# B Child care, education and training sector overview

#### CONTENTS

B.1 Introduction B.1

B.2 Sector performance indicator framework B.11

B.3 Cross-cutting and interface issues B.46

B.4 Future directions B.47

B.5 List of attachment tables B.47

B.6 References B.49

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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. |
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## 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.

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| 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. |
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### 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).

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| Figure B.1 Outline of the Australian education and training system**a, b, c** |
| |  | | --- | | Figure B.1 Outline of the Australian education and training system  More details can be found within the text surrounding this image. | |
| a There are different starting ages for preschool (see table 3A.1) and school education (see section 4.1) across jurisdictions. The name of the first year of primary education (Pre‑Year 1) also varies across jurisdictions. b Providers deliver qualifications in more than one sector, 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). |
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#### 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.

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| 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. |
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| 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*. |
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#### 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).

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| Figure B.2 Government real operating expenses, net of transfers for education and training (2013‑14 dollars)**a** |
| |  | | --- | | Figure B.2 Government real operating expenses, net of transfers for education and training (2013-14 dollars)  More details can be found within the text surrounding this image. | |
| 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. |
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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).

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| Figure B.3 Government expenditure on education and training, 2013‑14**a** |
| |  | | --- | | Figure B.3 Government expenditure on education and training, 2013-14  More details can be found within the text surrounding this image. | |
| 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. |
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#### 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.

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| 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. |
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## 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.

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| Figure B.4 CCET sector performance indicator framework |
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### 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).

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| 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. |
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##### 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.

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| 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** |
| |  | | --- | | Figure B.5 Proportion of children on track on four or more domains of the AEDC as they enter school, by Indigenous status, 2012   More details can be found within the text surrounding this image. | |
| 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. |
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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).

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| 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. |
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##### 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).

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| Figure B.6 Participation in education and training by level of study, by age groups, 2014**a** |
| |  | | --- | | **15–19 year olds**  **Figure B.6 Participation in education and training by level of study, by age groups, 2014  15-19 year olds  More details can be found within the text surrounding this image.**  **20–24 year olds**  **Figure B.6 Participation in education and training by level of study, by age groups, 2014  20-24 year olds  More details can be found within the text surrounding this image.**  **15–24 year olds**  **Figure B.6 Participation in education and training by level of study, by age groups, 2014  15-24 year olds  More details can be found within the text surrounding this image.** | |
| 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. |
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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).

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| Figure B.7 Full time participation in education and training and/or employment, by age groups, 2014**a** |
| |  | | --- | | Figure B.7 Full time participation in education and training and/or employment, by age groups, 2014  More details can be found within the text surrounding this image. | |
| 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. |
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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).

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| Figure B.8 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment**a** |
| |  | | --- | | Figure B.8 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment  More details can be found within the text surrounding this image. | |
| 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. |
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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).

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| Figure B.9 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment**a** |
| |  | | --- | | Figure B.9 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment  More details can be found within the text surrounding this image. | |
| 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. |
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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).

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| 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** |
| |  | | --- | | 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  More details can be found within the text surrounding this image. | |
| 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. |
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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).

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| Figure B.11 Participation in higher education by selected groups, compared with their representation in the community, 2014**a** |
| |  | | --- | | Figure B.11 Participation in higher education by selected groups, compared with their representation in the community, 2014   More details can be found within the text surrounding this image. | |
| 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. |
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#### 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.

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| 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 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. |
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##### 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).

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| Figure B.12 Level of highest non‑school qualification completed, 15–64 year olds, 2014**a** |
| |  | | --- | | Figure B.12 Level of highest non school qualification completed, 15–64 year olds, 2014  More details can be found within the text surrounding this image. | |
| 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. |
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##### 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).

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| Figure B.13 Proportion of 20–64 year olds with or working towards a non‑school qualification**a** |
| |  | | --- | | Figure B.13 Proportion of 20–64 year olds with or working towards a non school qualification  More details can be found within the text surrounding this image. | |
| 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. |
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##### 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).

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| Figure B.14 Completion of year 12 (or equivalent) or Certificate II level or above, by age groups**a** |
| |  | | --- | | **20–24 year olds** | | Figure B.14 Completion of year 12 (or equivalent) or Certificate II level or above, by age groups  20-24 year olds  More details can be found within the text surrounding this image. | | **20–64 year olds** | | Figure B.14 Completion of year 12 (or equivalent) or Certificate II level or above, by age groups  20-64 year olds  More details can be found within the text surrounding this image. | |
| 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. |
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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.

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| 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** |
| |  | | --- | | 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  More details can be found within the text surrounding this image. | |
| 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. |
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##### 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).

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| Figure B.16 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above**a** |
| |  | | --- | | Figure B.16 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above  More details can be found within the text surrounding this image. | |
| 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. |
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##### 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).

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| Figure B.17 Proportion of 20–64 year olds with qualifications at Certificate III level or above**a** |
| |  | | --- | | Figure B.17 Proportion of 20–64 year olds with qualifications at Certificate III level or above  More details can be found within the text surrounding this image. | |
| 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. |
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| Figure B.18 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by Indigenous status, 2011**a** |
| |  | | --- | | Figure B.18 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by Indigenous status, 2011  More details can be found within the text surrounding this image. | |
| 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. |
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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.

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| 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** | | Figure B.19 Proportion of 20–64 year olds across all PIAAC literacy, numeracy and PSTRE skill levels, 2011-12  (a) PIAAC literacy results  More details can be found within the text surrounding this image. | | **(b) PIAAC numeracy results** | | Figure B.19 Proportion of 20–64 year olds across all PIAAC literacy, numeracy and PSTRE skill levels, 2011-12  (b) PIAAC numeracy results  More details can be found within the text surrounding this image. | | **(c) PIAAC PSTRE results** | | Figure B.19 Proportion of 20–64 year olds across all PIAAC literacy, numeracy and PSTRE skill levels, 2011-12  (c) PIAAC PSTRE results  More details can be found within the text surrounding this image. | |
| 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. |
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### 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.

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| Figure B.20 ECEC performance indicator framework |
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| 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 | | *Source:* 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 | | *Source:* 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 | | *Source:* 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 | | *Source:* 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 | | *Source:* 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 | | *Source:* Attachment table 3A.16 | | | | | | | | | | |
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| 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 | | | | | | | | | | |
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| Table B.1 (continued) |
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| 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. |
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#### 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.

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| Figure B.21 School education performance indicator framework |
| |  | | --- | | Figure B.21 School education performance indicator framework  More details can be found within the text surrounding this image. | |
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| Table B.2 Performance indicator results for school education**a, b, c** |
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| Table B.2 (continued) |
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| Table B.2 (continued) |
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| Table B.2 (continued) |
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| 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. |
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#### 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.

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| Figure B.22 VET performance indicator framework |
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| Table B.3 Performance indicator results for VET**a, b, c** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | Equity — Access indicators | | | | | | | | | | | 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 | | *Source:* Attachment table 5A.12 | | | | | | | | | | | Effectiveness — Access indicators | | | | | | | | | | | 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 | | *Source:* Attachment table 5A.12 | | | | | | | | | | | Effectiveness — Appropriateness indicators | | | | | | | | | | | 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 | | *Source:* Attachment table 5A.28 | | | | | | | | | | | Efficiency — Inputs per output unit indicators | | | | | | | | | | | 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 | | *Source:* 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 | | *Source:* 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 | | *Source:* 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 | | *Source:* Attachment table 5A.36 | | | | | | | | | | |
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| Table B.3 (continued) |
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| 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  ± 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 | | *Source:* 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  ± 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 | | *Source:* 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. |
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## 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 predicator of positive life outcomes. On average, young people who complete Year 12 tend to have more successful transitions from education to work than those who do not. Completion of senior secondary schooling has been shown to provide the best labour market outcomes, relative to other vocational education paths (Ryan 2011).

There are also interrelationships between education and other government services.

* The value of investment in 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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| --- | --- |
| **Table BA.1** | Australian, State and Territory government real recurrent expenditure on child care services, (2013-14 dollars) |
| **Table BA.2** | Australian, State and Territory (including local) government real expenditure on education, (2013-14 dollars) |
| **Table BA.3** | Total government real expenditure on education, by purpose ($ million) (2013-14 dollars) |
| **Table BA.4** | State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) |
| **Table BA.5** | Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by labour force status |
| **Table BA.6** | Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation |
| **Table BA.7** | Children on track on the Australian Early Development Census (AEDC), by Indigenous status |
| **Table BA.8** | Children developmentally at risk on the AEDC, by Indigenous status |
| **Table BA.9** | Children developmentally vulnerable on the AEDC, by Indigenous status |
| **Table BA.10** | Children engaged in informal learning activities |
| **Table BA.11** | Participation in education and training, by level of study, by age group, 2014 |
| **Table BA.12** | Participation in education and training, by single year of age, by level of study (national only), 2014 |
| **Table BA.13** | Participation in education and training, by age group (per cent) |
| **Table BA.14** | Applications to enrol in an educational institution, 15–19 and 17–24 year olds |
| **Table BA.15** | Full time participation in education and training and/or employment (per cent) |
| **Table BA.16** | Full time participation in education and training at Certificate III level or above and/or employment (per cent) |
| **Table BA.17** | Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) |
| **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) |
| **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 |
| **Table BA.20** | Proportion of 17–24 year old school leavers participating in full time education and training and/or employment (Census data) |
| **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) |
| **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 |
| **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) |
| **Table BA.24** | Higher education participation by selected groups, compared with their representation in the community (per cent) |
| **Table BA.25** | Level of highest non-school qualification completed (15–64 year olds) |
| **Table BA.26** | Proportion of 20–64 year olds with or working towards a non­school qualification |
| **Table BA.27** | Proportion of 20–64 year olds with or working towards a non-school qualification, by age group (Census data) |
| **Table BA.28** | Proportion of 20–64 year olds with or working towards a non-school qualification, by Indigenous status (per cent) (Census data) |
| **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) |
| **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) |
| **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) |
| **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) |
| **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) |
| **Table BA.34** | Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above |
| **Table BA.35** | Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above (Census data) |
| **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) |
| **Table BA.37** | Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (per cent) |
| **Table BA.38** | Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (Census data) |
| **Table BA.39** | Proportion of 20–64 year olds with qualifications at Certificate III level or above, by Indigenous status (Census data) |
| **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) |
| **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) |
| **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 |
| **Table BA.43** | Proportion of 20–64 and 15–74 year olds across all PIAAC numeracy skill levels, 2011-12 |
| **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 |
| **Table BA.45** | General Government Final Consumption Expenditure (GGFCE), chain price index |

## B.6 References

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