------------|------------|------------|------------|-----------|------------|--------------------|------------|---------------|-------------|
| Did not know yet | % | 11.4 ± 1.4 | 12.1 ± 1.8 | 8.2 ± 1.4 | 8.1 ± 1.7 | 11.0 ± 2.9 | <i>19.0 ± 14.8</i> | 8.1 ± 3.0 | np | 10.6 ± 0.8 |

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).
- (f) 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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.80

Table 5A.80 **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 (f)</i> | <i>Aust</i> |
|-----------------------------------|-------------|------------|------------|------------|------------|-------------|------------|-------------|---------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 70.2 ± 2.5 | 66.2 ± 3.5 | 74.4 ± 3.6 | 73.6 ± 6.5 | 64.5 ± 5.5 | 72.3 ± 4.0 | 76.9 ± 10.8 | 90.6 ± 18.1 | 69.4 ± 1.6 |
| Partly helped achieve main reason | % | 12.9 ± 1.6 | 16.1 ± 2.6 | 12.4 ± 2.9 | 12.5 ± 5.1 | 16.6 ± 4.4 | 15.0 ± 3.3 | 9.3 ± 7.6 | – | 14.3 ± 1.2 |
| Did not help achieve main reason | % | 7.8 ± 1.5 | 10.6 ± 2.5 | 6.7 ± 1.9 | 6.2 ± 3.5 | 8.0 ± 3.0 | 5.0 ± 1.8 | np | – | 8.3 ± 1.0 |
| Did not know yet | % | 9.1 ± 1.6 | 7.1 ± 1.4 | 6.5 ± 2.1 | 7.7 ± 3.3 | 10.8 ± 3.6 | 7.7 ± 2.3 | 11.6 ± 8.3 | np | 8.0 ± 0.9 |
| 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 |

TABLE 5A.80

Table 5A.80 **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 (f)</i> | <i>Aust</i> |
|------------------|-------------|------------|------------|------------|-----------|-----------|------------|------------|---------------|-------------|
| 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 |

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).
- (f) 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.
- Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.81

Table 5A.81 **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 (f)</i> | <i>NT</i> | <i>Aust</i> |
|-----------------------------------|-------------|------------|------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 76.1 ± 3.4 | 75.0 ± 6.1 | 69.8 ± 4.8 | 71.6 ± 8.0 | 69.7 ± 5.2 | 71.2 ± 5.5 | 80.2 ± 21.1 | 82.3 ± 5.2 | 73.1 ± 2.1 |
| Partly helped achieve main reason | % | 11.3 ± 2.2 | 10.2 ± 3.6 | 14.0 ± 3.4 | 9.5 ± 5.0 | 15.7 ± 4.2 | 12.8 ± 4.0 | np | 10.1 ± 4.4 | 12.3 ± 1.4 |
| Did not help achieve main reason | % | 5.2 ± 2.0 | 6.8 ± 3.1 | 8.3 ± 3.1 | 10.7 ± 6.9 | 6.2 ± 2.4 | 8.6 ± 3.4 | np | 5.2 ± 2.8 | 7.1 ± 1.3 |
| Did not know yet | % | 7.4 ± 2.1 | 8.0 ± 3.6 | 8.0 ± 2.8 | 8.2 ± 3.7 | 8.4 ± 3.0 | 7.4 ± 3.3 | – | 2.3 ± 1.3 | 7.6 ± 1.1 |
| 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 |

Table 5A.81 **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 (f)</i> | <i>NT</i> | <i>Aust</i> |
|------------------|-------------|------------|------------|------------|-----------|-----------|------------|----------------|-----------|-------------|
| 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 |

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).
- (f) 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.
- Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.82

Table 5A.82 **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 (f)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT</i> | <i>Aust</i> |
|-----------------------------------|-------------|------------|----------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 73.9 ±12.8 | np | 80.9 ± 7.9 | 74.7 ±10.6 | 72.3 ±10.0 | 87.2 ±10.9 | – | 80.6 ± 6.6 | 76.3 ± 4.6 |
| Partly helped achieve main reason | % | 12.4 ±11.6 | – | 11.6 ± 6.6 | 17.9 ±10.3 | 18.4 ± 9.3 | np | np | 10.0 ± 4.6 | 14.4 ± 4.2 |
| Did not help achieve main reason | % | 8.4 ± 6.6 | np | 5.5 ± 4.0 | 4.4 ± 3.9 | np | np | – | 6.9 ± 5.0 | 6.1 ± 2.2 |
| Did not know yet | % | np | – | np | 3.1 ± 2.7 | 4.4 ± 3.2 | np | – | 2.5 ± 1.9 | 3.2 ± 1.4 |
| 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 |

TABLE 5A.82

Table 5A.82 **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 (f)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT</i> | <i>Aust</i> |
|------------------|-------------|------------|----------------|------------------|-------------------|-----------|------------|----------------|-----------|------------------|
| Did not know yet | % | – | – | <i>4.5 ± 4.0</i> | <i>10.9 ± 6.4</i> | np | np | na | np | <i>5.4 ± 2.5</i> |

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).
- (f) 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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.83

Table 5A.83 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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> |
|-----------------------------------|-------------|------------|-------------|------------|------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 58.1 ± 4.1 | 48.9 ± 4.6 | 54.0 ± 6.2 | 58.6 ± 8.5 | 50.8 ± 6.3 | 59.1 ± 10.7 | 59.2 ± 10.8 | 78.1 ± 18.0 | 54.0 ± 2.4 |
| Partly helped achieve main reason | % | 17.2 ± 2.9 | 20.7 ± 3.8 | 13.8 ± 3.5 | 15.7 ± 5.9 | 22.4 ± 5.4 | 18.2 ± 8.3 | 17.7 ± 8.2 | np | 18.4 ± 1.8 |
| Did not help achieve main reason | % | 10.6 ± 2.8 | 17.6 ± 3.6 | 17.4 ± 4.6 | 11.2 ± 5.6 | 14.0 ± 4.2 | 7.2 ± 5.5 | 13.0 ± 6.8 | np | 14.1 ± 1.7 |
| Did not know yet | % | 14.2 ± 2.7 | 12.8 ± 3.1 | 14.9 ± 4.5 | 14.5 ± 6.0 | 12.7 ± 4.2 | 15.5 ± 8.2 | 10.1 ± 5.9 | np | 13.6 ± 1.6 |
| 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 |

TABLE 5A.83

Table 5A.83 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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> |
|------------------|-------------|------------|------------|------------|------------|-----------|-------------|------------|-----------|-------------|
| 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 |

- (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 ± 2.7 per cent).
- (d) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.84

Table 5A.84 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (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> |
|-----------------------------------|-------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| Helped achieve main reason | % | 62.8 ± 2.8 | 58.7 ± 2.8 | 67.4 ± 4.7 | 63.6 ± 5.9 | 60.4 ± 5.2 | 65.0 ± 12.8 | 66.9 ± 6.8 | 84.6 ± 6.5 | 61.8 ± 1.6 |
| Partly helped achieve main reason | % | 16.8 ± 2.1 | 17.4 ± 2.1 | 14.3 ± 3.5 | 15.8 ± 4.8 | 17.0 ± 4.2 | 21.7 ± 10.9 | 16.3 ± 5.3 | 6.3 ± 4.2 | 16.6 ± 1.2 |
| Did not help achieve main reason | % | 7.3 ± 1.7 | 12.5 ± 1.9 | 7.9 ± 2.3 | 9.1 ± 2.7 | 12.8 ± 3.4 | np | 7.0 ± 3.2 | 5.5 ± 4.6 | 10.0 ± 1.0 |
| Did not know yet | % | 13.1 ± 1.9 | 11.4 ± 1.7 | 10.4 ± 3.2 | 11.5 ± 4.4 | 9.8 ± 3.1 | np | 9.8 ± 4.6 | 3.6 ± 2.5 | 11.5 ± 1.1 |
| 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 |

Table 5A.84 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (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> |
|------------------|-------------|------------|------------|------------|------------|------------|------------|------------|-----------|-------------|
| 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 |

(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 ± 2.7 per cent).

(c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.85

Table 5A.85 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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> |
|-------------------------------|-------------|------------|------------|------------|-------------|------------|------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 89.7 ± 0.9 | 84.4 ± 1.2 | 88.0 ± 1.2 | 89.0 ± 1.7 | 89.1 ± 1.3 | 90.2 ± 2.0 | 84.8 ± 2.7 | 85.9 ± 3.9 | 87.6 ± 0.5 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 89.4 ± 1.0 | 84.2 ± 1.4 | 87.6 ± 1.4 | 90.0 ± 1.6 | 89.4 ± 1.4 | 89.7 ± 2.2 | 85.5 ± 2.8 | 85.2 ± 4.4 | 87.6 ± 0.6 |
| Further study outcomes | % | 92.8 ± 3.0 | 77.1 ± 8.9 | 87.7 ± 6.2 | 82.8 ± 11.1 | 85.5 ± 9.7 | 95.4 ± 8.8 | 89.1 ± 12.1 | 72.7 ± 24.1 | 86.6 ± 3.1 |
| Personal development outcomes | % | 89.6 ± 2.3 | 86.6 ± 2.7 | 92.1 ± 2.9 | 86.8 ± 7.4 | 87.6 ± 4.2 | 92.4 ± 5.5 | 77.6 ± 9.4 | 91.3 ± 6.7 | 88.2 ± 1.5 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 89.3 ± 6.5 | 87.6 ± 7.2 | 90.8 ± 5.3 | 93.9 ± 5.1 | 100.0 | 100.0 | 100.0 | 89.0 ± 20.4 | 90.7 ± 3.2 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 |

TABLE 5A.85

Table 5A.85 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| Personal development outcomes | % | 91.8 ± 1.9 | 88.3 ± 2.7 | 90.7 ± 2.0 | 89.8 ± 2.4 | 90.4 ± 3.6 | 93.0 ± 5.6 | 80.7 ± 7.6 | 86.4 ± 7.4 | 90.3 ± 1.1 |
| 2008 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 |

TABLE 5A.85

Table 5A.85 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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> |
|-------------------------------|-------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|
| 2006 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.86

Table 5A.86 **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> |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 90.4 ± 3.3 | 88.8 ± 7.9 | 94.4 ± 3.0 | 90.5 ± 7.0 | 89.3 ± 8.2 | 89.6 ± 6.3 | 87.5 ± 7.4 | 91.6 ± 6.8 | 90.9 ± 2.0 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 90.1 ± 3.7 | 89.3 ± 8.3 | 94.9 ± 3.3 | 89.0 ± 8.8 | 90.6 ± 9.4 | 88.4 ± 7.8 | 87.4 ± 8.7 | 91.0 ± 7.9 | 90.8 ± 2.3 |
| Further study outcomes | % | 89.9 ± 12.7 | np | 91.5 ± 17.6 | np | np | np | na | np | 84.9 ± 14.9 |
| Personal development outcomes | % | 92.7 ± 7.4 | 98.4 ± 3.5 | 91.3 ± 8.9 | 94.7 ± 7.7 | 87.3 ± 18.8 | 95.0 ± 9.7 | 87.2 ± 15.0 | 92.9 ± 10.5 | 93.0 ± 3.8 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 90.8 ± 10.6 | np | 93.6 ± 10.8 | 100.0 | na | np | na | np | 92.7 ± 6.7 |
| 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 | | | | | | | | | | |
| All graduates | % | 91.4 ± 5.4 | 97.0 ± 3.0 | 94.0 ± 4.2 | 98.6 ± 1.7 | 89.3 ± 10.9 | 88.0 ± 13.1 | 100.0 | 94.8 ± 6.2 | 93.5 ± 2.5 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 90.3 ± 6.4 | 96.6 ± 3.5 | 92.2 ± 5.6 | 98.3 ± 2.1 | 91.3 ± 10.8 | 77.7 ± 22.7 | 100.0 | 98.1 ± 3.7 | 92.7 ± 3.0 |
| Further study outcomes | % | 100.0 | np | 100.0 | np | np | np | np | np | 100.0 |
| Personal development outcomes | % | 95.9 ± 4.8 | 100.0 | 98.6 ± 2.9 | 100.0 | np | 100.0 | np | 78.9 ± 26.9 | 95.0 ± 4.8 |
| 2011 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 92.3 ± 4.3 | 85.5 ± 8.8 | 90.8 ± 4.4 | 90.1 ± 5.4 | 89.3 ± 6.2 | 87.6 ± 9.0 | 100.0 | 94.0 ± 5.9 | 90.9 ± 2.3 |
| Further study outcomes | % | 100.0 | np | 91.4 ± 16.4 | 100.0 | np | np | – | np | 92.9 ± 8.3 |
| 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 |

TABLE 5A.86

Table 5A.86 **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> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2010 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 93.7 ± 9.9 | np | np | np | – | na | na | na | 69.6 ±28.6 |
| Personal development outcomes | % | 93.5 ± 8.7 | 55.9 ±54.9 | 96.4 ± 5.9 | 89.1 ±19.6 | 100.0 | np | 100.0 | 100.0 | 92.8 ± 6.7 |
| 2009 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | np | np | 100.0 | 100.0 | np | np | np | np | 95.1 ± 8.0 |
| Personal development outcomes | % | 90.7 ±10.5 | 100.0 | 85.2 ±13.8 | 90.9 ±13.1 | np | np | np | 87.4 ±16.7 | 91.2 ± 5.4 |
| 2008 | | | | | | | | | | |
| All graduates | % | 88.3 ± 7.6 | 91.8 ± 7.2 | 91.6 ± 7.7 | 87.2 ±11.2 | 100.0 | 78.1 ±20.2 | np | 96.1 ± 5.7 | 89.3 ± 4.0 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 87.0 ±10.9 | 88.5 ± 9.9 | 89.4 ± 9.9 | 81.7 ±18.5 | 100.0 | 76.7 ±24.0 | np | 100.0 | 87.5 ± 5.6 |
| Further study outcomes | % | np | np | np | – | na | na | na | np | 85.3 ± 9.5 |
| Personal development outcomes | % | 87.8 ±15.7 | 100.0 | 98.4 ± 3.3 | 96.5 ± 5.2 | np | np | np | 90.3 ±13.3 | 92.9 ± 6.0 |
| 2007 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 84.1 ±13.1 | np | np | np | np | np | na | np | 86.9 ± 8.8 |
| Personal development outcomes | % | 91.2 ±12.2 | np | 87.3 ±17.0 | 100.0 | np | np | np | 87.1 ±16.8 | 90.3 ± 7.5 |

TABLE 5A.86

Table 5A.86 **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> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2006 | | | | | | | | | | |
| All graduates | % | 96.4 ± 5.5 | 84.3 ±20.2 | 93.9 ± 5.3 | 91.0 ±10.1 | 71.9 ±23.3 | 100.0 | 86.1 ±25.8 | 92.6 ± 8.5 | 92.4 ± 3.8 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 95.8 ± 7.5 | 78.2 ±27.3 | 93.4 ± 6.4 | 91.4 ±12.0 | 67.8 ±27.8 | 100.0 | 77.8 ±38.3 | 89.7 ±11.5 | 90.8 ± 5.1 |
| Further study outcomes | % | na | np | np | np | na | np | np | na | 89.3 ±19.7 |
| Personal development outcomes | % | 96.6 ± 7.2 | np | 93.5 ±12.3 | 100.0 | np | np | np | 100.0 | 95.2 ± 5.7 |
| 2005 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 83.2 ±30.8 | np | np | 100.0 | np | na | np | na | 79.2 ±25.3 |
| Personal development outcomes | % | 95.9 ± 5.7 | 100.0 | 92.2 ± 8.5 | 89.8 ±10.4 | 55.9 ±40.0 | np | np | 100.0 | 92.5 ± 4.8 |

- (a) 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.
- (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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.87

Table 5A.87 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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> |
|-------------------------------|-------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 89.7 ± 1.0 | 84.3 ± 1.2 | 87.7 ± 1.3 | 88.9 ± 1.8 | 89.1 ± 1.4 | 90.3 ± 2.1 | 85.0 ± 2.8 | 83.9 ± 4.7 | 87.5 ± 0.6 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 89.4 ± 1.1 | 84.2 ± 1.4 | 87.4 ± 1.4 | 90.1 ± 1.6 | 89.4 ± 1.4 | 89.7 ± 2.3 | 86.0 ± 2.9 | 83.3 ± 5.3 | 87.5 ± 0.6 |
| Further study outcomes | % | 92.8 ± 3.1 | 79.4 ± 9.1 | 87.3 ± 6.7 | 82.6 ± 11.2 | 84.6 ± 10.3 | 94.7 ± 10.1 | 89.1 ± 12.1 | 67.5 ± 28.4 | 86.9 ± 3.2 |
| Personal development outcomes | % | 89.7 ± 2.4 | 86.2 ± 2.8 | 92.6 ± 2.9 | 86.0 ± 8.0 | 87.8 ± 4.3 | 91.7 ± 6.3 | 75.6 ± 10.6 | 90.2 ± 8.4 | 88.0 ± 1.6 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 91.2 ± 5.7 | 87.2 ± 7.3 | 89.7 ± 5.9 | 93.8 ± 5.3 | 100.0 | 100.0 | 100.0 | 87.0 ± 23.9 | 91.1 ± 3.1 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 |

TABLE 5A.87

Table 5A.87 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| Personal development outcomes | % | 91.8 ± 2.0 | 88.4 ± 2.7 | 91.0 ± 2.0 | 89.7 ± 2.5 | 90.8 ± 3.6 | 92.3 ± 6.1 | 80.1 ± 7.8 | 86.1 ± 8.1 | 90.4 ± 1.1 |
| 2008 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 |

TABLE 5A.87

Table 5A.87 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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> |
|-------------------------------|---|-------------|------------|------------|------------|-------------|-------------|-------------|-------------|------------|-------------|
| 2006 | | | | | | | | | | | |
| All graduates | % | 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 | |
| Graduates who were 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 | |
| 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 | |
| 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 | | | | | | | | | | | |
| All graduates | % | 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 | |
| Graduates who were 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 | |
| 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 | |
| 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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.88

Table 5A.88 **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 (f)</i> | <i>ACT</i> | <i>NT (f)</i> | <i>Aust</i> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|----------------|------------|---------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 89.5 ± 1.2 | 84.0 ± 1.4 | 86.8 ± 1.6 | 88.4 ± 2.1 | 89.9 ± 1.5 | np | 85.1 ± 2.9 | np | 87.2 ± 0.7 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 89.1 ± 1.4 | 83.8 ± 1.5 | 86.1 ± 1.8 | 89.8 ± 1.9 | 90.4 ± 1.6 | np | 86.1 ± 3.1 | np | 87.2 ± 0.7 |
| Further study outcomes | % | 94.1 ± 3.0 | 78.8 ±10.1 | 88.4 ± 5.3 | 82.4 ±11.6 | 86.7 ±10.1 | np | 87.7 ±13.6 | na | 87.5 ± 3.4 |
| Personal development outcomes | % | 89.0 ± 3.0 | 85.6 ± 3.2 | 92.7 ± 3.0 | 82.8 ±10.1 | 87.4 ± 5.4 | na | 77.3 ± 9.7 | na | 87.1 ± 2.0 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 90.7 ± 7.2 | 86.4 ± 8.5 | 92.1 ± 5.6 | 92.8 ± 6.1 | 100.0 | na | 100.0 | na | 90.7 ± 3.7 |
| 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 | | | | | | | | | | |
| All graduates | % | 89.2 ± 0.9 | 87.2 ± 1.1 | 88.0 ± 1.1 | 88.3 ± 1.1 | 90.3 ± 1.3 | 86.8 ±11.0 | 86.6 ± 2.6 | 100.0 | 88.4 ± 0.5 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 89.0 ± 1.0 | 86.9 ± 1.3 | 87.4 ± 1.3 | 87.9 ± 1.3 | 89.6 ± 1.5 | 83.6 ±13.3 | 86.7 ± 3.0 | 100.0 | 88.1 ± 0.6 |
| 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 |
| 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 |

TABLE 5A.88

Table 5A.88 **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 (f)</i> | <i>ACT</i> | <i>NT (f)</i> | <i>Aust</i> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|----------------|------------|---------------|-------------|
| 2010 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 90.8 ± 0.9 | 87.8 ± 1.2 | 86.4 ± 1.3 | 87.0 ± 1.5 | 88.7 ± 1.8 | 100.0 | 85.4 ± 2.7 | 85.8 ±24.9 | 88.7 ± 0.5 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 90.7 ± 1.0 | 87.4 ± 1.3 | 84.9 ± 1.6 | 86.1 ± 1.8 | 88.0 ± 2.1 | 100.0 | 86.4 ± 2.9 | 75.7 ±39.0 | 88.2 ± 0.6 |
| 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 |
| Personal development outcomes | % | 91.3 ± 2.6 | 89.1 ± 3.2 | 91.7 ± 2.6 | 88.7 ± 3.2 | 91.1 ± 4.2 | np | 81.5 ± 8.0 | np | 90.3 ± 1.4 |
| 2008 | | | | | | | | | | |
| All graduates | % | 89.8 ± 1.6 | 85.3 ± 2.4 | 86.8 ± 2.5 | 87.5 ± 2.8 | 91.0 ± 3.1 | np | 89.0 ± 3.2 | 100.0 | 88.2 ± 1.0 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 89.8 ± 1.8 | 84.0 ± 2.8 | 85.8 ± 3.1 | 87.0 ± 3.4 | 92.4 ± 3.0 | np | 88.6 ± 3.8 | 100.0 | 87.8 ± 1.2 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 88.9 ± 1.2 | 87.2 ± 1.4 | 87.7 ± 1.6 | 86.8 ± 1.7 | 88.5 ± 1.8 | np | 84.6 ± 3.2 | 100.0 | 88.0 ± 0.7 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 89.3 ± 1.4 | 86.7 ± 1.6 | 87.2 ± 1.9 | 85.7 ± 2.1 | 87.4 ± 2.1 | np | 83.6 ± 3.8 | 100.0 | 87.7 ± 0.8 |
| 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 |
| 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 |

TABLE 5A.88

Table 5A.88 **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 (f)</i> | <i>ACT</i> | <i>NT (f)</i> | <i>Aust</i> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|----------------|------------|---------------|-------------|
| 2006 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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) 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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).

Table 5A.88 **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 (f)</i> | <i>ACT</i> | <i>NT (f)</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|----------------|------------|---------------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|----------------|------------|---------------|-------------|

(f) 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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.89

Table 5A.89 **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 (f)</i> | <i>Aust</i> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|---------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 89.5 ± 1.6 | 84.9 ± 2.8 | 89.0 ± 2.8 | 87.0 ± 5.4 | 83.5 ± 4.5 | 89.8 ± 2.5 | 89.3 ± 6.9 | 80.8 ±25.6 | 87.3 ± 1.3 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 89.7 ± 1.7 | 84.5 ± 3.2 | 89.6 ± 2.6 | 88.3 ± 4.8 | 81.7 ± 5.2 | 89.5 ± 2.8 | 89.4 ± 7.2 | 80.8 ±25.6 | 87.2 ± 1.4 |
| Further study outcomes | % | 86.4 ± 8.5 | 72.0 ±19.2 | 78.8 ±25.5 | 72.4 ±40.7 | 99.1 ± 1.8 | 92.2 ±14.8 | np | na | 80.6 ±10.0 |
| Personal development outcomes | % | 88.8 ± 5.2 | 91.2 ± 4.3 | 92.5 ± 8.0 | 91.4 ± 7.9 | 89.2 ± 8.6 | 90.9 ± 7.1 | np | na | 90.4 ± 2.6 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 84.5 ±16.4 | 90.8 ±13.1 | 74.2 ±32.1 | 100.0 | 100.0 | 100.0 | na | na | 88.2 ± 9.7 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 90.4 ± 9.9 | 90.6 ± 6.9 | 91.2 ± 6.6 | 88.9 ± 7.2 | 97.0 ± 6.1 | 100.0 | 94.2 ±11.9 | – | 91.0 ± 4.3 |
| 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 |

TABLE 5A.89

Table 5A.89 **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 (f)</i> | <i>Aust</i> |
|-------------------------------|-------------|------------|-------------|------------|-------------|-------------|-------------|-------------|---------------|-------------|
| 2010 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 88.2 ± 9.8 | 83.6 ± 18.9 | 94.5 ± 7.7 | 93.4 ± 7.8 | 100.0 | 100.0 | np | na | 89.6 ± 6.4 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 87.8 ± 9.2 | 87.4 ± 8.6 | 89.0 ± 9.2 | 94.7 ± 7.2 | 100.0 | np | np | na | 88.4 ± 5.3 |
| Personal development outcomes | % | 91.8 ± 3.8 | 87.0 ± 5.9 | 88.7 ± 4.8 | 93.9 ± 4.5 | 94.0 ± 6.7 | 89.4 ± 10.1 | 70.6 ± 27.0 | np | 90.1 ± 2.3 |
| 2008 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 95.8 ± 7.9 | 60.5 ± 27.2 | 93.2 ± 7.3 | 72.8 ± 31.3 | np | 100.0 | np | np | 88.5 ± 7.4 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 |

TABLE 5A.89

Table 5A.89 **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 (f)</i> | <i>Aust</i> |
|-------------------------------|-------------|-------------|------------|-------------|-------------|------------|-------------|-------------|---------------|-------------|
| 2006 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).
- (f) 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.

Table 5A.89 **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 (f)</i> | <i>Aust</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|---------------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|------------|---------------|-------------|

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.90

Table 5A.90 **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), (e)**

| | <i>Unit</i> | <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</i> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 91.3 ± 2.6 | 88.4 ± 4.6 | 90.2 ± 3.2 | 94.8 ± 2.9 | 90.7 ± 3.7 | 91.1 ± 3.3 | 80.2 ±21.1 | 83.7 ± 5.6 | 90.5 ± 1.4 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 90.6 ± 3.0 | 89.7 ± 4.4 | 89.5 ± 3.5 | 93.7 ± 3.6 | 92.3 ± 3.7 | 90.3 ± 3.7 | 77.6 ±23.4 | 82.1 ± 6.5 | 90.3 ± 1.5 |
| Further study outcomes | % | 91.2 ±15.3 | np | 100.0 | 100.0 | 70.5 ±45.0 | 100.0 | na | 83.7 ±21.7 | 91.1 ±10.7 |
| Personal development outcomes | % | 94.4 ± 3.8 | 77.0 ±19.7 | 92.0 ±11.0 | 98.9 ± 2.2 | 84.0 ±12.5 | 94.7 ± 9.3 | np | 92.3 ± 7.2 | 90.8 ± 4.0 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 99.0 ± 2.1 | 100.0 | 87.9 ±17.6 | 100.0 | np | np | na | 86.9 ±24.1 | 94.9 ± 5.9 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 |

TABLE 5A.90

Table 5A.90 **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), (e)**

| | <i>Unit</i> | <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</i> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2010 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 98.1 ± 3.7 | np | 90.2 ±18.3 | 100.0 | np | 87.5 ±23.2 | na | 80.8 ±25.5 | 94.1 ± 7.2 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 89.2 ±10.7 | 100.0 | 92.4 ± 7.4 | 90.8 ±10.7 | 100.0 | np | np | 81.4 ±27.2 | 90.8 ± 5.7 |
| Personal development outcomes | % | 93.5 ± 4.3 | 85.7 ±13.7 | 88.9 ± 4.5 | 86.3 ± 9.5 | 88.7 ±10.1 | 95.7 ± 5.9 | np | 80.5 ±12.3 | 90.2 ± 2.7 |
| 2008 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 90.0 ± 3.8 | 88.5 ± 5.4 | 87.3 ± 4.4 | 88.7 ± 6.9 | 92.6 ± 7.6 | 87.9 ± 5.9 | 100.0 | 85.1 ± 6.7 | 88.7 ± 2.1 |
| Further study outcomes | % | 93.1 ± 3.3 | 100.0 | 70.8 ±40.1 | 50.0 ±47.6 | np | 90.7 ±17.2 | np | np | 87.9 ± 8.7 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 90.0 ±11.2 | 74.7 ±26.5 | 81.6 ±14.4 | 89.0 ±13.1 | 100.0 | 100.0 | np | 80.9 ±17.7 | 88.1 ± 6.6 |
| 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 |

TABLE 5A.90

Table 5A.90 **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), (e)**

| | <i>Unit</i> | <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</i> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2006 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | np | np | 83.9 ±16.8 | np | np | np | na | np | 83.1 ±16.1 |
| Personal development outcomes | % | 86.1 ±11.3 | 94.2 ±11.0 | 79.2 ±12.1 | 75.3 ±22.0 | 100.0 | 96.7 ± 6.4 | np | 91.2 ± 8.7 | 85.4 ± 6.3 |
| 2005 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).
- (f) 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.

Table 5A.90 **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), (e)**

| | <i>Unit</i> | <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</i> |
|--|-------------|------------|------------|------------|-----------|-----------|------------|----------------|-----------|-------------|
|--|-------------|------------|------------|------------|-----------|-----------|------------|----------------|-----------|-------------|

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.91

Table 5A.91 **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 (f)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT</i> | <i>Aust</i> |
|-------------------------------|-------------|-------------|----------------|-------------|-------------|-------------|-------------|----------------|-------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 88.5 ± 7.6 | np | 91.9 ± 5.6 | 89.0 ± 6.4 | 89.5 ± 6.8 | 90.4 ± 9.4 | np | 89.8 ± 4.8 | 89.7 ± 2.9 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 88.2 ± 8.8 | np | 92.5 ± 6.3 | 89.5 ± 7.1 | 89.4 ± 8.0 | 89.3 ± 10.3 | np | 90.8 ± 5.0 | 89.9 ± 3.3 |
| Further study outcomes | % | np | np | np | np | np | na | na | np | 86.0 ± 15.2 |
| Personal development outcomes | % | 89.6 ± 15.2 | na | 88.3 ± 14.5 | 97.9 ± 4.2 | 92.0 ± 11.4 | np | na | 86.3 ± 16.8 | 91.6 ± 6.2 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | np | na | np | 90.6 ± 13.0 | 100.0 | np | na | np | 97.7 ± 3.4 |
| 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 | | | | | | | | | | |
| All graduates | % | 99.8 ± 0.4 | np | 94.1 ± 6.3 | 96.8 ± 2.7 | 93.7 ± 8.1 | 100.0 | np | 83.7 ± 7.5 | 94.5 ± 2.4 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 100.0 | np | 92.2 ± 8.4 | 96.2 ± 3.2 | 92.9 ± 9.1 | 100.0 | np | 85.6 ± 8.2 | 94.2 ± 2.8 |
| Further study outcomes | % | np | na | np | 100.0 | np | na | na | np | 100.0 |
| Personal development outcomes | % | np | na | 99.3 ± 1.5 | 100.0 | np | np | na | 74.2 ± 18.8 | 94.7 ± 4.6 |
| 2011 | | | | | | | | | | |
| All graduates | % | 86.3 ± 8.1 | 100.0 | 90.2 ± 3.0 | 88.2 ± 3.0 | 93.3 ± 3.6 | 94.1 ± 5.2 | na | 87.9 ± 5.0 | 89.5 ± 1.8 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 86.7 ± 9.8 | 100.0 | 89.9 ± 3.5 | 86.3 ± 3.6 | 92.7 ± 4.1 | 93.9 ± 6.0 | na | 86.1 ± 6.4 | 88.6 ± 2.1 |
| Further study outcomes | % | np | np | np | 88.0 ± 13.5 | np | np | na | 78.9 ± 34.7 | 87.6 ± 12.3 |
| 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 |

TABLE 5A.91

Table 5A.91 **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 (f)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT</i> | <i>Aust</i> |
|-------------------------------|-------------|------------|----------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2010 | | | | | | | | | | |
| All graduates | % | 85.9 ±10.6 | 100.0 | 91.4 ± 4.8 | 89.2 ± 4.5 | 92.8 ± 7.4 | 100.0 | na | 85.6 ±11.5 | 90.0 ± 3.0 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 90.4 ±10.9 | 100.0 | 91.3 ± 4.9 | 91.2 ± 4.6 | 94.3 ± 6.7 | 100.0 | na | 81.8 ±14.1 | 91.1 ± 3.1 |
| Further study outcomes | % | na | na | np | np | np | na | na | np | 67.2 ±40.7 |
| Personal development outcomes | % | 71.7 ±29.3 | np | 98.1 ± 3.7 | 72.3 ±17.2 | 81.0 ±32.2 | np | na | 100.0 | 85.0 ± 8.8 |
| 2009 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | np | na | 95.1 ± 9.4 | 92.5 ±14.2 | np | na | na | np | 81.9 ±15.3 |
| Personal development outcomes | % | 92.7 ±14.1 | 90.7 ±17.2 | 94.9 ± 4.9 | 94.2 ± 4.4 | 59.4 ±34.9 | np | na | 87.6 ±16.4 | 91.1 ± 4.8 |
| 2008 | | | | | | | | | | |
| All graduates | % | 78.3 ±16.0 | 94.5 ±10.8 | 83.7 ± 9.6 | 86.3 ± 9.0 | 92.0 ± 9.7 | 100.0 | – | 91.4 ± 4.9 | 86.2 ± 5.0 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 73.8 ±20.6 | 90.5 ±17.5 | 82.3 ±11.3 | 85.1 ±11.4 | 89.5 ±12.9 | 100.0 | – | 93.2 ± 5.7 | 84.2 ± 6.5 |
| Further study outcomes | % | na | na | 100.0 | 100.0 | na | na | na | np | 100.0 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 95.2 ± 6.5 | 92.5 ± 5.9 | 88.7 ± 4.0 | 85.3 ± 5.3 | 82.0 ± 8.8 | 100.0 | np | 90.0 ± 6.1 | 88.4 ± 2.5 |
| Further study outcomes | % | np | np | 89.7 ±15.2 | 100.0 | np | np | na | np | 87.6 ±13.0 |
| 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 |

TABLE 5A.91

Table 5A.91 **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 (f)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT</i> | <i>Aust</i> |
|-------------------------------|-------------|------------|----------------|------------|------------|------------|------------|----------------|------------|-------------|
| 2006 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 69.6 ±26.9 | 100.0 | 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 |
| Further study outcomes | % | np | np | 100.0 | np | np | na | na | np | 85.9 ±10.6 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | np | np | 94.8 ± 4.5 | 92.0 ±15.1 | np | na | na | np | 73.6 ±18.6 |
| Personal development outcomes | % | 91.0 ±12.7 | np | 85.3 ± 9.2 | 89.0 ± 8.0 | 80.8 ±23.8 | np | na | 100.0 | 88.2 ± 5.2 |

- (a) Data in italics have relative standard errors greater than 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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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).

Table 5A.91 **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 (f)</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT (f)</i> | <i>NT</i> | <i>Aust</i> |
|--|-------------|------------|----------------|------------|-----------|-----------|------------|----------------|-----------|-------------|
|--|-------------|------------|----------------|------------|-----------|-----------|------------|----------------|-----------|-------------|

(f) 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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.92

Table 5A.92 **Proportion of graduates reporting disability 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> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2014 | | | | | | | | | | |
| All graduates | % | 88.3 ± 3.1 | 81.5 ± 3.7 | 84.6 ± 4.9 | 85.8 ± 5.6 | 85.3 ± 4.8 | 95.4 ± 3.9 | 79.2 ±10.8 | 84.1 ±12.1 | 85.2 ± 1.8 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 87.7 ± 4.1 | 81.5 ± 4.3 | 83.1 ± 5.8 | 85.3 ± 6.6 | 84.5 ± 5.3 | 96.0 ± 3.9 | 75.8 ±13.3 | 84.7 ±14.0 | 84.6 ± 2.2 |
| Further study outcomes | % | 97.3 ± 3.2 | 62.7 ±30.4 | 63.3 ±31.3 | 100.0 | 92.5 ±15.0 | np | np | – | 85.7 ± 8.9 |
| Personal development outcomes | % | 87.0 ± 5.4 | 83.3 ± 8.2 | 95.8 ± 3.9 | 88.6 ±11.8 | 85.3 ±14.9 | 91.9 ±12.8 | 92.7 ±10.6 | 79.0 ±35.7 | 87.1 ± 3.7 |
| 2013 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | 100.0 | 82.3 ± 6.2 |
| 2012 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| Personal development outcomes | % | 89.3 ± 8.1 | 89.6 ±12.6 | 89.1 ±10.9 | 95.9 ± 7.9 | 100.0 | 100.0 | 64.9 ±41.6 | np | 90.2 ± 4.7 |
| 2011 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 81.7 ±16.8 | 81.5 ±16.3 | 79.8 ±21.0 | 85.9 ±20.5 | 100.0 | np | 86.0 ±25.6 | np | 83.8 ± 9.0 |
| Personal development outcomes | % | 86.8 ± 6.5 | 89.6 ± 6.7 | 87.0 ± 6.3 | 78.4 ±11.8 | 94.2 ± 5.3 | 90.2 ± 9.4 | 89.8 ±13.8 | 100.0 | 87.4 ± 3.4 |

TABLE 5A.92

Table 5A.92 **Proportion of graduates reporting disability 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> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2010 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 87.1 ± 9.3 | 93.8 ± 8.9 | 100.0 | 88.9 ±20.5 | 89.4 ±19.4 | np | np | np | 90.2 ± 5.7 |
| Personal development outcomes | % | 90.8 ± 5.7 | 88.9 ± 7.0 | 94.5 ± 4.8 | 90.5 ± 7.5 | 79.3 ±12.9 | 92.4 ±14.5 | 67.6 ±21.9 | 100.0 | 89.2 ± 3.3 |
| 2008 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 86.2 ±14.5 | 75.7 ±34.5 | 100.0 | np | np | np | np | np | 84.3 ±11.3 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 78.5 ±18.1 | 91.5 ±10.9 | 75.5 ±26.9 | 86.7 ±17.7 | 100.0 | np | np | np | 82.7 ±10.1 |
| 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 |

TABLE 5A.92

Table 5A.92 **Proportion of graduates reporting disability 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> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2006 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 48.5 ±35.6 | 100.0 | 88.0 ±21.9 | 83.3 ± 8.9 | np | np | np | np | 62.7 ±22.5 |
| Personal development outcomes | % | 85.0 ±10.5 | 76.0 ±10.0 | 97.4 ± 3.4 | 97.9 ± 4.1 | 100.0 | 100.0 | 81.8 ±31.3 | 79.9 ±26.2 | 86.9 ± 5.4 |
| 2005 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 77.5 ± 7.2 | 84.7 ± 4.3 | 85.5 ± 5.0 | 80.3 ± 5.5 | 87.2 ± 5.2 | 85.2 ±11.1 | 80.6 ±10.0 | 100.0 | 81.3 ± 3.6 |
| 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 |
| Personal development outcomes | % | 85.9 ± 6.5 | 85.5 ± 7.1 | 91.4 ± 5.8 | 89.4 ± 6.9 | 78.7 ±14.4 | 78.3 ±26.8 | 100.0 | 86.2 ±25.2 | 86.7 ± 3.7 |

- (a) Data in italics have relative standard errors greater than 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).
- (d) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.93

Table 5A.93 **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), (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> |
|-------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|
| 2014 | | | | | | | | | | | |
| All graduates | % | 91.2 ± 1.6 | 86.6 ± 2.0 | 90.7 ± 3.3 | 89.7 ± 4.8 | 88.5 ± 3.3 | 90.9 ± 6.7 | 87.9 ± 4.8 | 88.6 ± 7.3 | 88.9 ± 1.1 | |
| Graduates who were seeking: | | | | | | | | | | | |
| Employment related outcomes | % | 91.0 ± 2.0 | 86.5 ± 2.2 | 89.8 ± 4.0 | 92.2 ± 3.0 | 89.9 ± 3.3 | 89.9 ± 8.0 | 91.3 ± 4.1 | 86.7 ± 8.9 | 89.1 ± 1.2 | |
| Further study outcomes | % | 94.1 ± 4.2 | 92.0 ± 6.6 | 91.3 ± 7.2 | 97.4 ± 4.8 | 82.3 ± 21.8 | np | 87.0 ± 24.1 | np | 93.0 ± 3.1 | |
| Personal development outcomes | % | 88.4 ± 4.1 | 87.3 ± 4.9 | 98.2 ± 2.2 | 72.6 ± 22.1 | 79.4 ± 14.0 | 90.5 ± 17.7 | 72.1 ± 19.0 | 94.8 ± 10.0 | 86.4 ± 3.7 | |
| 2013 | | | | | | | | | | | |
| All graduates | % | 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 | |
| Graduates who were 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 | |
| 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 | |
| Personal development outcomes | % | 90.7 ± 3.9 | 72.6 ± 12.0 | 94.5 ± 5.2 | 95.0 ± 2.9 | 89.6 ± 7.4 | 100.0 | 99.0 ± 1.9 | 93.6 ± 7.3 | 84.4 ± 5.3 | |
| 2012 | | | | | | | | | | | |
| All graduates | % | 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 | |
| Graduates who were seeking: | | | | | | | | | | | |
| Employment related outcomes | % | 91.3 ± 2.3 | 89.7 ± 4.7 | 92.0 ± 5.3 | 91.2 ± 4.3 | 93.3 ± 5.0 | 100.0 | 79.7 ± 13.4 | 93.4 ± 6.7 | 90.8 ± 2.0 | |
| Further study outcomes | % | 90.5 ± 6.4 | 93.3 ± 9.7 | 98.3 ± 2.5 | 90.0 ± 9.7 | 100.0 | np | np | np | 92.9 ± 4.0 | |
| Personal development outcomes | % | 95.2 ± 3.9 | 92.5 ± 11.0 | 86.2 ± 15.1 | 98.8 ± 1.7 | 96.1 ± 7.8 | np | 100.0 | 74.4 ± 21.1 | 93.3 ± 4.4 | |
| 2011 | | | | | | | | | | | |
| All graduates | % | 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 | |
| Graduates who were 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 | |
| Further study outcomes | % | 97.6 ± 2.0 | 84.7 ± 6.6 | 90.9 ± 8.5 | 93.8 ± 4.4 | 97.1 ± 5.7 | 100.0 | 92.1 ± 12.6 | 71.9 ± 32.3 | 93.5 ± 2.0 | |
| 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 | |

TABLE 5A.93

Table 5A.93 **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), (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> |
|-------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2010 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 96.8 ± 3.0 | 89.4 ± 7.3 | 93.3 ± 5.9 | 83.0 ±12.4 | 95.1 ±10.1 | np | 100.0 | np | 93.2 ± 2.9 |
| Personal development outcomes | % | 87.6 ± 6.2 | 92.6 ± 5.6 | 91.5 ± 6.3 | 89.9 ± 7.4 | 100.0 | 93.9 ±12.1 | 92.8 ±10.4 | 93.4 ±12.4 | 90.1 ± 3.5 |
| 2009 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 92.1 ± 3.7 | 90.9 ± 6.3 | 88.0 ±10.0 | 94.9 ± 5.2 | 97.9 ± 4.3 | np | 100.0 | 70.4 ±44.0 | 92.1 ± 2.7 |
| Personal development outcomes | % | 92.0 ± 3.3 | 89.8 ± 4.6 | 91.7 ± 5.5 | 90.0 ± 5.3 | 92.3 ± 6.3 | np | 94.5 ± 8.4 | 85.3 ±16.6 | 91.2 ± 2.1 |
| 2008 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were seeking: | | | | | | | | | | |
| Employment related outcomes | % | 90.0 ± 2.6 | 81.3 ± 5.5 | 84.1 ± 8.6 | 85.0 ± 7.4 | 92.6 ± 7.4 | 100.0 | 78.6 ±13.0 | 98.6 ± 2.8 | 87.2 ± 2.2 |
| 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 |
| 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 | | | | | | | | | | |
| All graduates | % | 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 |
| Graduates who were 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 |
| Further study outcomes | % | 85.2 ± 6.4 | 90.6 ± 7.0 | 85.0 ±18.0 | 93.4 ± 6.5 | 100.0 | np | np | np | 87.6 ± 4.3 |
| 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 |

TABLE 5A.93

Table 5A.93 **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), (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> |
|-------------------------------|---|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2006 | | | | | | | | | | | |
| All graduates | % | 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 | |
| Graduates who were 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 | |
| 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 | |
| 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 | | | | | | | | | | | |
| All graduates | % | 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 | |
| Graduates who were 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 | |
| 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 | |
| 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) 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 ± 2.7 per cent).

(c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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).

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.94

Table 5A.94 **Employer engagement with VET (per cent) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2015 | | | | | | | | | |
| Employer engagement with: | | | | | | | | | |
| Apprenticeships/traineeships (c) | 25.7 ± 3.6 | 20.5 ± 2.7 | 26.7 ± 3.1 | 26.1 ± 3.3 | 19.5 ± 3.1 | 26.9 ± 3.6 | 24.8 ± 3.1 | 26.9 ± 4.0 | 24.3 ± 1.6 |
| Nationally recognised training (d) | 20.1 ± 3.0 | 18.6 ± 3.1 | 23.0 ± 3.8 | 21.1 ± 3.3 | 18.8 ± 3.1 | 23.4 ± 4.3 | 25.8 ± 4.1 | 34.0 ± 4.7 | 20.6 ± 1.6 |
| Formal vocational qualifications as a job requirement (e) | 39.6 ± 3.8 | 31.2 ± 3.5 | 39.5 ± 4.1 | 38.3 ± 4.0 | 30.7 ± 3.7 | 34.8 ± 4.7 | 33.2 ± 3.5 | 42.7 ± 4.8 | 36.6 ± 1.9 |
| 2013 | | | | | | | | | |
| Employer engagement with: | | | | | | | | | |
| Apprenticeships/traineeships (c) | 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 |
| Nationally recognised training (d) | 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 |
| Formal vocational qualifications as a job requirement (e) | 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 | | | | | | | | | |
| Employer engagement with: | | | | | | | | | |
| Apprenticeships/traineeships (c) | 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 |
| Nationally recognised training (d) | 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 |
| Formal vocational qualifications as a job requirement (e) | 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 | | | | | | | | | |
| Employer engagement with: | | | | | | | | | |
| Apprenticeships/traineeships (c) | 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 |
| Nationally recognised training (d) | 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 |
| Formal vocational qualifications as a job requirement (e) | 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 | | | | | | | | | |

Table 5A.94 **Employer engagement with VET (per cent) (a), (b)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Employer engagement with: | | | | | | | | | |
| Apprenticeships/traineeships (c) | 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 |
| Nationally recognised training (d) | 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 |
| Formal vocational qualifications as a job requirement (e) | 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 |

- (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) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.
- (d) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.
- (e) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: NCVET unpublished, *Survey of Employer Use and Views of the VET System*.

TABLE 5A.95

Table 5A.95 **Employer satisfaction with VET (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 2015 | | | | | | | | | |
| Satisfaction with apprenticeships/traineeships (d) | | | | | | | | | |
| Satisfied | 81.6 ± 6.3 | 79.9 ± 6.3 | 82.7 ± 5.4 | 82.4 ± 6.3 | 85.4 ± 5.4 | 82.0 ± 6.3 | 80.5 ± 6.3 | 74.3 ± 8.2 | 81.7 ± 3.0 |
| Neither satisfied or dissatisfied | 9.1 ± 4.4 | 6.6 ± 3.4 | 8.1 ± 4.0 | 5.1 ± 2.5 | 8.6 ± 4.2 | 9.6 ± 5.1 | 10.5 ± 5.0 | 8.4 ± 4.2 | 7.9 ± 2.0 |
| Dissatisfied | 9.3 ± 5.0 | 13.5 ± 5.5 | 9.2 ± 3.9 | 12.5 ± 5.9 | 6.0 ± 3.8 | 8.4 ± 4.2 | 9.0 ± 4.4 | 17.3 ± 7.6 | 10.4 ± 2.4 |
| Satisfaction with nationally recognised training (e) | | | | | | | | | |
| Satisfied | 83.9 ± 6.5 | 83.7 ± 6.4 | 84.9 ± 7.2 | 82.6 ± 6.8 | 87.0 ± 6.2 | 80.8 ± 7.6 | 82.2 ± 6.1 | 81.5 ± 6.6 | 84.0 ± 3.2 |
| Neither satisfied or dissatisfied | 10.0 ± 5.5 | 12.3 ± 6.0 | 6.5 ± 3.2 | 9.4 ± 4.8 | 9.1 ± 5.4 | 13.5 ± 6.5 | 10.3 ± 4.6 | 11.1 ± 5.0 | 9.8 ± 2.5 |
| Dissatisfied | 6.1 ± 4.0 | 4.1 ± 2.6 | 8.5 ± 6.7 | 8.0 ± 5.3 | 4.0 ± 3.4 | 5.7 ± 4.3 | 7.5 ± 4.3 | 7.4 ± 4.9 | 6.3 ± 2.2 |
| Satisfaction with formal vocational qualifications as a job requirement (f) | | | | | | | | | |
| Satisfied | 73.7 ± 5.7 | 79.1 ± 5.2 | 75.9 ± 5.8 | 78.9 ± 5.6 | 77.7 ± 6.1 | 79.6 ± 5.8 | 77.9 ± 5.8 | 76.1 ± 6.4 | 76.2 ± 2.8 |
| Neither satisfied or dissatisfied | 12.2 ± 4.2 | 12.8 ± 4.2 | 13.7 ± 4.0 | 11.9 ± 4.6 | 16.1 ± 5.6 | 10.5 ± 4.3 | 14.6 ± 5.0 | 12.4 ± 4.7 | 12.8 ± 2.1 |
| Dissatisfied | 14.1 ± 4.6 | 8.1 ± 3.5 | 10.4 ± 4.5 | 9.2 ± 3.9 | 6.2 ± 3.0 | 9.9 ± 4.1 | 7.5 ± 3.8 | 11.6 ± 4.9 | 10.9 ± 2.2 |
| 2013 | | | | | | | | | |
| Satisfaction with apprenticeships/traineeships (d) | | | | | | | | | |
| 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 (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| 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 |

TABLE 5A.95

Table 5A.95 **Employer satisfaction with VET (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 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 (d) | | | | | | | | | |
| 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 (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| 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 |
| 2009 | | | | | | | | | |
| Satisfaction with apprenticeships/traineeships (d) | | | | | | | | | |
| 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 (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| 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 |

Table 5A.95 **Employer satisfaction with VET (per cent) (a), (b), (c)**

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|-------------|------------|------------|------------|------------|------------|------------|-------------|
| 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 (d) | | | | | | | | | |
| 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 (e) | | | | | | | | | |
| 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 (f) | | | | | | | | | |
| 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 |

- (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) Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job.
- (e) Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job.
- (f) Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.

Source: NCVET unpublished, *Survey of Employer Use and Views of the VET System*.

Table 5A.96 Gross Domestic Product chain price deflator (index)

| Years | 2014 = 100.0 |
|-------|--------------|
| 2014 | 100.0 |
| 2013 | 98.4 |
| 2012 | 98.4 |
| 2011 | 96.9 |
| 2010 | 91.4 |
| 2009 | 90.6 |
| 2008 | 85.7 |
| 2007 | 82.2 |
| 2006 | 78.4 |
| 2005 | 74.6 |

Source: ABS (2013) *Australian System of National Accounts, 2012-13*, Cat. no. 5204.0. Table 1.

Table 5A.97 **Explanatory notes to the National VET provider collection**

| <i>No.</i> | <i>Explanatory information</i> |
|--|--|
| Changes to reporting scope derivations | |
| 01. | The derivation of student major funding source was revised in 2012. Previously, recognition of current competency enrolments were not considered in determining the funding source type in the hierarchical classification. |
| 02. | In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003. |
| 03. | From 2014, fee-for-service activity from adult and community education providers has been excluded from the publication scope of government-funded activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from adult and community education providers will be included in the Total VET students and courses 2014 publication to be published later in 2015. |
| Data quality and comparability issues — jurisdictions | |
| <i>New South Wales</i> | |
| 04. | 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. |
| 05. | TAFE NSW previously submitted data as one consolidated data submission for the 11 RTOs (10 TAFE institutes and the Open Training and Education Network). In 2015, data for each of the 11 TAFE NSW RTOs were submitted individually to NCVER. The individual submissions resulted in a break-in-series for reporting the number of students, as student numbers are partly derived by the training authority identifier. A student undertaking study at two TAFE NSW institutes is now counted twice, instead of once under the previous arrangement. NCVER identified 21 400 client identifiers undertaking study at multiple TAFE NSW RTOs in 2014 (matching data by client identifier, encrypted identifier, sex and date of birth). This represents 10 500 unique students if they had been reported in a consolidated submission. |
| 06. | Qualifications completed data for TAFE NSW (and New South Wales) are under-reported for 2013 due to reporting issues associated with the implementation of a new student administration and learning management system. TAFE NSW were not able to provide additional qualifications completed data for 2013 in the 2014 National VET Provider Collection (i.e. 2013 completions created after the close-off date of 2013 activity on 24 January 2014). |
| 07. | The NSW Adult Migrant English Service did not submit data for 2014 activity. In 2013 they reported 390 students, 690 subject enrolments, 51 800 hours and 72 full-year training equivalents. |
| 08. | In August 2015, TAFE NSW resubmitted data submissions to the 2014 National VET Provider Collection. As a consequence, student, program and subject data for New South Wales and Australia have been revised. |
| <i>Victoria</i> | |
| 09. | No additional explanatory information. |
| <i>Queensland</i> | |
| 10. | No additional explanatory information. |
| <i>Western Australia</i> | |
| 11. | No additional explanatory information. |

Table 5A.97 Explanatory notes to the National VET provider collection

| No. | Explanatory information |
|--|---|
| <i>South Australia</i> | |
| 12. | In 2010, the former Department of Further Education, Employment, Science and Technology (DFEEST) implemented a new reporting method, which was similar to that used prior to 2009, for reporting 'Other recognised courses' and 'Subject-only enrolments'. Consequently, this also represents a break-in-series for reporting purposes. If the pre-2009 reporting method was applied to the 2009 data, the number of students in Other recognised courses would have been 30 400 rather than 5700 and Subject-only enrolments 11 700 rather than 36 700. Likewise, student numbers for Australia would have been 234 100 rather than 209 200 (for Other recognised courses) and 82 500 rather than 107 500 (for Subject only enrolments). |
| 13. | The funding of the South Australian entitlement scheme — 'Skills for All' — changed in 2014, which capped the training for many qualifications and led to a decline in subject enrolments and programs completed. |
| 14. | The Department of State Development reported VET in Schools data for the first time in 2014. The improved matching of student data reduced the number of enrolments reported in the SA VISA (VET in Schools assessed by TAFE) submission, as some students were reported in the VET in Schools Collection instead. |
| 15. | There is a high incidence of missing postcodes in the TAFE SA and SA VISA data for 2014 due to issues associated with the TAFE student information system. This results in increased unknown data being reported for Australian Statistical Geography Standard (ASGS) regions (SA2, SA3, SA4), student remoteness (ARIA+) and SEIFA. |
| <i>Tasmania</i> | |
| 16. | In Tasmania, significant structural changes have occurred in the TasTAFE system and these may affect comparability of data between 2009 and 2013. |
| <i>Australian Capital Territory</i> | |
| 17. | No additional explanatory information. |
| <i>Northern Territory</i> | |
| 18. | From 2011, there are no data for NT Adult and Community Education as they are no longer providing accredited training associated with adult and community education. |
| Data quality and comparability issues — general | |
| <i>National reporting</i> | |
| 19. | In 2011, highest funding source may include a small number of students associated with domestic fee-for-service activity that is included as a result of the hierarchical funding calculation that disregards subject outcomes '53 — Recognition of Current Competency granted'. |
| 20. | Nationally and locally accredited skills sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level. |
| <i>Qualifications</i> | |
| 21. | From 2012, type of accreditation also includes higher level qualifications that are not a training package qualification or nationally recognised accredited course, that are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities. |

Table 5A.97 Explanatory notes to the National VET provider collection

| No. | Explanatory information | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------|------|------|------|------|------|------|-------------------|---|-----|-----|-----|-----|-----|-------------------|---|------|------|------|-----|-----|---------------------------------|---|-----|-----|-----|-----|-----|
| <i>Training provider profile</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22. | Data for the training provider profile are extracted by the training organisation identifier used in data submission. This represents the number of training organisations reporting in the National VET Provider Collection where the data was within publication scope. Training organisations submit data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In New South Wales and South Australia, some training providers may be reported both as a community education provider and other provider. However, they are only reported once in the provider type profile. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23. | The data submission for SA VISA covers VET in Schools activity that is undertaken at the three South Australian TAFE institutes. Therefore, these training providers are counted against SA TAFE and not against SA VISA. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24. | Distinct number of training providers is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore they are counted in each state/territory figures, but only counted once in the total. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Not known information</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25. | Data reported in the National VET Provider Collection as 'not known' are reported for the following reasons: <ul style="list-style-type: none"> • Information was not collected. • A student has not responded to a question on the enrolment form. • Invalid information was provided. <p>Caution should be taken when using data with a large number of 'not known' responses. The extent of 'not known' data for some student characteristics is illustrated below.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Table Proportion of students with 'not known' data, 2010–14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Indigenous status</td> <td style="text-align: center;">%</td> <td style="text-align: center;">8.2</td> <td style="text-align: center;">7.0</td> <td style="text-align: center;">5.0</td> <td style="text-align: center;">3.9</td> <td style="text-align: center;">3.6</td> </tr> <tr> <td>Disability status</td> <td style="text-align: center;">%</td> <td style="text-align: center;">13.5</td> <td style="text-align: center;">12.7</td> <td style="text-align: center;">10.7</td> <td style="text-align: center;">9.8</td> <td style="text-align: center;">8.7</td> </tr> <tr> <td>Non-English speaking background</td> <td style="text-align: center;">%</td> <td style="text-align: center;">8.1</td> <td style="text-align: center;">7.4</td> <td style="text-align: center;">7.2</td> <td style="text-align: center;">7.3</td> <td style="text-align: center;">6.7</td> </tr> </tbody> </table> | | | 2010 | 2011 | 2012 | 2013 | 2014 | Indigenous status | % | 8.2 | 7.0 | 5.0 | 3.9 | 3.6 | Disability status | % | 13.5 | 12.7 | 10.7 | 9.8 | 8.7 | Non-English speaking background | % | 8.1 | 7.4 | 7.2 | 7.3 | 6.7 |
| | | 2010 | 2011 | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | |
| Indigenous status | % | 8.2 | 7.0 | 5.0 | 3.9 | 3.6 | | | | | | | | | | | | | | | | | | | | | | | |
| Disability status | % | 13.5 | 12.7 | 10.7 | 9.8 | 8.7 | | | | | | | | | | | | | | | | | | | | | | | |
| Non-English speaking background | % | 8.1 | 7.4 | 7.2 | 7.3 | 6.7 | | | | | | | | | | | | | | | | | | | | | | | |

Source: NCVET unpublished, National VET provider collection.

Data quality information — Vocational education and training, chapter 5

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 Vocational education and training (VET) chapter.

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

DQI Contents

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Data Collections

National VET provider data collection

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 | Various |
| Indicator | The VET provider collection is used as a key data source for the following indicators: |
| Measure (computation) | <ul style="list-style-type: none">• VET participation by target group• Student participation in VET• Student achievement in VET• VET student completions and qualifications |
| Data source/s | <p><i>VET provider collection</i>, NCVER.</p> <ul style="list-style-type: none">• The VET provider collection provides a nationally consistent framework for the collection of VET activity in Australia. It forms part of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). It details the information collected by training organisations regarding their training activity. In broad terms, the information collected relates to students (clients), who they are, where they study and what they study. Nationally consistent and accurate measurement of VET activity in Australia is enabled by collecting this information in a uniform way. |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>The 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 VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on 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 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 cover the following types of training activity:</p> <ul style="list-style-type: none">• recreation, leisure and personal enrichment• fee-for-service VET by community education and private providers• delivery undertaken at overseas campuses of Australian VET institutions• credit transfer• VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate• any activity where revenue was earned from another registered training organisation in terms of subcontracted, auspicing, partnership or similar arrangements. |

| | |
|----------------------|--|
| Timeliness | <p>The National VET Provider Collection is submitted to NCVET on a quarterly basis and consists of data for January to March, January to June, January to September and January to December.</p> <p>A summary of 2014 data was released on 30 June 2015 in Government-funded students and courses 2014.</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 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.</p> <ul style="list-style-type: none"> • From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. • From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. • From 2014, Release 7.0 came into effect. <p>For further information go to http://www.ncver.edu.au/avetmiss/21055.html.</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 2014 training activity, SA, WA, Tasmania, the NT, and the ACT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.</p> |
| Accessibility | <p>Summary information is available free of charge in Students and Courses 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 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 Standard 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 See performance indicator DQI

National VET financial data collection

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

| | |
|------------------------------|---|
| Element | Various |
| Indicator | The VET financial collection is used as a key data source for the following indicators: |
| Measure (computation) | <ul style="list-style-type: none">• Government recurrent expenditure per annual hour• Government recurrent expenditure per load pass• User cost of capital per annual hour• User cost of capital per load pass |
| Data source/s | <p><i>VET financial collection</i>, NCVET.</p> <ul style="list-style-type: none">• The VET financial collection provides a nationally consistent standard for the collection, reporting and analysis of the public VET system information throughout Australia. It forms part of the AVETMISS. The standard has been developed and redefined over a number of years through consultations with major stakeholders. Data collections made under the standard are used as the basis for reporting the key performance measures for the VET sector, approved by Commonwealth, state and territory VET ministers. |

Data Quality Framework Dimensions

| | |
|----------------------------------|--|
| Institutional environment | <p>The NCVET is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVET is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on NCVET, see http://www.ncvet.edu.au/aboutncvet/who.html</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 NCVET (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 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.ncvet.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.

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 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 See performance indicator DQI

Student Outcomes Survey

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

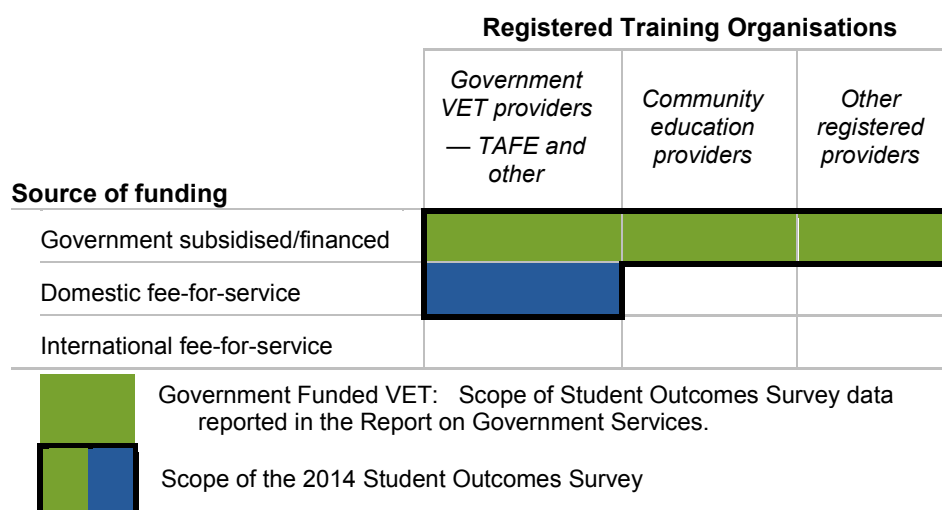
Indicator definition and description

| | |
|------------------------------|---|
| Element | Various |
| Indicator | The Student Outcomes Survey is used as a key data source for the following indicators: |
| Measure (computation) | <ul style="list-style-type: none"> • Student employment and further study outcomes • Student satisfaction with VET. |
| Data source/s | <p><i>Student Outcomes Survey</i> (SOS), NCVET.</p> <ul style="list-style-type: none"> • An annual survey of students who successfully complete VET in Australia. • The sample for the survey is drawn from the National VET Provider Collection. |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>The NCVET is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVET is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on NCVET, see http://www.ncvet.edu.au/aboutncvet/who.html</p> |
| Relevance | <p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Students have the option to complete the survey online, or by hard-copy questionnaire. Some students are selected to complete the survey by telephone.</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> |

Figure 1 **Scope of the 2014 Student Outcomes Survey**



^a In 2014, the scope was expanded to include students from all jurisdictions who completed their training with a community education provider. This resulted in information being collected for New South Wales, Victoria, Queensland and Western Australia. Prior to this only students from community education providers in New South Wales and Victoria were included. From 2014, fee-for-service activity from community education providers has been excluded from the scope of this publication. Data have been backdated to 2006.

The survey includes:

- Publicly funded VET activity (all providers)
- Domestic fee-for-service activity delivered by TAFE and other government VET providers. Domestic fee-for-service activity is *excluded* for the measures reported in the Report on Government Services.

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Fee-for-service 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.

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 2014 survey (for students who completed their training in 2013) were released on the NCVET website in December 2014.

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 2014 survey are shown in table 1.

Table 1 **Response rates for graduates to the 2014 Student Outcomes Survey**

| <i>State/Territory</i> | <i>Response rate (%)</i> |
|------------------------------|--------------------------|
| New South Wales | 41.3 |
| Victoria | 36.2 |
| Queensland | 35.7 |
| Western Australia | 41.6 |
| South Australia | 33.3 |
| Tasmania | 40.9 |
| Australian Capital Territory | 38.6 |
| Northern Territory | 44.3 |
| Australia | 38.2 |

For 2014, 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 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"> • 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 • 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 questions on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth • Main Language 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 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 | See performance indicator DQI |
|------------------------------|-------------------------------|

Survey of Employer Use and Views of the VET System

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

| | |
|------------------------------|---|
| Element | Various |
| Indicator | The Survey of Employer Use and Views of the VET System is used as a key data source for the following indicators: |
| Measure (computation) | <ul style="list-style-type: none">• Employer engagement with VET• Employer satisfaction with VET |
| Data source/s | <p><i>Survey of Employer Use and Views of the VET System (SEUV)</i>, NCVET.</p> <ul style="list-style-type: none">• 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 NCVET is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVET is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on NCVET, see http://www.ncvet.edu.au/aboutncvet/who.html</p> |
| Relevance | <p>The Survey of Employer Use and Views of the VET System collects information on employers' use and views of the 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 Employer Use and Views 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 2015 survey were released on the NCVET website on 26 October 2015.</p> |
| Accuracy | <p>In 2015, 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.

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 NCVER, to have affected the quality of data.

In 2015, a total of 9210 interviews were achieved. Response rates to the 2015 survey are shown in table 1.

Table 1 **Response rates for employers to the 2015 Survey Employer use and views**

| <i>State/Territory</i> | <i>Response rate (%)</i> |
|------------------------------|--------------------------|
| New South Wales | 67.3 |
| Victoria | 68.2 |
| Queensland | 69.3 |
| Western Australia | 71.7 |
| South Australia | 72.5 |
| Tasmania | 76.4 |
| Australian Capital Territory | 74.6 |
| Northern Territory | 77.4 |
| Australia | 70.3 |

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

Coherence

This is the sixth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009, 2011 and 2013.

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 Employer 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 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 Employer 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

See performance indicator DQI

Estimated Resident Population and Aboriginal and Torres Strait Islander population

Data quality information for this indicator has been drafted by the Secretariat, in consultation with the ABS and the VET Working Group.

Indicator definition and description

| | |
|------------------------------|---|
| Element | Various |
| Indicator | The population estimates are used as a key data source for the following indicators: |
| Measure (computation) | <ul style="list-style-type: none">• VET participation by target group• Student participation in VET• VET student completions and qualifications. |
| Data source/s | <p>Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:</p> <ul style="list-style-type: none">• data for June 2005 to June 2014: <i>Australian Demographic Statistics, June 2014</i>. Cat. no. 3101.0, Canberra.• data for December 2005 to December 2014: generated 30 July 2015 using <i>Quarterly Population Estimates (ERP), by State/Territory, Sex and Age</i>, Cat. no. 1407.0, ABS.Stat Beta. <p>Aboriginal and Torres Strait Islander population data are sourced from the ABS (2014) <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> (cat. no. 3238.0).</p> <p>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.</p> |

Data Quality Framework Dimensions

| | |
|----------------------------------|---|
| Institutional environment | <p>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).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</p> |
| Relevance | <p>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.</p> <p>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.</p> |
| Timeliness | <p>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.</p> <p>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.</p> <p>ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.</p> |

AccuracyGeneral 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).

CoherenceGeneral 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

ERP and Aboriginal and Torres Strait Islander 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

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**

Performance indicators

VET participation by target group

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element Output/equity

Indicator VET participation by target group

Measure Definition

(computation)

The number of government funded participants in the VET system who self-identified that they are from a target group (i.e., Indigenous people, people from remote and very remote areas, people with disability, and people speaking a language other than English [LOTE] at home), as a proportion of the total number of people in the population in that group.

Due to certain data not being available to calculate rates for people with disability and people speaking a LOTE at home, proportions of government funded VET students are reported as proxy for these two groups.

For Indigenous people and people from remote and very remote areas:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (a) Indigenous persons aged 15-64 years
- (b) from remote and very remote areas

Denominator/s

The number of persons in the Australian population from each of the target groups below:

- (a1) Indigenous persons aged 15-64 years
- (b1) from remote and very remote areas

Computation/s:

Numerator a divided by denominator a1, and separately, numerator b divided by denominator b1 (above).

Participation rates are also derived for comparative purposes for all government funded students and non-Indigenous government funded students.

For people with disability and people speaking a LOTE at home:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (c) with a disability
- (d) speak a LOTE at home.

Denominator/s

(e) government funded VET students.

Computation/s:

Numerator c divided by the denominator e, and separately, numerator d divided by denominator e (above).

Data source/s VET student data:

All student data are unpublished and are sourced from the *NCVER National VET Provider data collection*.

Population estimates:

All population data are sourced from the ABS estimates of the Estimated Resident Population and Aboriginal and Torres Strait Islander population.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: *NCVER National VET Provider data collection*
- Population estimates: *Estimated Resident Population and Aboriginal and Torres Strait Islander population.*

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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element Output/effectiveness.

Indicator Student participation in VET

Measure (computation) Definition

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 were 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 the *NCVER National VET Provider data collection*.

Population estimates:

All population data are sourced from the ABS estimates of the Estimated Resident Population and Aboriginal and Torres Strait Islander population

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVET National VET Provider data collection
- Population estimates: Estimated Resident Population and Aboriginal and Torres Strait Islander population.

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.

VET student completions and qualifications

Qualifications completed, and annual change in qualifications completed

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

| | |
|------------------------------|--|
| Element | Output/effectiveness. |
| Indicator | VET student completions and qualifications |
| Measure (computation) | This DQI material covers the measure 'qualifications completed' and the relevant component (underlined as follows) of the related measure — ' <u>annual change in qualifications completed</u> , units of competency completed and modules completed, and annual change in Qualification equivalents.' |

Definition

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.

Annual change in qualifications completed is defined as the percentage change of qualifications achieved/passed from year to year.

Computation/s:

A count of the number of qualifications/courses completed, submitted in the *Qualifications completed file* of the VET provider collection by registered training providers.

Annual change in qualifications completed is the percentage change in the number of qualifications completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.

| | |
|----------------------|---|
| Data source/s | All data are unpublished and are derived from the NCVET National VET Provider data collection |
|----------------------|---|

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Qualifications completed: NCVET National VET provider data collection

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">• 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.• 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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

| | |
|------------------------------|---|
| Element | Output/effectiveness. |
| Indicator | VET student completions and qualifications |
| Measure (computation) | This DQI material covers the measure 'units of competency completed' and the relevant component (underlined as follows) of the related measure — ' <u>annual change in qualifications completed, units of competency completed and modules completed, and annual change in Qualification equivalents.</u> ' |

Units of competency and modules are calculated separately and then added together for this measure. Both units of competency and modules completed are included in the Report, as well as the combined figure.

Definition

Units of competency completed is defined as the number of units of competency successfully achieved/passed each year by government funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation, endorsed within a national training package.

A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.

Annual change in units of competency completed is defined as the percentage change of units of competency achieved/passed from year to year.

Modules completed is defined as the number of modules (outside training packages) successfully achieved/passed each year by government funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

A module is a unit of training in which a student can enrol and be assessed.

Annual change in modules completed is defined as the percentage change of modules achieved/passed from year to year.

Computation/s:

Units of competencies completed is the total count of records with a flag of 'C' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.

Annual change in units of competency completed is the percentage change in the number of units of competency completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Modules completed is the total count of records with a flag of 'M' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.

Annual change in modules completed is the percentage change in the number of modules completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.

Data source/s All student data are unpublished and are sourced from NCVET National VET provider data collection.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Qualifications completed: NCVET National VET provider data collection

Data Gaps/Issues Analysis

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

- 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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

| | |
|------------------------------|--|
| Element | Output/effectiveness. |
| Indicator | VET student completions and qualifications |
| Measure (computation) | 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> ’ |

For Qualification Equivalents:

Definition

Expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. Qualification Equivalents are based on the training activity (annual hours) associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of training activity representing a qualification.

Numerator/s

The annual hours associated with successfully completed modules and units of competency.

Denominator/s

An agreed (nominal) value of training activity representing a qualification (where the value is the median number of hours that are required to successfully complete a qualification in that AQF level and Field of Education).

Computation/s:

Numerator (above) divided by denominator (above), calculated separately for activity at all qualification levels, at certificate I or II, at certificate III or IV, and at diploma level and above.

For annual change in Qualification Equivalents:

Computation/s:

Annual change in Qualification Equivalents is the percentage change in Qualification Equivalents from one year to the subsequent year calculated separately for activity at certificate III or IV and at diploma level and above, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported by Indigenous status, where Indigenous status is based on self-identification by students on their VET enrolment form.

| | |
|----------------------|--|
| Data source/s | All student data are unpublished and are sourced from NCVET National VET provider data collection. |
|----------------------|--|

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Qualifications completed: NCVET National VET provider data collection

Government recurrent expenditure per annual hour

Data quality information for this indicator has been drafted by the NCVET 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 the NCVET National VET financial data collection and the NCVET National VET Provider data collection. |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection_.
- Hours of delivery: NCVET National VET Provider data collection

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">• 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:<ul style="list-style-type: none">- 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 NCVET 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 the NCVET National VET financial data collection and the NCVET National VET Provider data collection |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection.
- Load pass: NCVET National VET Provider data collection

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">• 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:<ul style="list-style-type: none">- 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 NCVET 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) | <u>Definition</u> The user cost of capital divided by government funded annual hours. <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> 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. <u>Computation/s:</u> Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions. |
| Data source/s | All data are unpublished and are derived from the NCVET National VET financial data collection and the NCVET National VET Provider data collection |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection.
- Hours of delivery: NCVET National VET Provider data collection

Data Gaps/Issues Analysis

| | |
|-----------------------------|--|
| Key data gaps/issues | 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. |
|-----------------------------|--|

User cost of capital per load pass

Data quality information for this indicator has been drafted by the NCVET 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 the NCVET National VET financial data collection and the NCVET National VET Provider data collection |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection.
- Load pass: NCVET National VET Provider data collection

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. |
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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 NCVET 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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p> |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

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 Student Outcomes Survey. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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 NCVET 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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p> |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

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 Student Outcomes Survey. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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 improved their employment circumstances after completing their course

Data quality information for this indicator has been drafted by the NCVET 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 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 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. This survey is conducted by NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p> |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

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 2014 (outcomes of students in 2014 who completed qualifications in 2013).
- 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 NCVET 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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p> |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

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 Student Outcomes Survey. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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 NCVET 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 NCVET National VET Provider data collection. |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVET National VET Provider data collection

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">• 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 drafted by the 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 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

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVER National VET provider data collection

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 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 NCVET 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

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVET National VET provider data collection

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">• 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 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 NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p> |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

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 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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 students who were satisfied with the quality of their completed VET course

Data quality information for this indicator has been drafted by the NCVET 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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p> |

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

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 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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. |
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Employer engagement with VET

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

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| 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

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Employer engagement: Survey of Employer Use and Views of the VET System

Data Gaps/Issues Analysis

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| Key data gaps/issues | <p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2015. Data from 2005, 2007, 2009, 2011 and 2013 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.• In 2013, improvements were 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 and 2015 surveys 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. |
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Employer satisfaction with VET

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

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| 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

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Employer engagement: Survey of Employer Use and Views of the VET System

Data Gaps/Issues Analysis

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| Key data gaps/issues | <p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2015. Data from 2005, 2007, 2009, 2011 and 2013 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.• In 2013, improvements were 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 and 2015 surveys 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. |
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