

Report on Government Services 2017

Volume B:
Child care,
education and
training

*Produced by the
Productivity Commission
for the Steering
Committee for the
Review of Government
Service Provision*

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ISSN 1329 181X (print)

ISSN 2205-5703 (online)

ISBN 978-1-74037-608-2 (Volume B)

ISBN 978-1-74037-614-3 (set)



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An appropriate reference for this publication is:

SCRGSP (Steering Committee for the Review of Government Service Provision) 2017, *Report on Government Services 2017*, Productivity Commission, Canberra.

SCRGSP (Steering Committee for the Review of Government Service Provision) 2017, *Report on Government Services 2017*, vol. B, *Child care, education and training*, Productivity Commission, Canberra.

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 is the twenty-second 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). 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 services in this Report is important to us all — everyone will rely on some of these services at some time in their lives (for example, school education), with some services for people with specific needs (for example, disability services) and some services an important part of the social welfare system (for example, social housing).

This edition is the first step in a major transformation to improve the Report’s accessibility and timeliness.

Accessibility has been improved with the Report streamlined to focus on information critical to understanding service performance, and the introductory chapters now available as a series of web pages with direct links to key material, rather than having to download a number of files.

The Report’s usefulness also relies on timely data. While we have current year data for most service areas some gaps remain, particularly for health data. For service-level data to be more useful for policy makers and the community, we need to reduce the time from data collection to clearance by agencies for reporting.

I would like to thank the Steering Committee for its oversight of this Report, the working group members who 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 AO
Chairman

January 2017

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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
Mr Nicholas Hunt	Aust. Govt.	Department of Finance
Mr Marty Robinson	Aust. Govt.	The Treasury
Ms Josephine Laduzko	Aust. Govt.	Department of the Prime Minister and Cabinet
Mr Rick Sondalini	NSW	NSW Treasury
Ms Anita Truninger	NSW	Department of Premier and Cabinet
Ms Brigid Monagle	Vic	Department of Premier and Cabinet
Mr Jeremy Nott	Vic	Department of Treasury and Finance
Ms Nicole Tabb	Qld	Department of the Premier and Cabinet
Ms Janelle Thurlby	Qld	Queensland Treasury
Ms Melissa Rudez	WA	Department of the Premier and Cabinet
Mr Kurt Sibma	WA	Department of Treasury
Ms Tammie Pribanic	SA	Department of Treasury and Finance
Mr Chris McGowan	SA	Department of the Premier and Cabinet
Ms Ruth McArdle	Tas	Department of Premier and Cabinet
Mr Geoffrey Rutledge	ACT	Chief Minister, Treasury and Economic Development Directorate
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 Barry Sandison		Australian Institute of Health and Welfare

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

Ms Emily Martin	Aust. Govt.	The Treasury
Mr Jonathan Rollings	Aust. Govt.	The Treasury
Ms Michelle Dumazel	NSW	Department of Premier and Cabinet
Ms Nicole Hunter	SA	Department of the Premier and Cabinet
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Mr Andrew Kettle		Australian Institute of Health and Welfare

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) and are available from the website www.pc.gov.au/rogs/2017.

B.1 Introduction

The Child care, education and training (CCET) sector services covered in this Report comprise:

- Early childhood education and care (ECEC) (chapter 3) — services related to early childhood, comprising child care and preschool services
- school education (chapter 4) — formal schooling, consisting of six to eight years of primary school education followed by five to six years of secondary schooling
- Vocational education and training (VET) (chapter 5) — government funded VET activity.

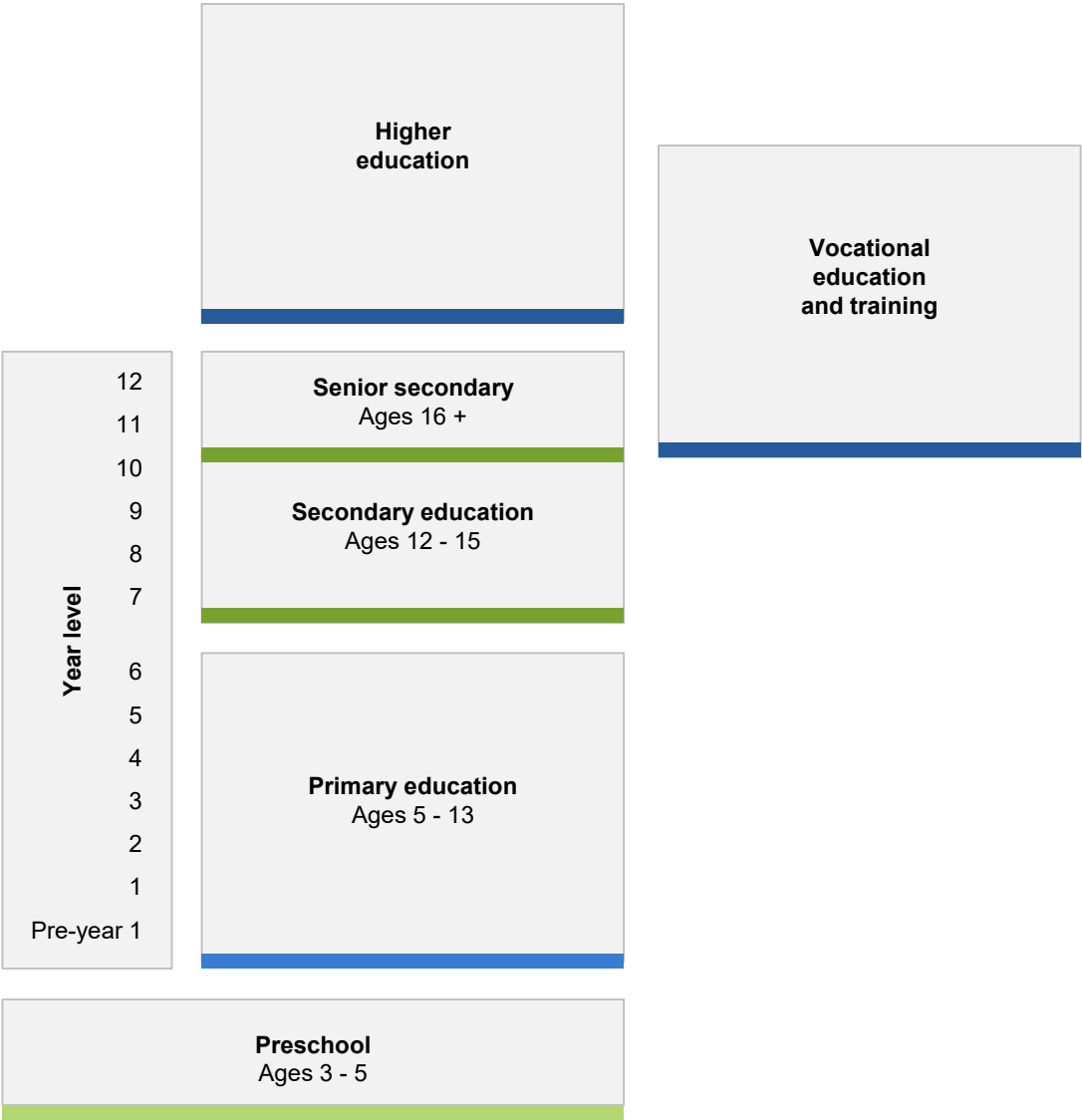
The inclusion of higher education in this sector overview results in a broader scope than the three service-specific chapters.

Profile of the CCET sector

Sector outline

The formal education and training system starts at preschool and continues through the years of compulsory schooling (generally year 10 – see section 4.1, chapter 4) and post school education (figure B.1). Child care provides services to children aged 0–12 years.

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



^a There are different starting ages and names for preschool (see table 3A.1) and school education (see section 4.1) across jurisdictions. ^b In SA primary school scans pre-year 1 to year 7 and secondary school spans years 8 to 12. ^c Providers deliver qualifications in more than one sector, all subject to meeting the relevant quality assurance requirements.

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

Formal learning does not always progress in a linear fashion from secondary school to VET or university, as there are many learning pathways an individual might take over their lifetime. In addition, people may work in a range of roles and industries and continue their learning, for example, mature age students returning to complete senior schooling qualifications. In particular, most disadvantaged students are more likely to follow non-linear or fragmented pathways of education (Abbott-Chapman 2011).

Roles and responsibilities

A broad overview of the Australian, State and Territory governments' involvement in the CCET sector is provided in box B.1.

Box B.1 Government roles and responsibilities in the CCET sector

ECEC

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 direct 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 funding and providing preschool services. State and Territory governments are responsible for regulating services under the National Quality Framework (NQF) and licensing or registering ECEC services not approved under the NQF. The Australian Government also provides funding to States and Territories for preschool.

School education

The Australian Government and State and Territory governments share responsibility for developing, progressing and reviewing national objectives and outcomes for schooling and the national curriculum.

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 students with particular needs
- 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
- administration of government schools, for which they provide the majority of 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 students with particular needs
- ensuring funding arrangements for non-government schools are consistent with, and support, the responsibilities of the states and territories in regulation, educational quality, performance and reporting on educational outcomes.

(continued next page)

Box B.1 (continued)

Non-government schools operate under conditions determined by State and Territory government registration authorities and receive Australian, State and Territory government funding.

VET

The Australian Government 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.

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 Government, State and Territory governments and 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 Australian Government funding on higher education is administered under the *Higher Education Support Act 2003*.

Engagement in CCET

In 2016, 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 2015, 304 153 children aged 4 and 5 years were enrolled in a preschool program in the year before full time schooling (table 3A.25).

In 2015, there were 3.7 million full time school students attending 9404 schools in Australia, comprising 2.4 million students attending 6639 government schools and 1.3 million students attending 2765 non-government schools (tables 4A.1–3).

In 2015, there were 1.2 million government funded VET students in Australia (table 5A.4) and 1978 registered training organisations delivering government funded programs at 35 179 locations in Australia (table 5A.3).

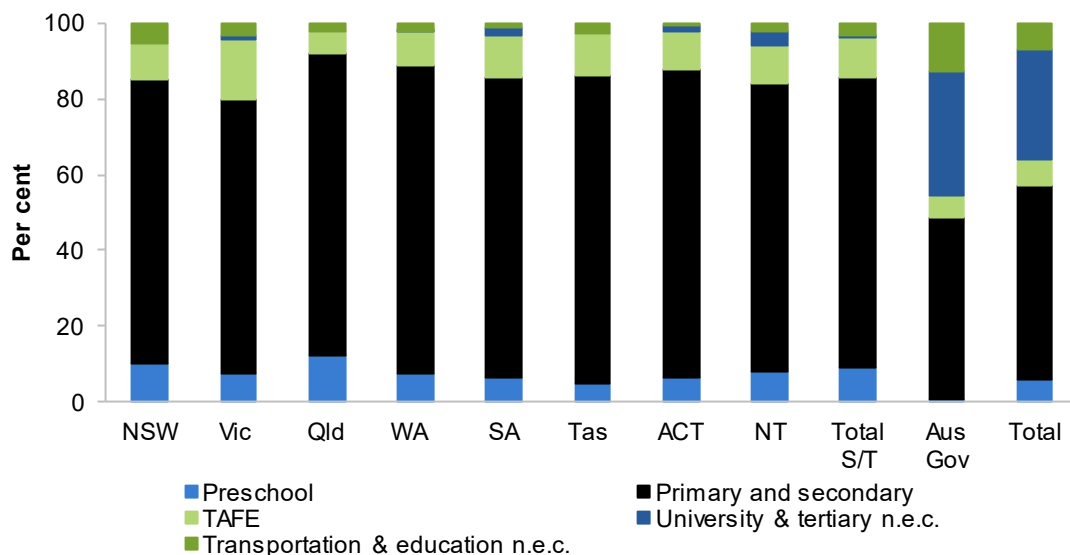
There were 1.4 million students enrolled at all higher education providers in 2015, comprising 1 046 682 domestic and 363 451 international student enrolments. The most common course level was a bachelor degree, which accounted for around two thirds of all students. The majority of students undertook their course on campus on a full time basis (Australian Government Department of Education and Training 2016a).

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).

In 2014-15, total government operating expenditure net of transfers (payments between different levels of government) for all CCET services (with the exception of child care services) was \$84.6 billion for all governments (table BA.2). Primary and secondary education accounted for the highest proportion (51.2 per cent), followed by university education (29.4 per cent), Technical and further education (TAFE) (6.8 per cent) and preschool education (6.0 per cent). Proportions differed substantially between the Australian Government and the State and Territory governments (figure B.2).

Figure B.2 **Government expenditure on education and training, 2014-15^a**



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

Source: ABS (2016) *Government Finance Statistics, Education, 2014-15*, Cat. no. 5518.0.55.001; tables BA.3-4.

In 2014-15, total recurrent expenditure for child care services was \$7.3 billion, equivalent to 0.5 per cent of gross domestic product (table BA.1 and ABS 2016a). Child care expenditure data are sourced from the ECEC chapter in this Report, and are not directly comparable with GFS data.

Workforce

Nationally in 2016, there was 106 622 primary contact staff employed in Australian Government CCB approved child care services (table 3A.45). In 2014, there were 16 747 university qualified teachers delivering preschool programs (table 3A.51).

Nationally in 2015, primary schools employed 198 316 full time equivalent (FTE) teachers and secondary schools employed 184 372 FTE teachers (table 4A.3).

There is no single accepted measure of the VET workforce although there were an estimated 31 050 vocational education teachers in 2015-16.

There were 43 807 academic staff and 65 739 non-academic staff (non-teaching or non-research) employed at Australian universities in 2015 (Australian Government Department of Education and Training 2016b).

Social and economic impacts of education and training

Benefits of CCET

Education 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.

- Higher education levels are associated with higher employment and earnings (OECD 2013, Shomos 2010). Nationally in 2015, people whose highest non-school qualification was at least a bachelor degree (84.2 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 (51.5 per cent) were the least likely to be employed (table BA.5).
- Levels of qualifications are also associated with types of occupation. In 2015, for those aged 15–64 years, 73.9 per cent employed as professionals had at least a bachelor degree qualification and 53.5 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).

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).

Factors affecting engagement and outcomes in CCET

Engagement and outcomes in CCET can be affected by a range of socioeconomic and geographical factors.

-
- Socioeconomic disadvantage can result in poor school attendance (which in itself can lead to poorer academic achievement), lower retention and completion rates and poorer average outcomes at school, as students are less likely to have parental academic support or resources that stimulate learning.
 - Geographical barriers to engagement are largely faced by people living in rural and remote areas, and relate to limited or reduced access to quality education and training resources. Schools in rural and remote areas tend to be smaller with less resourcing, resulting in more limited program offerings. However, VET sector participation in rural and remote areas is higher than in urban areas which could be 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 may be partly limited by a range of factors which kept people from engaging in opportunities outside their local area (Webb et al. 2015).

Aboriginal and Torres Strait Islander Australians are affected by both of these factors and overall have a lower level of participation in childcare, education and training than non-Indigenous Australians. Engagement of Aboriginal and Torres Strait Islander families with child care services can be affected by the following key barriers: lack of available places (including what families consider to be culturally appropriate services), lack of transport and affordability (including uncertainty about government subsidies) (Jackiewicz et al. 2011). Non-attendance at school can be influenced by a lack of recognition by schools of Aboriginal and Torres Strait Islander culture and history (Purdie and Buckley 2010).

Educational aspirations can have a substantial effect on educational outcomes and have a similar effect on outcomes regardless of socioeconomic status (SES) or Indigenous status (Homel and Ryan 2014). Parental influences and peer plans are particularly important drivers of young people's educational aspirations and choices (Gemici et al. 2014). Students whose parents want them to attend university had occupational aspirations significantly higher than those whose parents did not have these expectations.

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 high-level objectives of ECEC, school education, VET and higher education service areas are in box B.2. Service delivery objectives are outlined in the relevant chapters.

Box B.2 Objectives of the CCET sector

ECEC services aim to meet the education, care and development needs of children, and meet the needs of families including enabling increased workforce participation, by providing universal access to early childhood education services for eligible children and accessible child care services.

The overarching goals for school education 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.

Australia's governments aim to have a school education system:

- that benefits all young Australians, providing them with essential literacy and numeracy skills, a solid foundation in knowledge and understanding linked with complex skills that underpin problem solving, critical thinking and creativity, so they can reach their full potential
- where Australian students excel by international standards
- that reduces the educational disadvantage of children
- that enables young people to make a successful transition from school to work and/or further study.

The VET system aims to:

- deliver a productive and highly skilled workforce
- enable all Australians to participate effectively in the labour market and contribute to Australia's economic future
- contribute to increasing the skill levels of the working aged population.

The VET system also has a particular aim to address the needs of individuals experiencing disadvantage or disengagement.

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 performance indicator framework (figure B.3) is made up of two elements.

- Sector objectives — three sector objectives are a précis of key Council of Australian Governments (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.2).
- Sector-wide indicators — three sector-wide headline indicators reflect activity across the sector. Several measures support each indicator.

Sector-wide indicators are high level indicators of CCET outcomes. Many factors are likely to influence outcomes; however, these outcomes inform development of appropriate policies and delivery of government services.

Figure B.3 CCET sector performance indicator framework

Sector objectives



Sector-wide indicators



School readiness

‘School readiness’ is an indicator of governments’ objective that all children have access to ECEC services that meet the education, care and development needs of children (box B.3).

Box B.3 **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 (results above the 25th percentile) on four or more (of the five) domains of the Australian Early Development Census (AEDC).
- Early learning (homebased), 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:

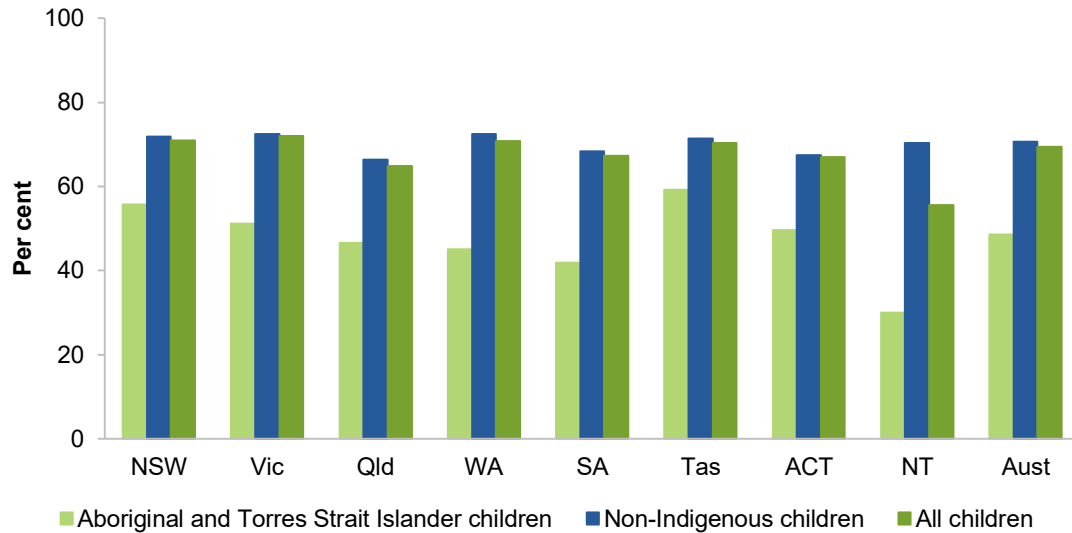
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Transition to primary school

Transition to school represents a major change in a child’s life. Children displaying higher levels of development are more likely than those who do not to make a successful transition to primary school and have higher levels of achievement (AIHW 2011).

Nationally in 2015, 69.4 per cent of children were on track on four or more domains of the AEDC, as they entered school (compared with 69.1 per cent in 2012) (figure B.4 and table BA.7). The proportion was higher for non-Indigenous children (70.6 per cent) compared to Aboriginal and Torres Strait Islander children (48.6 per cent) (figure B.4). 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 2009, 2012 and 2015.

Figure B.4 **Children on track on four or more domains of the AEDC as they enter school, by Indigenous status, 2015^a**



^a See box B.3 and table BA.7 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished) *Australian Early Development Census 2015*; table BA.7.

Aboriginal and Torres Strait Islander children are more likely than non-Indigenous children to be developmentally at risk (score in the 10–25 percentile for an AEDC domain) and developmentally vulnerable (score in the lowest 10 per cent for an AEDC domain) (tables BA.8–9).

Early learning (home based)

Home literacy activities can improve children’s reading, vocabulary, general information and letter recognition skills when entering school. Parent/carer education levels may 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 this was 56.1 per cent and 57.1 per cent, respectively) (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 equip them with the learning and skills required to contribute to Australia’s economic future (box B.4).

Box B.4 **Participation**

Participation' is defined by four measures:

- Participation in education and training — the proportion of 15–19, 20–24 and 15–24 year olds participating in education and training by level of study.
- Full time participation in education and training and/or employment — 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 — proportion of 17–24 year old school leavers participating in full time education and training and/or employment. [*This aligns with an indicator in the NEA*].
- Participation in higher education by selected groups — 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 and training suggests an improvement in educational outcomes through greater access.

The level of participation in education and training can vary across jurisdictions due to factors such as 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.

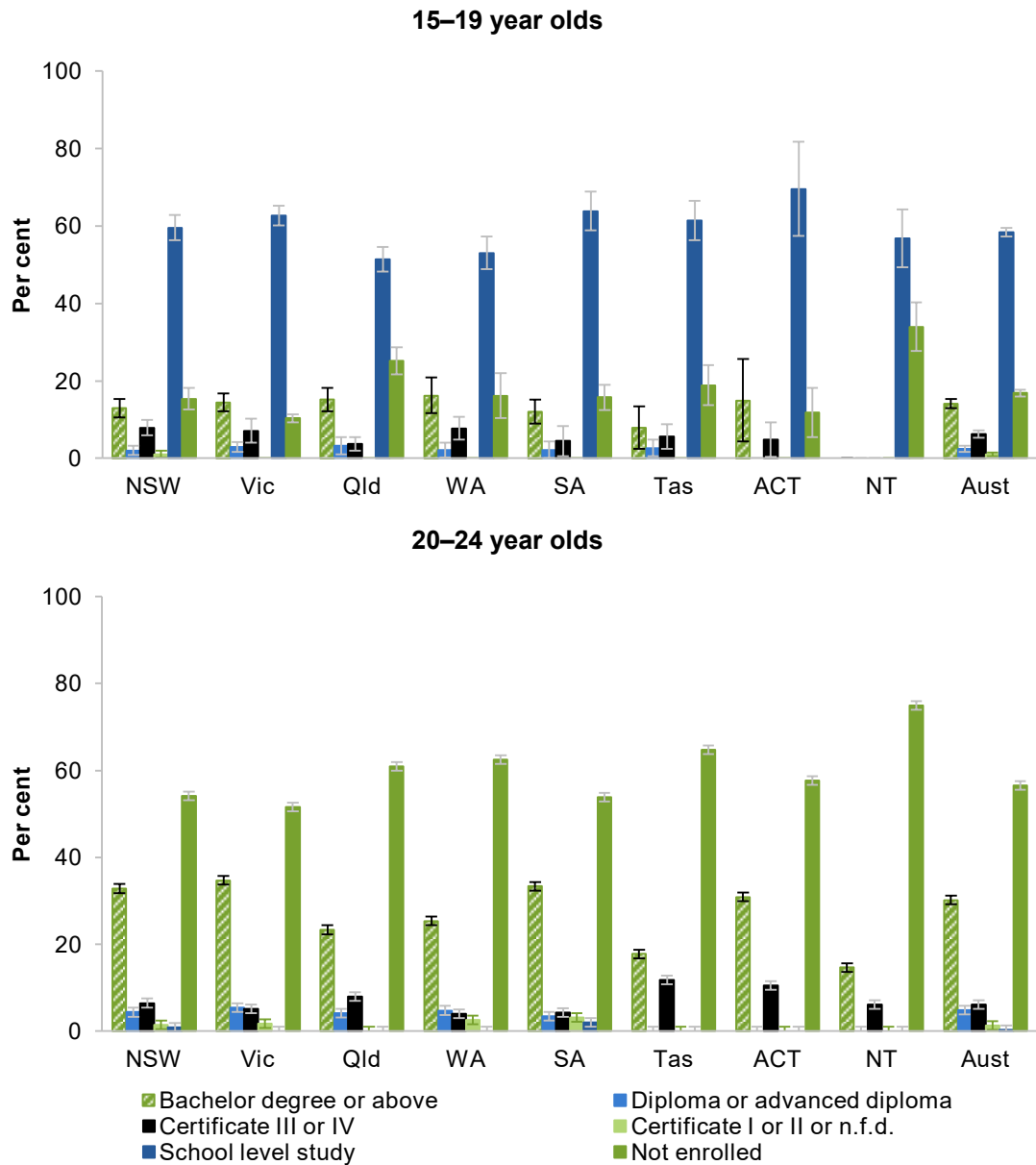
Data reported for these measures are:

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

Participation in education and training by level of study

Nationally in 2015, 62.2 per cent of 15–24 year olds were enrolled in education and training (83.2 per cent of 15–19 year olds and 43.6 per cent of 20–24 year olds) (table BA.11). Participation by level of study is shown in figure B.5.

Figure B.5 Participation in education and training by level of study, by age groups, 2015^a



nfd = not further defined. ^a See box B.4 and table BA.11 for detailed definitions, footnotes and caveats.

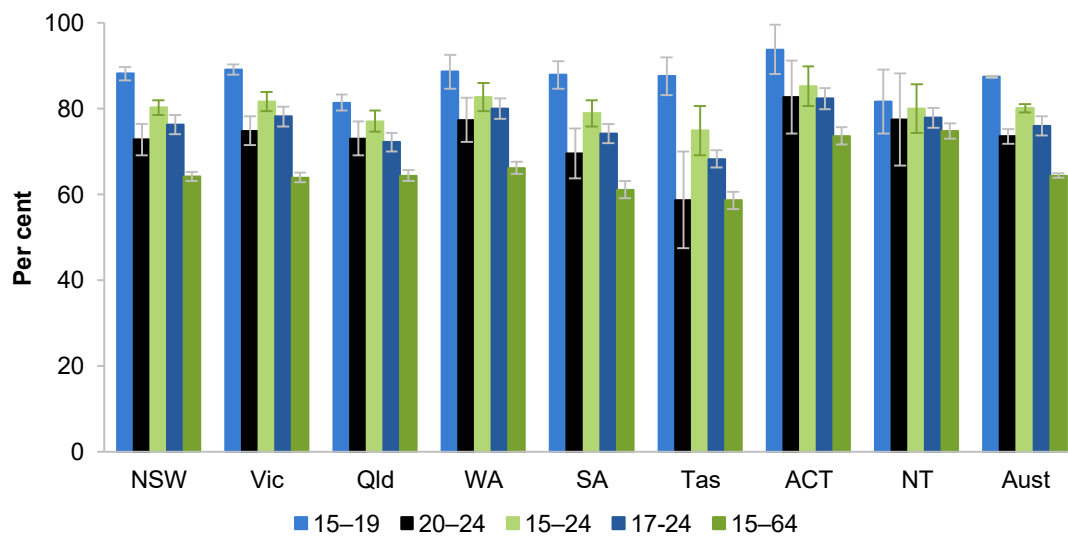
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2015*, Cat. no. 6227.0.30.001; table BA.11.

Participation rates for the 17–24, 25–29 and 15–64 year age groups are reported in table BA.11. National data on participation in education and training by level of study are reported for single year ages from 15 to 24 years in table BA.12. A five year time series for various age groups is reported in table BA.13. Data on applications to enrol in an educational institution are reported in table BA.14.

Full time participation in education and training and/or employment

Nationally in 2015, 64.3 per cent of 15–64 year olds were in full time education, training and/or employment. Results for selected age groups are in figure B.6.

Figure B.6 **Full time participation in education and training and/or employment, by age groups, 2015^a**



^a See box B.4 and table BA.15 for detailed definitions, footnotes and caveats.

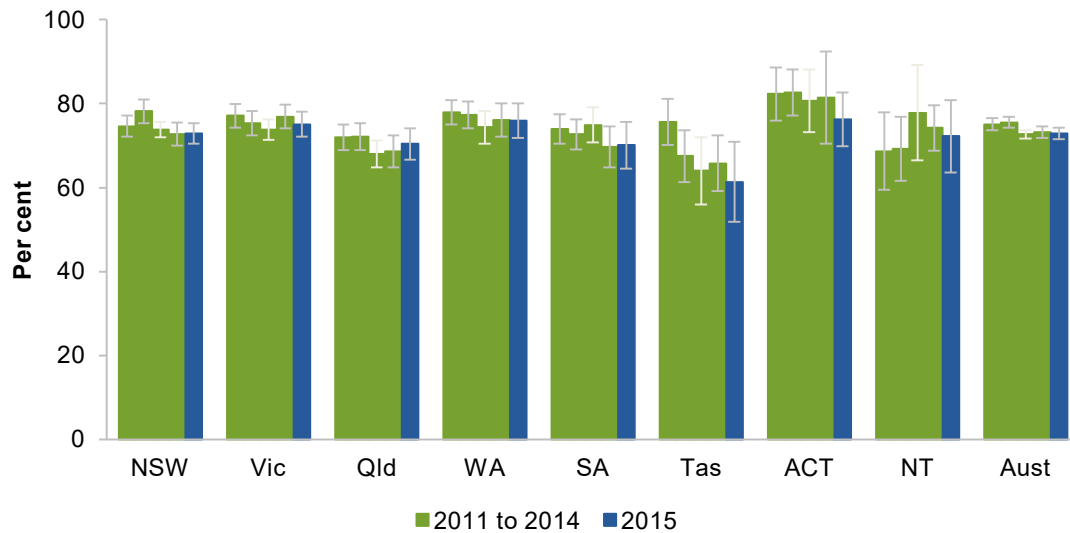
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001; table BA.15.

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.17–18.

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

Nationally in 2015, 73.0 per cent of 17–24 year old school leavers were fully participating in education, training and/or employment (figure B.7).

Figure B.7 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment^a**



^a See box B.4 and table BA.19 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2011, 2012, 2013, 2014 and 2015*, Cat. no. 6227.0.30.001; table BA.19.

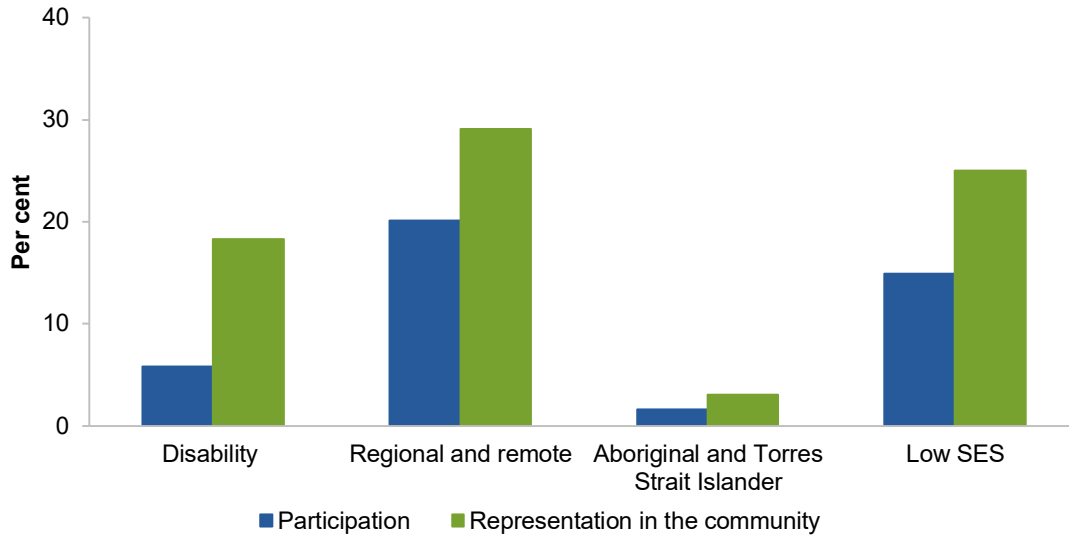
The most recent available Census data are for 2011, with data available disaggregated by Indigenous status. Nationally in 2011, a larger proportion of non-Indigenous 17–24 year old school leavers were in full time education and training and/or employment (74.0 per cent) than Aboriginal and Torres Strait Islander 17–24 year old school leavers (39.4 per cent) (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.8).

Figure B.8 **Participation in higher education by selected groups, compared with their representation in the community, 2015^a**



^a See box B.4 and table BA.24 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (2016) *Higher Education Statistics Collection, 2015 Student data*; ABS (2016) *Disability, Ageing and Carers, Australia, 2015*, Cat. no 4430.0; ABS (2016) *Regional Population Growth, Australia, 2014-15*, Cat. no. 3218.0; ABS (2015) *Australian Demographic Statistics, Jun 2015*, 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.5).

Box B.5 **Attainment**

'Attainment' is defined by six measures:

- Level of highest non-school qualification completed — proportion of 15–64 year olds with a non-school qualification.
- Population with or working towards a non-school qualification — proportion of 20–64 year olds with or working towards a non-school qualification. [This aligns with an indicator in the *National Agreement for Skills and Workforce Development (NASWD)*.]
- Completion of year 12 (or equivalent) or Certificate II level or above — proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above. [This aligns with an indicator for 20–24 year olds in the *National Education Agreement (NEA)*.]
- Completion of year 12 (or equivalent) or Certificate III level or above — proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above. [This aligns with an indicator in the NEA.]
- Population with qualifications at Certificate III level or above — proportion of 20–64 year olds with qualifications at Certificate III level or above. [This aligns with an indicator in the NASWD]
- Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE]) — 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, and informal learning. Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report.

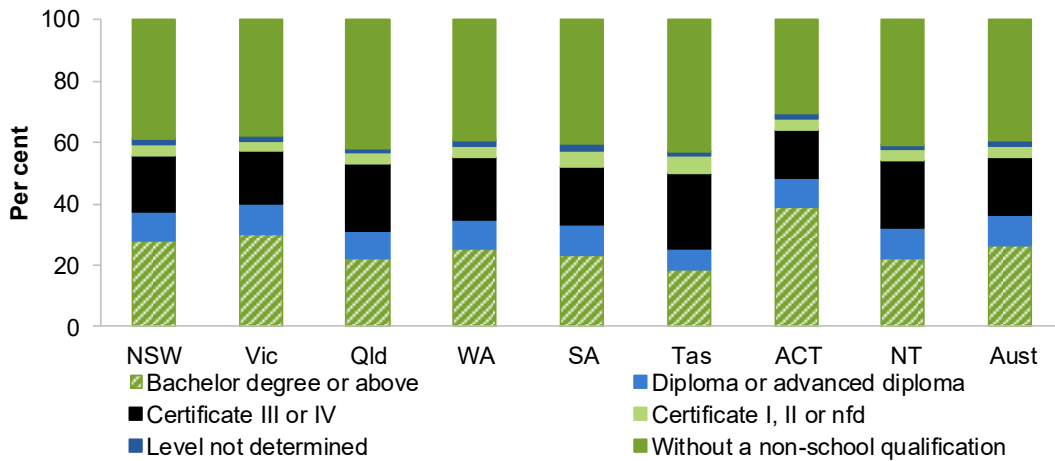
Data reported for these measures are:

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

Level of highest non-school qualification completed

Nationally in 2015, 60.4 per cent of people aged 15–64 years had a non-school qualification, with over one quarter having a bachelor degree or above (26.6 per cent) (figure B.9).

Figure B.9 Level of highest non-school qualification completed, 15–64 year olds, 2015^a



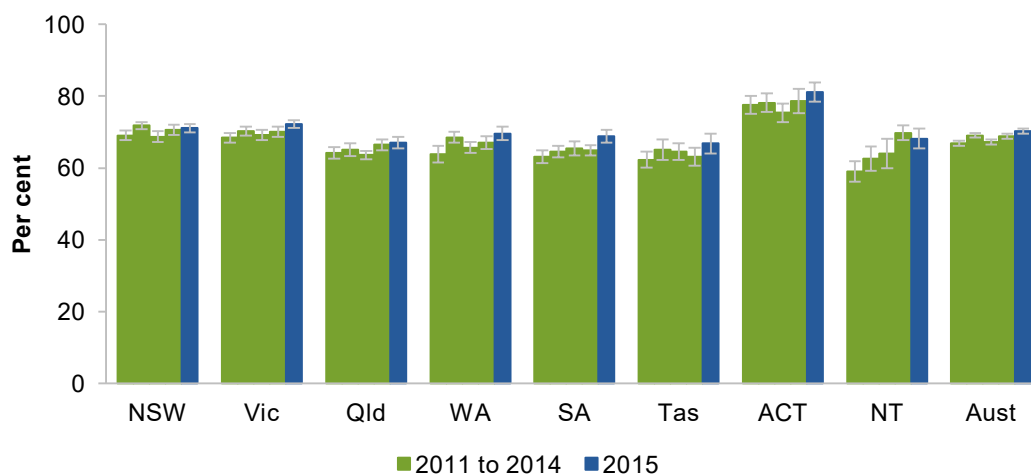
^a See box B.5 and table BA.25 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2015*, Cat. no. 6227.0.30.001; table BA.25.

Population with or working towards a non-school qualification

Nationally in 2015, 70.3 per cent of 20–64 year olds had or were working towards a non-school qualification — an increase from 66.9 per cent in 2011 (figure B.10).

Figure B.10 Proportion of 20–64 year olds with or working towards a non-school qualification^a



^a See box B.5 and table BA.26 for detailed definitions, footnotes and caveats.

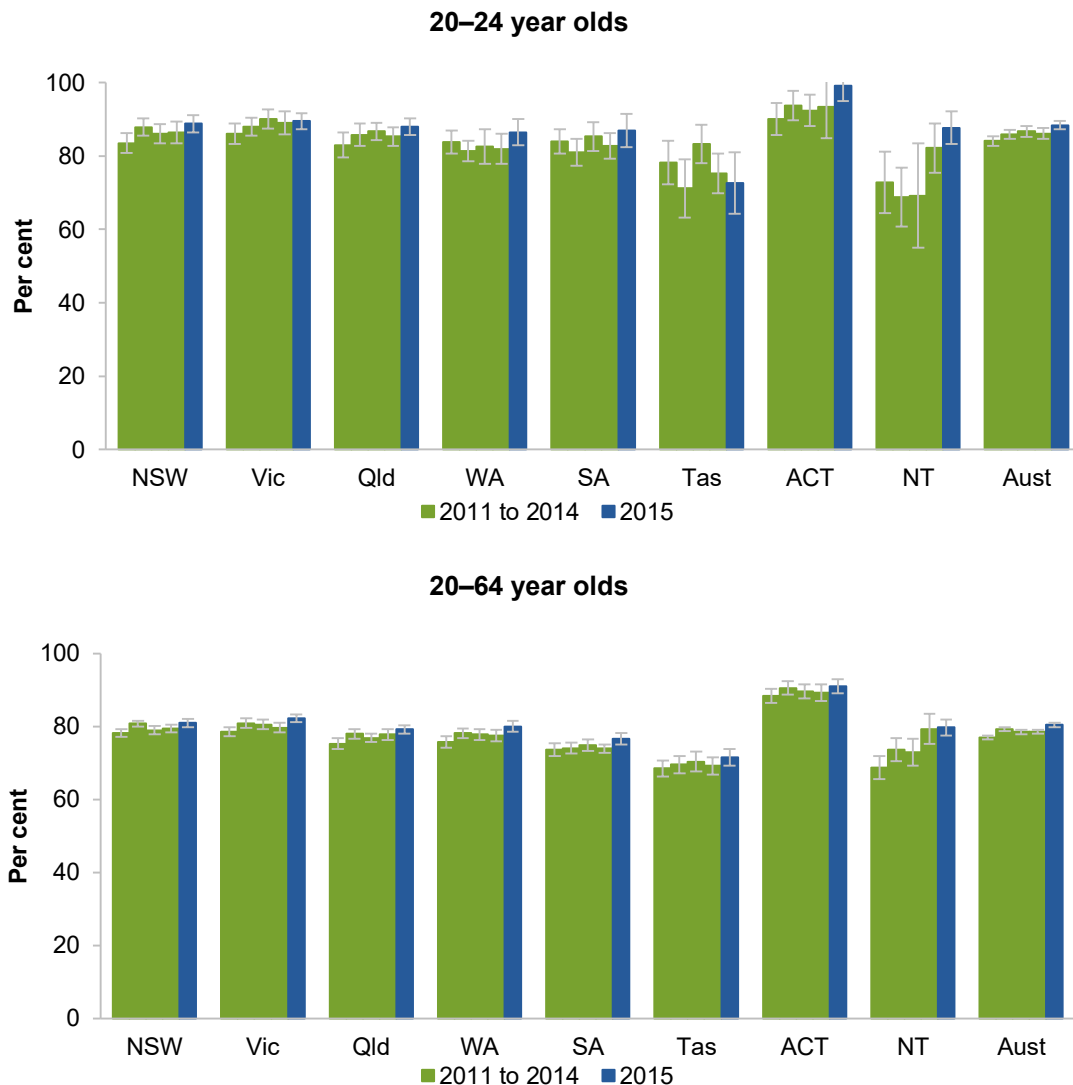
Source: ABS (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; ABS (unpublished) *Education and Work, Australia, May 2011–2014*, Cat. no. 6227.0; table BA.26.

Census data are available for the total population and by Indigenous status. The most recent available data are for 2011 and are reported in tables BA.27-28.

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

Nationally in 2015, 88.4 per cent of 20–24 year olds and 80.5 per cent of 20–64 year olds had completed year 12 (or equivalent) or Certificate II level or above (figure B.11).

Figure B.11 Completion of year 12 (or equivalent) or Certificate II level or above, by age groups^a



^a See box B.5 and table BA.29 for detailed definitions, footnotes and caveats.

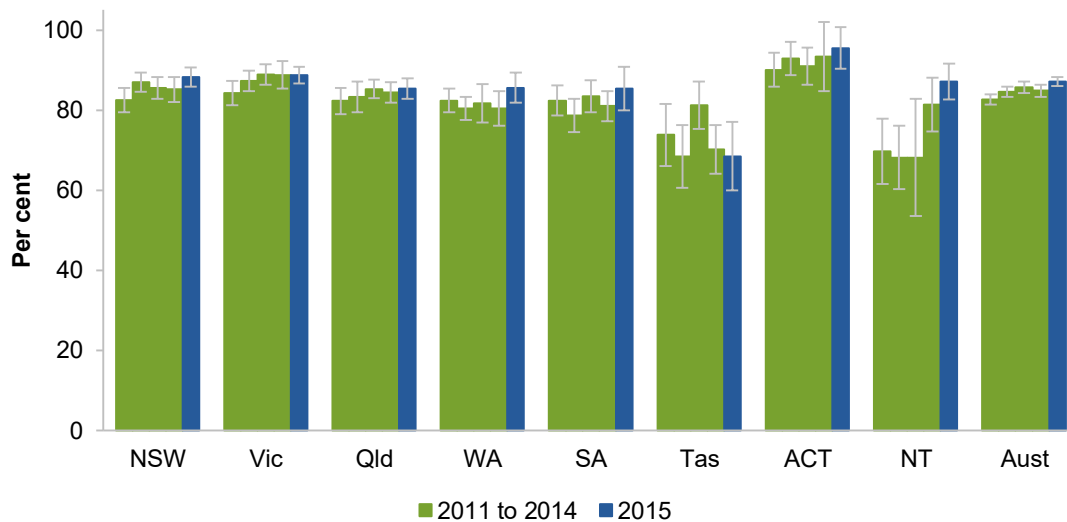
Source: ABS (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; ABS (various years) *Education and Work, Australia — Additional data cubes, May 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0, Canberra; table BA.29.

Census data are available for the total population and by Indigenous status, remoteness area and SES. The most recent available data are for 2011 and are reported in tables BA.30–31 and BA.33. Additional survey data by SES are presented in table BA.32.

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

Nationally in 2015, 87.1 per cent of 20–24 year olds had completed year 12 (or equivalent) or Certificate III level or above (figure B.12).

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



^a See box B.5 and table BA.34 for detailed definitions, footnotes and caveats.

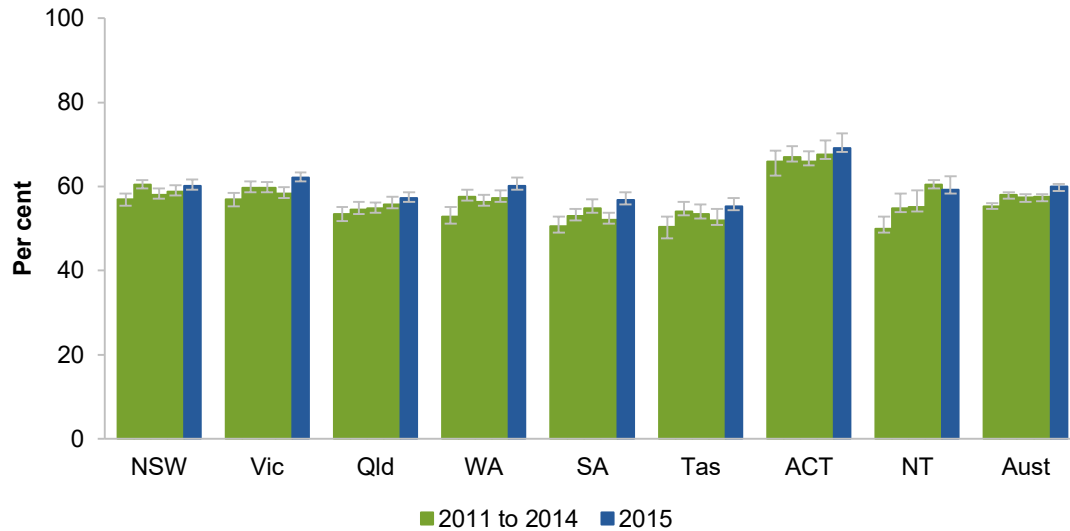
Source: ABS (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; ABS (various years) *Education and Work, Australia — Additional data cubes, May 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0, Canberra; table BA.34.

Census data are also available for this indicator. The most recent available data are for 2011 and are reported in table BA.35. Additional survey data by SES are reported in table BA.36.

Population with qualifications at Certificate III level or above

Nationally in 2015, 60.0 per cent of 20–64 year olds had a qualification at Certificate III level or above (figure B.13). The proportion of 20–64 year olds with qualifications at Certificate III level or above by SES are presented in table BA.40.

Figure B.13 **Proportion of 20–64 year olds with qualifications at Certificate III level or above^a**



^a See box B.5 and table BA.37 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; ABS (various years) *Education and Work, Australia — Additional data cubes, May 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0, Canberra; table BA.37.

Census data are available for the total population and by Indigenous status and SES. The most recent available data are for 2011 and are reported in tables BA.38, BA.39 and 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) which is an OECD survey that measures adult skills and competencies.

Data are available 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 in tables BA.42–44.

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 also reported in tables BA.42–44.

B.3 Cross-cutting and interface issues

Although this Report addresses three areas of education in separate chapters, research shows many linkages between these services across the lifespan.

- 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. 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 (Abbott-Chapman et al. 2013).
- Completion of school is 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 provides the best labour market outcomes, relative to other vocational education paths (Ryan 2011).
- There are also benefits of completing a VET qualification, compared to withdrawing before completion, in terms of students’ future employment prospects, occupational status, salary and further study options (Karmel and Fieger 2012).

Research also identifies interrelationships between education and other government services.

- The value of investment in ECEC shows sustained benefits beyond childhood, including government savings in the justice system (Reynolds et al. 2009).
- Higher levels of education are associated with health benefits. Cutler and Lleras Muney (2007) found a clear association between education and health. Whilst the mechanisms by which education influences health are likely to be complex, there is a direct relationship — better educated individuals have more positive health outcomes. This association remains significant even after controlling for other factors.
- Education can also reduce the likelihood of social exclusion, and thus reduce reliance on government and community services. Social exclusion comprises a lack of material resources, unemployment, poor health and disability, and limited social connections and interactions. 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 (Buddelmeyer et al. 2012).

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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/2017).

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TABLE BA.1

Table BA.1 **Australian, State and Territory government real recurrent expenditure on child care services, (2014-15 dollars) (a), (b)**

	2010-11	2011-12	2012-13	2013-14	2014-15
	\$m	\$m	\$m	\$m	\$m
Australian Government	4 544	4 927	5 493	6 275	7 071
State and Territory government	153	167	159	166	200
Total recurrent expenditure	4 697	5 094	5 652	6 441	7 271

(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 2014-15 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 for more information. The presentation of 2014-15 dollars in this sector overview differs from the data presented in the ECEC chapter, which uses 2015-16 as the base year. The base year of 2014-15 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, (2014-15 dollars) (a), (b), (c)**

	2010-11	2011-12	2012-13	2013-14	2014-15	Average annual growth (d)
	\$m	\$m	\$m	\$m	\$m	%
<i>Operating expenses (e)</i>						
Australian Government	35 875	29 863	30 025	30 353	31 375	-3.3
State and Territory (including local) government	53 034	53 032	53 936	55 058	56 191	1.5
Multijurisdictional (university)	21 206	22 143	23 481	23 867	25 607	4.8
Total	110 115	105 038	107 441	109 277	113 173	0.7
<i>Transfers to other levels of general government (f)</i>						
Australian Government	28 640	25 077	24 918	25 761	27 338	-1.2
State and Territory (including local) government	539	433	450	407	470	-3.4
Multijurisdictional (university)	599	672	696	744	795	7.3
Total (g)	29 779	26 182	26 064	26 912	28 604	-1.0
<i>Operating expenses less transfers</i>						
Australian Government	7 235	4 786	5 106	4 592	4 037	-13.6
State and Territory (including local) government	52 495	52 599	53 485	54 651	55 721	1.5
Multijurisdictional (university)	20 607	21 472	22 785	23 122	24 812	4.8
Total (g)	80 337	78 856	81 378	82 364	84 570	1.3

(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 2010-11 to 2014-15 based on the GGFCE chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 for more information.

(c) Data for 2010-11, 2011-12, 2012-13 and 2013-14 have been revised by the ABS since the previous Report.

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

(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

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2014-15 dollars) (a), (b), (c)**

	2010-11	2011-12	2012-13	2013-14	2014-15	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) 2016 and unpublished, *Government Finance Statistics, Education, 2014-15*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2014-15 dollars) (a), (b), (c), (d)**

	2010-11	2011-12	2012-13	2013-14	2014-15
Primary and secondary education (e)	42 639	40 266	41 581	42 207	43 270
<i>Tertiary education</i>					
University education	21 051	21 531	22 815	23 164	24 849
Technical and further education (TAFE)	6 659	6 950	6 818	6 381	5 726
Tertiary education, nec	97	49	66	77	50
Total	27 808	28 530	29 698	29 622	30 624
Preschool & education not definable by level	3 530	4 383	4 559	4 834	5 091
Transportation of students	1 466	1 456	1 386	1 563	1 575
Education, nec	4 894	4 220	4 131	4 138	4 010
Total (f)	80 337	78 856	81 378	82 364	84 570

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 ABS provided nominal figures. Real expenditure was calculated from these figures for 2010-11 to 2014-15 based on the ABS GGFCE chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 for more information.
- (c) Data for 2010-11, 2011-12, 2012-13 and 2013-14 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 2016, *Government Finance Statistics, Education, 2014-15*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2014-15 dollars) (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA (f)	SA	Tas (g)	ACT	NT	Total S/T	Aus Gov
2014-15											
<i>Education expenditure</i>											
Preschool & education not definable by level	%	10.1	7.3	12.4	7.5	6.3	4.9	6.4	8.1	9.1	1.3
Transportation of students	%	4.9	2.4	1.6	1.9	0.9	2.5	0.6	1.6	2.8	–
Education, not elsewhere classified	%	0.3	0.8	0.5	0.1	0.1	–	–	0.5	0.4	12.0
Primary and secondary	%	75.1	72.9	79.5	81.3	79.4	81.3	81.7	76.3	76.8	48.2
Total	%	90.5	83.4	94.0	90.8	86.7	88.7	88.6	86.5	89.1	61.5
TAFE (h)	%	9.5	15.7	6.0	9.0	11.2	11.2	9.8	9.8	10.4	6.2
University	%	–	0.9	–	0.3	1.2	–	1.6	2.4	0.4	32.3
Other tertiary not elsewhere classified	%	–	–	–	–	0.9	–	–	1.2	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	17 286	13 351	11 222	6 693	4 242	1 341	1 021	1 031	56 191	31 375
2013-14											
<i>Education expenditure</i>											
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	80.6	74.9	75.8	47.7
Total	%	89.1	82.1	93.5	90.1	84.6	85.5	88.8	85.5	87.9	61.3
TAFE	%	10.9	17.0	6.5	9.7	12.4	14.5	10.0	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	16 956	13 140	10 800	6 520	4 326	1 306	1 000	1 005	55 058	30 353

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2014-15 dollars) (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA (f)	SA	Tas (g)	ACT	NT	Total S/T	Aus Gov
2012-13											
<i>Education expenditure</i>											
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	79.6	75.6	75.5	46.9
Total	%	88.4	80.0	92.5	89.7	86.2	86.7	87.5	86.5	87.1	61.4
TAFE	%	11.2	18.9	7.5	10.0	12.4	13.2	10.8	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	16 477	13 000	10 719	6 302	4 161	1 284	981	1 012	53 936	30 025
2011-12											
<i>Education expenditure</i>											
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	16 162	13 056	10 468	6 105	4 090	1 262	914	990	53 032	29 863

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2014-15 dollars) (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA (f)	SA	Tas (g)	ACT	NT	Total S/T	Aus Gov
<i>2010-11</i>											
<i>Education expenditure</i>											
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	16 173	13 055	10 378	6 053	4 030	1 364	925	1 057	53 034	35 875

- (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 2010-11 to 2014-15 based on the ABS GGFCE chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 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'.
- (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).
- (i) Totals may not add due to rounding.
– Nil or rounded to zero.

Source: ABS 2016, *Government Finance Statistics, Education, 2014-15*, 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)**

Unit	Highest non-school qualification						Highest school year			Total (f)	
	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 (e)	Sub-total (school completed)		
2015											
Labour force status											
Employed	%	84.2	80.2	81.5	65.5	75.5	81.3	69.8	51.5	59.6	72.7
Unemployed	%	2.9	3.4	4.2	9.1	4.3	3.8	5.7	6.0	5.9	4.6
Not in labour force	%	12.8	16.2	14.3	26.0	20.8	14.9	24.4	42.4	34.5	22.6
Total (g)	%	100.0	100.0	100.0	101.0	101.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 511.5	1 193.7	2 418.2	380.2	207.2	7 709.0	1 906.9	1 788.6	3 695.6	11 403.2
Unemployed	'000	122.4	51.0	124.1	52.8	11.9	360.5	156.4	209.1	364.6	728.3
Not in labour force	'000	534.3	240.6	424.1	150.7	57.2	1 407.4	666.3	1 473.0	2 142.0	3 548.1
All people (g)	'000	4 170.1	1 488.1	2 965.5	580.6	274.5	9 477.4	2 731.5	3 470.3	6 201.3	15 679.6
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 (g)	%	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 (g)	'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

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)**

Unit	Highest non-school qualification						Highest school year			Total (f)	
	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 (e)	Sub-total (school completed)		
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 (g)	%	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 (g)	'000	3 816.2	1 468.9	2 837.2	615.2	120.0	8 857.5	2 844.6	3 786.9	6 631.5	15 489.0
2012											
Labour force status											
Employed	%	85.3	81.5	83.6	73.4	83.3	83.1	71.5	57.6	63.6	75.1
Unemployed	%	2.5	3.1	3.8	7.4	3.1	3.4	4.6	5.9	5.3	4.2
Not in labour force	%	12.3	15.4	12.6	19.2	13.7	13.5	23.9	36.5	31.1	20.8
Total (g)	%	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 (g)	'000	3 768.0	1 480.1	2 597.0	692.2	179.9	8 717.2	2 621.2	3 495.1	6 116.3	14 833.6

TABLE BA.5

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

Unit	Highest non-school qualification						Highest school year			Total (f)	
	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 (e)	Sub-total (school completed)		
2011											
Labour force status											
Employed	%	85.4	79.9	83.8	72.8	82.3	82.9	73.1	57.7	63.9	74.6
Unemployed	%	2.5	3.3	3.6	6.9	3.1	3.4	4.2	5.4	4.9	4.0
Not in labour force	%	12.1	16.8	12.7	20.2	14.6	13.8	22.7	37.0	31.1	21.3
Total (g)	%	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 (g)	'000	3 516.7	1 353.3	2 586.5	724.7	212.3	8 393.5	2 625.6	3 829.0	6 454.6	14 848.1

nfd = Not further defined.

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) The Survey of Education and Work (SEW) 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) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (e) Includes people who never attended school.
- (f) Includes people who never attended school and people whose level of highest educational attainment could not be determined.
- (g) 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 and 2015*, 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)**

	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)	
2015											
Managers	%	36.9	12.9	18.1	2.6	1.7	72.2	15.4	12.5	28.0	100.0
Professionals	%	73.9	9.9	5.3	0.8	1.6	91.5	6.1	2.4	8.5	100.0
Technicians and Trades Workers	%	8.1	8.2	53.5	4.2	2.5	76.7	11.2	12.1	23.3	100.0
Community and Personal Service Workers	%	18.9	16.8	25.0	4.3	2.2	67.5	20.5	11.7	32.4	100.0
Clerical and Administrative Workers	%	23.3	13.4	17.6	4.6	1.4	60.1	23.1	17.0	39.9	100.0
Sales Workers	%	15.8	8.3	14.5	4.4	1.4	44.2	31.5	24.5	56.0	100.0
Machinery Operators And Drivers	%	7.6	5.6	26.6	3.4	2.6	45.7	20.3	34.3	54.5	100.0
Labourers	%	7.6	6.5	17.8	5.2	1.2	38.4	22.9	38.5	61.4	100.0
All occupations	%	30.8	10.5	21.2	3.3	1.8	67.6	16.7	15.7	32.4	100.0
Managers	'000	520.1	181.6	255.5	37.0	23.4	1 017.6	217.4	175.4	393.8	1 408.6
Professionals	'000	1 954.6	260.9	139.9	21.0	43.1	2 422.2	160.4	62.3	224.5	2 645.8
Technicians and Trades Workers	'000	137.1	139.6	907.8	70.6	42.8	1 300.7	190.6	205.7	395.3	1 695.5
Community and Personal Service Workers	'000	220.4	196.0	290.9	49.9	25.9	786.6	238.7	136.9	378.3	1 165.8
Clerical and Administrative Workers	'000	369.2	211.9	279.2	72.2	22.7	951.2	365.3	269.2	631.5	1 583.6
Sales Workers	'000	169.4	89.3	155.5	47.2	14.6	474.0	337.9	262.9	600.3	1 072.9
Machinery Operators And Drivers	'000	56.3	41.1	195.6	25.0	19.3	336.8	149.5	252.8	401.3	736.2
Labourers	'000	83.5	70.7	194.3	56.9	13.6	419.4	250.5	420.8	671.7	1 093.3
All occupations	'000	3 511.5	1 193.7	2 418.2	380.2	207.2	7 709.0	1 906.9	1 788.6	3 695.6	11 403.2
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

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)	
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
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

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	%	7.1	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
<i>2012</i>											
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
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

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)	
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, 2014 and 2015*, 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>
<i>2015</i>										
<i>Aboriginal and Torres Strait Islander children on track on the AEDC</i>										
On track on no domains	%	9.0	14.0	13.8	16.4	15.3	8.7	14.7	27.0	13.5
On track on one or more domains	%	91.0	86.0	86.2	83.6	84.7	91.3	85.3	73.0	86.5
On track on two or more domains	%	80.9	75.3	73.8	70.6	71.6	83.4	74.4	55.1	74.5
On track on three or more domains	%	70.3	63.2	61.2	58.3	56.5	69.7	63.6	41.8	62.4
On track on four or more domains	%	55.8	51.1	46.6	45.1	41.9	59.2	49.6	30.1	48.6
On track on five domains	%	40.4	35.1	31.6	29.8	30.3	44.5	31.0	17.8	33.7
Children with a valid domain score	no.	5 059	1 105	4 978	2 077	819	542	129	1 198	15 907
<i>Non-Indigenous children on track on the AEDC</i>										
On track on no domains	%	3.3	4.1	5.5	4.0	4.8	4.5	4.2	3.5	4.2
On track on one or more domains	%	96.7	95.9	94.5	96.0	95.2	95.5	95.8	96.5	95.8
On track on two or more domains	%	91.2	90.5	87.7	90.8	88.9	90.0	89.4	90.3	90.0
On track on three or more domains	%	83.8	83.7	79.2	83.8	80.8	82.8	81.1	82.9	82.5
On track on four or more domains	%	71.9	72.4	66.5	72.5	68.4	71.4	67.5	70.3	70.6
On track on five domains	%	56.6	57.8	50.8	56.9	52.9	56.7	49.9	54.4	55.3
Children with a valid domain score	no.	86 210	66 770	57 199	30 432	17 711	5 617	5 038	2 072	271 049
<i>All children on track on the AEDC</i>										
On track on no domains	%	3.6	4.3	6.2	4.8	5.3	4.9	4.5	12.1	4.7
On track on one or more domains	%	96.4	95.7	93.8	95.2	94.7	95.1	95.5	87.9	95.3
On track on two or more domains	%	90.6	90.3	86.6	89.6	88.1	89.4	89.0	77.4	89.2
On track on three or more domains	%	83.0	83.3	77.7	82.2	79.7	81.6	80.7	67.8	81.4
On track on four or more domains	%	71.0	72.1	64.9	70.8	67.2	70.3	67.0	55.6	69.4
On track on five domains	%	55.7	57.4	49.2	55.2	51.9	55.6	49.5	41.0	54.1
Children with a valid domain score	no.	91 269	67 875	62 177	32 509	18 530	6 159	5 167	3 270	286 956

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>
<i>2012 (c)</i>										
<i>Aboriginal and Torres Strait Islander children on track on the AEDC</i>										
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
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
<i>Non-Indigenous children on track on the AEDC</i>										
On track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2
On track on one or more domains	%	96.8	96.0	94.4	95.5	95.2	95.6	96.9	96.2	95.8
On track on two or more domains	%	91.5	90.5	87.3	89.7	88.6	89.6	90.1	90.9	89.9
On track on three or more domains	%	84.3	83.5	78.3	81.6	80.4	81.4	81.5	82.2	82.2
On track on four or more domains	%	72.3	72.5	65.4	69.8	67.9	70.4	68.1	70.5	70.3
On track on five domains	%	56.9	57.4	49.3	52.3	52.5	55.2	50.7	53.5	54.5
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
<i>All children on track on the AEDC</i>										
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
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

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>
<i>2009 (c)</i>										
<i>Aboriginal and Torres Strait Islander children on track on the AEDC</i>										
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
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
<i>Non-Indigenous children on track on the AEDC</i>										
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
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
<i>All children on track on the AEDC</i>										
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
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

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>
(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, 2012 and 2015*.

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>
<i>2015</i>										
<i>Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	48.9	44.5	43.3	42.5	41.9	53.0	44.2	35.3	44.7
Developmentally at risk on one or more domains	%	51.1	55.5	56.7	57.5	58.1	47.0	55.8	64.7	55.3
Developmentally at risk on two or more domains	%	25.7	28.3	29.0	29.5	32.5	26.9	31.0	29.9	28.2
Developmentally at risk on three or more domains	%	8.4	10.6	10.0	11.1	10.0	10.3	8.5	12.0	9.8
Developmentally at risk on four or more domains	%	2.1	2.4	2.0	2.5	2.3	2.6	2.3	2.8	2.2
Developmentally at risk on five domains	%	0.2	0.2	0.3	0.1	0.2	0.4	0.8	0.2	0.2
Children with a valid domain score	no.	5 059	1 105	4 978	2 077	819	542	129	1 198	15 907
<i>Non-Indigenous children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	61.4	62.9	57.2	62.1	58.7	61.8	55.5	61.1	60.7
Developmentally at risk on one or more domains	%	38.6	37.1	42.8	37.9	41.3	38.2	44.5	38.9	39.3
Developmentally at risk on two or more domains	%	18.5	17.4	20.5	17.7	19.9	18.1	21.5	18.5	18.7
Developmentally at risk on three or more domains	%	5.7	5.8	6.7	5.7	6.9	6.3	7.1	5.9	6.1
Developmentally at risk on four or more domains	%	1.1	1.3	1.5	1.2	1.6	1.7	1.9	1.1	1.3
Developmentally at risk on five domains	%	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.1
Children with a valid domain score	no.	86 210	66 770	57 199	30 432	17 711	5 617	5 038	2 072	271 049
<i>All children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	60.7	62.6	56.1	60.8	57.9	61.1	55.2	51.7	59.8
Developmentally at risk on one or more domains	%	39.3	37.4	43.9	39.2	42.1	38.9	44.8	48.3	40.2
Developmentally at risk on two or more domains	%	18.9	17.6	21.2	18.4	20.5	18.9	21.8	22.7	19.2
Developmentally at risk on three or more domains	%	5.9	5.9	7.0	6.1	7.1	6.6	7.2	8.2	6.3
Developmentally at risk on four or more domains	%	1.2	1.3	1.5	1.3	1.6	1.8	1.9	1.7	1.4
Developmentally at risk on five domains	%	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.2	0.1
Children with a valid domain score	no.	91 269	67 875	62 177	32 509	18 530	6 159	5 167	3 270	286 956

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>
<i>2012 (c)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC</i>										
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
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
<i>Non-Indigenous children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	61.9	62.8	55.7	57.8	58.0	60.7	56.2	59.4	60.0
Developmentally at risk on one or more domains	%	38.1	37.2	44.3	42.2	42.0	39.3	43.8	40.6	40.0
Developmentally at risk on two or more domains	%	18.1	17.5	21.9	19.8	20.6	19.1	21.8	18.2	19.2
Developmentally at risk on three or more domains	%	5.5	5.7	7.3	7.0	7.0	6.9	7.2	6.0	6.3
Developmentally at risk on four or more domains	%	1.1	1.3	1.6	1.4	1.5	1.8	1.4	1.0	1.3
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.1	–	0.1	0.1
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
<i>All children developmentally at risk on the AEDC</i>										
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
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

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>
<i>2009 (c)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC</i>										
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
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
<i>Non-Indigenous children developmentally at risk on the AEDC</i>										
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
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
<i>All children developmentally at risk on the AEDC</i>										
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
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

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>
(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, 2012 and 2015*.

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by 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>
<i>2015</i>										
<i>Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	65.9	59.7	56.1	52.5	53.2	70.3	58.1	37.0	57.9
Developmentally vulnerable on one or more domains	%	34.1	40.3	43.9	47.5	46.8	29.7	41.9	63.0	42.1
Developmentally vulnerable on two or more domains	%	20.2	24.4	27.5	28.8	29.9	15.9	28.7	45.4	26.2
Developmentally vulnerable on three or more domains	%	11.6	15.4	16.7	18.4	18.8	10.5	195.3	13.8	16.3
Developmentally vulnerable on four or more domains	%	3.8	4.8	5.5	6.0	6.6	3.7	3.9	10.7	5.4
Developmentally vulnerable on five domains	%	2.0	3.6	4.3	0.8	4.8	2.4	3.1	9.4	4.0
Children with a valid domain score	no.	5 059	1 105	4 978	2 077	819	542	129	1 198	15 907
<i>Non-Indigenous children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	80.6	80.4	75.4	80.5	77.6	79.8	78.0	77.9	79.2
Developmentally vulnerable on one or more domains	%	19.4	19.6	24.6	19.5	22.4	20.2	22.0	22.1	20.8
Developmentally vulnerable on two or more domains	%	9.0	9.7	12.9	9.2	11.4	10.2	9.8	10.2	10.2
Developmentally vulnerable on three or more domains	%	4.4	5.0	7.0	4.8	5.9	5.3	3.9	8.8	5.3
Developmentally vulnerable on four or more domains	%	1.3	1.7	2.2	1.4	1.9	1.4	1.5	1.0	1.6
Developmentally vulnerable on five domains	%	0.6	0.9	1.3	0.9	0.9	1.0	0.9	0.8	0.9
Children with a valid domain score	no.	86 210	66 770	57 199	30 432	17 711	5 617	5 038	2 072	271 049
<i>All children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	79.8	80.1	73.9	78.7	76.5	79.0	77.5	62.8	78.0
Developmentally vulnerable on one or more domains	%	20.2	19.9	26.1	21.3	23.5	21.0	22.5	37.2	22.0
Developmentally vulnerable on two or more domains	%	9.6	9.9	14.0	10.5	12.2	10.7	10.3	23.1	11.1
Developmentally vulnerable on three or more domains	%	4.8	5.1	7.8	5.6	6.4	5.8	8.7	10.6	5.9
Developmentally vulnerable on four or more domains	%	1.5	1.7	2.4	1.7	2.1	1.6	1.6	4.5	1.8
Developmentally vulnerable on five domains	%	0.7	0.9	1.6	1.2	1.1	1.1	0.9	3.9	1.1
Children with a valid domain score	no.	91 269	67 875	62 177	32 509	18 530	6 159	5 167	3 270	286 956

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by 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>
<i>2012 (d)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC</i>										
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
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
<i>Non-Indigenous children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	81.0	80.8	75.1	78.8	77.4	79.7	78.5	79.3	79.1
Developmentally vulnerable on one or more domains	%	19.0	19.2	24.9	21.2	22.6	20.3	21.5	20.7	20.9
Developmentally vulnerable on two or more domains	%	8.5	9.3	12.8	9.9	11.2	9.4	9.5	10.2	10.0
Developmentally vulnerable on three or more domains	%	4.1	4.8	6.8	5.1	5.8	4.9	4.5	5.5	5.1
Developmentally vulnerable on four or more domains	%	1.8	2.3	3.2	2.4	2.7	2.3	1.5	2.5	2.4
Developmentally vulnerable on five domains	%	0.5	0.8	1.2	0.9	0.9	0.7	0.5	0.5	0.8
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
<i>All children developmentally vulnerable on the AEDC</i>										
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
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

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by 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>
<i>2009 (d)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC</i>										
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
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
<i>Non-Indigenous children developmentally vulnerable on the AEDC</i>										
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
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
<i>All children developmentally vulnerable on the AEDC</i>										
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
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

Table BA.9 **Children developmentally vulnerable on the AEDC, by 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)	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)	The proportions for children developmentally vulnerable on no domains and one or more domains are derived using the developmentally vulnerable on one or more domain summary indicator. The proportion for children developmentally vulnerable on two or more domains is derived using the developmentally vulnerable on two or more domains summary indicator. These are consistent with the proportions published in the <i>AEDC National Report 2015</i> . The proportions for children developmentally vulnerable on three or more, four or more and five or more, and the child with a valid domain score total, are derived using the variables for the five developmental domains: PHYSCategory; SOCCategory; EMOTCategory; LANGCOGCategory and COMGENCategory. As a result, using the child with a valid domain score total to calculate the number of children developmentally vulnerable on no domains, one or more or two or more domains will result in values slightly different to those published in the <i>AEDC National Report 2015</i> .									
(c)	Children classified as developmentally vulnerable scored in the lowest 10 per cent of the national AEDC population for an AEDC domain.									
(d)	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, 2012 and 2015*.

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>
<i>2014</i>										
<i>Children aged 3–8 years</i>										
<i>Number of days each week parent spent telling stories, reading to child or listening to child read</i>										
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
<i>Children aged 0–2 years</i>										
<i>Number of days each week parent read from a book or told stories to child</i>										
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
<i>2011</i>										
<i>Children aged 3–8 years</i>										
<i>Number of days each week parent spent telling stories, reading to child or listening to child read</i>										
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
<i>Children aged 0–2 years</i>										
<i>Number of days each week parent read from a book or told stories to child</i>										
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, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>15–19 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	59.6	51.3	46.0	26.6	12.7	2.7	3.4	np	206.3
Diploma or advanced diploma (g)	'000	9.3	10.3	10.0	3.5	2.3	0.9	–	–	36.6
Certificate III or IV	'000	36.4	25.3	11.2	12.7	4.7	1.9	1.1	np	91.9
Certificate I or II or nfd (h)	'000	4.7	np	np	np	np	np	np	–	15.4
<i>Enrolled in school level study (i)</i>	'000	274.3	222.5	155.7	86.8	67.0	20.8	15.8	8.7	851.2
Total enrolled (j)	'000	389.1	317.0	225.7	135.0	88.4	27.6	20.5	10.3	1 212.4
<i>Not enrolled</i>	'000	70.8	36.7	76.3	26.5	16.5	6.4	2.7	5.2	245.5
Total	'000	460.5	354.8	303.1	163.6	104.9	33.9	22.7	15.3	1 456.7
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	12.9 ± 2.4	14.5 ± 2.3	15.2 ± 3.0	16.3 ± 4.6	12.1 ± 3.1	8.0 ± 5.4	15.0 ± 10.7	np	14.2 ± 1.2
Diploma or advanced diploma (g)	%	2.0 ± 1.2	2.9 ± 1.3	3.3 ± 2.2	2.1 ± 1.9	2.2 ± 2.1	2.7 ± 2.1	–	–	2.5 ± 0.8
Certificate III or IV	%	7.9 ± 2.0	7.1 ± 3.1	3.7 ± 1.8	7.8 ± 3.0	4.5 ± 3.9	5.6 ± 3.2	4.8 ± 4.4	np	6.3 ± 0.9
Certificate I or II or nfd (h)	%	1.0 ± 0.9	np	np	np	np	np	np	–	1.1 ± 0.5
<i>Enrolled in school level study (i)</i>	%	59.6 ± 3.3	62.7 ± 2.5	51.4 ± 3.2	53.1 ± 4.3	63.9 ± 5.0	61.4 ± 5.1	69.6 ± 12.2	56.9 ± 7.5	58.4 ± 1.1
Total enrolled (j)	%	84.5 ± 2.8	89.3 ± 1.0	74.5 ± 3.5	82.5 ± 5.8	84.3 ± 3.3	81.4 ± 5.2	90.3 ± 6.4	67.3 ± 6.3	83.2 ± 0.9
<i>Not enrolled</i>	%	15.4 ± 3.4	10.3 ± 3.8	25.2 ± 3.9	16.2 ± 5.8	15.7 ± 3.4	18.9 ± 5.2	11.9 ± 6.7	34.0 ± 6.8	16.9 ± 1.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>20–24 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	168.6	147.1	78.0	46.9	37.8	5.6	9.1	2.4	496.9
Diploma or advanced diploma (g)	'000	22.3	23.0	14.0	8.8	3.9	–	np	np	79.2
Certificate III or IV	'000	33.2	21.7	26.8	7.4	4.8	3.7	3.1	1.0	100.9
Certificate I or II or nfd (h)	'000	7.5	7.1	np	4.7	3.6	np	np	–	21.5
<i>Enrolled in school level study (i)</i>	'000	4.1	–	–	–	2.2	–	–	–	5.0
Total enrolled (j)	'000	236.3	206.8	130.0	66.4	52.4	10.7	13.2	4.1	718.8

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Not enrolled</i>	'000	278.3	218.7	204.0	115.5	61.0	20.4	17.0	12.3	931.3
Total	'000	514.0	423.8	334.5	185.0	113.4	31.5	29.5	16.4	1 649.1
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	32.8 ± 3.7	34.7 ± 4.7	23.3 ± 3.6	25.4 ± 4.7	33.3 ± 6.3	17.8 ± 7.6	30.8 ± 9.5	14.6 ± 6.7	30.1 ± 1.7
Diploma or advanced diploma (g)	%	4.3 ± 1.9	5.4 ± 1.9	4.2 ± 2.0	4.8 ± 2.4	3.4 ± 2.6	–	np	np	4.8 ± 0.8
Certificate III or IV	%	6.5 ± 2.1	5.1 ± 1.4	8.0 ± 4.0	4.0 ± 2.4	4.2 ± 2.6	11.7 ± 5.2	10.5 ± 7.5	6.1 ± 4.7	6.1 ± 0.7
Certificate I or II or nfd (h)	%	1.5 ± 0.9	1.7 ± 1.1	np	2.5 ± 1.9	3.2 ± 1.9	np	np	–	1.3 ± 0.4
Enrolled in school level study (i)	%	0.8 ± 0.7	–	–	–	1.9 ± 1.7	–	–	–	0.3 ± 0.3
Total enrolled (j)	%	46.0 ± 3.5	48.8 ± 3.6	38.9 ± 4.0	35.9 ± 5.1	46.2 ± 7.6	34.0 ± 8.3	44.7 ± 10.2	25.0 ± 7.4	43.6 ± 1.7
Not enrolled	%	54.1 ± 3.4	51.6 ± 3.7	61.0 ± 4.0	62.4 ± 5.0	53.8 ± 7.6	64.8 ± 8.2	57.6 ± 10.2	75.0 ± 5.8	56.5 ± 1.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>15–24 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	231.3	197.9	124.0	74.8	49.4	8.6	12.7	3.6	700.8
Diploma or advanced diploma (g)	'000	32.9	30.3	26.2	11.2	8.5	np	np	np	115.1
Certificate III or IV	'000	65.6	45.2	41.2	18.7	9.4	5.2	np	1.7	190.4
Certificate I or II or nfd (h)	'000	11.0	8.6	np	5.2	4.5	1.5	np	–	36.4
<i>Enrolled in school level study (i)</i>	'000	278.6	222.5	155.7	86.9	68.5	20.8	15.8	8.7	853.9
Total enrolled (j)	'000	626.7	521.7	353.0	203.7	139.2	38.1	34.1	14.5	1 931.2
<i>Not enrolled</i>	'000	349.1	254.1	282.5	143.6	77.2	27.3	19.7	17.4	1 174.1
Total	'000	975.2	775.4	637.1	348.8	218.7	64.9	52.4	32.0	3 103.0
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	23.7 ± 2.2	25.5 ± 2.8	19.5 ± 2.4	21.4 ± 3.8	22.6 ± 3.8	13.3 ± 5.2	24.2 ± 7.1	11.3 ± 3.9	22.6 ± 1.0
Diploma or advanced diploma (g)	%	3.4 ± 1.2	3.9 ± 1.2	4.1 ± 1.6	3.2 ± 1.5	3.9 ± 1.6	np	np	np	3.7 ± 0.7
Certificate III or IV	%	6.7 ± 1.5	5.8 ± 1.5	6.5 ± 1.6	5.4 ± 1.7	4.3 ± 2.2	8.0 ± 3.1	np	5.3 ± 3.7	6.1 ± 0.6
Certificate I or II or nfd (h)	%	1.1 ± 0.5	1.1 ± 0.8	np	1.5 ± 1.1	2.1 ± 1.1	2.3 ± 1.6	np	–	1.2 ± 0.3
Enrolled in school level study (i)	%	28.6 ± 1.7	28.7 ± 1.4	24.4 ± 1.6	24.9 ± 2.1	31.3 ± 2.7	32.0 ± 2.7	30.2 ± 5.4	27.2 ± 3.6	27.5 ± 0.6

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total enrolled (j)	%	64.3 ± 2.3	67.3 ± 2.4	55.4 ± 1.9	58.4 ± 2.0	63.6 ± 2.2	58.7 ± 2.1	65.1 ± 2.3	45.3 ± 1.6	62.2 ± 2.2
Not enrolled	%	35.8 ± 1.3	32.8 ± 1.1	44.3 ± 1.6	41.2 ± 1.4	35.3 ± 1.2	42.1 ± 1.5	37.6 ± 1.3	54.4 ± 1.9	37.8 ± 1.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>17–24 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	231.3	197.9	123.2	74.8	49.4	8.6	12.7	3.6	702.0
Diploma or advanced diploma (g)	'000	32.9	30.3	26.2	11.2	8.5	np	np	np	115.1
Certificate III or IV	'000	62.3	44.4	40.9	15.9	8.1	5.1	np	1.7	183.4
Certificate I or II or nfd (h)	'000	11.0	8.6	np	4.5	4.5	1.5	np	–	37.6
<i>Enrolled in school level study (i)</i>	'000	105.2	87.7	41.4	27.5	28.1	8.0	5.8	2.7	311.5
Total enrolled (j)	'000	448.8	386.1	242.3	142.5	98.3	24.8	25.4	8.9	1 375.5
<i>Not enrolled</i>	'000	347.3	251.8	277.4	141.8	78.4	27.3	19.7	17.4	1 163.9
Total	'000	794.7	637.4	520.8	282.4	176.7	51.7	43.7	26.2	2 537.5
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	29.1 ± 2.7	31.0 ± 3.4	23.7 ± 3.0	26.5 ± 4.7	28.0 ± 4.7	16.6 ± 6.5	29.1 ± 8.4	13.7 ± 4.7	27.7 ± 1.2
Diploma or advanced diploma (g)	%	4.1 ± 1.4	4.8 ± 1.5	5.0 ± 1.9	4.0 ± 1.9	4.8 ± 1.9	np	np	np	4.5 ± 0.8
Certificate III or IV	%	7.8 ± 1.7	7.0 ± 1.7	7.9 ± 2.0	5.6 ± 2.1	4.6 ± 2.7	9.9 ± 3.8	np	6.5 ± 4.5	7.2 ± 0.7
Certificate I or II or nfd (h)	%	1.4 ± 0.6	1.3 ± 1.0	np	1.6 ± 1.3	2.5 ± 1.4	2.9 ± 2.0	np	0.0	1.5 ± 0.3
<i>Enrolled in school level study (i)</i>	%	13.2 ± 1.7	13.8 ± 1.4	7.9 ± 1.3	9.7 ± 2.2	15.9 ± 3.0	15.5 ± 3.0	13.3 ± 4.8	10.3	12.3 ± 0.6
Total enrolled (j)	%	56.5 ± 2.9	60.6 ± 3.1	46.5 ± 2.4	50.5 ± 2.6	55.6 ± 2.9	48.0 ± 2.5	58.1 ± 3.0	34.0 ± 1.8	54.2 ± 2.8
<i>Not enrolled</i>	%	43.7 ± 2.3	39.5 ± 2.1	53.3 ± 2.8	50.2 ± 2.6	44.4 ± 2.3	52.8 ± 2.7	45.1 ± 2.3	66.4 ± 3.4	45.9 ± 2.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>25–29 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	59.3	62.7	39.0	11.5	10.3	3.9	4.3	2.4	195.6
Diploma or advanced diploma (g)	'000	13.6	12.6	11.3	7.3	np	np	2.5	np	53.6
Certificate III or IV	'000	10.9	14.6	11.9	5.8	6.2	1.9	np	1.2	56.7

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Certificate I or II or nfd (h)	'000	5.8	np	np	3.8	np	np	–	–	15.8
Enrolled in school level study (i)	'000	–	–	–	–	–	–	–	–	–
Total enrolled (j)	'000	92.5	93.7	67.0	33.8	22.1	6.3	10.0	3.9	332.5
Not enrolled	'000	450.3	366.0	269.7	185.7	94.7	22.8	25.0	16.7	1 431.1
Total	'000	544.2	459.8	341.0	221.1	115.2	29.3	33.2	21.1	1 763.1
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	10.9 ± 2.6	13.6 ± 3.1	11.4 ± 2.9	5.2 ± 2.7	8.9 ± 3.9	13.3 ± 6.8	13.0 ± 5.8	11.4 ± 4.6	11.1 ± 1.2
Diploma or advanced diploma (g)	%	2.5 ± 1.2	2.7 ± 1.3	3.3 ± 1.4	3.3 ± 1.9	np	np	7.5 ± 6.0	np	3.0 ± 0.5
Certificate III or IV	%	2.0 ± 1.4	3.2 ± 1.8	3.5 ± 1.7	2.6 ± 1.9	5.4 ± 3.0	6.5 ± 3.8	np	5.7 ± 5.2	3.2 ± 0.7
Certificate I or II or nfd (h)	%	1.1 ± 0.7	np	np	1.7 ± 1.7	np	np	–	–	0.9 ± 0.4
Enrolled in school level study (i)	%	–	–	–	–	–	–	–	–	–
Total enrolled (j)	%	17.0 ± 3.2	20.4 ± 3.8	19.6 ± 3.7	15.3 ± 2.9	19.2 ± 3.6	21.5 ± 4.0	30.1 ± 5.6	18.5 ± 3.5	18.9 ± 3.5
Not enrolled	%	82.7 ± 15.5	79.6 ± 14.9	79.1 ± 14.8	84.0 ± 15.7	82.2 ± 15.4	77.8 ± 14.6	75.3 ± 14.1	79.1 ± 14.8	81.2 ± 15.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>15–64 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	375.6	341.3	216.4	117.1	84.8	17.5	25.5	10.8	1 193.0
Diploma or advanced diploma (g)	'000	105.5	89.3	71.3	36.2	24.2	5.0	6.6	3.2	338.2
Certificate III or IV	'000	128.4	103.2	95.7	45.5	31.1	11.0	9.0	6.1	426.6
Certificate I or II or nfd (h)	'000	31.7	28.3	15.1	17.5	14.5	2.4	1.2	1.0	111.2
Enrolled in school level study (i)	'000	278.6	224.1	153.4	86.9	68.4	20.8	15.8	8.7	856.4
Total enrolled (j)	'000	936.9	807.1	568.2	307.7	227.1	61.0	59.3	30.6	3 000.9
Not enrolled	'000	4 038.1	3 143.9	2 557.1	1 472.4	874.4	265.4	205.6	126.4	12 679.2
Total	'000	4 972.6	3 948.7	3 124.3	1 782.4	1 100.7	326.8	265.7	156.9	15 679.6
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	7.6 ± 0.6	8.6 ± 0.7	6.9 ± 0.7	6.6 ± 0.9	7.7 ± 1.1	5.4 ± 1.6	9.6 ± 2.1	6.9 ± 1.3	7.6 ± 0.3
Diploma or advanced diploma (g)	%	2.1 ± 0.4	2.3 ± 0.4	2.3 ± 0.5	2.0 ± 0.4	2.2 ± 0.5	1.5 ± 0.5	2.5 ± 1.4	2.0 ± 0.7	2.2 ± 0.2

TABLE BA.11

Table BA.11 **Participation in education and training, by level of study, by age group, 2015 (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	%	2.6 ± 0.4	2.6 ± 0.4	3.1 ± 0.5	2.6 ± 0.5	2.8 ± 0.6	3.4 ± 0.9	3.4 ± 1.4	3.9 ± 1.1	2.7 ± 0.2
Certificate I or II or nfd (h)	%	0.6 ± 0.1	0.7 ± 0.1	0.5 ± 0.1	1.0 ± 0.2	1.3 ± 0.3	0.7 ± 0.2	0.5 ± 0.2	0.6 ± 0.2	0.7 ± 0.1
Enrolled in school level study (i)	%	5.6 ± 0.3	5.7 ± 0.3	4.9 ± 0.3	4.9 ± 0.4	6.2 ± 0.6	6.4 ± 0.5	5.9 ± 1.1	5.5 ± 0.8	5.5 ± 0.1
Total enrolled (j)	%	18.8 ± 0.7	20.4 ± 0.9	18.2 ± 1.0	17.3 ± 0.9	20.6 ± 1.4	18.7 ± 1.5	22.3 ± 2.6	19.5 ± 1.5	19.1 ± 0.4
Not enrolled	%	81.2 ± 0.7	79.6 ± 0.9	81.8 ± 1.0	82.6 ± 1.0	79.4 ± 1.4	81.2 ± 1.6	77.4 ± 2.5	80.6 ± 3.0	80.9 ± 0.4
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 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 2015*, 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), 2015 (a), (b), (c), (d), (e)**

	Unit	15	16	17	18	19	20	21	22	23	24
<i>Enrolled in a non-school qualification</i>											
Bachelor degree or above (f)	'000	–	–	12.6	77.5	114.2	120.7	123.4	99.7	75.5	77.1
Diploma or advanced diploma (g)	'000	–	–	np	12.9	19.5	18.2	16.3	14.4	13.7	13.4
Certificate III or IV	'000	–	8.9	9.9	27.6	42.0	31.1	20.3	17.4	14.8	17.2
Certificate I or II or nfd (h)	'000	–	np	np	5.5	7.9	9.6	6.3	np	2.9	np
Enrolled in school level study (i)	'000	282.5	262.5	229.7	65.5	11.4	np	–	–	–	–
Total enrolled (j)	'000	283.7	274.1	258.5	199.6	200.0	185.5	171.5	137.3	112.6	110.3
Not enrolled	'000	np	11.1	28.4	95.8	106.5	133.7	147.7	187.7	222.1	235.8
Total	'000	283.7	282.7	287.2	294.4	308.7	321.4	318.7	325.0	335.2	348.3
<i>Enrolled in a non-school qualification</i>											
Bachelor degree or above (f)	%	–	–	4.4 ± 1.4	26.3 ± 3.1	37.0 ± 4.5	37.6 ± 3.4	38.7 ± 4.1	30.7 ± 3.8	22.5 ± 3.5	22.1 ± 4.0
Diploma or advanced diploma (g)	%	–	–	3.1 ± 1.8	4.4 ± 2.0	6.3 ± 2.3	5.7 ± 1.8	5.1 ± 1.9	4.4 ± 1.7	4.1 ± 2.0	3.8 ± 1.8
Certificate III or IV	%	–	3.1 ± 1.8	3.4 ± 1.7	9.4 ± 3.6	13.6 ± 2.8	9.7 ± 2.0	6.4 ± 1.9	5.4 ± 2.2	4.4 ± 1.7	4.9 ± 2.1
Certificate I or II or nfd (h)	%	–	np	np	1.9 ± 1.8	2.6 ± 1.1	3.0 ± 1.3	2.0 ± 1.2	np	0.9 ± 0.8	np
Enrolled in school level study (i)	%	99.6 ± 0.4	92.9 ± 3.5	80.0 ± 2.5	22.2 ± 3.8	3.7 ± 1.6	np	–	–	–	–
Total enrolled (j)	%	100.0 ± 0.3	97.0 ± 2.2	90.0 ± 2.0	67.8 ± 4.4	64.8 ± 2.7	57.7 ± 3.6	53.8 ± 4.6	42.2 ± 4.1	33.6 ± 4.1	31.7 ± 0.1
Not enrolled	%	np	3.9 ± 1.9	9.9 ± 2.3	32.5 ± 5.4	34.5 ± 2.9	41.6 ± 3.6	46.3 ± 4.6	57.8 ± 4.2	66.3 ± 4.0	67.7 ± 3.8
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 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), 2015 (a), (b), (c), (d), (e)**

<i>Unit</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
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(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 2015*, 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)

Age group	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015									
15–19	84.5 ± 2.8	89.3 ± 1.0	74.5 ± 3.5	82.5 ± 5.8	84.3 ± 3.3	81.4 ± 5.2	90.3 ± 6.4	67.3 ± 6.3	83.2 ± 0.9
17–24	56.5 ± 2.9	60.6 ± 3.0	46.5 ± 3.6	50.5 ± 5.2	55.6 ± 5.6	48.0 ± 5.8	58.1 ± 8.2	34.0 ± 4.8	54.2 ± 1.4
20–24	46.0 ± 3.5	48.8 ± 3.6	38.9 ± 4.0	35.9 ± 5.1	46.2 ± 7.6	34.0 ± 8.3	44.7 ± 10.2	25.0 ± 7.4	43.6 ± 1.7
25–29	17.0 ± 3.2	20.4 ± 4.1	19.6 ± 3.6	15.3 ± 4.0	19.2 ± 4.8	21.5 ± 7.4	30.1 ± 7.7	18.5 ± 5.6	18.9 ± 1.6
15–64	18.8 ± 0.7	20.4 ± 0.9	18.2 ± 1.0	17.3 ± 0.9	20.6 ± 1.4	18.7 ± 1.5	22.3 ± 2.6	19.5 ± 1.5	19.1 ± 0.4
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
20–24	42.8 ± 3.5	47.3 ± 3.2	33.8 ± 33.8	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 ± 4.2	10.8 ± 2.9	16.0 ± 3.6	21.2 ± 5.5	16.8 ± 5.3	19.5 ± 6.1	17.2 ± 1.3
15–64	19.0 ± 0.7	19.1 ± 0.7	18.1 ± 0.8	16.6 ± 1.3	20.1 ± 1.1	19.6 ± 1.7	21.8 ± 1.9	17.4 ± 1.7	18.7 ± 0.3
2012									
15–19	82.8 ± 2.8	84.3 ± 1.9	73.5 ± 3.4	77.2 ± 4.7	80.8 ± 4.3	80.4 ± 4.3	81.3 ± 5.3	70.5 ± 9.9	80.3 ± 1.3
20–24	46.2 ± 3.6	44.4 ± 3.5	33.9 ± 4.0	32.9 ± 4.3	37.4 ± 5.3	37.2 ± 9.8	53.1 ± 9.3	6.6 ± 6.6	40.9 ± 1.8
25–29	18.0 ± 2.5	17.7 ± 2.6	14.6 ± 2.5	16.7 ± 3.2	19.3 ± 4.6	14.7 ± 5.8	23.8 ± 7.5	6.3 ± 6.3	17.3 ± 1.4
15–64	20.1 ± 0.8	19.4 ± 0.8	17.4 ± 0.8	17.4 ± 1.0	19.0 ± 0.9	18.9 ± 1.6	22.5 ± 2.3	16.0 ± 1.9	19.0 ± 0.4
2011									
15–19	79.5 ± 2.0	86.9 ± 2.1	72.0 ± 3.2	74.3 ± 5.1	80.8 ± 3.7	84.5 ± 4.5	83.4 ± 5.5	63.6 ± 6.7	79.3 ± 1.1
20–24	44.3 ± 4.6	43.5 ± 3.2	35.6 ± 3.7	37.6 ± 5.1	42.6 ± 4.4	35.4 ± 6.7	53.9 ± 9.1	23.9 ± 9.4	41.4 ± 2.2
25–29	21.9 ± 2.4	18.7 ± 3.6	17.7 ± 3.1	12.8 ± 2.7	14.5 ± 3.7	19.0 ± 6.3	22.3 ± 6.8	11.5 ± 4.9	18.6 ± 1.4

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	20.5	± 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

- (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 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 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013, 2014 and 2015*, 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>
<i>2015</i>										
<i>Number of 15–19 year olds</i>										
Applied to enrol	'000	398.5	323.3	234.2	138.6	89.7	28.3	21.1	10.4	1 241.1
Studying in May	'000	389.1	317.0	225.7	135.0	88.4	27.6	20.5	10.3	1 212.4
Did not apply to enrol	'000	64.8	31.0	69.4	22.5	16.0	5.6	2.4	4.6	215.1
<i>Proportion of 15–19 year olds</i>										
Applied to enrol	%	86.5 ± 2.5	np	77.3 ± 3.3	84.7 ± 5.7	85.5 ± 3.4	83.5 ± 5.2	93.0 ± 5.9	68.0 ± 6.5	85.2 ± 0.6
Studying in May	%	84.5 ± 2.8	89.3 ± 1.0	74.5 ± 3.5	82.5 ± 5.8	84.3 ± 3.3	81.4 ± 5.2	90.3 ± 6.4	67.3 ± 6.3	83.2 ± 0.9
Did not apply to enrol	%	14.1 ± 3.1	8.7 ± 3.4	22.9 ± 3.8	13.8 ± 5.8	15.3 ± 3.4	16.5 ± 5.3	10.6 ± 6.4	30.1 ± 6.9	14.8 ± 1.4
<i>Number of 17–24 year olds</i>										
Applied to enrol	'000	465.0	401.3	256.6	147.9	103.0	26.6	26.5	9.4	1 437.3
Studying in May	'000	448.8	386.1	242.3	142.5	98.3	24.8	25.4	8.9	1 375.5
Did not apply to enrol	'000	332.3	234.4	264.3	136.2	74.0	24.5	17.8	17.0	1 100.7
<i>Proportion of 17–24 year olds</i>										
Applied to enrol	%	58.5 ± 2.8	63.0 ± 2.8	49.3 ± 3.6	52.4 ± 5.5	58.3 ± 5.4	51.5 ± 5.5	60.6 ± 9.1	35.9 ± 4.7	56.6 ± 1.3
Studying in May	%	56.5 ± 2.9	60.6 ± 3.0	46.5 ± 3.6	50.5 ± 5.2	55.6 ± 5.6	48.0 ± 5.8	58.1 ± 8.2	34.0 ± 4.8	54.2 ± 1.4
Did not apply to enrol	%	41.8 ± 2.8	36.8 ± 3.0	50.7 ± 3.5	48.2 ± 5.5	41.9 ± 5.0	47.4 ± 5.7	40.7 ± 8.2	64.9 ± 5.5	43.4 ± 1.4
<i>2014</i>										
<i>Number of 15–19 year olds</i>										
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
<i>Proportion of 15–19 year olds</i>										
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

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>
<i>Number of 17–24 year olds</i>										
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	129.6	96.3	25.7	29.4	8.4	1 326.0
Did not apply to enrol	'000	333.4	239.3	266.9	129.6	76.1	24.1	16.6	15.9	1 124.7
<i>Proportion of 17–24 year olds</i>										
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
<i>2013</i>										
<i>Number of 15–19 year olds</i>										
Applied to enrol	'000	398.4	302.9	241.8	121.2	88.7	28.2	20.0	10.5	1 213.0
Studying in May	'000	392.9	298.6	235.2	117.2	87.9	27.7	20.1	10.6	1 186.9
Did not apply to enrol	'000	70.4	53.9	71.9	32.6	16.6	4.9	3.6	2.7	254.4
<i>Proportion of 15–19 year olds</i>										
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
<i>Number of 17–24 year olds</i>										
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
<i>Proportion of 17–24 year olds</i>										
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

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>
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(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 \pm 2.7 per cent). See chapter 2 for more information on confidence intervals and relative standard errors.

(c) The SEW is not conducted in Aboriginal and Torres Strait Islander communities.

np Not published.

Source: ABS unpublished, *Microdata: Education and Work, May 2013, 2014 and 2015*, 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
2015									
15	99.6 ± 6.4	96.3 ± 2.2	100.0	100.0	100.0	100.0	100.0	100.0	99.2 ± 0.5
16	97.0 ± 5.8	97.7 ± 0.1	93.7 ± 8.8	96.1 ± 4.4	93.2 ± 4.2	100.0	100.0	100.0	97.0 ± 2.2
17	95.6 ± 3.7	96.4 ± 2.6	80.8 ± 5.4	92.1 ± 6.8	95.3 ± 1.5	98.2 ± 16.4	82.0 ± 16.8	81.8 ± 15.9	91.5 ± 1.2
18	77.0 ± 8.6	85.1 ± 7.3	68.1 ± 9.0	83.5 ± 13.7	73.3 ± 12.3	81.1 ± 9.8	66.7 ± 20.4	42.4 ± 23.3	75.8 ± 3.7
19	74.8 ± 5.9	72.5 ± 8.6	63.7 ± 8.5	86.6 ± 10.1	81.1 ± 7.4	69.6 ± 15.9	90.7 ± 45.5	93.3 ± 22.8	74.7 ± 3.3
20	77.5 ± 6.1	76.2 ± 6.5	72.0 ± 7.9	79.3 ± 12.4	69.1 ± 9.1	58.6 ± 18.5	57.1 ± 31.3	65.6 ± 22.0	75.2 ± 3.1
21	76.6 ± 6.6	77.3 ± 6.9	69.0 ± 10.5	76.8 ± 13.4	75.1 ± 13.1	63.4 ± 16.8	84.5 ± 18.5	59.4 ± 22.8	74.9 ± 4.0
22	71.7 ± 7.0	74.7 ± 8.4	79.6 ± 8.7	72.2 ± 12.8	72.4 ± 18.9	73.2 ± 28.1	68.4 ± 20.3	75.0 ± 24.2	75.0 ± 4.0
23	66.9 ± 8.4	64.0 ± 7.3	72.9 ± 7.3	75.5 ± 9.5	75.1 ± 9.5	36.1 ± 18.5	76.8 ± 22.8	72.2 ± 17.0	69.4 ± 3.8
24	74.2 ± 10.5	80.8 ± 6.5	66.9 ± 7.8	74.0 ± 14.6	62.2 ± 12.5	61.0 ± 23.0	84.0 ± 22.0	82.1 ± 20.0	73.3 ± 3.2
15–19	88.2 ± 1.6	89.1 ± 1.2	81.4 ± 1.9	88.6 ± 4.0	87.9 ± 3.2	87.6 ± 4.4	93.8 ± 5.8	81.7 ± 7.5	87.4 ± 0.3
20–24	72.8 ± 3.7	74.9 ± 3.4	73.1 ± 4.0	77.4 ± 5.1	69.6 ± 5.8	58.7 ± 11.2	82.7 ± 8.5	77.4 ± 10.7	73.5 ± 1.7
15–24	80.3 ± 1.7	81.6 ± 2.2	77.1 ± 2.5	82.7 ± 3.3	78.9 ± 3.0	74.9 ± 5.7	85.3 ± 4.6	80.0 ± 5.7	80.1 ± 0.9
17–24	76.3 ± 2.3	78.2 ± 2.3	72.2 ± 2.2	80.1 ± 2.4	74.2 ± 2.2	68.3 ± 2.0	82.4 ± 2.5	77.9 ± 2.3	76.0 ± 2.3
25–29	71.4 ± 3.1	71.0 ± 3.3	70.9 ± 4.4	73.1 ± 5.3	68.4 ± 4.6	70.3 ± 6.3	83.1 ± 8.8	81.5 ± 6.1	71.6 ± 1.8
15–64	64.2 ± 1.1	64.0 ± 1.1	64.4 ± 1.2	66.2 ± 1.4	61.1 ± 2.1	58.6 ± 2.0	73.7 ± 2.0	74.8 ± 1.8	64.3 ± 0.5
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

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	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
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
18–24	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

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	98.6	± 1.8	100.0	96.9	± 3.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	98.9	± 0.8
16	97.4	± 2.5	93.1	± 4.5	90.4	± 6.7	96.4	± 4.3	96.4	± 4.0	97.3	± 3.9	92.6	± 10.1	100.0	94.7	± 2.0	
17	86.8	± 5.2	96.9	± 2.8	82.3	± 7.2	83.5	± 9.5	88.6	± 6.4	92.7	± 7.4	96.2	± 7.7	88.8	± 15.1	88.3	± 2.2
18	78.5	± 7.1	73.4	± 7.5	72.8	± 7.8	80.2	± 8.7	73.0	± 11.2	71.2	± 12.8	77.2	± 15.2	68.2	± 23.4	75.6	± 3.2
19	78.5	± 7.4	76.8	± 7.5	73.7	± 7.4	80.7	± 9.2	67.6	± 9.7	76.1	± 10.3	74.8	± 15.7	76.8	± 26.9	76.4	± 3.7
20	79.2	± 7.7	83.9	± 7.4	69.9	± 10.7	71.8	± 8.9	79.9	± 9.4	66.8	± 13.8	82.2	± 11.7	75.9	± 13.6	77.5	± 4.1
21	85.2	± 5.8	75.0	± 7.3	72.6	± 8.6	77.0	± 8.3	76.5	± 10.0	62.9	± 15.2	91.4	± 9.0	62.8	± 16.4	78.0	± 3.8
22	77.6	± 6.7	66.0	± 6.6	70.8	± 6.9	82.3	± 6.9	70.3	± 8.4	71.7	± 18.3	89.2	± 7.8	49.1	± 17.4	73.1	± 2.9
23	79.8	± 7.0	82.3	± 6.2	75.1	± 8.0	79.5	± 8.0	73.7	± 11.5	56.6	± 15.5	90.2	± 10.1	75.7	± 16.4	78.8	± 3.2
24	78.4	± 5.4	73.8	± 6.8	74.0	± 7.4	72.8	± 7.1	75.9	± 8.5	75.1	± 16.6	77.4	± 14.8	84.7	± 14.7	75.6	± 2.8
15–19	87.7	± 2.5	87.8	± 1.9	83.1	± 3.0	87.8	± 3.7	84.5	± 4.3	87.2	± 4.6	87.3	± 5.4	86.3	± 8.1	86.5	± 1.0
20–24	80.0	± 3.2	76.1	± 3.4	72.5	± 3.4	76.8	± 3.9	75.1	± 4.7	66.9	± 8.3	86.0	± 5.3	70.1	± 7.5	76.6	± 1.7
15–24	83.7	± 2.1	81.5	± 2.1	77.6	± 2.6	81.9	± 2.6	79.6	± 2.8	77.2	± 4.2	86.6	± 4.3	77.8	± 5.5	81.2	± 1.0
18–24	79.6	± 2.7	75.8	± 2.8	72.7	± 3.4	77.8	± 3.0	73.7	± 3.6	68.9	± 6.1	83.5	± 5.5	70.8	± 7.9	76.4	± 1.3
25–29	73.3	± 2.5	73.7	± 2.7	72.0	± 3.4	75.2	± 3.0	68.9	± 4.4	56.5	± 8.9	80.4	± 4.9	74.5	± 5.9	72.9	± 1.3
15–64	67.4	± 1.0	65.4	± 0.8	66.3	± 1.2	69.0	± 1.1	62.6	± 1.6	58.9	± 2.2	73.5	± 2.3	75.4	± 2.5	66.5	± 0.4
2011																		
15	99.3	± 1.4	99.3	± 1.4	96.5	± 3.0	96.8	± 3.4	100.0	100.0	100.0	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

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
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 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) 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.

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, 2014 and 2015*, 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	
2015																		
15	np		np		np		np		np		np		np		np		np	
16	6.9	± 4.5	5.1	± 3.3	np		np		np		np		np		np		3.8	± 2.3
17	10.8	± 4.3	5.8	± 4.4	21.9	± 5.7	16.5	± 8.5	7.0	± 6.8	14.3	± 11.4	np		np		11.7	± 2.0
18	51.2	± 8.6	48.0	± 13.7	55.3	± 11.5	64.8	± 14.7	46.2	± 17.9	37.8	± 12.8	45.8	± 30.8	48.5	± 24.0	52.0	± 3.8
19	68.0	± 6.3	66.9	± 8.9	64.5	± 8.3	82.0	± 8.6	65.0	± 11.2	59.4	± 16.2	72.1	± 24.9	76.7	± 29.1	69.1	± 3.8
20	75.5	± 6.0	75.9	± 6.0	68.7	± 8.0	78.0	± 14.4	69.1	± 9.1	50.0	± 19.0	57.1	± 31.3	65.6	± 22.0	72.9	± 3.0
21	75.0	± 6.8	76.7	± 6.7	71.8	± 10.1	76.8	± 13.4	75.1	± 13.1	63.4	± 16.8	87.9	± 20.4	59.4	± 22.8	74.8	± 4.0
22	67.0	± 7.0	60.9	± 7.7	72.9	± 8.1	74.2	± 13.2	71.3	± 21.5	36.1	± 13.8	76.8	± 22.8	72.2	± 23.3	68.8	± 3.9
23	74.2	± 9.2	77.8	± 8.4	66.9	± 6.7	74.0	± 11.6	62.2	± 8.4	61.0	± 31.3	84.0	± 25.0	82.1	± 19.3	72.9	± 4.1
24	75.0	± 10.6	76.7	± 6.9	71.8	± 8.3	76.8	± 15.8	75.1	± 15.1	63.4	± 23.9	87.9	± 23.0	59.4	± 14.5	74.8	± 3.4
15–19	28.3	± 2.6	25.7	± 3.2	29.7	± 3.2	34.1	± 4.7	24.6	± 4.7	22.7	± 4.6	23.3	± 11.8	26.8	± 7.5	28.2	± 1.2
20–24	72.4	± 3.7	72.9	± 3.3	72.1	± 4.0	75.6	± 5.2	69.1	± 6.1	61.3	± 11.2	80.0	± 8.7	77.4	± 10.7	72.4	± 1.6
15–24	51.5	± 2.1	51.5	± 2.1	52.4	± 2.8	55.9	± 3.3	47.0	± 4.4	40.7	± 6.4	57.3	± 6.1	52.8	± 6.8	51.8	± 1.0
17–24	62.4	± 2.5	62.3	± 2.4	63.5	± 3.4	68.0	± 4.0	58.9	± 5.4	51.8	± 7.8	68.6	± 6.7	64.5	± 8.4	62.8	± 1.2
25–29	71.0	± 2.9	70.8	± 3.2	69.9	± 4.3	72.9	± 5.1	66.8	± 4.6	70.3	± 6.3	83.1	± 8.8	81.5	± 6.1	71.0	± 1.6
15–64	58.4	± 1.1	57.8	± 1.1	59.2	± 1.3	60.9	± 1.4	54.3	± 2.1	51.6	± 2.0	67.9	± 2.2	69.2	± 1.9	58.5	± 0.5
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

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	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
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
18–24	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

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	
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
15–64	61.6	± 0.9	59.5	± 0.7	61.4	± 1.2	64.2	± 1.2	56.6	± 1.6	52.2	± 2.1	67.9	± 2.3	69.8	± 2.9	60.9	± 0.4
2011																		
15	–	–	–	–	–	–	np	–	–	–	–	–	–	–	–	np	–	np
16	4.3	± 3.2	5.5	± 3.5	–	np	14.1	± 6.5	–	np	7.5	± 6.4	–	–	–	np	5.0	± 1.2
17	16.5	± 4.9	5.6	± 3.6	30.1	± 7.6	48.0	± 11.0	12.2	± 6.8	22.5	± 16.5	–	np	11.9	± 11.5	19.8	± 3.1
18	50.1	± 7.6	57.9	± 9.4	56.9	± 9.2	64.5	± 13.6	60.3	± 12.4	47.4	± 16.7	63.5	± 16.6	48.4	± 20.0	55.8	± 4.4
19	75.2	± 6.1	69.6	± 7.6	69.4	± 9.4	79.7	± 7.4	69.1	± 9.3	70.8	± 15.1	72.0	± 12.5	52.1	± 17.7	72.2	± 3.9
20	74.9	± 6.9	75.9	± 6.3	71.0	± 8.9	72.0	± 11.2	77.4	± 9.1	71.0	± 18.7	86.8	± 12.5	81.9	± 18.6	74.5	± 3.7

TABLE BA.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	
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 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) 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, 2014 and 2015*, 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)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
SEIFA IRSD quintile 1	85.7 ± 3.0	87.8 ± 10.5	67.1 ± 10.2	72.4 ± 19.7	90.2 ± 11.7	80.0 ± 9.5	–	–	80.5 ± 4.3
SEIFA IRSD quintile 2	82.8 ± 1.2	85.1 ± 19.8	77.9 ± 10.6	86.0 ± 22.2	85.4 ± 9.4	93.1 ± 6.1	np	89.5 ± 60.5	84.9 ± 1.4
SEIFA IRSD quintile 3	89.0 ± 18.6	77.5 ± 6.9	87.7 ± 9.8	83.8 ± 22.6	94.4 ± 16.5	50.0 ± 19.4	90.2 ± 35.0	np	86.8 ± 3.1
SEIFA IRSD quintile 4	94.1 ± 4.1	93.6 ± 8.3	83.7 ± 25.9	88.9 ± 4.3	96.2 ± 7.8	105.6 ± 64.9	93.8 ± 19.7	77.6 ± 19.8	89.7 ± 2.5
SEIFA IRSD quintile 5	95.1 ± 4.7	93.4 ± 7.4	89.5 ± 5.8	94.7 ± 3.1	98.4 ± 35.3	100.0 ± 97.9	86.7 ± 9.1	87.5 ± 22.4	92.1 ± 2.8
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	66.7 ± 5.5	78.8 ± 10.4	60.6 ± 9.8	65.9 ± 6.7	72.3 ± 13.7	64.9 ± 8.7	–	–	68.9 ± 5.1
SEIFA IRSD quintile 2	77.2 ± 13.4	72.8 ± 8.4	79.1 ± 5.3	80.7 ± 16.9	74.4 ± 10.8	78.6 ± 4.9	np	84.6 ± 54.8	76.4 ± 1.3
SEIFA IRSD quintile 3	82.8 ± 2.4	82.3 ± 9.7	73.0 ± 3.7	87.2 ± 11.6	80.5 ± 9.7	81.1 ± 11.4	np	79.8 ± 9.2	80.8 ± 2.3
SEIFA IRSD quintile 4	83.3 ± 6.0	86.1 ± 8.0	81.3 ± 21.1	79.2 ± 10.2	85.0 ± 9.7	78.8 ± 9.7	85.2 ± 3.4	74.2 ± 14.9	84.1 ± 2.6
SEIFA IRSD quintile 5	87.2 ± 5.9	85.2 ± 7.2	86.3 ± 3.6	89.2 ± 1.5	88.8 ± 29.7	125.0 ± 90.3	88.1 ± 17.2	85.0 ± 11.0	87.3 ± 3.5
<i>17–24 year olds</i>									
SEIFA IRSD quintile 1	60.8 ± 8.6	73.6 ± 11.5	54.4 ± 10.7	75.7 ± 1.5	68.2 ± 16.6	55.3 ± 11.5	–	–	62.6 ± 5.8
SEIFA IRSD quintile 2	73.0 ± 13.4	67.8 ± 10.9	71.4 ± 8.4	72.7 ± 19.5	70.1 ± 11.2	74.7 ± 29.3	–	75.9 ± 14.9	71.7 ± 1.9
SEIFA IRSD quintile 3	80.1 ± 1.7	79.0 ± 9.8	67.8 ± 6.3	85.8 ± 17.7	75.0 ± 13.1	77.1 ± 13.9	np	83.3 ± 40.1	76.6 ± 2.5
SEIFA IRSD quintile 4	80.4 ± 6.3	83.4 ± 8.8	76.3 ± 21.3	80.0 ± 10.2	82.0 ± 11.6	56.3 ± 24.4	75.5 ± 11.4	67.6 ± 17.7	80.8 ± 3.0
SEIFA IRSD quintile 5	85.8 ± 7.1	82.0 ± 7.9	84.4 ± 20.0	86.7 ± 3.1	87.3 ± 33.3	100.0	90.8 ± 18.8	86.2 ± 9.0	84.3 ± 4.1
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	58.4 ± 16.0	68.0 ± 21.3	55.2 ± 17.1	63.7 ± 37.0	63.4 ± 29.1	47.1 ± 21.6	–	–	59.5 ± 8.1
SEIFA IRSD quintile 2	69.0 ± 17.1	65.2 ± 14.2	73.4 ± 25.6	67.7 ± 31.0	64.6 ± 17.8	67.3 ± 37.2	–	110.0 ± 73.7	68.6 ± 7.9
SEIFA IRSD quintile 3	79.3 ± 28.6	75.9 ± 8.5	65.3 ± 20.5	77.5 ± 38.4	74.6 ± 22.4	81.5 ± 31.5	np	80.9 ± 36.6	74.4 ± 11.3
SEIFA IRSD quintile 4	75.8 ± 17.3	83.3 ± 19.3	80.8 ± 20.3	74.2 ± 15.1	82.2 ± 31.0	61.5 ± 46.4	78.1 ± 51.8	71.4 ± 51.7	79.0 ± 6.5

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	84.4 ± 17.6	81.5 ± 20.4	85.2 ± 28.2	86.6 ± 49.3	71.6 ± 36.6	np	80.2 ± 43.8	85.5 ± 22.9	82.9 ± 8.6
<i>25–29 year olds</i>									
SEIFA IRSD quintile 1	56.0 ± 5.6	62.2 ± 14.6	66.4 ± 6.1	53.4 ± 17.7	46.3 ± 14.4	60.6 ± 13.6	–	np	59.2 ± 4.3
SEIFA IRSD quintile 2	65.0 ± 6.0	69.9 ± 5.7	65.2 ± 11.0	71.9 ± 6.6	68.0 ± 10.0	71.4 ± 17.5	–	np	67.3 ± 4.1
SEIFA IRSD quintile 3	73.4 ± 10.2	74.3 ± 2.6	75.1 ± 18.6	71.0 ± 24.2	80.9 ± 25.2	70.4 ± 16.0	82.1 ± 20.3	64.4 ± 28.7	72.9 ± 6.3
SEIFA IRSD quintile 4	81.7 ± 6.6	69.9 ± 4.0	69.6 ± 22.2	75.5 ± 8.2	84.4 ± 7.4	100.0 ± 62.1	85.1 ± 6.5	85.1 ± 6.5	75.3 ± 2.7
SEIFA IRSD quintile 5	83.6 ± 14.5	79.3 ± 9.0	81.7 ± 23.7	79.9 ± 10.2	76.2 ± 34.2	–	85.7 ± 13.2	89.1 ± 44.4	82.0 ± 3.5
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	49.6 ± 3.1	54.5 ± 4.4	54.7 ± 4.5	55.9 ± 5.7	49.7 ± 5.5	51.9 ± 2.9	np	np	52.1 ± 1.6
SEIFA IRSD quintile 2	60.7 ± 1.3	60.4 ± 9.6	60.6 ± 11.5	63.1 ± 5.6	61.9 ± 1.0	61.9 ± 16.3	61.5 ± 4.7	74.3 ± 6.1	60.9 ± 5.3
SEIFA IRSD quintile 3	65.6 ± 10.1	65.9 ± 0.8	65.8 ± 10.3	65.2 ± 2.3	64.4 ± 4.7	64.5 ± 2.1	78.3 ± 17.5	74.6 ± 6.8	65.8 ± 4.0
SEIFA IRSD quintile 4	71.8 ± 12.1	67.5 ± 5.3	67.6 ± 15.9	70.2 ± 4.6	69.7 ± 4.5	64.4 ± 18.4	69.8 ± 5.4	74.9 ± 6.5	69.1 ± 6.9
SEIFA IRSD quintile 5	72.4 ± 1.1	67.9 ± 11.9	70.4 ± 4.4	68.3 ± 6.0	65.9 ± 16.4	61.3 ± 39.7	76.2 ± 10.9	80.2 ± 7.3	70.5 ± 0.9
2014									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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	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
<i>17–24 year olds</i>									
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
<i>20–24 year olds</i>									
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
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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
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 ± 2.0
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 ± 3.5
SEIFA IRSD quintile 5	np	91.4 ± 7.8	84.5 ± 15.0	np	90.4 ± 13.3	np	np ± 1.8	np	np
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	70.0 ± 4.6	np	59.5 ± 5.7	67.3 ± 5.0	77.5 ± 9.4	68.9 ± 4.8	np	np	69.2 ± 2.0
SEIFA IRSD quintile 2	77.6 ± 6.0	78.9 ± 8.0	69.2 ± 5.6	76.5 ± 11.5	77.5 ± 10.8	75.1 ± 3.3	np	61.9 ± 24.9	76.4 ± 1.7
SEIFA IRSD quintile 3	83.2 ± 9.2	np	74.9 ± 3.6	85.8 ± 10.4	np	83.3 ± 11.1	np	np	np
SEIFA IRSD quintile 4	84.7 ± 7.5	np	85.7 ± 8.8	np	81.6 ± 7.1	89.5 ± 9.5	np	86.8 ± 9.6	82.4 ± 3.5
SEIFA IRSD quintile 5	np	86.6 ± 7.7	82.3 ± 9.0	81.8 ± 2.9	np	np	87.5 ± 1.8	88.9 ± 10.3	np
<i>17–24 year olds</i>									
SEIFA IRSD quintile 1	61.9 ± 7.3	np	51.5 ± 8.9	64.6	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
<i>20–24 year olds</i>									
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

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	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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	51.8 ± 2.5	53.4 ± 2.8	52.8 ± 3.3	57.4 ± 6.8	55.0 ± 6.2	49.9 ± 4.7	np	60.9 ± 18.9	53.2 ± 2.0
SEIFA IRSD quintile 2	60.5 ± 3.2	61.3 ± 4.6	np	63.1 ± 4.0	63.9 ± 5.1	np	np	65.5 ± 7.0	61.3 ± 1.5
SEIFA IRSD quintile 3	66.1 ± 5.2	np	65.7 ± 1.6	68.7 ± 1.4	67.9 ± 3.4	60.2 ± 8.7	np	75.4 ± 4.8	66.3 ± 0.5
SEIFA IRSD quintile 4	np	np	66.7 ± 3.6	np	np	66.0 ± 5.3	69.2 ± 7.2	78.8 ± 4.0	np
SEIFA IRSD quintile 5	np	70.6 ± 1.3	68.4 ± 2.9	68.4 ± 2.4	69.0 ± 2.0	np	76.0 ± 2.8	80.0 ± 11.7	70.4 ± 0.6
2012									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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	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
<i>17–24 year olds</i>																		
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
<i>18–24 year olds</i>																		
SEIFA IRSD quintile 1	71.1	± 6.4	66.4	± 5.9	65.9	± 9.3	67.4	± 13.5	61.4	± 11.5	53.4	± 11.0	–	53.1	± 22.8	67.3	± 3.6	
SEIFA IRSD quintile 2	73.0	± 7.9	75.2	± 7.6	62.4	± 12.2	67.5	± 8.6	70.4	± 7.2	76.8	± 10.7	95.5	± 11.2	64.6	± 22.9	70.9	± 3.4
SEIFA IRSD quintile 3	81.3	± 7.2	75.6	± 5.6	74.7	± 4.2	77.8	± 7.5	84.9	± 8.8	77.8	± 13.7	80.1	± 13.9	71.1	± 11.8	77.6	± 2.9
SEIFA IRSD quintile 4	84.2	± 4.1	78.8	± 5.7	78.4	± 4.3	80.6	± 4.7	79.7	± 7.4	75.9	± 17.1	86.6	± 13.3	69.0	± 22.3	80.5	± 2.1
SEIFA IRSD quintile 5	90.6	± 4.2	82.5	± 5.5	77.2	± 6.8	85.7	± 6.1	78.4	± 11.0	77.9	± 30.8	82.0	± 8.8	93.8	± 11.4	84.6	± 2.8
<i>20–24 year olds</i>																		
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
<i>25–29 year olds</i>																		
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	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	np	66.8	± 16.3	73.3	± 3.6	

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	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	
<i>15–64 year olds</i>																			
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																			
<i>Proportion of population engaged in full time education and training and/or employment</i>																			
<i>15–19 year olds</i>																			
SEIFA IRSD quintile 1	78.0	± 5.4	82.6	± 6.3	68.2	± 11.2	71.8	± 14.1	77.8	± 12.5	np	np	66.7	± 16.0	77.5	± 3.5			
SEIFA IRSD quintile 2	81.5	± 4.8	88.3	± 6.0	80.0	± 6.0	78.7	± 8.4	87.2	± 8.0	np	np	77.4	± 18.5	82.9	± 2.3			
SEIFA IRSD quintile 3	82.9	± 6.8	91.9	± 3.8	81.4	± 6.9	90.3	± 7.1	80.4	± 8.6	89.0	± 9.4	88.1	± 13.0	67.2	± 21.3	85.4	± 2.5	
SEIFA IRSD quintile 4	89.4	± 5.3	93.3	± 3.7	83.1	± 5.3	96.2	± 4.6	92.6	± 6.0	95.2	± 5.4	85.1	± 7.4	82.6	± 17.4	90.0	± 2.5	
SEIFA IRSD quintile 5	92.5	± 3.5	92.0	± 4.6	87.4	± 7.2	92.4	± 5.0	87.3	± 6.6	96.0	± 10.0	93.1	± 5.8	100.0		91.0	± 2.8	
<i>15–24 year olds</i>																			
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	
<i>17–24 year olds</i>																			
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	

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	82.0 ± 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
<i>18–24 year olds</i>									
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 ± 0.0	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
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	66.4 ± 6.5	73.6 ± 9.0	58.0 ± 10.3	70.9 ± 9.8	63.9 ± 9.0	np	np	62.6 ± 32.7	67.2 ± 3.7
SEIFA IRSD quintile 2	74.2 ± 6.3	78.4 ± 7.1	74.6 ± 5.7	67.4 ± 12.3	np	np	–	77.9 ± 16.5	74.8 ± 3.8
SEIFA IRSD quintile 3	84.8 ± 6.1	78.2 ± 7.2	74.2 ± 7.2	83.2 ± 6.9	82.7 ± 7.8	88.8 ± 8.3	66.1 ± 21.0	78.5 ± 13.3	80.0 ± 3.0
SEIFA IRSD quintile 4	81.9 ± 7.5	79.6 ± 5.6	81.8 ± 7.4	81.0 ± 8.2	81.9 ± 7.6	83.4 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	81.0 ± 3.4
SEIFA IRSD quintile 5	82.6 ± 5.1	84.1 ± 5.0	80.3 ± 6.5	82.5 ± 5.0	82.7 ± 10.0	80.0 ± 14.2	93.9 ± 5.0	90.6 ± 20.7	83.1 ± 2.5
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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 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) SEW excludes people living in Indigenous Communities. Since 2009, SEW has included people living in 'very remote' areas who are not in Indigenous Communities. Prior to SEW 2009, all persons living in 'very remote' parts of Australia were excluded. Nationally, approximately 0.7 per cent of persons in scope of SEW live in 'very remote' areas that are not Indigenous Communities. In the Northern Territory, this proportion is 8 per cent.
- (f) The SEW is not conducted in Aboriginal and Torres Strait Islander communities.
- (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, 2014 and 2015*, 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>2015</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
SEIFA IRSD quintile 1	23.3 ± 8.4	19.7 ± 7.4	21.6 ± 7.8	27.6 ± 20.3	23.1 ± 15.6	22.6 ± 9.4	–	–	22.2 ± 4.4
SEIFA IRSD quintile 2	29.4 ± 7.1	26.1 ± 7.6	25.9 ± 12.0	30.5 ± 12.0	19.5 ± 8.3	19.4 ± 17.3	–	np	26.7 ± 4.3
SEIFA IRSD quintile 3	24.5 ± 6.3	29.2 ± 8.1	30.9 ± 8.6	24.6 ± 21.1	25.5 ± 12.5	28.0 ± 11.9	–	np	27.6 ± 3.6
SEIFA IRSD quintile 4	31.8 ± 7.0	24.9 ± 8.6	33.3 ± 7.5	40.7 ± 5.2	29.8 ± 8.8	np	np	24.5 ± 19.3	30.6 ± 3.2
SEIFA IRSD quintile 5	31.6 ± 7.1	23.5 ± 7.1	37.7 ± 8.4	37.1 ± 10.8	36.6 ± 18.5	–	32.9 ± 14.1	47.5 ± 24.2	32.3 ± 3.6
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	41.9 ± 4.7	43.3 ± 9.2	34.9 ± 9.5	44.9 ± 14.0	44.2 ± 14.8	36.7 ± 9.9	–	–	41.7 ± 3.7
SEIFA IRSD quintile 2	53.7 ± 2.6	43.5 ± 8.6	50.6 ± 7.0	51.3 ± 15.2	42.9 ± 8.9	42.0 ± 11.1	–	43.6 ± 29.4	48.2 ± 2.5
SEIFA IRSD quintile 3	49.9 ± 9.0	53.9 ± 9.2	49.4 ± 6.6	53.6 ± 16.1	47.6 ± 15.9	47.4 ± 19.9	np	58.4 ± 12.8	50.9 ± 3.4
SEIFA IRSD quintile 4	54.7 ± 7.6	56.4 ± 7.4	57.4 ± 1.4	60.9 ± 9.5	54.1 ± 4.3	48.1 ± 17.0	58.5 ± 12.0	44.9 ± 14.2	56.5 ± 2.2
SEIFA IRSD quintile 5	57.0 ± 8.2	54.7 ± 7.8	64.2 ± 3.1	57.9 ± 9.2	58.7 ± 9.2	np	60.3 ± 6.4	61.0 ± 12.8	58.4 ± 4.3
<i>17–24 year olds</i>									
SEIFA IRSD quintile 1	50.4 ± 5.5	54.2 ± 11.5	45.5 ± 10.8	57.9 ± 4.0	53.9 ± 17.2	44.2 ± 10.7	–	–	50.1 ± 4.1
SEIFA IRSD quintile 2	60.5 ± 3.1	53.0 ± 10.1	62.8 ± 8.5	62.3 ± 14.7	56.4 ± 11.4	57.9 ± 12.8	–	58.6 ± 37.3	59.6 ± 1.3
SEIFA IRSD quintile 3	63.3 ± 10.2	64.7 ± 11.1	59.7 ± 1.0	64.8 ± 15.9	58.8 ± 17.9	52.9 ± 23.6	np	78.8 ± 36.4	62.9 ± 3.9
SEIFA IRSD quintile 4	67.5 ± 6.6	69.7 ± 7.1	68.5 ± 18.9	71.4 ± 10.6	66.7 ± 18.8	52.1 ± 20.2	69.0 ± 9.0	56.3 ± 17.2	67.6 ± 2.1
SEIFA IRSD quintile 5	70.5 ± 8.4	65.9 ± 8.3	75.4 ± 5.1	71.3 ± 10.7	75.7 ± 29.2	np	75.1 ± 17.0	70.1 ± 17.2	70.5 ± 4.5
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	56.1 ± 17.5	64.5 ± 16.5	54.3 ± 14.1	75.3 ± 33.3	59.2 ± 26.7	47.1 ± 17.5	–	–	57.7 ± 8.3
SEIFA IRSD quintile 2	69.0 ± 20.2	60.6 ± 11.7	73.5 ± 29.2	67.7 ± 36.0	65.6 ± 19.3	67.3 ± 42.8	–	110.0 ± 73.7	67.8 ± 8.9
SEIFA IRSD quintile 3	74.8 ± 29.1	76.7 ± 13.3	65.3 ± 22.9	77.5 ± 51.0	75.9 ± 36.8	81.5 ± 43.9	np	80.9 ± 36.6	73.9 ± 13.8
SEIFA IRSD quintile 4	77.2 ± 24.4	82.5 ± 23.7	80.8 ± 28.1	72.7 ± 17.0	79.7 ± 38.9	51.3 ± 36.5	78.1 ± 69.3	71.4 ± 45.6	77.9 ± 10.2

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	84.9 ± 20.8	77.6 ± 25.9	85.2 ± 41.2	80.9 ± 39.5	71.6 ± 44.9	np	83.7 ± 22.7	85.5 ± 36.0	81.4 ± 11.5
<i>25–29 year olds</i>									
SEIFA IRSD quintile 1	54.8 ± 6.1	59.8 ± 12.0	59.6 ± 9.7	44.2 ± 22.0	–	60.6 ± 13.6	–	np	57.9 ± 3.4
SEIFA IRSD quintile 2	66.3 ± 3.5	68.0 ± 5.9	61.6 ± 12.5	71.9 ± 6.6	–	71.4 ± 17.5	–	np	66.8 ± 4.3
SEIFA IRSD quintile 3	72.3 ± 9.5	72.3 ± 5.4	75.1 ± 18.6	71.0 ± 24.2	82.1 ± 20.3	70.4 ± 16.0	82.1 ± 20.3	64.4 ± 28.7	72.5 ± 6.2
SEIFA IRSD quintile 4	81.7 ± 6.6	69.9 ± 4.0	69.6 ± 22.2	77.9 ± 6.1	85.1 ± 6.5	100.0 ± 62.1	85.1 ± 6.5	85.1 ± 6.5	75.8 ± 2.5
SEIFA IRSD quintile 5	83.6 ± 14.5	79.3 ± 9.0	81.7 ± 23.7	79.9 ± 10.2	85.7 ± 13.2	–	85.7 ± 13.2	89.1 ± 44.4	81.2 ± 3.7
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	43.9 ± 2.5	47.2 ± 2.2	49.1 ± 4.3	52.2 ± 6.3	42.6 ± 5.2	45.8 ± 1.7	np	np	46.2 ± 0.6
SEIFA IRSD quintile 2	55.3 ± 1.1	54.9 ± 1.5	54.5 ± 10.2	57.2 ± 5.4	54.6 ± 1.7	51.7 ± 3.0	55.0 ± 35.5	66.5 ± 38.6	55.2 ± 4.9
SEIFA IRSD quintile 3	59.3 ± 2.1	60.0 ± 11.5	60.8 ± 9.6	60.4 ± 0.9	58.9 ± 5.0	56.7 ± 16.6	76.5 ± 13.2	69.7 ± 5.9	60.1 ± 3.7
SEIFA IRSD quintile 4	65.6 ± 10.9	61.5 ± 4.4	63.1 ± 15.0	65.1 ± 4.0	62.5 ± 16.2	58.6 ± 2.3	64.6 ± 4.7	69.9 ± 5.6	63.4 ± 6.2
SEIFA IRSD quintile 5	66.4 ± 2.4	61.5 ± 1.9	65.5 ± 3.0	61.9 ± 5.7	58.4 ± 14.6	54.2 ± 35.1	70.5 ± 9.6	73.4 ± 1.1	64.5 ± 1.1
<i>2014</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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>
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
<i>17–24 year olds</i>									
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
<i>20–24 year olds</i>									
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
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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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
<i>2013</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	41.3 ± 9.1	47.2 ± 6.1	42.7 ± 5.8	47.5 ± 11.5	41.5 ± 8.0	33.3 ± 7.9	np	np	42.8 ± 3.5
SEIFA IRSD quintile 2	48.7 ± 6.7	51.6 ± 10.1	48.0 ± 6.8	59.6 ± 11.7	49.2 ± 11.4	40.2 ± 8.8	np	47.6 ± 24.7	50.0 ± 2.6
SEIFA IRSD quintile 3	59.4 ± 8.3	55.0 ± 7.3	55.0 ± 4.4	66.2 ± 11.8	56.3 ± 5.1	50.0 ± 13.6	np	54.0 ± 14.8	57.6 ± 2.1
SEIFA IRSD quintile 4	62.8 ± 9.7	53.1 ± 2.0	57.7 ± 10.7	np	55.3 ± 11.8	52.3 ± 17.9	45.4 ± 12.2	60.5 ± 19.9	57.0 ± 4.4
SEIFA IRSD quintile 5	56.6 ± 3.1	58.3 ± 7.5	61.0 ± 7.3	58.9 ± 4.5	61.0 ± 7.6	np	66.0 ± 3.5	52.8 ± 33.1	59.1 ± 2.0
<i>17–24 year olds</i>									
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
<i>20–24 year olds</i>									
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

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	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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	45.5 ± 2.7	47.2 ± 3.4	48.8 ± 3.3	51.4 ± 8.0	47.6 ± 5.6	43.0 ± 4.8	np	58.6 ± 11.7	47.2 ± 1.9
SEIFA IRSD quintile 2	53.9 ± 2.8	55.7 ± 4.2	np	60.2 ± 3.2	58.3 ± 4.7	np	np	62.0 ± 10.6	55.9 ± 1.3
SEIFA IRSD quintile 3	61.4 ± 4.3	59.9 ± 1.7	61.0 ± 2.4	np	61.2 ± 2.5	55.4 ± 8.0	np	67.6 ± 2.8	61.2 ± 0.4
SEIFA IRSD quintile 4	np	np	60.6 ± 4.0	np	59.8 ± 0.5	58.8 ± 6.6	62.2 ± 5.2	np	np
SEIFA IRSD quintile 5	np	65.3 ± 1.9	64.1 ± 2.0	64.1 ± 1.9	61.7 ± 3.7	np	70.7 ± 2.7	75.7 ± 11.3	64.9 ± 0.5
<i>2012</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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	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
<i>17–24 year olds</i>									
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
<i>18–24 year olds</i>									
SEIFA IRSD quintile 1	66.9 ± 7.3	61.1 ± 6.8	64.1 ± 9.6	63.1 ± 13.2	59.0 ± 12.0	47.2 ± 13.0	–	39.2 ± 25.9	63.2 ± 4.1
SEIFA IRSD quintile 2	70.1 ± 8.7	71.6 ± 7.8	61.0 ± 12.2	63.7 ± 8.6	65.7 ± 7.9	69.1 ± 12.0	95.5 ± 11.2	64.6 ± 22.9	67.8 ± 3.9
SEIFA IRSD quintile 3	77.8 ± 7.0	70.0 ± 5.2	73.1 ± 4.4	75.6 ± 7.1	81.6 ± 10.0	74.4 ± 13.9	74.4 ± 14.9	68.9 ± 12.2	74.2 ± 2.8
SEIFA IRSD quintile 4	82.0 ± 4.5	75.1 ± 6.3	77.5 ± 4.5	80.0 ± 5.3	77.8 ± 7.8	71.5 ± 16.2	86.6 ± 13.3	69.0 ± 22.3	78.5 ± 2.2
SEIFA IRSD quintile 5	87.8 ± 4.4	80.1 ± 6.3	73.3 ± 7.1	85.7 ± 6.1	74.1 ± 11.3	75.1 ± 31.0	78.1 ± 9.6	93.8 ± 11.4	82.0 ± 3.0
<i>20–24 year olds</i>									
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
<i>25–29 year olds</i>									
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

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	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
<i>15–64 year olds</i>																		
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
<i>2011</i>																		
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>																		
<i>15–19 year olds</i>																		
SEIFA IRSD quintile 1	25.4	± 6.7	26.1	± 7.8	26.1	± 9.1	32.3	± 18.9	14.8	± 8.8	25.0	± 12.2	np	np	25.4	± 3.6		
SEIFA IRSD quintile 2	27.8	± 7.5	30.1	± 7.4	27.8	± 9.1	27.2	± 13.5	32.4	± 9.8	np	np	28.3	± 21.4	28.9	± 4.0		
SEIFA IRSD quintile 3	29.8	± 7.8	30.5	± 7.4	33.7	± 8.0	42.2	± 11.2	26.2	± 6.9	37.0	± 16.4	31.1	± 18.3	np	32.0	± 3.8	
SEIFA IRSD quintile 4	26.6	± 5.3	28.2	± 7.9	31.4	± 8.0	51.4	± 8.3	31.2	± 10.8	30.2	± 10.7	16.6	± 10.2	30.5	± 21.7	31.1	± 3.5
SEIFA IRSD quintile 5	36.0	± 4.6	28.3	± 7.2	39.0	± 7.4	49.8	± 5.8	42.5	± 9.8	np	33.1	± 9.2	np	36.3	± 3.3		
<i>15–24 year olds</i>																		
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
<i>17–24 year olds</i>																		
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		

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	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
<i>18–24 year olds</i>									
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
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	62.0 ± 6.8	67.1 ± 9.3	np	68.9 ± 10.4	61.9 ± 9.3	67.0 ± 15.7	np	62.6 ± 32.7	63.4 ± 3.5
SEIFA IRSD quintile 2	70.9 ± 5.5	77.6 ± 7.9	72.6 ± 6.6	67.4 ± 12.3	74.7 ± 9.6	73.4 ± 15.7	–	77.9 ± 16.5	72.9 ± 4.0
SEIFA IRSD quintile 3	84.0 ± 5.7	76.2 ± 8.3	71.6 ± 7.2	82.4 ± 7.2	81.0 ± 7.2	87.1 ± 8.5	66.1 ± 21.0	78.5 ± 13.3	78.4 ± 3.0
SEIFA IRSD quintile 4	81.1 ± 7.5	79.1 ± 5.4	80.4 ± 7.4	79.0 ± 8.4	77.3 ± 7.6	80.8 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	79.8 ± 3.6
SEIFA IRSD quintile 5	82.6 ± 5.1	81.8 ± 5.3	79.7 ± 7.2	81.6 ± 5.2	80.8 ± 10.4	80.0 ± 14.2	90.6 ± 5.2	90.6 ± 20.7	82.0 ± 2.6
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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 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) SEW excludes people living in Indigenous Communities. Since 2009, SEW has included people living in 'very remote' areas who are not in Indigenous Communities. Prior to SEW 2009, all persons living in 'very remote' parts of Australia were excluded. Nationally, approximately 0.7 per cent of persons in scope of SEW live in 'very remote' areas that are not Indigenous Communities. In the Northern Territory, this proportion is 8 per cent.
- (f) The SEW is not conducted in Aboriginal and Torres Strait Islander communities.
- (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, 2014 and 2015*, 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>
<i>2015</i>										
Completed year 12	000	539.7	451.9	387.6	194.4	118.7	24.9	31.7	16.1	1 766.9
Fully participating in education and training (e)	%	41.8 ± 3.6	46.8 ± 3.9	33.2 ± 4.3	38.8 ± 6.9	41.2 ± 7.1	34.9 ± 9.5	36.6 ± 13.3	16.1 ± 7.7	40.2 ± 1.8
Fully participating in employment	%	33.8 ± 3.3	28.1 ± 4.2	39.7 ± 3.0	40.6 ± 5.0	30.1 ± 6.3	29.7 ± 11.4	42.6 ± 7.9	61.5 ± 8.3	34.6 ± 1.2
Total fully engaged (f)	%	78.3 ± 2.9	77.9 ± 3.2	73.7 ± 4.2	82.6 ± 5.9	74.0 ± 4.6	68.7 ± 10.5	83.0 ± 5.8	77.0 ± 12.2	77.0 ± 1.9
Completed year 11	000	40.3	39.3	26.2	21.6	20.8	5.3	3.0	2.7	161.2
Fully participating in education and training (e)	%	np	18.6 ± 11.4	–	np	10.6 ± 6.2	18.9 ± 11.9	–	–	12.6 ± 4.3
Fully participating in employment	%	36.7 ± 9.7	48.3 ± 6.2	47.3 ± 12.7	30.6 ± 17.2	49.5 ± 17.2	43.4 ± 21.8	73.3 ± 6.6	66.7 ± 27.1	42.5 ± 3.6
Total fully engaged (f)	%	56.1 ± 12.4	68.7 ± 12.9	43.5 ± 15.9	60.2 ± 8.4	58.7 ± 16.1	49.1 ± 21.7	60.0 ± 32.6	66.7 ± 27.1	56.5 ± 6.3
Completed year 10	000	92.5	39.7	56.4	31.7	8.3	10.8	2.0	4.0	247.9
Fully participating in education and training (e)	%	np	19.4 ± 9.8	np	–	np	np	–	–	7.7 ± 2.0
Fully participating in employment	%	49.7 ± 7.2	49.6 ± 13.2	55.0 ± 10.9	66.2 ± 11.1	47.0 ± 22.4	58.3 ± 15.0	75.0 ± 24.8	70.0 ± 22.3	53.9 ± 5.4
Total fully engaged (f)	%	56.4 ± 14.9	72.0 ± 9.2	61.2 ± 16.4	64.4 ± 36.1	62.7 ± 21.7	63.0 ± 31.6	75.0 ± 6.7	70.0 ± 28.4	61.3 ± 5.2
Total (g)	000	688.3	549.2	478.7	256.9	150.6	43.5	38.3	23.4	2 227.4
Fully participating in education and training (e)	%	34.2 ± 2.8	41.2 ± 3.3	28.4 ± 3.6	30.2 ± 5.3	35.3 ± 5.5	22.5 ± 6.7	30.5 ± 11.3	11.1 ± 6.0	33.7 ± 1.4
Fully participating in employment	%	37.0 ± 3.2	30.9 ± 3.0	40.8 ± 3.4	42.2 ± 4.7	33.2 ± 6.3	38.6 ± 8.6	43.9 ± 8.0	63.7 ± 8.7	37.0 ± 1.1
Total fully engaged (f)	%	72.9 ± 2.5	75.1 ± 3.0	70.4 ± 3.7	76.0 ± 4.1	70.1 ± 5.6	61.4 ± 9.5	76.2 ± 6.5	72.2 ± 8.7	73.0 ± 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>
<i>2014</i>										
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

2012

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>
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	<i>np</i>	4.7	184.7
Fully participating in education and training (e)	%	14.1 ± 8.7	14.2 ± 7.3	<i>np</i>	12.7 ± 6.7	7.6 ± 6.5	<i>np</i>	<i>np</i>	<i>np</i>	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	<i>np</i>	7.0 ± 4.1	6.5 ± 4.4	<i>np</i>	<i>np</i>	–	<i>np</i>	5.1 ± 1.4
Fully participating in employment	%	57.0 ± 6.3	56.2 ± 11.0	46.6 ± 9.7	55.4 ± 9.5	45.8 ± 11.0	51.5 ± 12.5	56.1 ± 27.0	59.8 ± 17.7	53.6 ± 3.7
Total fully engaged (f)	%	64.5 ± 6.4	59.0 ± 11.0	54.6 ± 10.3	63.5 ± 9.7	52.4 ± 10.1	58.6 ± 9.8	56.1 ± 27.0	62.7 ± 18.9	60.4 ± 3.7
Total (g)	000	699.0	550.5	447.0	235.9	156.2	44.3	39.8	19.9	2 193.6
Fully participating in education and training (e)	%	38.1 ± 3.8	38.8 ± 3.0	28.8 ± 3.6	30.0 ± 4.1	29.2 ± 3.8	26.4 ± 5.4	36.1 ± 8.0	9.8 ± 5.2	34.2 ± 1.5
Fully participating in employment	%	37.3 ± 3.3	34.3 ± 2.9	41.9 ± 3.0	45.3 ± 3.3	40.2 ± 4.0	38.1 ± 7.0	42.8 ± 6.6	58.4 ± 9.6	38.9 ± 1.5
Total fully engaged (f)	%	78.2 ± 2.8	75.4 ± 2.9	72.2 ± 3.2	77.3 ± 3.2	72.7 ± 3.6	67.5 ± 6.2	82.6 ± 5.5	69.2 ± 7.6	75.5 ± 1.3

TABLE BA.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>
<i>2011</i>										
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 ± 2.7 per cent). See chapter 2 for more information on confidence intervals and relative standard errors.									
(c)	The SEW is not conducted in Aboriginal and Torres Strait Islander communities.									
(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, 2014 and 2015*, 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), (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 (h)</i>
<i>2011</i>										
Total fully engaged (i)	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 (i)	%	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), (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 (h)</i>
2006										
Total fully engaged (i)	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 (i)	%	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), (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 (h)</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)	More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.									
(h)	Australia includes other territories.									
(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.21

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) (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
<i>2011</i>									
<i>Aboriginal and Torres Strait Islander (i)</i>									
Total fully engaged (j)	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
<i>Non-Indigenous (i)</i>									
Total fully engaged (j)	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

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) (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
2006									
<i>Aboriginal and Torres Strait Islander (i)</i>									
Total fully engaged (j)	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
<i>Non-Indigenous (i)</i>									
Total fully engaged (j)	74.5	76.5	73.7	77.7	71.5	69.0	83.0	77.9	75.0
Engaged through full time study and full time employment	1.2	1.1	1.3	1.0	0.9	0.8	3.7	1.6	1.2
Primarily engaged through full time study	29.3	35.0	23.5	27.7	27.1	26.1	34.7	10.0	29.1
Primarily engaged through full time employment	40.5	37.6	46.5	46.2	40.5	39.9	41.7	64.0	41.8
Engaged through part time study and part time employment	2.6	2.2	2.0	2.2	2.4	1.8	2.4	1.8	2.3
Not fully engaged	25.5	23.5	26.3	22.3	28.5	31.0	17.0	22.1	25.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table BA.21 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by Indigenous status (Census data) (per cent) (a), (b), (c), (d), (e), (f), (g)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
(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 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)	More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.								
(h)	Australia includes other territories.								
(i)	Excludes people who did not state their Indigenous status.								
(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.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>
<i>2015</i>										
<i>SEIFA IRSD quintile 1</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	80.8	57.5	36.7	15.5	23.6	9.2	–	–	224.7
Total 17–24 year old population (g)	'000	144.1	86.7	75.9	24.9	36.8	18.2	0.6	0.6	388.2
Proportion fully engaged in education and training and/or employment	%	56.1 ± 8.3	66.3 ± 13.4	48.4 ± 11.4	62.2 ± 32.4	64.1 ± 19.5	50.5 ± 12.3	np	np	57.9 ± 5.5
<i>SEIFA IRSD quintile 2</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	102.2	62.2	71.8	26.1	23.1	5.1	–	1.7	292.5
Total 17–24 year old population (g)	'000	144.0	95.6	96.9	36.9	36.6	8.4	np	2.4	426.1
Proportion fully engaged in education and training and/or employment	%	71.0 ± 13.5	65.1 ± 11.3	74.1 ± 9.1	70.7 ± 16.9	63.1 ± 12.2	60.7 ± 17.2	np	70.8 ± 30.7	68.6 ± 0.8
<i>SEIFA IRSD quintile 3</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	100.2	97.7	49.7	23.3	20.7	8.3	np	5.2	308.4
Total 17–24 year old population (g)	'000	131.1	129.7	77.9	32.6	30.9	12.8	np	6.7	420.5
Proportion fully engaged in education and training and/or employment	%	76.4 ± 6.5	75.3 ± 11.8	63.8 ± 7.3	71.5 ± 19.6	67.0 ± 18.3	64.8 ± 24.9	np	77.6 ± 7.6	73.3 ± 3.7

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>
<i>SEIFA IRSD quintile 4</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	92.6	104.1	76.7	67.2	24.7	3.1	10.7	4.0	377.0
Total 17–24 year old population (g)	'000	119.1	126.4	99.1	86.4	30.1	3.5	12.6	6.6	484.0
Proportion fully engaged in education and training and/or employment	%	77.7 ± 7.8	82.4 ± 7.7	77.4 ± 21.4	77.8 ± 10.9	82.1 ± 7.5	88.6 ± 44.2	84.9 ± 33.6	60.6 ± 19.2	77.9 ± 3.4
<i>SEIFA IRSD quintile 5</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	131.1	92.1	101.4	61.1	13.1	np	19.1	6.1	419.4
Total 17–24 year old population (g)	'000	154.6	113.2	121.9	72.5	15.8	np	21.4	7.4	512.5
Proportion fully engaged in education and training and/or employment	%	84.8 ± 7.4	81.4 ± 7.8	83.2 ± 4.1	84.3 ± 7.8	82.9	np	89.3	82.4 ± 15.8	81.8 ± 4.6
2014										
<i>SEIFA IRSD quintile 1</i>										
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

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>
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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
<i>SEIFA IRSD quintile 4</i>										
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
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

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>
<i>SEIFA IRSD quintile 5</i>										
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										
<i>SEIFA IRSD quintile 1</i>										
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	52.8 ± 7.9	65.2 ± 7.1	69.6 ± 10.0	53.7 ± 7.3	np	np	59.2 ± 3.3
<i>SEIFA IRSD quintile 2</i>										
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

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>
<i>SEIFA IRSD quintile 3</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	67.9 ± 4.5	79.6 ± 14.6	81.3 ± 2.8	70.4 ± 19.2	np	72.9 ± 19.5	np
<i>SEIFA IRSD quintile 4</i>										
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	78.1 ± 11.9	np	74.8 ± 11.8	82.3 ± 14.0	75.9 ± 5.1	82.1 ± 17.3	76.5 ± 5.0
<i>SEIFA IRSD quintile 5</i>										
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

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>
<i>2012</i>										
<i>SEIFA IRSD quintile 1</i>										
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
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
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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

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>
<i>SEIFA IRSD quintile 4</i>										
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
<i>SEIFA IRSD quintile 5</i>										
All school leavers										
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										
<i>SEIFA IRSD quintile 1</i>										
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

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>
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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
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
<i>SEIFA IRSD quintile 4</i>										
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
<i>SEIFA IRSD quintile 5</i>										
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

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	%	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 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) 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.
- (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, 2014 and 2015*, Cat. no. 6227.0.30.001.

TABLE BA.23

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>
<i>2011</i>										
<i>Total fully engaged (j)</i>										
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
<i>Engaged through full time study and full time employment</i>										
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
<i>Primarily engaged through full time study</i>										
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
<i>Primarily engaged through full time employment</i>										
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
<i>Engaged through part time study and part time employment</i>										

TABLE BA.23

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
<i>Not fully engaged</i>										
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
<i>2006</i>										
<i>Total fully engaged (j)</i>										
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
<i>Engaged through full time study and full time employment</i>										
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
<i>Primarily engaged through full time study</i>										
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
<i>Primarily engaged through full time employment</i>										
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
<i>Engaged through part time study and part time employment</i>										
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
<i>Not fully engaged</i>										
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>
<i>Students</i>				
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
2015	5.8	20.1	1.6	14.9
<i>Representation in the community (e)</i>	18.3	29.1	3.1	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 2015 Disability survey (Disability) and ABS 30 June 2015 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 (2016) *Higher Education Statistics Collection, 2012, 2013, 2014 and 2015 Student data*, Canberra; ABS 2016, *Disability, Ageing and Carers, Australia, 2015*, Cat. no 4430.0; ABS 2016, *Regional Population Growth, Australia, 2014-15*, Cat. no. 3218.0; ABS 2015, *Australian Demographic Statistics, Jun 2015*, 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>
<i>2015</i>										
Bachelor degree or above	'000	1 387.6	1 186.2	691.9	450.8	255.6	60.3	103.5	35.4	4 170.1
Diploma or advanced diploma	'000	468.9	395.2	279.4	171.4	110.1	23.5	25.0	14.7	1 488.1
Certificate III or IV	'000	896.4	673.6	678.9	361.7	203.2	79.3	40.7	35.0	2 965.5
Certificate I, II or nfd	'000	182.6	133.7	112.7	62.0	58.0	18.5	10.6	5.3	580.6
Level not determined	'000	104.1	57.5	43.2	33.4	25.7	4.9	4.1	2.4	274.5
Total with non-school qualification	'000	3 036.1	2 443.9	1 801.9	1 081.5	653.2	186.7	184.2	92.8	9 477.4
Total without non-school qualification	'000	1 936.5	1 507.0	1 325.5	701.3	447.8	139.7	81.1	64.0	6 201.3
Total	'000	4 972.6	3 948.7	3 124.3	1 782.4	1 100.7	326.8	265.7	156.9	15 679.6
Bachelor degree or above	%	27.9 ± 1.5	30.0 ± 1.3	22.1 ± 1.2	25.3 ± 1.8	23.2 ± 1.8	18.5 ± 1.8	39.0 ± 3.0	22.6 ± 2.2	26.6 ± 0.5
Diploma or advanced diploma	%	9.4 ± 0.8	10.0 ± 0.8	8.9 ± 1.0	9.6 ± 1.2	10.0 ± 1.2	7.2 ± 1.1	9.4 ± 1.8	9.4 ± 1.5	9.5 ± 0.5
Certificate III or IV	%	18.0 ± 1.1	17.1 ± 1.0	21.7 ± 1.2	20.3 ± 1.4	18.5 ± 1.3	24.3 ± 2.2	15.3 ± 2.4	22.3 ± 3.3	18.9 ± 0.5
Certificate I, II or nfd	%	3.7 ± 0.4	3.4 ± 0.5	3.6 ± 0.4	3.5 ± 0.5	5.3 ± 0.9	5.7 ± 1.1	4.0 ± 1.2	3.4 ± 1.2	3.7 ± 1.3
Level not determined	%	2.1 ± 0.4	1.5 ± 0.3	1.4 ± 0.3	1.9 ± 0.4	2.3 ± 0.5	1.5 ± 0.6	1.5 ± 0.7	1.5 ± 0.8	1.8 ± 0.2
Total with non-school qualification	%	61.1 ± 1.2	61.9 ± 1.1	57.7 ± 1.3	60.7 ± 1.7	59.3 ± 1.7	57.1 ± 1.9	69.3 ± 3.1	59.1 ± 3.7	60.4 ± 0.6
Total without non-school qualification	%	38.9 ± 1.2	38.2 ± 1.2	42.4 ± 1.2	39.3 ± 1.7	40.7 ± 1.6	42.7 ± 1.9	30.5 ± 3.1	40.8 ± 3.5	39.6 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>2014</i>										
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

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	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
<i>2013</i>										
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
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

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	%	1.5 ± 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
<i>2012</i>										
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
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
<i>2011</i>										
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

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	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

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 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.

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>
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(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 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013, 2014 and 2015*, 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 (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>
<i>2015</i>									
With non-school qualification (d)	66.1 ± 1.3	66.9 ± 1.2	62.0 ± 1.5	65.4 ± 1.8	64.5 ± 1.8	62.4 ± 2.3	75.1 ± 3.2	64.5 ± 3.6	65.4 ± 0.6
Working towards a non-school qualification (e)	12.1 ± 0.8	13.7 ± 0.9	12.1 ± 0.9	10.7 ± 0.9	13.8 ± 1.5	11.5 ± 1.5	16.4 ± 2.6	14.1 ± 1.6	12.5 ± 0.4
With or working towards a non-school qualification (f)	71.1 ± 1.2	72.2 ± 1.1	67.0 ± 1.6	69.6 ± 1.9	68.9 ± 1.8	66.8 ± 2.7	81.2 ± 2.7	68.2 ± 2.8	70.3 ± 0.7
<i>2014</i>									
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
<i>2013</i>									
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
<i>2012</i>									
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
<i>2011</i>									
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

Table BA.26 Proportion of 20–64 year olds with or working towards a non-school qualification (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>
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 chapter 2 for more information on confidence intervals and relative standard errors.
- (b) The 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) 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 (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; 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) (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (e)
2011									
<i>With or working towards a non-school qualification (f)</i>									
<i>With non-school qualification (g)</i>									
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
<i>Working towards a non-school qualification (h)</i>									
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
<i>With or working towards a non-school qualification (f)</i>									
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

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) (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 (e)</i>
2006									
<i>With or working towards a non-school qualification (f)</i>									
<i>With non-school qualification (g)</i>									
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
<i>Working towards a non-school qualification (h)</i>									
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
<i>With or working towards a non-school qualification (f)</i>									
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.

Table BA.27 Proportion of 20–64 year olds with or working towards a non-school qualification, by age group (Census data) (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 (e)</i>
(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the 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.									
(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), (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 (g)</i>
<i>2011</i>									
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
<i>2006</i>									
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.
- (g) Australia includes other territories.

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

TABLE BA.29

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>
2015										
20–24	%	88.8 ± 2.4	89.5 ± 2.2	88.0 ± 2.3	86.5 ± 3.6	86.9 ± 4.5	72.7 ± 8.4	99.1 ± 4.2	87.7 ± 4.4	88.4 ± 1.1
20–64	%	81.0 ± 1.1	82.3 ± 1.1	79.2 ± 1.1	80.0 ± 1.5	76.7 ± 1.6	71.5 ± 2.3	91.1 ± 1.9	79.8 ± 2.2	80.5 ± 0.6
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 ± 1.1	80.6 ± 1.4	76.9 ± 1.2	77.8 ± 1.5	74.9 ± 1.5	70.4 ± 2.7	89.7 ± 1.9	72.9 ± 3.7	78.5 ± 0.6
2012										
20–24	%	87.9 ± 2.4	88.0 ± 2.4	85.8 ± 3.0	81.3 ± 2.8	81.0 ± 3.6	71.2 ± 7.9	93.7 ± 4.0	68.8 ± 8.1	85.9 ± 1.3
20–64	%	80.8 ± 0.8	80.9 ± 1.3	78.0 ± 1.3	78.2 ± 1.3	74.1 ± 1.5	69.6 ± 2.4	90.6 ± 1.8	73.7 ± 3.2	79.3 ± 0.5
2011										
20–24	%	83.5 ± 2.7	86.1 ± 2.8	83.0 ± 3.4	83.8 ± 3.2	84.0 ± 3.3	78.2 ± 5.9	90.1 ± 4.3	72.8 ± 8.4	84.1 ± 1.3
20–64	%	78.2 ± 1.0	78.6 ± 1.2	75.3 ± 1.5	75.8 ± 1.6	73.7 ± 1.7	68.5 ± 2.2	88.4 ± 2.0	68.8 ± 3.2	77.0 ± 0.5

(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 chapter 2 for more information on confidence intervals and relative standard errors.

(b) The 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.

Source: ABS (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; ABS (various years) *Education and Work, Australia - Data cubes, May 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), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011										
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), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
Total	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9
<i>2001</i>										
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(f) 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), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011										
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

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), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
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 (g)										
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(f) Australia includes other territories.

(g) 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>
2015									
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	77.1 ± 4.2	76.5 ± 7.8	75.4 ± 13.6	75.3 ± 22.0	81.0 ± 8.3	51.4 ± 15.0	np	np	77.3 ± 9.8
SEIFA IRSD quintile 2	85.9 ± 8.4	84.6 ± 12.0	85.5 ± 3.5	80.1 ± 13.1	84.9 ± 5.7	78.8 ± 25.9	np	np	84.0 ± 2.8
SEIFA IRSD quintile 3	88.8 ± 8.4	90.2 ± 11.9	87.2 ± 11.1	100.0 ± 37.6	89.3 ± 14.6	93.8 ± 48.2	100.0 ± 87.9	85.1 ± 21.0	90.1 ± 2.2
SEIFA IRSD quintile 4	93.6 ± 24.3	93.0 ± 9.9	94.0 ± 3.4	83.8 ± 7.3	90.0 ± 6.6	84.6 ± 17.3	89.5 ± 18.3	111.4 ± 45.9	92.0 ± 5.0
SEIFA IRSD quintile 5	98.1 ± 4.8	98.8 ± 0.9	94.8 ± 21.5	99.2 ± 0.9	97.7 ± 47.2	100.0 ± 78.4	94.2 ± 23.9	81.8 ± 10.3	94.9 ± 1.9
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	66.4 ± 8.6	71.1 ± 3.3	67.7 ± 3.9	64.5 ± 22.1	64.7 ± 3.9	60.8 ± 9.5	np	82.8 ± 73.9	67.3 ± 5.2
SEIFA IRSD quintile 2	74.9 ± 1.4	76.3 ± 4.0	72.3 ± 14.1	75.0 ± 4.1	73.0 ± 9.9	72.2 ± 8.1	93.7 ± 61.3	79.3 ± 13.0	74.5 ± 6.6
SEIFA IRSD quintile 3	82.8 ± 13.0	81.7 ± 5.2	79.6 ± 4.0	78.5 ± 15.7	82.1 ± 15.3	78.2 ± 22.7	94.8 ± 50.1	81.1 ± 5.9	81.5 ± 4.7
SEIFA IRSD quintile 4	85.7 ± 2.7	87.4 ± 17.5	83.4 ± 20.0	80.8 ± 16.1	83.1 ± 5.6	81.6 ± 7.4	87.1 ± 4.9	81.4 ± 6.6	84.8 ± 1.4
SEIFA IRSD quintile 5	91.7 ± 3.4	90.6 ± 16.6	89.5 ± 19.3	89.1 ± 5.3	92.0 ± 1.1	82.8 ± 13.1	93.8 ± 12.9	79.7 ± 2.3	90.6 ± 0.9
2014									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
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 ± 1.8
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 ± 6.9
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 ± 6.5
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 ± 0.6

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	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 ± 1.8
<i>2013</i>									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	65.1 ± 3.7	np	65.1 ± 5.0	63.6 ± 6.1	61.5 ± 5.1	np	np	62.8 ± 15.9	np
SEIFA IRSD quintile 2	73.2 ± 2.8	77.5 ± 3.0	np	68.4 ± 2.0	74.0 ± 5.7	np	np	64.5 ± 6.5	np
SEIFA IRSD quintile 3	79.2 ± 2.4	np	76.5 ± 4.0	76.2 ± 1.2	77.1 ± 1.2	np	np	np	np
SEIFA IRSD quintile 4	np	np	82.4 ± 5.4	np	83.6 ± 5.1	86.9 ± 9.6	np	np	np
SEIFA IRSD quintile 5	np	np	86.2 ± 0.7	87.5 ± 2.3	91.0 ± 5.8	88.6 ± 8.6	92.7 ± 3.8	78.0 ± 11.0	np
<i>2012</i>									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	67.4 ± 2.3	68.7 ± 3.6	65.2 ± 4.0	65.6 ± 5.9	63.5 ± 3.7	56.3 ± 3.6	69.1 ± 18.5	60.0 ± 9.9	66.4 ± 1.5
SEIFA IRSD quintile 2	77.1 ± 2.5	76.6 ± 3.6	74.7 ± 3.1	68.6 ± 4.0	70.1 ± 5.0	65.4 ± 4.5	94.8 ± 5.7	70.0 ± 7.6	74.7 ± 1.5
SEIFA IRSD quintile 3	80.9 ± 2.2	80.7 ± 2.6	77.1 ± 2.7	73.8 ± 3.0	77.7 ± 3.8	75.9 ± 4.1	88.3 ± 5.2	72.3 ± 5.7	78.8 ± 1.2

Table BA.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	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
<i>2011</i>									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	66.0 ± 3.2	64.1 ± 4.2	63.9 ± 4.4	63.9 ± 5.7	61.9 ± 3.9	59.1 ± 4.4	89.9 ± 24.7	62.7 ± 7.2	64.3 ± 1.9
SEIFA IRSD quintile 2	71.3 ± 2.8	72.5 ± 3.1	67.8 ± 3.8	69.9 ± 3.1	72.2 ± 3.7	64.8 ± 4.4	87.1 ± 13.2	58.9 ± 6.9	70.4 ± 1.7
SEIFA IRSD quintile 3	78.0 ± 2.4	78.4 ± 2.7	77.1 ± 2.7	73.9 ± 3.2	76.3 ± 3.4	71.0 ± 8.4	78.9 ± 6.2	74.0 ± 4.5	77.2 ± 1.4
SEIFA IRSD quintile 4	81.9 ± 1.9	82.9 ± 1.8	78.9 ± 2.9	79.1 ± 3.2	78.2 ± 4.0	79.5 ± 4.3	87.8 ± 3.2	74.3 ± 8.2	81.0 ± 1.2
SEIFA IRSD quintile 5	89.6 ± 1.9	88.3 ± 1.8	84.0 ± 2.5	86.6 ± 1.8	84.5 ± 4.2	81.6 ± 8.9	91.7 ± 2.9	84.2 ± 5.4	87.6 ± 1.0

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) 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 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) 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, 2014 and 2015*, 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>
<i>2011</i>										
<i>SEIFA IRSD quintile 1</i>										
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
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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
<i>SEIFA IRSD quintile 4</i>										

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
<i>SEIFA IRSD quintile 5</i>										
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
<i>2006</i>										
<i>SEIFA IRSD quintile 1</i>										
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
<i>SEIFA IRSD quintile 2</i>										
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) (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
<i>SEIFA IRSD quintile 3</i>										
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
<i>SEIFA IRSD quintile 4</i>										
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
<i>SEIFA IRSD quintile 5</i>										
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>
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- (a) Certificate II level or above includes Certificate I or II nfd, but excludes Certificate nfd.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.
- (c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.
- (d) SES is derived for 2011 using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged). SES for 2006 used the ABS 2006 SEIFA IRSD (at Collection District) level disaggregated into quintiles.
- (e) Only includes people whose SEIFA IRSD status could be determined.
- (f) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (g) Australia includes other territories.

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>
2015										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	000	453.2	376.2	285.6	158.4	96.8	21.6	28.1	14.3	1 436.5
Total 20–24 year old population (e)	000	514.0	423.8	334.5	185.0	113.4	31.5	29.5	16.4	1 649.1
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	88.2 ± 2.4	88.8 ± 2.1	85.4 ± 2.5	85.6 ± 3.8	85.4 ± 5.4	68.5 ± 8.6	95.5 ± 5.2	87.2 ± 4.5	87.1 ± 1.1
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

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>
<i>2011</i>										
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

(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 chapter 2 for more information on confidence intervals and relative standard errors.

(b) The 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) 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 2011, 2012, 2013, 2014 and 2015, *Education and Work, Australia - Data cubes, May 2011, 2012, 2013, 2014 and 2015*, 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), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
<i>2011</i>										
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
<i>2006</i>										
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(f) 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>
2015									
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	76.4 ± 15.8	76.5 ± 7.8	74.7 ± 14.8	74.2 ± 24.1	83.1 ± 6.6	49.3 ± 14.4	np	np	75.3 ± 0.8
SEIFA IRSD quintile 2	85.9 ± 8.4	86.5 ± 11.2	80.4 ± 7.1	80.1 ± 13.1	83.8 ± 3.2	84.6 ± 17.7	np	np	82.9 ± 1.3
SEIFA IRSD quintile 3	88.8 ± 8.4	89.7 ± 12.3	80.9 ± 13.2	95.5 ± 38.7	89.3 ± 14.6	87.7 ± 48.4	100.0 ± 87.9	89.4 ± 15.7	88.8 ± 2.4
SEIFA IRSD quintile 4	93.6 ± 24.3	94.6 ± 4.7	92.4 ± 4.2	84.8 ± 4.2	85.1 ± 5.2	51.3 ± 27.6	89.5 ± 18.3	111.4 ± 45.9	91.4 ± 4.9
SEIFA IRSD quintile 5	98.1 ± 4.8	98.8 ± 0.9	94.8 ± 21.5	99.2 ± 27.7	87.5 ± 5.6	100.0 ± 78.4	89.0 ± 22.3	74.5 ± 15.8	94.9 ± 2.0
2014									
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	72.7 ± 7.5	85.3 ± 14.2	65.4 ± 15.1	70.9 ± 40.8	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	100.0 ± 60.1	94.2 ± 52.3	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 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 2015*, 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>2015</i>									
20–24	43.9 ± 4.2	47.4 ± 3.2	43.8 ± 4.0	42.2 ± 5.2	40.5 ± 7.5	29.4 ± 8.7	44.5 ± 11.3	43.5 ± 7.9	44.0 ± 1.4
25–29	64.3 ± 3.2	71.9 ± 3.6	60.2 ± 4.3	67.0 ± 5.9	64.1 ± 5.0	57.6 ± 8.8	71.1 ± 7.3	61.9 ± 9.1	65.7 ± 1.6
30–34	70.3 ± 2.0	73.4 ± 2.1	65.5 ± 4.7	69.5 ± 4.8	67.1 ± 5.7	64.6 ± 7.2	78.6 ± 7.3	65.6 ± 10.7	69.8 ± 1.5
35–39	70.5 ± 2.4	71.3 ± 3.8	68.0 ± 3.9	68.7 ± 4.1	69.7 ± 4.9	67.5 ± 7.6	76.7 ± 6.8	62.5 ± 6.5	69.5 ± 1.4
40–44	65.7 ± 3.1	66.6 ± 3.9	65.3 ± 3.7	65.5 ± 3.2	60.9 ± 4.0	67.7 ± 6.3	73.4 ± 8.6	62.1 ± 7.1	66.0 ± 1.7
45–49	59.6 ± 4.1	60.8 ± 4.3	55.4 ± 4.1	56.7 ± 5.3	57.0 ± 4.5	48.3 ± 6.2	76.9 ± 7.0	61.1 ± 8.4	58.7 ± 1.9
50–54	61.5 ± 4.1	58.7 ± 3.7	53.3 ± 5.1	62.0 ± 6.7	49.5 ± 4.4	58.5 ± 6.6	70.5 ± 6.8	61.1 ± 10.2	58.2 ± 1.7
55–59	53.5 ± 3.3	55.4 ± 4.2	53.4 ± 3.9	53.8 ± 4.2	49.9 ± 5.4	53.6 ± 6.9	62.3 ± 9.6	58.9 ± 8.3	54.1 ± 1.3
60–64	49.8 ± 3.8	50.6 ± 4.8	46.9 ± 4.7	47.8 ± 4.3	51.4 ± 7.7	49.2 ± 6.3	66.2 ± 7.6	47.6 ± 11.6	49.6 ± 2.1
25–64	62.4 ± 1.4	64.2 ± 1.4	59.2 ± 1.5	62.4 ± 2.0	58.9 ± 2.1	58.0 ± 2.2	72.7 ± 3.5	61.3 ± 3.1	62.1 ± 0.7
20–64	60.2 ± 1.5	62.2 ± 1.2	57.3 ± 1.3	60.2 ± 1.9	56.8 ± 1.9	55.3 ± 2.0	69.2 ± 3.4	59.3 ± 3.2	60.0 ± 0.6
<i>2014</i>									
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

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>
<i>2013</i>									
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
<i>2012</i>									
20–24	43.8 ± 3.4	41.9 ± 3.7	40.4 ± 3.9	42.6 ± 4.9	34.1 ± 4.6	32.7 ± 7.3	39.9 ± 5.4	28.4 ± 8.2	41.4 ± 1.4
25–29	70.0 ± 3.1	69.0 ± 3.4	58.9 ± 3.9	64.9 ± 5.6	59.2 ± 5.0	58.6 ± 6.1	73.9 ± 7.0	53.1 ± 10.4	66.0 ± 1.5
30–34	70.2 ± 3.4	71.4 ± 3.3	63.5 ± 3.5	66.4 ± 4.1	64.5 ± 4.8	63.4 ± 7.5	77.1 ± 6.7	64.6 ± 6.4	68.4 ± 1.7
35–39	69.1 ± 3.6	67.9 ± 3.6	61.9 ± 4.1	63.6 ± 4.3	63.1 ± 5.0	63.4 ± 6.9	73.9 ± 5.2	61.8 ± 8.1	66.2 ± 1.9
40–44	67.7 ± 3.4	64.7 ± 3.0	56.0 ± 3.7	60.8 ± 3.9	59.8 ± 5.5	53.2 ± 6.7	76.5 ± 6.2	57.5 ± 7.6	63.0 ± 1.5
45–49	61.2 ± 3.3	58.1 ± 3.7	54.2 ± 4.3	61.0 ± 4.7	55.0 ± 3.9	65.8 ± 5.4	71.8 ± 6.6	60.3 ± 9.6	58.8 ± 1.8
50–54	56.7 ± 2.9	55.6 ± 3.7	51.5 ± 4.7	52.9 ± 4.7	50.5 ± 4.2	53.8 ± 6.3	64.3 ± 7.3	59.4 ± 7.2	54.6 ± 1.4
55–59	54.0 ± 3.2	53.6 ± 3.6	52.7 ± 5.6	52.4 ± 3.7	49.0 ± 4.8	52.0 ± 5.6	64.0 ± 6.4	53.5 ± 11.6	53.2 ± 1.6
60–64	45.1 ± 3.9	50.5 ± 3.4	49.2 ± 4.7	50.3 ± 4.1	41.2 ± 3.6	45.2 ± 6.7	60.4 ± 8.6	52.7 ± 10.1	47.8 ± 1.6
25–64	62.8 ± 1.1	62.2 ± 1.5	56.4 ± 2.3	59.7 ± 1.7	55.5 ± 1.9	56.8 ± 2.7	71.1 ± 2.8	58.3 ± 3.4	60.5 ± 0.7
20–64	60.5 ± 1.1	59.7 ± 1.5	54.5 ± 1.9	57.6 ± 1.7	53.0 ± 1.7	54.1 ± 2.3	67.0 ± 2.6	54.9 ± 3.5	58.1 ± 0.6

TABLE BA.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
<i>2011</i>									
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

(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 chapter 2 for more information on confidence intervals and relative standard errors.

(b) The 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.

Source: ABS (2015) Education and Work, Australia, May 2015, Cat. no. 6227.0, Canberra; 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) (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 (d)</i>
2011									
<i>Age group</i>									
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									
<i>Age group</i>									
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), (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>
<i>2011</i>										
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 (f)	%	56.0	56.0	52.6	54.3	50.6	49.4	65.1	58.6	54.8
<i>2006</i>										
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 (f)	%	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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(e) Australia includes other territories.

(f) 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015									
SEIFA IRSD quintile 1	44.0 ± 2.5	47.7 ± 5.7	43.4 ± 4.5	47.8 ± 16.0	43.6 ± 4.5	45.1 ± 7.6	np	np	45.2 ± 0.5
SEIFA IRSD quintile 2	54.1 ± 2.1	57.8 ± 1.9	51.1 ± 4.1	52.6 ± 5.5	51.5 ± 3.5	56.0 ± 5.8	73.7 ± 8.9	62.0 ± 18.2	54.0 ± 0.3
SEIFA IRSD quintile 3	60.7 ± 3.8	61.0 ± 3.9	58.3 ± 4.8	61.0 ± 12.9	62.9 ± 1.5	60.3 ± 5.0	69.0 ± 14.9	64.1 ± 3.9	60.7 ± 3.3
SEIFA IRSD quintile 4	65.6 ± 5.1	68.0 ± 13.2	60.8 ± 3.0	59.9 ± 2.2	67.1 ± 1.7	67.6 ± 18.5	62.9 ± 6.6	59.0 ± 6.6	64.3 ± 1.9
SEIFA IRSD quintile 5	73.6 ± 2.8	72.0 ± 12.1	68.7 ± 15.0	69.6 ± 7.2	69.5 ± 5.5	71.6 ± 44.8	72.6 ± 3.1	56.2 ± 6.3	71.4 ± 1.2
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									

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>
SEIFA IRSD quintile 1	43.8 ± 2.8	42.0 ± 3.4	43.5 ± 3.5	42.5 ± 4.0	37.8 ± 3.8	39.7 ± 4.8	np	np	42.4 ± 1.7
SEIFA IRSD quintile 2	50.1 ± 3.0	51.9 ± 4.3	48.6 ± 3.9	46.2 ± 4.1	48.4 ± 4.5	48.9 ± 4.9	np	np	49.5 ± 2.1
SEIFA IRSD quintile 3	56.4 ± 3.1	56.5 ± 3.0	54.3 ± 2.9	51.2 ± 4.0	54.1 ± 4.6	52.7 ± 7.5	61.8 ± 7.2	56.7 ± 5.1	55.3 ± 1.4
SEIFA IRSD quintile 4	61.2 ± 3.1	60.5 ± 2.8	56.7 ± 3.7	56.1 ± 3.8	54.2 ± 4.8	62.6 ± 3.4	62.7 ± 6.3	55.7 ± 5.5	59.1 ± 1.5
SEIFA IRSD quintile 5	68.9 ± 2.2	66.9 ± 3.2	60.1 ± 3.7	62.6 ± 4.0	63.5 ± 4.5	60.5 ± 7.3	68.5 ± 4.1	68.2 ± 10.2	65.7 ± 1.5

(a) 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 ± 2.7 per cent). See 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) 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, 2014 and 2015*, 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>
<i>2011</i>										
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
<i>2006</i>										
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>	
<i>Proportion of people aged 20–64 years at PIAAC literacy levels</i>										
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
<i>Proportion of people aged 15–74 years at PIAAC literacy levels</i>										
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 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>
<i>Proportion of people aged 20–64 years at PIAAC numeracy levels</i>										
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
<i>Proportion of people aged 15–74 years at PIAAC numeracy levels</i>										
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 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>
<i>Proportion of people aged 20–64 years at PIAAC PSTRE levels</i>										
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
<i>Proportion of people aged 15–74 years at PIAAC PSTRE levels</i>										
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 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 **Australian Qualifications Framework**

<i>AQF Level</i>	<i>Training or qualification</i>	<i>University</i>	<i>Vocational education and training</i>	<i>School</i>	<i>Early childhood education</i>
10	Doctoral Degree	✓			
9	Masters Degree	✓			
8	Graduate Diploma	✓	✓		
	Graduate Certificate	✓	✓		
	Bachelor Honours Degree	✓			
7	Bachelor Degree	✓			
6	Associate Degree	✓			
	Advanced Diploma	✓	✓		
5	Diploma	✓	✓		
4	Certificate IV		✓		
3	Certificate III		✓		
2	Certificate II		✓		
1	Certificate I		✓		
No level	Senior Secondary Certificate of Education		✓	✓	
Not part of the AQF	Senior Secondary Education			✓	
	Junior Secondary Education			✓	
	Primary Education			✓	
	Preschool				✓

Source: AQF (Australian Qualifications Framework) 2016, *AQF Register of Authorised Accrediting Authorities*, Canberra, viewed 13 August 2016 <<http://www.aqf.edu.au/register/aqf-register/>>.

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/2017).

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TABLE BA.1

Table BA.1 **Australian, State and Territory government real recurrent expenditure on child care services, (2014-15 dollars) (a), (b)**

	2010-11	2011-12	2012-13	2013-14	2014-15
	\$m	\$m	\$m	\$m	\$m
Australian Government	4 544	4 927	5 493	6 275	7 071
State and Territory government	153	167	159	166	200
Total recurrent expenditure	4 697	5 094	5 652	6 441	7 271

(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 2014-15 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 for more information. The presentation of 2014-15 dollars in this sector overview differs from the data presented in the ECEC chapter, which uses 2015-16 as the base year. The base year of 2014-15 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, (2014-15 dollars) (a), (b), (c)**

	2010-11	2011-12	2012-13	2013-14	2014-15	Average annual growth (d)
	\$m	\$m	\$m	\$m	\$m	%
<i>Operating expenses (e)</i>						
Australian Government	35 875	29 863	30 025	30 353	31 375	-3.3
State and Territory (including local) government	53 034	53 032	53 936	55 058	56 191	1.5
Multijurisdictional (university)	21 206	22 143	23 481	23 867	25 607	4.8
Total	110 115	105 038	107 441	109 277	113 173	0.7
<i>Transfers to other levels of general government (f)</i>						
Australian Government	28 640	25 077	24 918	25 761	27 338	-1.2
State and Territory (including local) government	539	433	450	407	470	-3.4
Multijurisdictional (university)	599	672	696	744	795	7.3
Total (g)	29 779	26 182	26 064	26 912	28 604	-1.0
<i>Operating expenses less transfers</i>						
Australian Government	7 235	4 786	5 106	4 592	4 037	-13.6
State and Territory (including local) government	52 495	52 599	53 485	54 651	55 721	1.5
Multijurisdictional (university)	20 607	21 472	22 785	23 122	24 812	4.8
Total (g)	80 337	78 856	81 378	82 364	84 570	1.3

(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 2010-11 to 2014-15 based on the GGFCE chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 for more information.

(c) Data for 2010-11, 2011-12, 2012-13 and 2013-14 have been revised by the ABS since the previous Report.

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

(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

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2014-15 dollars) (a), (b), (c)**

	2010-11	2011-12	2012-13	2013-14	2014-15	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) 2016 and unpublished, *Government Finance Statistics, Education, 2014-15*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2014-15 dollars) (a), (b), (c), (d)**

	2010-11	2011-12	2012-13	2013-14	2014-15
Primary and secondary education (e)	42 639	40 266	41 581	42 207	43 270
<i>Tertiary education</i>					
University education	21 051	21 531	22 815	23 164	24 849
Technical and further education (TAFE)	6 659	6 950	6 818	6 381	5 726
Tertiary education, nec	97	49	66	77	50
Total	27 808	28 530	29 698	29 622	30 624
Preschool & education not definable by level	3 530	4 383	4 559	4 834	5 091
Transportation of students	1 466	1 456	1 386	1 563	1 575
Education, nec	4 894	4 220	4 131	4 138	4 010
Total (f)	80 337	78 856	81 378	82 364	84 570

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 ABS provided nominal figures. Real expenditure was calculated from these figures for 2010-11 to 2014-15 based on the ABS GGFCE chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 for more information.
- (c) Data for 2010-11, 2011-12, 2012-13 and 2013-14 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 2016, *Government Finance Statistics, Education, 2014-15*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2014-15 dollars) (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA (f)	SA	Tas (g)	ACT	NT	Total S/T	Aus Gov
2014-15											
<i>Education expenditure</i>											
Preschool & education not definable by level	%	10.1	7.3	12.4	7.5	6.3	4.9	6.4	8.1	9.1	1.3
Transportation of students	%	4.9	2.4	1.6	1.9	0.9	2.5	0.6	1.6	2.8	–
Education, not elsewhere classified	%	0.3	0.8	0.5	0.1	0.1	–	–	0.5	0.4	12.0
Primary and secondary	%	75.1	72.9	79.5	81.3	79.4	81.3	81.7	76.3	76.8	48.2
Total	%	90.5	83.4	94.0	90.8	86.7	88.7	88.6	86.5	89.1	61.5
TAFE (h)	%	9.5	15.7	6.0	9.0	11.2	11.2	9.8	9.8	10.4	6.2
University	%	–	0.9	–	0.3	1.2	–	1.6	2.4	0.4	32.3
Other tertiary not elsewhere classified	%	–	–	–	–	0.9	–	–	1.2	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	17 286	13 351	11 222	6 693	4 242	1 341	1 021	1 031	56 191	31 375
2013-14											
<i>Education expenditure</i>											
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	80.6	74.9	75.8	47.7
Total	%	89.1	82.1	93.5	90.1	84.6	85.5	88.8	85.5	87.9	61.3
TAFE	%	10.9	17.0	6.5	9.7	12.4	14.5	10.0	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	16 956	13 140	10 800	6 520	4 326	1 306	1 000	1 005	55 058	30 353

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2014-15 dollars) (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA (f)	SA	Tas (g)	ACT	NT	Total S/T	Aus Gov
2012-13											
<i>Education expenditure</i>											
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	79.6	75.6	75.5	46.9
Total	%	88.4	80.0	92.5	89.7	86.2	86.7	87.5	86.5	87.1	61.4
TAFE	%	11.2	18.9	7.5	10.0	12.4	13.2	10.8	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	16 477	13 000	10 719	6 302	4 161	1 284	981	1 012	53 936	30 025
2011-12											
<i>Education expenditure</i>											
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	16 162	13 056	10 468	6 105	4 090	1 262	914	990	53 032	29 863

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2014-15 dollars) (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA (f)	SA	Tas (g)	ACT	NT	Total S/T	Aus Gov
<i>2010-11</i>											
<i>Education expenditure</i>											
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	16 173	13 055	10 378	6 053	4 030	1 364	925	1 057	53 034	35 875

- (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 2010-11 to 2014-15 based on the ABS GGFCE chain price deflator (2014-15 = 100). See table 2A.48 and chapter 2 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'.
- (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).
- (i) Totals may not add due to rounding.
– Nil or rounded to zero.

Source: ABS 2016, *Government Finance Statistics, Education, 2014-15*, 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)**

Unit	Highest non-school qualification						Highest school year			Total (f)	
	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 (e)	Sub-total (school completed)		
2015											
Labour force status											
Employed	%	84.2	80.2	81.5	65.5	75.5	81.3	69.8	51.5	59.6	72.7
Unemployed	%	2.9	3.4	4.2	9.1	4.3	3.8	5.7	6.0	5.9	4.6
Not in labour force	%	12.8	16.2	14.3	26.0	20.8	14.9	24.4	42.4	34.5	22.6
Total (g)	%	100.0	100.0	100.0	101.0	101.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 511.5	1 193.7	2 418.2	380.2	207.2	7 709.0	1 906.9	1 788.6	3 695.6	11 403.2
Unemployed	'000	122.4	51.0	124.1	52.8	11.9	360.5	156.4	209.1	364.6	728.3
Not in labour force	'000	534.3	240.6	424.1	150.7	57.2	1 407.4	666.3	1 473.0	2 142.0	3 548.1
All people (g)	'000	4 170.1	1 488.1	2 965.5	580.6	274.5	9 477.4	2 731.5	3 470.3	6 201.3	15 679.6
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 (g)	%	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 (g)	'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

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)**

Unit	Highest non-school qualification						Highest school year			Total (f)	
	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 (e)	Sub-total (school completed)		
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 (g)	%	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 (g)	'000	3 816.2	1 468.9	2 837.2	615.2	120.0	8 857.5	2 844.6	3 786.9	6 631.5	15 489.0
2012											
Labour force status											
Employed	%	85.3	81.5	83.6	73.4	83.3	83.1	71.5	57.6	63.6	75.1
Unemployed	%	2.5	3.1	3.8	7.4	3.1	3.4	4.6	5.9	5.3	4.2
Not in labour force	%	12.3	15.4	12.6	19.2	13.7	13.5	23.9	36.5	31.1	20.8
Total (g)	%	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 (g)	'000	3 768.0	1 480.1	2 597.0	692.2	179.9	8 717.2	2 621.2	3 495.1	6 116.3	14 833.6

TABLE BA.5

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

Unit	Highest non-school qualification						Highest school year			Total (f)	
	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 (e)	Sub-total (school completed)		
2011											
Labour force status											
Employed	%	85.4	79.9	83.8	72.8	82.3	82.9	73.1	57.7	63.9	74.6
Unemployed	%	2.5	3.3	3.6	6.9	3.1	3.4	4.2	5.4	4.9	4.0
Not in labour force	%	12.1	16.8	12.7	20.2	14.6	13.8	22.7	37.0	31.1	21.3
Total (g)	%	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 (g)	'000	3 516.7	1 353.3	2 586.5	724.7	212.3	8 393.5	2 625.6	3 829.0	6 454.6	14 848.1

nfd = Not further defined.

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) The Survey of Education and Work (SEW) 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) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (e) Includes people who never attended school.
- (f) Includes people who never attended school and people whose level of highest educational attainment could not be determined.
- (g) 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 and 2015*, 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)**

	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)	
2015											
Managers	%	36.9	12.9	18.1	2.6	1.7	72.2	15.4	12.5	28.0	100.0
Professionals	%	73.9	9.9	5.3	0.8	1.6	91.5	6.1	2.4	8.5	100.0
Technicians and Trades Workers	%	8.1	8.2	53.5	4.2	2.5	76.7	11.2	12.1	23.3	100.0
Community and Personal Service Workers	%	18.9	16.8	25.0	4.3	2.2	67.5	20.5	11.7	32.4	100.0
Clerical and Administrative Workers	%	23.3	13.4	17.6	4.6	1.4	60.1	23.1	17.0	39.9	100.0
Sales Workers	%	15.8	8.3	14.5	4.4	1.4	44.2	31.5	24.5	56.0	100.0
Machinery Operators And Drivers	%	7.6	5.6	26.6	3.4	2.6	45.7	20.3	34.3	54.5	100.0
Labourers	%	7.6	6.5	17.8	5.2	1.2	38.4	22.9	38.5	61.4	100.0
All occupations	%	30.8	10.5	21.2	3.3	1.8	67.6	16.7	15.7	32.4	100.0
Managers	'000	520.1	181.6	255.5	37.0	23.4	1 017.6	217.4	175.4	393.8	1 408.6
Professionals	'000	1 954.6	260.9	139.9	21.0	43.1	2 422.2	160.4	62.3	224.5	2 645.8
Technicians and Trades Workers	'000	137.1	139.6	907.8	70.6	42.8	1 300.7	190.6	205.7	395.3	1 695.5
Community and Personal Service Workers	'000	220.4	196.0	290.9	49.9	25.9	786.6	238.7	136.9	378.3	1 165.8
Clerical and Administrative Workers	'000	369.2	211.9	279.2	72.2	22.7	951.2	365.3	269.2	631.5	1 583.6
Sales Workers	'000	169.4	89.3	155.5	47.2	14.6	474.0	337.9	262.9	600.3	1 072.9
Machinery Operators And Drivers	'000	56.3	41.1	195.6	25.0	19.3	336.8	149.5	252.8	401.3	736.2
Labourers	'000	83.5	70.7	194.3	56.9	13.6	419.4	250.5	420.8	671.7	1 093.3
All occupations	'000	3 511.5	1 193.7	2 418.2	380.2	207.2	7 709.0	1 906.9	1 788.6	3 695.6	11 403.2
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

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)	
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
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

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	%	7.1	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
<i>2012</i>											
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
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

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)	
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, 2014 and 2015*, 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>
<i>2015</i>										
<i>Aboriginal and Torres Strait Islander children on track on the AEDC</i>										
On track on no domains	%	9.0	14.0	13.8	16.4	15.3	8.7	14.7	27.0	13.5
On track on one or more domains	%	91.0	86.0	86.2	83.6	84.7	91.3	85.3	73.0	86.5
On track on two or more domains	%	80.9	75.3	73.8	70.6	71.6	83.4	74.4	55.1	74.5
On track on three or more domains	%	70.3	63.2	61.2	58.3	56.5	69.7	63.6	41.8	62.4
On track on four or more domains	%	55.8	51.1	46.6	45.1	41.9	59.2	49.6	30.1	48.6
On track on five domains	%	40.4	35.1	31.6	29.8	30.3	44.5	31.0	17.8	33.7
Children with a valid domain score	no.	5 059	1 105	4 978	2 077	819	542	129	1 198	15 907
<i>Non-Indigenous children on track on the AEDC</i>										
On track on no domains	%	3.3	4.1	5.5	4.0	4.8	4.5	4.2	3.5	4.2
On track on one or more domains	%	96.7	95.9	94.5	96.0	95.2	95.5	95.8	96.5	95.8
On track on two or more domains	%	91.2	90.5	87.7	90.8	88.9	90.0	89.4	90.3	90.0
On track on three or more domains	%	83.8	83.7	79.2	83.8	80.8	82.8	81.1	82.9	82.5
On track on four or more domains	%	71.9	72.4	66.5	72.5	68.4	71.4	67.5	70.3	70.6
On track on five domains	%	56.6	57.8	50.8	56.9	52.9	56.7	49.9	54.4	55.3
Children with a valid domain score	no.	86 210	66 770	57 199	30 432	17 711	5 617	5 038	2 072	271 049
<i>All children on track on the AEDC</i>										
On track on no domains	%	3.6	4.3	6.2	4.8	5.3	4.9	4.5	12.1	4.7
On track on one or more domains	%	96.4	95.7	93.8	95.2	94.7	95.1	95.5	87.9	95.3
On track on two or more domains	%	90.6	90.3	86.6	89.6	88.1	89.4	89.0	77.4	89.2
On track on three or more domains	%	83.0	83.3	77.7	82.2	79.7	81.6	80.7	67.8	81.4
On track on four or more domains	%	71.0	72.1	64.9	70.8	67.2	70.3	67.0	55.6	69.4
On track on five domains	%	55.7	57.4	49.2	55.2	51.9	55.6	49.5	41.0	54.1
Children with a valid domain score	no.	91 269	67 875	62 177	32 509	18 530	6 159	5 167	3 270	286 956

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>
<i>2012 (c)</i>										
<i>Aboriginal and Torres Strait Islander children on track on the AEDC</i>										
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
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
<i>Non-Indigenous children on track on the AEDC</i>										
On track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2
On track on one or more domains	%	96.8	96.0	94.4	95.5	95.2	95.6	96.9	96.2	95.8
On track on two or more domains	%	91.5	90.5	87.3	89.7	88.6	89.6	90.1	90.9	89.9
On track on three or more domains	%	84.3	83.5	78.3	81.6	80.4	81.4	81.5	82.2	82.2
On track on four or more domains	%	72.3	72.5	65.4	69.8	67.9	70.4	68.1	70.5	70.3
On track on five domains	%	56.9	57.4	49.3	52.3	52.5	55.2	50.7	53.5	54.5
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
<i>All children on track on the AEDC</i>										
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
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

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>
<i>2009 (c)</i>										
<i>Aboriginal and Torres Strait Islander children on track on the AEDC</i>										
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
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
<i>Non-Indigenous children on track on the AEDC</i>										
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
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
<i>All children on track on the AEDC</i>										
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
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

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>
(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, 2012 and 2015*.

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>
<i>2015</i>										
<i>Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	48.9	44.5	43.3	42.5	41.9	53.0	44.2	35.3	44.7
Developmentally at risk on one or more domains	%	51.1	55.5	56.7	57.5	58.1	47.0	55.8	64.7	55.3
Developmentally at risk on two or more domains	%	25.7	28.3	29.0	29.5	32.5	26.9	31.0	29.9	28.2
Developmentally at risk on three or more domains	%	8.4	10.6	10.0	11.1	10.0	10.3	8.5	12.0	9.8
Developmentally at risk on four or more domains	%	2.1	2.4	2.0	2.5	2.3	2.6	2.3	2.8	2.2
Developmentally at risk on five domains	%	0.2	0.2	0.3	0.1	0.2	0.4	0.8	0.2	0.2
Children with a valid domain score	no.	5 059	1 105	4 978	2 077	819	542	129	1 198	15 907
<i>Non-Indigenous children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	61.4	62.9	57.2	62.1	58.7	61.8	55.5	61.1	60.7
Developmentally at risk on one or more domains	%	38.6	37.1	42.8	37.9	41.3	38.2	44.5	38.9	39.3
Developmentally at risk on two or more domains	%	18.5	17.4	20.5	17.7	19.9	18.1	21.5	18.5	18.7
Developmentally at risk on three or more domains	%	5.7	5.8	6.7	5.7	6.9	6.3	7.1	5.9	6.1
Developmentally at risk on four or more domains	%	1.1	1.3	1.5	1.2	1.6	1.7	1.9	1.1	1.3
Developmentally at risk on five domains	%	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.1
Children with a valid domain score	no.	86 210	66 770	57 199	30 432	17 711	5 617	5 038	2 072	271 049
<i>All children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	60.7	62.6	56.1	60.8	57.9	61.1	55.2	51.7	59.8
Developmentally at risk on one or more domains	%	39.3	37.4	43.9	39.2	42.1	38.9	44.8	48.3	40.2
Developmentally at risk on two or more domains	%	18.9	17.6	21.2	18.4	20.5	18.9	21.8	22.7	19.2
Developmentally at risk on three or more domains	%	5.9	5.9	7.0	6.1	7.1	6.6	7.2	8.2	6.3
Developmentally at risk on four or more domains	%	1.2	1.3	1.5	1.3	1.6	1.8	1.9	1.7	1.4
Developmentally at risk on five domains	%	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.2	0.1
Children with a valid domain score	no.	91 269	67 875	62 177	32 509	18 530	6 159	5 167	3 270	286 956

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>
<i>2012 (c)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC</i>										
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
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
<i>Non-Indigenous children developmentally at risk on the AEDC</i>										
Developmentally at risk on no domains	%	61.9	62.8	55.7	57.8	58.0	60.7	56.2	59.4	60.0
Developmentally at risk on one or more domains	%	38.1	37.2	44.3	42.2	42.0	39.3	43.8	40.6	40.0
Developmentally at risk on two or more domains	%	18.1	17.5	21.9	19.8	20.6	19.1	21.8	18.2	19.2
Developmentally at risk on three or more domains	%	5.5	5.7	7.3	7.0	7.0	6.9	7.2	6.0	6.3
Developmentally at risk on four or more domains	%	1.1	1.3	1.6	1.4	1.5	1.8	1.4	1.0	1.3
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.1	–	0.1	0.1
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
<i>All children developmentally at risk on the AEDC</i>										
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
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

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>
<i>2009 (c)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC</i>										
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
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
<i>Non-Indigenous children developmentally at risk on the AEDC</i>										
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
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
<i>All children developmentally at risk on the AEDC</i>										
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
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

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>
(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, 2012 and 2015*.

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by 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>
<i>2015</i>										
<i>Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	65.9	59.7	56.1	52.5	53.2	70.3	58.1	37.0	57.9
Developmentally vulnerable on one or more domains	%	34.1	40.3	43.9	47.5	46.8	29.7	41.9	63.0	42.1
Developmentally vulnerable on two or more domains	%	20.2	24.4	27.5	28.8	29.9	15.9	28.7	45.4	26.2
Developmentally vulnerable on three or more domains	%	11.6	15.4	16.7	18.4	18.8	10.5	195.3	13.8	16.3
Developmentally vulnerable on four or more domains	%	3.8	4.8	5.5	6.0	6.6	3.7	3.9	10.7	5.4
Developmentally vulnerable on five domains	%	2.0	3.6	4.3	0.8	4.8	2.4	3.1	9.4	4.0
Children with a valid domain score	no.	5 059	1 105	4 978	2 077	819	542	129	1 198	15 907
<i>Non-Indigenous children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	80.6	80.4	75.4	80.5	77.6	79.8	78.0	77.9	79.2
Developmentally vulnerable on one or more domains	%	19.4	19.6	24.6	19.5	22.4	20.2	22.0	22.1	20.8
Developmentally vulnerable on two or more domains	%	9.0	9.7	12.9	9.2	11.4	10.2	9.8	10.2	10.2
Developmentally vulnerable on three or more domains	%	4.4	5.0	7.0	4.8	5.9	5.3	3.9	8.8	5.3
Developmentally vulnerable on four or more domains	%	1.3	1.7	2.2	1.4	1.9	1.4	1.5	1.0	1.6
Developmentally vulnerable on five domains	%	0.6	0.9	1.3	0.9	0.9	1.0	0.9	0.8	0.9
Children with a valid domain score	no.	86 210	66 770	57 199	30 432	17 711	5 617	5 038	2 072	271 049
<i>All children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	79.8	80.1	73.9	78.7	76.5	79.0	77.5	62.8	78.0
Developmentally vulnerable on one or more domains	%	20.2	19.9	26.1	21.3	23.5	21.0	22.5	37.2	22.0
Developmentally vulnerable on two or more domains	%	9.6	9.9	14.0	10.5	12.2	10.7	10.3	23.1	11.1
Developmentally vulnerable on three or more domains	%	4.8	5.1	7.8	5.6	6.4	5.8	8.7	10.6	5.9
Developmentally vulnerable on four or more domains	%	1.5	1.7	2.4	1.7	2.1	1.6	1.6	4.5	1.8
Developmentally vulnerable on five domains	%	0.7	0.9	1.6	1.2	1.1	1.1	0.9	3.9	1.1
Children with a valid domain score	no.	91 269	67 875	62 177	32 509	18 530	6 159	5 167	3 270	286 956

TABLE BA.9

Table BA.9 Children developmentally vulnerable on the AEDC, by 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>
<i>2012 (d)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC</i>										
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
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
<i>Non-Indigenous children developmentally vulnerable on the AEDC</i>										
Developmentally vulnerable on no domains	%	81.0	80.8	75.1	78.8	77.4	79.7	78.5	79.3	79.1
Developmentally vulnerable on one or more domains	%	19.0	19.2	24.9	21.2	22.6	20.3	21.5	20.7	20.9
Developmentally vulnerable on two or more domains	%	8.5	9.3	12.8	9.9	11.2	9.4	9.5	10.2	10.0
Developmentally vulnerable on three or more domains	%	4.1	4.8	6.8	5.1	5.8	4.9	4.5	5.5	5.1
Developmentally vulnerable on four or more domains	%	1.8	2.3	3.2	2.4	2.7	2.3	1.5	2.5	2.4
Developmentally vulnerable on five domains	%	0.5	0.8	1.2	0.9	0.9	0.7	0.5	0.5	0.8
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
<i>All children developmentally vulnerable on the AEDC</i>										
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
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

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC, by 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>
<i>2009 (d)</i>										
<i>Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC</i>										
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
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
<i>Non-Indigenous children developmentally vulnerable on the AEDC</i>										
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
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
<i>All children developmentally vulnerable on the AEDC</i>										
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
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

Table BA.9 **Children developmentally vulnerable on the AEDC, by 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)	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)	The proportions for children developmentally vulnerable on no domains and one or more domains are derived using the developmentally vulnerable on one or more domain summary indicator. The proportion for children developmentally vulnerable on two or more domains is derived using the developmentally vulnerable on two or more domains summary indicator. These are consistent with the proportions published in the <i>AEDC National Report 2015</i> . The proportions for children developmentally vulnerable on three or more, four or more and five or more, and the child with a valid domain score total, are derived using the variables for the five developmental domains: PHYSCategory; SOCCategory; EMOTCategory; LANGCOGCategory and COMGENCategory. As a result, using the child with a valid domain score total to calculate the number of children developmentally vulnerable on no domains, one or more or two or more domains will result in values slightly different to those published in the <i>AEDC National Report 2015</i> .									
(c)	Children classified as developmentally vulnerable scored in the lowest 10 per cent of the national AEDC population for an AEDC domain.									
(d)	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, 2012 and 2015*.

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>
<i>2014</i>										
<i>Children aged 3–8 years</i>										
<i>Number of days each week parent spent telling stories, reading to child or listening to child read</i>										
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
<i>Children aged 0–2 years</i>										
<i>Number of days each week parent read from a book or told stories to child</i>										
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
<i>2011</i>										
<i>Children aged 3–8 years</i>										
<i>Number of days each week parent spent telling stories, reading to child or listening to child read</i>										
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
<i>Children aged 0–2 years</i>										
<i>Number of days each week parent read from a book or told stories to child</i>										
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, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>15–19 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	59.6	51.3	46.0	26.6	12.7	2.7	3.4	np	206.3
Diploma or advanced diploma (g)	'000	9.3	10.3	10.0	3.5	2.3	0.9	–	–	36.6
Certificate III or IV	'000	36.4	25.3	11.2	12.7	4.7	1.9	1.1	np	91.9
Certificate I or II or nfd (h)	'000	4.7	np	np	np	np	np	np	–	15.4
<i>Enrolled in school level study (i)</i>	'000	274.3	222.5	155.7	86.8	67.0	20.8	15.8	8.7	851.2
Total enrolled (j)	'000	389.1	317.0	225.7	135.0	88.4	27.6	20.5	10.3	1 212.4
<i>Not enrolled</i>	'000	70.8	36.7	76.3	26.5	16.5	6.4	2.7	5.2	245.5
Total	'000	460.5	354.8	303.1	163.6	104.9	33.9	22.7	15.3	1 456.7
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	12.9 ± 2.4	14.5 ± 2.3	15.2 ± 3.0	16.3 ± 4.6	12.1 ± 3.1	8.0 ± 5.4	15.0 ± 10.7	np	14.2 ± 1.2
Diploma or advanced diploma (g)	%	2.0 ± 1.2	2.9 ± 1.3	3.3 ± 2.2	2.1 ± 1.9	2.2 ± 2.1	2.7 ± 2.1	–	–	2.5 ± 0.8
Certificate III or IV	%	7.9 ± 2.0	7.1 ± 3.1	3.7 ± 1.8	7.8 ± 3.0	4.5 ± 3.9	5.6 ± 3.2	4.8 ± 4.4	np	6.3 ± 0.9
Certificate I or II or nfd (h)	%	1.0 ± 0.9	np	np	np	np	np	np	–	1.1 ± 0.5
<i>Enrolled in school level study (i)</i>	%	59.6 ± 3.3	62.7 ± 2.5	51.4 ± 3.2	53.1 ± 4.3	63.9 ± 5.0	61.4 ± 5.1	69.6 ± 12.2	56.9 ± 7.5	58.4 ± 1.1
Total enrolled (j)	%	84.5 ± 2.8	89.3 ± 1.0	74.5 ± 3.5	82.5 ± 5.8	84.3 ± 3.3	81.4 ± 5.2	90.3 ± 6.4	67.3 ± 6.3	83.2 ± 0.9
<i>Not enrolled</i>	%	15.4 ± 3.4	10.3 ± 3.8	25.2 ± 3.9	16.2 ± 5.8	15.7 ± 3.4	18.9 ± 5.2	11.9 ± 6.7	34.0 ± 6.8	16.9 ± 1.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>20–24 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	168.6	147.1	78.0	46.9	37.8	5.6	9.1	2.4	496.9
Diploma or advanced diploma (g)	'000	22.3	23.0	14.0	8.8	3.9	–	np	np	79.2
Certificate III or IV	'000	33.2	21.7	26.8	7.4	4.8	3.7	3.1	1.0	100.9
Certificate I or II or nfd (h)	'000	7.5	7.1	np	4.7	3.6	np	np	–	21.5
<i>Enrolled in school level study (i)</i>	'000	4.1	–	–	–	2.2	–	–	–	5.0
Total enrolled (j)	'000	236.3	206.8	130.0	66.4	52.4	10.7	13.2	4.1	718.8

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Not enrolled</i>	'000	278.3	218.7	204.0	115.5	61.0	20.4	17.0	12.3	931.3
Total	'000	514.0	423.8	334.5	185.0	113.4	31.5	29.5	16.4	1 649.1
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	32.8 ± 3.7	34.7 ± 4.7	23.3 ± 3.6	25.4 ± 4.7	33.3 ± 6.3	17.8 ± 7.6	30.8 ± 9.5	14.6 ± 6.7	30.1 ± 1.7
Diploma or advanced diploma (g)	%	4.3 ± 1.9	5.4 ± 1.9	4.2 ± 2.0	4.8 ± 2.4	3.4 ± 2.6	–	np	np	4.8 ± 0.8
Certificate III or IV	%	6.5 ± 2.1	5.1 ± 1.4	8.0 ± 2.4	4.0 ± 2.4	4.2 ± 2.6	11.7 ± 5.2	10.5 ± 7.5	6.1 ± 4.7	6.1 ± 0.7
Certificate I or II or nfd (h)	%	1.5 ± 0.9	1.7 ± 1.1	np	2.5 ± 1.9	3.2 ± 1.9	np	np	–	1.3 ± 0.4
Enrolled in school level study (i)	%	0.8 ± 0.7	–	–	–	1.9 ± 1.7	–	–	–	0.3 ± 0.3
Total enrolled (j)	%	46.0 ± 3.5	48.8 ± 3.6	38.9 ± 4.0	35.9 ± 5.1	46.2 ± 7.6	34.0 ± 8.3	44.7 ± 10.2	25.0 ± 7.4	43.6 ± 1.7
Not enrolled	%	54.1 ± 3.4	51.6 ± 3.7	61.0 ± 4.0	62.4 ± 5.0	53.8 ± 7.6	64.8 ± 8.2	57.6 ± 10.2	75.0 ± 5.8	56.5 ± 1.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>15–24 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	231.3	197.9	124.0	74.8	49.4	8.6	12.7	3.6	700.8
Diploma or advanced diploma (g)	'000	32.9	30.3	26.2	11.2	8.5	np	np	np	115.1
Certificate III or IV	'000	65.6	45.2	41.2	18.7	9.4	5.2	np	1.7	190.4
Certificate I or II or nfd (h)	'000	11.0	8.6	np	5.2	4.5	1.5	np	–	36.4
<i>Enrolled in school level study (i)</i>	'000	278.6	222.5	155.7	86.9	68.5	20.8	15.8	8.7	853.9
Total enrolled (j)	'000	626.7	521.7	353.0	203.7	139.2	38.1	34.1	14.5	1 931.2
<i>Not enrolled</i>	'000	349.1	254.1	282.5	143.6	77.2	27.3	19.7	17.4	1 174.1
Total	'000	975.2	775.4	637.1	348.8	218.7	64.9	52.4	32.0	3 103.0
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	23.7 ± 2.2	25.5 ± 2.8	19.5 ± 2.4	21.4 ± 3.8	22.6 ± 3.8	13.3 ± 5.2	24.2 ± 7.1	11.3 ± 3.9	22.6 ± 1.0
Diploma or advanced diploma (g)	%	3.4 ± 1.2	3.9 ± 1.2	4.1 ± 1.6	3.2 ± 1.5	3.9 ± 1.6	np	np	np	3.7 ± 0.7
Certificate III or IV	%	6.7 ± 1.5	5.8 ± 1.5	6.5 ± 1.6	5.4 ± 1.7	4.3 ± 2.2	8.0 ± 3.1	np	5.3 ± 3.7	6.1 ± 0.6
Certificate I or II or nfd (h)	%	1.1 ± 0.5	1.1 ± 0.8	np	1.5 ± 1.1	2.1 ± 1.1	2.3 ± 1.6	np	–	1.2 ± 0.3
Enrolled in school level study (i)	%	28.6 ± 1.7	28.7 ± 1.4	24.4 ± 1.6	24.9 ± 2.1	31.3 ± 2.7	32.0 ± 2.7	30.2 ± 5.4	27.2 ± 3.6	27.5 ± 0.6

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total enrolled (j)	%	64.3 ± 2.3	67.3 ± 2.4	55.4 ± 1.9	58.4 ± 2.0	63.6 ± 2.2	58.7 ± 2.1	65.1 ± 2.3	45.3 ± 1.6	62.2 ± 2.2
Not enrolled	%	35.8 ± 1.3	32.8 ± 1.1	44.3 ± 1.6	41.2 ± 1.4	35.3 ± 1.2	42.1 ± 1.5	37.6 ± 1.3	54.4 ± 1.9	37.8 ± 1.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>17–24 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	231.3	197.9	123.2	74.8	49.4	8.6	12.7	3.6	702.0
Diploma or advanced diploma (g)	'000	32.9	30.3	26.2	11.2	8.5	np	np	np	115.1
Certificate III or IV	'000	62.3	44.4	40.9	15.9	8.1	5.1	np	1.7	183.4
Certificate I or II or nfd (h)	'000	11.0	8.6	np	4.5	4.5	1.5	np	–	37.6
<i>Enrolled in school level study (i)</i>	'000	105.2	87.7	41.4	27.5	28.1	8.0	5.8	2.7	311.5
Total enrolled (j)	'000	448.8	386.1	242.3	142.5	98.3	24.8	25.4	8.9	1 375.5
<i>Not enrolled</i>	'000	347.3	251.8	277.4	141.8	78.4	27.3	19.7	17.4	1 163.9
Total	'000	794.7	637.4	520.8	282.4	176.7	51.7	43.7	26.2	2 537.5
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	29.1 ± 2.7	31.0 ± 3.4	23.7 ± 3.0	26.5 ± 4.7	28.0 ± 4.7	16.6 ± 6.5	29.1 ± 8.4	13.7 ± 4.7	27.7 ± 1.2
Diploma or advanced diploma (g)	%	4.1 ± 1.4	4.8 ± 1.5	5.0 ± 1.9	4.0 ± 1.9	4.8 ± 1.9	np	np	np	4.5 ± 0.8
Certificate III or IV	%	7.8 ± 1.7	7.0 ± 1.7	7.9 ± 2.0	5.6 ± 2.1	4.6 ± 2.7	9.9 ± 3.8	np	6.5 ± 4.5	7.2 ± 0.7
Certificate I or II or nfd (h)	%	1.4 ± 0.6	1.3 ± 1.0	np	1.6 ± 1.3	2.5 ± 1.4	2.9 ± 2.0	np	0.0	1.5 ± 0.3
<i>Enrolled in school level study (i)</i>	%	13.2 ± 1.7	13.8 ± 1.4	7.9 ± 1.3	9.7 ± 2.2	15.9 ± 3.0	15.5 ± 3.0	13.3 ± 4.8	10.3	12.3 ± 0.6
Total enrolled (j)	%	56.5 ± 2.9	60.6 ± 3.1	46.5 ± 2.4	50.5 ± 2.6	55.6 ± 2.9	48.0 ± 2.5	58.1 ± 3.0	34.0 ± 1.8	54.2 ± 2.8
<i>Not enrolled</i>	%	43.7 ± 2.3	39.5 ± 2.1	53.3 ± 2.8	50.2 ± 2.6	44.4 ± 2.3	52.8 ± 2.7	45.1 ± 2.3	66.4 ± 3.4	45.9 ± 2.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>25–29 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	59.3	62.7	39.0	11.5	10.3	3.9	4.3	2.4	195.6
Diploma or advanced diploma (g)	'000	13.6	12.6	11.3	7.3	np	np	2.5	np	53.6
Certificate III or IV	'000	10.9	14.6	11.9	5.8	6.2	1.9	np	1.2	56.7

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Certificate I or II or nfd (h)	'000	5.8	np	np	3.8	np	np	–	–	15.8
Enrolled in school level study (i)	'000	–	–	–	–	–	–	–	–	–
Total enrolled (j)	'000	92.5	93.7	67.0	33.8	22.1	6.3	10.0	3.9	332.5
Not enrolled	'000	450.3	366.0	269.7	185.7	94.7	22.8	25.0	16.7	1 431.1
Total	'000	544.2	459.8	341.0	221.1	115.2	29.3	33.2	21.1	1 763.1
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	10.9 ± 2.6	13.6 ± 3.1	11.4 ± 2.9	5.2 ± 2.7	8.9 ± 3.9	13.3 ± 6.8	13.0 ± 5.8	11.4 ± 4.6	11.1 ± 1.2
Diploma or advanced diploma (g)	%	2.5 ± 1.2	2.7 ± 1.3	3.3 ± 1.4	3.3 ± 1.9	np	np	7.5 ± 6.0	np	3.0 ± 0.5
Certificate III or IV	%	2.0 ± 1.4	3.2 ± 1.8	3.5 ± 1.7	2.6 ± 1.9	5.4 ± 3.0	6.5 ± 3.8	np	5.7 ± 5.2	3.2 ± 0.7
Certificate I or II or nfd (h)	%	1.1 ± 0.7	np	np	1.7 ± 1.7	np	np	–	–	0.9 ± 0.4
Enrolled in school level study (i)	%	–	–	–	–	–	–	–	–	–
Total enrolled (j)	%	17.0 ± 3.2	20.4 ± 3.8	19.6 ± 3.7	15.3 ± 2.9	19.2 ± 3.6	21.5 ± 4.0	30.1 ± 5.6	18.5 ± 3.5	18.9 ± 3.5
Not enrolled	%	82.7 ± 15.5	79.6 ± 14.9	79.1 ± 14.8	84.0 ± 15.7	82.2 ± 15.4	77.8 ± 14.6	75.3 ± 14.1	79.1 ± 14.8	81.2 ± 15.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>15–64 year olds</i>										
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	'000	375.6	341.3	216.4	117.1	84.8	17.5	25.5	10.8	1 193.0
Diploma or advanced diploma (g)	'000	105.5	89.3	71.3	36.2	24.2	5.0	6.6	3.2	338.2
Certificate III or IV	'000	128.4	103.2	95.7	45.5	31.1	11.0	9.0	6.1	426.6
Certificate I or II or nfd (h)	'000	31.7	28.3	15.1	17.5	14.5	2.4	1.2	1.0	111.2
Enrolled in school level study (i)	'000	278.6	224.1	153.4	86.9	68.4	20.8	15.8	8.7	856.4
Total enrolled (j)	'000	936.9	807.1	568.2	307.7	227.1	61.0	59.3	30.6	3 000.9
Not enrolled	'000	4 038.1	3 143.9	2 557.1	1 472.4	874.4	265.4	205.6	126.4	12 679.2
Total	'000	4 972.6	3 948.7	3 124.3	1 782.4	1 100.7	326.8	265.7	156.9	15 679.6
<i>Enrolled in a non-school qualification</i>										
Bachelor degree or above (f)	%	7.6 ± 0.6	8.6 ± 0.7	6.9 ± 0.7	6.6 ± 0.9	7.7 ± 1.1	5.4 ± 1.6	9.6 ± 2.1	6.9 ± 1.3	7.6 ± 0.3
Diploma or advanced diploma (g)	%	2.1 ± 0.4	2.3 ± 0.4	2.3 ± 0.5	2.0 ± 0.4	2.2 ± 0.5	1.5 ± 0.5	2.5 ± 1.4	2.0 ± 0.7	2.2 ± 0.2

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2015 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Certificate III or IV	%	2.6 ± 0.4	2.6 ± 0.4	3.1 ± 0.5	2.6 ± 0.5	2.8 ± 0.6	3.4 ± 0.9	3.4 ± 1.4	3.9 ± 1.1	2.7 ± 0.2
Certificate I or II or nfd (h)	%	0.6 ± 0.1	0.7 ± 0.1	0.5 ± 0.1	1.0 ± 0.2	1.3 ± 0.3	0.7 ± 0.2	0.5 ± 0.2	0.6 ± 0.2	0.7 ± 0.1
Enrolled in school level study (i)	%	5.6 ± 0.3	5.7 ± 0.3	4.9 ± 0.3	4.9 ± 0.4	6.2 ± 0.6	6.4 ± 0.5	5.9 ± 1.1	5.5 ± 0.8	5.5 ± 0.1
Total enrolled (j)	%	18.8 ± 0.7	20.4 ± 0.9	18.2 ± 1.0	17.3 ± 0.9	20.6 ± 1.4	18.7 ± 1.5	22.3 ± 2.6	19.5 ± 1.5	19.1 ± 0.4
Not enrolled	%	81.2 ± 0.7	79.6 ± 0.9	81.8 ± 1.0	82.6 ± 1.0	79.4 ± 1.4	81.2 ± 1.6	77.4 ± 2.5	80.6 ± 3.0	80.9 ± 0.4
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 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 2015*, 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), 2015 (a), (b), (c), (d), (e)**

	Unit	15	16	17	18	19	20	21	22	23	24
<i>Enrolled in a non-school qualification</i>											
Bachelor degree or above (f)	'000	–	–	12.6	77.5	114.2	120.7	123.4	99.7	75.5	77.1
Diploma or advanced diploma (g)	'000	–	–	np	12.9	19.5	18.2	16.3	14.4	13.7	13.4
Certificate III or IV	'000	–	8.9	9.9	27.6	42.0	31.1	20.3	17.4	14.8	17.2
Certificate I or II or nfd (h)	'000	–	np	np	5.5	7.9	9.6	6.3	np	2.9	np
Enrolled in school level study (i)	'000	282.5	262.5	229.7	65.5	11.4	np	–	–	–	–
Total enrolled (j)	'000	283.7	274.1	258.5	199.6	200.0	185.5	171.5	137.3	112.6	110.3
Not enrolled	'000	np	11.1	28.4	95.8	106.5	133.7	147.7	187.7	222.1	235.8
Total	'000	283.7	282.7	287.2	294.4	308.7	321.4	318.7	325.0	335.2	348.3
<i>Enrolled in a non-school qualification</i>											
Bachelor degree or above (f)	%	–	–	4.4 ± 1.4	26.3 ± 3.1	37.0 ± 4.5	37.6 ± 3.4	38.7 ± 4.1	30.7 ± 3.8	22.5 ± 3.5	22.1 ± 4.0
Diploma or advanced diploma (g)	%	–	–	3.1 ± 1.8	4.4 ± 2.0	6.3 ± 2.3	5.7 ± 1.8	5.1 ± 1.9	4.4 ± 1.7	4.1 ± 2.0	3.8 ± 1.8
Certificate III or IV	%	–	3.1 ± 1.8	3.4 ± 1.7	9.4 ± 3.6	13.6 ± 2.8	9.7 ± 2.0	6.4 ± 1.9	5.4 ± 2.2	4.4 ± 1.7	4.9 ± 2.1
Certificate I or II or nfd (h)	%	–	np	np	1.9 ± 1.8	2.6 ± 1.1	3.0 ± 1.3	2.0 ± 1.2	np	0.9 ± 0.8	np
Enrolled in school level study (i)	%	99.6 ± 0.4	92.9 ± 3.5	80.0 ± 2.5	22.2 ± 3.8	3.7 ± 1.6	np	–	–	–	–
Total enrolled (j)	%	100.0 ± 0.3	97.0 ± 2.2	90.0 ± 2.0	67.8 ± 4.4	64.8 ± 2.7	57.7 ± 3.6	53.8 ± 4.6	42.2 ± 4.1	33.6 ± 4.1	31.7 ± 0.1
Not enrolled	%	np	3.9 ± 1.9	9.9 ± 2.3	32.5 ± 5.4	34.5 ± 2.9	41.6 ± 3.6	46.3 ± 4.6	57.8 ± 4.2	66.3 ± 4.0	67.7 ± 3.8
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 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), 2015 (a), (b), (c), (d), (e)**

<i>Unit</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>
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(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 2015*, 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)

Age group	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015									
15–19	84.5 ± 2.8	89.3 ± 1.0	74.5 ± 3.5	82.5 ± 5.8	84.3 ± 3.3	81.4 ± 5.2	90.3 ± 6.4	67.3 ± 6.3	83.2 ± 0.9
17–24	56.5 ± 2.9	60.6 ± 3.0	46.5 ± 3.6	50.5 ± 5.2	55.6 ± 5.6	48.0 ± 5.8	58.1 ± 8.2	34.0 ± 4.8	54.2 ± 1.4
20–24	46.0 ± 3.5	48.8 ± 3.6	38.9 ± 4.0	35.9 ± 5.1	46.2 ± 7.6	34.0 ± 8.3	44.7 ± 10.2	25.0 ± 7.4	43.6 ± 1.7
25–29	17.0 ± 3.2	20.4 ± 4.1	19.6 ± 3.6	15.3 ± 4.0	19.2 ± 4.8	21.5 ± 7.4	30.1 ± 7.7	18.5 ± 5.6	18.9 ± 1.6
15–64	18.8 ± 0.7	20.4 ± 0.9	18.2 ± 1.0	17.3 ± 0.9	20.6 ± 1.4	18.7 ± 1.5	22.3 ± 2.6	19.5 ± 1.5	19.1 ± 0.4
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
20–24	42.8 ± 3.5	47.3 ± 3.2	33.8 ± 33.8	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 ± 4.2	10.8 ± 2.9	16.0 ± 3.6	21.2 ± 5.5	16.8 ± 5.3	19.5 ± 6.1	17.2 ± 1.3
15–64	19.0 ± 0.7	19.1 ± 0.7	18.1 ± 0.8	16.6 ± 1.3	20.1 ± 1.1	19.6 ± 1.7	21.8 ± 1.9	17.4 ± 1.7	18.7 ± 0.3
2012									
15–19	82.8 ± 2.8	84.3 ± 1.9	73.5 ± 3.4	77.2 ± 4.7	80.8 ± 4.3	80.4 ± 4.3	81.3 ± 5.3	70.5 ± 9.9	80.3 ± 1.3
20–24	46.2 ± 3.6	44.4 ± 3.5	33.9 ± 4.0	32.9 ± 4.3	37.4 ± 5.3	37.2 ± 9.8	53.1 ± 9.3	6.6 ± 6.6	40.9 ± 1.8
25–29	18.0 ± 2.5	17.7 ± 2.6	14.6 ± 2.5	16.7 ± 3.2	19.3 ± 4.6	14.7 ± 5.8	23.8 ± 7.5	6.3 ± 6.3	17.3 ± 1.4
15–64	20.1 ± 0.8	19.4 ± 0.8	17.4 ± 0.8	17.4 ± 1.0	19.0 ± 0.9	18.9 ± 1.6	22.5 ± 2.3	16.0 ± 1.9	19.0 ± 0.4
2011									
15–19	79.5 ± 2.0	86.9 ± 2.1	72.0 ± 3.2	74.3 ± 5.1	80.8 ± 3.7	84.5 ± 4.5	83.4 ± 5.5	63.6 ± 6.7	79.3 ± 1.1
20–24	44.3 ± 4.6	43.5 ± 3.2	35.6 ± 3.7	37.6 ± 5.1	42.6 ± 4.4	35.4 ± 6.7	53.9 ± 9.1	23.9 ± 9.4	41.4 ± 2.2
25–29	21.9 ± 2.4	18.7 ± 3.6	17.7 ± 3.1	12.8 ± 2.7	14.5 ± 3.7	19.0 ± 6.3	22.3 ± 6.8	11.5 ± 4.9	18.6 ± 1.4

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	20.5	± 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

- (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 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 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013, 2014 and 2015*, 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>
<i>2015</i>										
<i>Number of 15–19 year olds</i>										
Applied to enrol	'000	398.5	323.3	234.2	138.6	89.7	28.3	21.1	10.4	1 241.1
Studying in May	'000	389.1	317.0	225.7	135.0	88.4	27.6	20.5	10.3	1 212.4
Did not apply to enrol	'000	64.8	31.0	69.4	22.5	16.0	5.6	2.4	4.6	215.1
<i>Proportion of 15–19 year olds</i>										
Applied to enrol	%	86.5 ± 2.5	np	77.3 ± 3.3	84.7 ± 5.7	85.5 ± 3.4	83.5 ± 5.2	93.0 ± 5.9	68.0 ± 6.5	85.2 ± 0.6
Studying in May	%	84.5 ± 2.8	89.3 ± 1.0	74.5 ± 3.5	82.5 ± 5.8	84.3 ± 3.3	81.4 ± 5.2	90.3 ± 6.4	67.3 ± 6.3	83.2 ± 0.9
Did not apply to enrol	%	14.1 ± 3.1	8.7 ± 3.4	22.9 ± 3.8	13.8 ± 5.8	15.3 ± 3.4	16.5 ± 5.3	10.6 ± 6.4	30.1 ± 6.9	14.8 ± 1.4
<i>Number of 17–24 year olds</i>										
Applied to enrol	'000	465.0	401.3	256.6	147.9	103.0	26.6	26.5	9.4	1 437.3
Studying in May	'000	448.8	386.1	242.3	142.5	98.3	24.8	25.4	8.9	1 375.5
Did not apply to enrol	'000	332.3	234.4	264.3	136.2	74.0	24.5	17.8	17.0	1 100.7
<i>Proportion of 17–24 year olds</i>										
Applied to enrol	%	58.5 ± 2.8	63.0 ± 2.8	49.3 ± 3.6	52.4 ± 5.5	58.3 ± 5.4	51.5 ± 5.5	60.6 ± 9.1	35.9 ± 4.7	56.6 ± 1.3
Studying in May	%	56.5 ± 2.9	60.6 ± 3.0	46.5 ± 3.6	50.5 ± 5.2	55.6 ± 5.6	48.0 ± 5.8	58.1 ± 8.2	34.0 ± 4.8	54.2 ± 1.4
Did not apply to enrol	%	41.8 ± 2.8	36.8 ± 3.0	50.7 ± 3.5	48.2 ± 5.5	41.9 ± 5.0	47.4 ± 5.7	40.7 ± 8.2	64.9 ± 5.5	43.4 ± 1.4
<i>2014</i>										
<i>Number of 15–19 year olds</i>										
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
<i>Proportion of 15–19 year olds</i>										
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

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>
<i>Number of 17–24 year olds</i>										
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	129.6	96.3	25.7	29.4	8.4	1 326.0
Did not apply to enrol	'000	333.4	239.3	266.9	129.6	76.1	24.1	16.6	15.9	1 124.7
<i>Proportion of 17–24 year olds</i>										
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
<i>2013</i>										
<i>Number of 15–19 year olds</i>										
Applied to enrol	'000	398.4	302.9	241.8	121.2	88.7	28.2	20.0	10.5	1 213.0
Studying in May	'000	392.9	298.6	235.2	117.2	87.9	27.7	20.1	10.6	1 186.9
Did not apply to enrol	'000	70.4	53.9	71.9	32.6	16.6	4.9	3.6	2.7	254.4
<i>Proportion of 15–19 year olds</i>										
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
<i>Number of 17–24 year olds</i>										
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
<i>Proportion of 17–24 year olds</i>										
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

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>
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(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 \pm 2.7 per cent). See chapter 2 for more information on confidence intervals and relative standard errors.

(c) The SEW is not conducted in Aboriginal and Torres Strait Islander communities.

np Not published.

Source: ABS unpublished, *Microdata: Education and Work, May 2013, 2014 and 2015*, 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
2015									
15	99.6 ± 6.4	96.3 ± 2.2	100.0	100.0	100.0	100.0	100.0	100.0	99.2 ± 0.5
16	97.0 ± 5.8	97.7 ± 0.1	93.7 ± 8.8	96.1 ± 4.4	93.2 ± 4.2	100.0	100.0	100.0	97.0 ± 2.2
17	95.6 ± 3.7	96.4 ± 2.6	80.8 ± 5.4	92.1 ± 6.8	95.3 ± 1.5	98.2 ± 16.4	82.0 ± 16.8	81.8 ± 15.9	91.5 ± 1.2
18	77.0 ± 8.6	85.1 ± 7.3	68.1 ± 9.0	83.5 ± 13.7	73.3 ± 12.3	81.1 ± 9.8	66.7 ± 20.4	42.4 ± 23.3	75.8 ± 3.7
19	74.8 ± 5.9	72.5 ± 8.6	63.7 ± 8.5	86.6 ± 10.1	81.1 ± 7.4	69.6 ± 15.9	90.7 ± 45.5	93.3 ± 22.8	74.7 ± 3.3
20	77.5 ± 6.1	76.2 ± 6.5	72.0 ± 7.9	79.3 ± 12.4	69.1 ± 9.1	58.6 ± 18.5	57.1 ± 31.3	65.6 ± 22.0	75.2 ± 3.1
21	76.6 ± 6.6	77.3 ± 6.9	69.0 ± 10.5	76.8 ± 13.4	75.1 ± 13.1	63.4 ± 16.8	84.5 ± 18.5	59.4 ± 22.8	74.9 ± 4.0
22	71.7 ± 7.0	74.7 ± 8.4	79.6 ± 8.7	72.2 ± 12.8	72.4 ± 18.9	73.2 ± 28.1	68.4 ± 20.3	75.0 ± 24.2	75.0 ± 4.0
23	66.9 ± 8.4	64.0 ± 7.3	72.9 ± 7.3	75.5 ± 9.5	75.1 ± 9.5	36.1 ± 18.5	76.8 ± 22.8	72.2 ± 17.0	69.4 ± 3.8
24	74.2 ± 10.5	80.8 ± 6.5	66.9 ± 7.8	74.0 ± 14.6	62.2 ± 12.5	61.0 ± 23.0	84.0 ± 22.0	82.1 ± 20.0	73.3 ± 3.2
15–19	88.2 ± 1.6	89.1 ± 1.2	81.4 ± 1.9	88.6 ± 4.0	87.9 ± 3.2	87.6 ± 4.4	93.8 ± 5.8	81.7 ± 7.5	87.4 ± 0.3
20–24	72.8 ± 3.7	74.9 ± 3.4	73.1 ± 4.0	77.4 ± 5.1	69.6 ± 5.8	58.7 ± 11.2	82.7 ± 8.5	77.4 ± 10.7	73.5 ± 1.7
15–24	80.3 ± 1.7	81.6 ± 2.2	77.1 ± 2.5	82.7 ± 3.3	78.9 ± 3.0	74.9 ± 5.7	85.3 ± 4.6	80.0 ± 5.7	80.1 ± 0.9
17–24	76.3 ± 2.3	78.2 ± 2.3	72.2 ± 2.2	80.1 ± 2.4	74.2 ± 2.2	68.3 ± 2.0	82.4 ± 2.5	77.9 ± 2.3	76.0 ± 2.3
25–29	71.4 ± 3.1	71.0 ± 3.3	70.9 ± 4.4	73.1 ± 5.3	68.4 ± 4.6	70.3 ± 6.3	83.1 ± 8.8	81.5 ± 6.1	71.6 ± 1.8
15–64	64.2 ± 1.1	64.0 ± 1.1	64.4 ± 1.2	66.2 ± 1.4	61.1 ± 2.1	58.6 ± 2.0	73.7 ± 2.0	74.8 ± 1.8	64.3 ± 0.5
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

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	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
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
18–24	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

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	98.6	± 1.8	100.0	96.9	± 3.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	98.9	± 0.8
16	97.4	± 2.5	93.1	± 4.5	90.4	± 6.7	96.4	± 4.3	96.4	± 4.0	97.3	± 3.9	92.6	± 10.1	100.0	94.7	± 2.0	
17	86.8	± 5.2	96.9	± 2.8	82.3	± 7.2	83.5	± 9.5	88.6	± 6.4	92.7	± 7.4	96.2	± 7.7	88.8	± 15.1	88.3	± 2.2
18	78.5	± 7.1	73.4	± 7.5	72.8	± 7.8	80.2	± 8.7	73.0	± 11.2	71.2	± 12.8	77.2	± 15.2	68.2	± 23.4	75.6	± 3.2
19	78.5	± 7.4	76.8	± 7.5	73.7	± 7.4	80.7	± 9.2	67.6	± 9.7	76.1	± 10.3	74.8	± 15.7	76.8	± 26.9	76.4	± 3.7
20	79.2	± 7.7	83.9	± 7.4	69.9	± 10.7	71.8	± 8.9	79.9	± 9.4	66.8	± 13.8	82.2	± 11.7	75.9	± 13.6	77.5	± 4.1
21	85.2	± 5.8	75.0	± 7.3	72.6	± 8.6	77.0	± 8.3	76.5	± 10.0	62.9	± 15.2	91.4	± 9.0	62.8	± 16.4	78.0	± 3.8
22	77.6	± 6.7	66.0	± 6.6	70.8	± 6.9	82.3	± 6.9	70.3	± 8.4	71.7	± 18.3	89.2	± 7.8	49.1	± 17.4	73.1	± 2.9
23	79.8	± 7.0	82.3	± 6.2	75.1	± 8.0	79.5	± 8.0	73.7	± 11.5	56.6	± 15.5	90.2	± 10.1	75.7	± 16.4	78.8	± 3.2
24	78.4	± 5.4	73.8	± 6.8	74.0	± 7.4	72.8	± 7.1	75.9	± 8.5	75.1	± 16.6	77.4	± 14.8	84.7	± 14.7	75.6	± 2.8
15–19	87.7	± 2.5	87.8	± 1.9	83.1	± 3.0	87.8	± 3.7	84.5	± 4.3	87.2	± 4.6	87.3	± 5.4	86.3	± 8.1	86.5	± 1.0
20–24	80.0	± 3.2	76.1	± 3.4	72.5	± 3.4	76.8	± 3.9	75.1	± 4.7	66.9	± 8.3	86.0	± 5.3	70.1	± 7.5	76.6	± 1.7
15–24	83.7	± 2.1	81.5	± 2.1	77.6	± 2.6	81.9	± 2.6	79.6	± 2.8	77.2	± 4.2	86.6	± 4.3	77.8	± 5.5	81.2	± 1.0
18–24	79.6	± 2.7	75.8	± 2.8	72.7	± 3.4	77.8	± 3.0	73.7	± 3.6	68.9	± 6.1	83.5	± 5.5	70.8	± 7.9	76.4	± 1.3
25–29	73.3	± 2.5	73.7	± 2.7	72.0	± 3.4	75.2	± 3.0	68.9	± 4.4	56.5	± 8.9	80.4	± 4.9	74.5	± 5.9	72.9	± 1.3
15–64	67.4	± 1.0	65.4	± 0.8	66.3	± 1.2	69.0	± 1.1	62.6	± 1.6	58.9	± 2.2	73.5	± 2.3	75.4	± 2.5	66.5	± 0.4
2011																		
15	99.3	± 1.4	99.3	± 1.4	96.5	± 3.0	96.8	± 3.4	100.0	100.0	100.0	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

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	
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 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) 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.

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, 2014 and 2015*, 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
2015									
15	np	np	np	np	np	np	np	np	np
16	6.9 ± 4.5	5.1 ± 3.3	np	np	np	np	np	np	3.8 ± 2.3
17	10.8 ± 4.3	5.8 ± 4.4	21.9 ± 5.7	16.5 ± 8.5	7.0 ± 6.8	14.3 ± 11.4	np	np	11.7 ± 2.0
18	51.2 ± 8.6	48.0 ± 13.7	55.3 ± 11.5	64.8 ± 14.7	46.2 ± 17.9	37.8 ± 12.8	45.8 ± 30.8	48.5 ± 24.0	52.0 ± 3.8
19	68.0 ± 6.3	66.9 ± 8.9	64.5 ± 8.3	82.0 ± 8.6	65.0 ± 11.2	59.4 ± 16.2	72.1 ± 24.9	76.7 ± 29.1	69.1 ± 3.8
20	75.5 ± 6.0	75.9 ± 6.0	68.7 ± 8.0	78.0 ± 14.4	69.1 ± 9.1	50.0 ± 19.0	57.1 ± 31.3	65.6 ± 22.0	72.9 ± 3.0
21	75.0 ± 6.8	76.7 ± 6.7	71.8 ± 10.1	76.8 ± 13.4	75.1 ± 13.1	63.4 ± 16.8	87.9 ± 20.4	59.4 ± 22.8	74.8 ± 4.0
22	67.0 ± 7.0	60.9 ± 7.7	72.9 ± 8.1	74.2 ± 13.2	71.3 ± 21.5	36.1 ± 13.8	76.8 ± 22.8	72.2 ± 23.3	68.8 ± 3.9
23	74.2 ± 9.2	77.8 ± 8.4	66.9 ± 6.7	74.0 ± 11.6	62.2 ± 8.4	61.0 ± 31.3	84.0 ± 25.0	82.1 ± 19.3	72.9 ± 4.1
24	75.0 ± 10.6	76.7 ± 6.9	71.8 ± 8.3	76.8 ± 15.8	75.1 ± 15.1	63.4 ± 23.9	87.9 ± 23.0	59.4 ± 14.5	74.8 ± 3.4
15–19	28.3 ± 2.6	25.7 ± 3.2	29.7 ± 3.2	34.1 ± 4.7	24.6 ± 4.7	22.7 ± 4.6	23.3 ± 11.8	26.8 ± 7.5	28.2 ± 1.2
20–24	72.4 ± 3.7	72.9 ± 3.3	72.1 ± 4.0	75.6 ± 5.2	69.1 ± 6.1	61.3 ± 11.2	80.0 ± 8.7	77.4 ± 10.7	72.4 ± 1.6
15–24	51.5 ± 2.1	51.5 ± 2.1	52.4 ± 2.8	55.9 ± 3.3	47.0 ± 4.4	40.7 ± 6.4	57.3 ± 6.1	52.8 ± 6.8	51.8 ± 1.0
17–24	62.4 ± 2.5	62.3 ± 2.4	63.5 ± 3.4	68.0 ± 4.0	58.9 ± 5.4	51.8 ± 7.8	68.6 ± 6.7	64.5 ± 8.4	62.8 ± 1.2
25–29	71.0 ± 2.9	70.8 ± 3.2	69.9 ± 4.3	72.9 ± 5.1	66.8 ± 4.6	70.3 ± 6.3	83.1 ± 8.8	81.5 ± 6.1	71.0 ± 1.6
15–64	58.4 ± 1.1	57.8 ± 1.1	59.2 ± 1.3	60.9 ± 1.4	54.3 ± 2.1	51.6 ± 2.0	67.9 ± 2.2	69.2 ± 1.9	58.5 ± 0.5
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

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	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
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
18–24	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

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	
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
15–64	61.6	± 0.9	59.5	± 0.7	61.4	± 1.2	64.2	± 1.2	56.6	± 1.6	52.2	± 2.1	67.9	± 2.3	69.8	± 2.9	60.9	± 0.4
2011																		
15	–	–	–	–	–	–	np	–	–	–	–	–	–	–	–	np	–	np
16	4.3	± 3.2	5.5	± 3.5	–	np	14.1	± 6.5	–	np	7.5	± 6.4	–	–	–	np	5.0	± 1.2
17	16.5	± 4.9	5.6	± 3.6	30.1	± 7.6	48.0	± 11.0	12.2	± 6.8	22.5	± 16.5	–	np	11.9	± 11.5	19.8	± 3.1
18	50.1	± 7.6	57.9	± 9.4	56.9	± 9.2	64.5	± 13.6	60.3	± 12.4	47.4	± 16.7	63.5	± 16.6	48.4	± 20.0	55.8	± 4.4
19	75.2	± 6.1	69.6	± 7.6	69.4	± 9.4	79.7	± 7.4	69.1	± 9.3	70.8	± 15.1	72.0	± 12.5	52.1	± 17.7	72.2	± 3.9
20	74.9	± 6.9	75.9	± 6.3	71.0	± 8.9	72.0	± 11.2	77.4	± 9.1	71.0	± 18.7	86.8	± 12.5	81.9	± 18.6	74.5	± 3.7

TABLE BA.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	
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 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) 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, 2014 and 2015*, 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
SEIFA IRSD quintile 1	85.7 ± 3.0	87.8 ± 10.5	67.1 ± 10.2	72.4 ± 19.7	90.2 ± 11.7	80.0 ± 9.5	–	–	80.5 ± 4.3
SEIFA IRSD quintile 2	82.8 ± 1.2	85.1 ± 19.8	77.9 ± 10.6	86.0 ± 22.2	85.4 ± 9.4	93.1 ± 6.1	np	89.5 ± 60.5	84.9 ± 1.4
SEIFA IRSD quintile 3	89.0 ± 18.6	77.5 ± 6.9	87.7 ± 9.8	83.8 ± 22.6	94.4 ± 16.5	50.0 ± 19.4	90.2 ± 35.0	np	86.8 ± 3.1
SEIFA IRSD quintile 4	94.1 ± 4.1	93.6 ± 8.3	83.7 ± 25.9	88.9 ± 4.3	96.2 ± 7.8	105.6 ± 64.9	93.8 ± 19.7	77.6 ± 19.8	89.7 ± 2.5
SEIFA IRSD quintile 5	95.1 ± 4.7	93.4 ± 7.4	89.5 ± 5.8	94.7 ± 3.1	98.4 ± 35.3	100.0 ± 97.9	86.7 ± 9.1	87.5 ± 22.4	92.1 ± 2.8
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	66.7 ± 5.5	78.8 ± 10.4	60.6 ± 9.8	65.9 ± 6.7	72.3 ± 13.7	64.9 ± 8.7	–	–	68.9 ± 5.1
SEIFA IRSD quintile 2	77.2 ± 13.4	72.8 ± 8.4	79.1 ± 5.3	80.7 ± 16.9	74.4 ± 10.8	78.6 ± 4.9	np	84.6 ± 54.8	76.4 ± 1.3
SEIFA IRSD quintile 3	82.8 ± 2.4	82.3 ± 9.7	73.0 ± 3.7	87.2 ± 11.6	80.5 ± 9.7	81.1 ± 11.4	np	79.8 ± 9.2	80.8 ± 2.3
SEIFA IRSD quintile 4	83.3 ± 6.0	86.1 ± 8.0	81.3 ± 21.1	79.2 ± 10.2	85.0 ± 9.7	78.8 ± 9.7	85.2 ± 3.4	74.2 ± 14.9	84.1 ± 2.6
SEIFA IRSD quintile 5	87.2 ± 5.9	85.2 ± 7.2	86.3 ± 3.6	89.2 ± 1.5	88.8 ± 29.7	125.0 ± 90.3	88.1 ± 17.2	85.0 ± 11.0	87.3 ± 3.5
<i>17–24 year olds</i>									
SEIFA IRSD quintile 1	60.8 ± 8.6	73.6 ± 11.5	54.4 ± 10.7	75.7 ± 1.5	68.2 ± 16.6	55.3 ± 11.5	–	–	62.6 ± 5.8
SEIFA IRSD quintile 2	73.0 ± 13.4	67.8 ± 10.9	71.4 ± 8.4	72.7 ± 19.5	70.1 ± 11.2	74.7 ± 29.3	–	75.9 ± 14.9	71.7 ± 1.9
SEIFA IRSD quintile 3	80.1 ± 1.7	79.0 ± 9.8	67.8 ± 6.3	85.8 ± 17.7	75.0 ± 13.1	77.1 ± 13.9	np	83.3 ± 40.1	76.6 ± 2.5
SEIFA IRSD quintile 4	80.4 ± 6.3	83.4 ± 8.8	76.3 ± 21.3	80.0 ± 10.2	82.0 ± 11.6	56.3 ± 24.4	75.5 ± 11.4	67.6 ± 17.7	80.8 ± 3.0
SEIFA IRSD quintile 5	85.8 ± 7.1	82.0 ± 7.9	84.4 ± 20.0	86.7 ± 3.1	87.3 ± 33.3	100.0	90.8 ± 18.8	86.2 ± 9.0	84.3 ± 4.1
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	58.4 ± 16.0	68.0 ± 21.3	55.2 ± 17.1	63.7 ± 37.0	63.4 ± 29.1	47.1 ± 21.6	–	–	59.5 ± 8.1
SEIFA IRSD quintile 2	69.0 ± 17.1	65.2 ± 14.2	73.4 ± 25.6	67.7 ± 31.0	64.6 ± 17.8	67.3 ± 37.2	–	110.0 ± 73.7	68.6 ± 7.9
SEIFA IRSD quintile 3	79.3 ± 28.6	75.9 ± 8.5	65.3 ± 20.5	77.5 ± 38.4	74.6 ± 22.4	81.5 ± 31.5	np	80.9 ± 36.6	74.4 ± 11.3
SEIFA IRSD quintile 4	75.8 ± 17.3	83.3 ± 19.3	80.8 ± 20.3	74.2 ± 15.1	82.2 ± 31.0	61.5 ± 46.4	78.1 ± 51.8	71.4 ± 51.7	79.0 ± 6.5

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	84.4 ± 17.6	81.5 ± 20.4	85.2 ± 28.2	86.6 ± 49.3	71.6 ± 36.6	np	80.2 ± 43.8	85.5 ± 22.9	82.9 ± 8.6
<i>25–29 year olds</i>									
SEIFA IRSD quintile 1	56.0 ± 5.6	62.2 ± 14.6	66.4 ± 6.1	53.4 ± 17.7	46.3 ± 14.4	60.6 ± 13.6	–	np	59.2 ± 4.3
SEIFA IRSD quintile 2	65.0 ± 6.0	69.9 ± 5.7	65.2 ± 11.0	71.9 ± 6.6	68.0 ± 10.0	71.4 ± 17.5	–	np	67.3 ± 4.1
SEIFA IRSD quintile 3	73.4 ± 10.2	74.3 ± 2.6	75.1 ± 18.6	71.0 ± 24.2	80.9 ± 25.2	70.4 ± 16.0	82.1 ± 20.3	64.4 ± 28.7	72.9 ± 6.3
SEIFA IRSD quintile 4	81.7 ± 6.6	69.9 ± 4.0	69.6 ± 22.2	75.5 ± 8.2	84.4 ± 7.4	100.0 ± 62.1	85.1 ± 6.5	85.1 ± 6.5	75.3 ± 2.7
SEIFA IRSD quintile 5	83.6 ± 14.5	79.3 ± 9.0	81.7 ± 23.7	79.9 ± 10.2	76.2 ± 34.2	–	85.7 ± 13.2	89.1 ± 44.4	82.0 ± 3.5
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	49.6 ± 3.1	54.5 ± 4.4	54.7 ± 4.5	55.9 ± 5.7	49.7 ± 5.5	51.9 ± 2.9	np	np	52.1 ± 1.6
SEIFA IRSD quintile 2	60.7 ± 1.3	60.4 ± 9.6	60.6 ± 11.5	63.1 ± 5.6	61.9 ± 1.0	61.9 ± 16.3	61.5 ± 4.7	74.3 ± 6.1	60.9 ± 5.3
SEIFA IRSD quintile 3	65.6 ± 10.1	65.9 ± 0.8	65.8 ± 10.3	65.2 ± 2.3	64.4 ± 4.7	64.5 ± 2.1	78.3 ± 17.5	74.6 ± 6.8	65.8 ± 4.0
SEIFA IRSD quintile 4	71.8 ± 12.1	67.5 ± 5.3	67.6 ± 15.9	70.2 ± 4.6	69.7 ± 4.5	64.4 ± 18.4	69.8 ± 5.4	74.9 ± 6.5	69.1 ± 6.9
SEIFA IRSD quintile 5	72.4 ± 1.1	67.9 ± 11.9	70.4 ± 4.4	68.3 ± 6.0	65.9 ± 16.4	61.3 ± 39.7	76.2 ± 10.9	80.2 ± 7.3	70.5 ± 0.9
2014									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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	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
<i>17–24 year olds</i>									
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
<i>20–24 year olds</i>									
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
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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
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 ± 2.0
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 ± 3.5
SEIFA IRSD quintile 5	np	91.4 ± 7.8	84.5 ± 15.0	np	90.4 ± 13.3	np	np ± 1.8	np	np
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	70.0 ± 4.6	np	59.5 ± 5.7	67.3 ± 5.0	77.5 ± 9.4	68.9 ± 4.8	np	np	69.2 ± 2.0
SEIFA IRSD quintile 2	77.6 ± 6.0	78.9 ± 8.0	69.2 ± 5.6	76.5 ± 11.5	77.5 ± 10.8	75.1 ± 3.3	np	61.9 ± 24.9	76.4 ± 1.7
SEIFA IRSD quintile 3	83.2 ± 9.2	np	74.9 ± 3.6	85.8 ± 10.4	np	83.3 ± 11.1	np	np	np
SEIFA IRSD quintile 4	84.7 ± 7.5	np	85.7 ± 8.8	np	81.6 ± 7.1	89.5 ± 9.5	np	86.8 ± 9.6	82.4 ± 3.5
SEIFA IRSD quintile 5	np	86.6 ± 7.7	82.3 ± 9.0	81.8 ± 2.9	np	np	87.5 ± 1.8	88.9 ± 10.3	np
<i>17–24 year olds</i>									
SEIFA IRSD quintile 1	61.9 ± 7.3	np	51.5 ± 8.9	64.6	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
<i>20–24 year olds</i>									
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

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	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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	51.8 ± 2.5	53.4 ± 2.8	52.8 ± 3.3	57.4 ± 6.8	55.0 ± 6.2	49.9 ± 4.7	np	60.9 ± 18.9	53.2 ± 2.0
SEIFA IRSD quintile 2	60.5 ± 3.2	61.3 ± 4.6	np	63.1 ± 4.0	63.9 ± 5.1	np	np	65.5 ± 7.0	61.3 ± 1.5
SEIFA IRSD quintile 3	66.1 ± 5.2	np	65.7 ± 1.6	68.7 ± 1.4	67.9 ± 3.4	60.2 ± 8.7	np	75.4 ± 4.8	66.3 ± 0.5
SEIFA IRSD quintile 4	np	np	66.7 ± 3.6	np	np	66.0 ± 5.3	69.2 ± 7.2	78.8 ± 4.0	np
SEIFA IRSD quintile 5	np	70.6 ± 1.3	68.4 ± 2.9	68.4 ± 2.4	69.0 ± 2.0	np	76.0 ± 2.8	80.0 ± 11.7	70.4 ± 0.6
2012									
<i>Proportion of population engaged in full time education and training and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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	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
<i>17–24 year olds</i>																		
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
<i>18–24 year olds</i>																		
SEIFA IRSD quintile 1	71.1	± 6.4	66.4	± 5.9	65.9	± 9.3	67.4	± 13.5	61.4	± 11.5	53.4	± 11.0	–	53.1	± 22.8	67.3	± 3.6	
SEIFA IRSD quintile 2	73.0	± 7.9	75.2	± 7.6	62.4	± 12.2	67.5	± 8.6	70.4	± 7.2	76.8	± 10.7	95.5	± 11.2	64.6	± 22.9	70.9	± 3.4
SEIFA IRSD quintile 3	81.3	± 7.2	75.6	± 5.6	74.7	± 4.2	77.8	± 7.5	84.9	± 8.8	77.8	± 13.7	80.1	± 13.9	71.1	± 11.8	77.6	± 2.9
SEIFA IRSD quintile 4	84.2	± 4.1	78.8	± 5.7	78.4	± 4.3	80.6	± 4.7	79.7	± 7.4	75.9	± 17.1	86.6	± 13.3	69.0	± 22.3	80.5	± 2.1
SEIFA IRSD quintile 5	90.6	± 4.2	82.5	± 5.5	77.2	± 6.8	85.7	± 6.1	78.4	± 11.0	77.9	± 30.8	82.0	± 8.8	93.8	± 11.4	84.6	± 2.8
<i>20–24 year olds</i>																		
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
<i>25–29 year olds</i>																		
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	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	np	66.8	± 16.3	73.3	± 3.6	

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	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
<i>15–64 year olds</i>																		
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																		
<i>Proportion of population engaged in full time education and training and/or employment</i>																		
<i>15–19 year olds</i>																		
SEIFA IRSD quintile 1	78.0	± 5.4	82.6	± 6.3	68.2	± 11.2	71.8	± 14.1	77.8	± 12.5		np		np	66.7	± 16.0	77.5	± 3.5
SEIFA IRSD quintile 2	81.5	± 4.8	88.3	± 6.0	80.0	± 6.0	78.7	± 8.4	87.2	± 8.0		np		np	77.4	± 18.5	82.9	± 2.3
SEIFA IRSD quintile 3	82.9	± 6.8	91.9	± 3.8	81.4	± 6.9	90.3	± 7.1	80.4	± 8.6	89.0	± 9.4	88.1	± 13.0	67.2	± 21.3	85.4	± 2.5
SEIFA IRSD quintile 4	89.4	± 5.3	93.3	± 3.7	83.1	± 5.3	96.2	± 4.6	92.6	± 6.0	95.2	± 5.4	85.1	± 7.4	82.6	± 17.4	90.0	± 2.5
SEIFA IRSD quintile 5	92.5	± 3.5	92.0	± 4.6	87.4	± 7.2	92.4	± 5.0	87.3	± 6.6	96.0	± 10.0	93.1	± 5.8		100.0	91.0	± 2.8
<i>15–24 year olds</i>																		
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
<i>17–24 year olds</i>																		
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

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	82.0 ± 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
<i>18–24 year olds</i>									
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 ± 0.0	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
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	66.4 ± 6.5	73.6 ± 9.0	58.0 ± 10.3	70.9 ± 9.8	63.9 ± 9.0	np	np	62.6 ± 32.7	67.2 ± 3.7
SEIFA IRSD quintile 2	74.2 ± 6.3	78.4 ± 7.1	74.6 ± 5.7	67.4 ± 12.3	np	np	–	77.9 ± 16.5	74.8 ± 3.8
SEIFA IRSD quintile 3	84.8 ± 6.1	78.2 ± 7.2	74.2 ± 7.2	83.2 ± 6.9	82.7 ± 7.8	88.8 ± 8.3	66.1 ± 21.0	78.5 ± 13.3	80.0 ± 3.0
SEIFA IRSD quintile 4	81.9 ± 7.5	79.6 ± 5.6	81.8 ± 7.4	81.0 ± 8.2	81.9 ± 7.6	83.4 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	81.0 ± 3.4
SEIFA IRSD quintile 5	82.6 ± 5.1	84.1 ± 5.0	80.3 ± 6.5	82.5 ± 5.0	82.7 ± 10.0	80.0 ± 14.2	93.9 ± 5.0	90.6 ± 20.7	83.1 ± 2.5
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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 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) SEW excludes people living in Indigenous Communities. Since 2009, SEW has included people living in 'very remote' areas who are not in Indigenous Communities. Prior to SEW 2009, all persons living in 'very remote' parts of Australia were excluded. Nationally, approximately 0.7 per cent of persons in scope of SEW live in 'very remote' areas that are not Indigenous Communities. In the Northern Territory, this proportion is 8 per cent.
- (f) The SEW is not conducted in Aboriginal and Torres Strait Islander communities.
- (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, 2014 and 2015*, 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)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>2015</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
SEIFA IRSD quintile 1	23.3 ± 8.4	19.7 ± 7.4	21.6 ± 7.8	27.6 ± 20.3	23.1 ± 15.6	22.6 ± 9.4	–	–	22.2 ± 4.4
SEIFA IRSD quintile 2	29.4 ± 7.1	26.1 ± 7.6	25.9 ± 12.0	30.5 ± 12.0	19.5 ± 8.3	19.4 ± 17.3	–	np	26.7 ± 4.3
SEIFA IRSD quintile 3	24.5 ± 6.3	29.2 ± 8.1	30.9 ± 8.6	24.6 ± 21.1	25.5 ± 12.5	28.0 ± 11.9	–	np	27.6 ± 3.6
SEIFA IRSD quintile 4	31.8 ± 7.0	24.9 ± 8.6	33.3 ± 7.5	40.7 ± 5.2	29.8 ± 8.8	np	np	24.5 ± 19.3	30.6 ± 3.2
SEIFA IRSD quintile 5	31.6 ± 7.1	23.5 ± 7.1	37.7 ± 8.4	37.1 ± 10.8	36.6 ± 18.5	–	32.9 ± 14.1	47.5 ± 24.2	32.3 ± 3.6
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	41.9 ± 4.7	43.3 ± 9.2	34.9 ± 9.5	44.9 ± 14.0	44.2 ± 14.8	36.7 ± 9.9	–	–	41.7 ± 3.7
SEIFA IRSD quintile 2	53.7 ± 2.6	43.5 ± 8.6	50.6 ± 7.0	51.3 ± 15.2	42.9 ± 8.9	42.0 ± 11.1	–	43.6 ± 29.4	48.2 ± 2.5
SEIFA IRSD quintile 3	49.9 ± 9.0	53.9 ± 9.2	49.4 ± 6.6	53.6 ± 16.1	47.6 ± 15.9	47.4 ± 19.9	np	58.4 ± 12.8	50.9 ± 3.4
SEIFA IRSD quintile 4	54.7 ± 7.6	56.4 ± 7.4	57.4 ± 1.4	60.9 ± 9.5	54.1 ± 4.3	48.1 ± 17.0	58.5 ± 12.0	44.9 ± 14.2	56.5 ± 2.2
SEIFA IRSD quintile 5	57.0 ± 8.2	54.7 ± 7.8	64.2 ± 3.1	57.9 ± 9.2	58.7 ± 9.2	np	60.3 ± 6.4	61.0 ± 12.8	58.4 ± 4.3
<i>17–24 year olds</i>									
SEIFA IRSD quintile 1	50.4 ± 5.5	54.2 ± 11.5	45.5 ± 10.8	57.9 ± 4.0	53.9 ± 17.2	44.2 ± 10.7	–	–	50.1 ± 4.1
SEIFA IRSD quintile 2	60.5 ± 3.1	53.0 ± 10.1	62.8 ± 8.5	62.3 ± 14.7	56.4 ± 11.4	57.9 ± 12.8	–	58.6 ± 37.3	59.6 ± 1.3
SEIFA IRSD quintile 3	63.3 ± 10.2	64.7 ± 11.1	59.7 ± 1.0	64.8 ± 15.9	58.8 ± 17.9	52.9 ± 23.6	np	78.8 ± 36.4	62.9 ± 3.9
SEIFA IRSD quintile 4	67.5 ± 6.6	69.7 ± 7.1	68.5 ± 18.9	71.4 ± 10.6	66.7 ± 18.8	52.1 ± 20.2	69.0 ± 9.0	56.3 ± 17.2	67.6 ± 2.1
SEIFA IRSD quintile 5	70.5 ± 8.4	65.9 ± 8.3	75.4 ± 5.1	71.3 ± 10.7	75.7 ± 29.2	np	75.1 ± 17.0	70.1 ± 17.2	70.5 ± 4.5
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	56.1 ± 17.5	64.5 ± 16.5	54.3 ± 14.1	75.3 ± 33.3	59.2 ± 26.7	47.1 ± 17.5	–	–	57.7 ± 8.3
SEIFA IRSD quintile 2	69.0 ± 20.2	60.6 ± 11.7	73.5 ± 29.2	67.7 ± 36.0	65.6 ± 19.3	67.3 ± 42.8	–	110.0 ± 73.7	67.8 ± 8.9
SEIFA IRSD quintile 3	74.8 ± 29.1	76.7 ± 13.3	65.3 ± 22.9	77.5 ± 51.0	75.9 ± 36.8	81.5 ± 43.9	np	80.9 ± 36.6	73.9 ± 13.8
SEIFA IRSD quintile 4	77.2 ± 24.4	82.5 ± 23.7	80.8 ± 28.1	72.7 ± 17.0	79.7 ± 38.9	51.3 ± 36.5	78.1 ± 69.3	71.4 ± 45.6	77.9 ± 10.2

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	84.9 ± 20.8	77.6 ± 25.9	85.2 ± 41.2	80.9 ± 39.5	71.6 ± 44.9	np	83.7 ± 22.7	85.5 ± 36.0	81.4 ± 11.5
<i>25–29 year olds</i>									
SEIFA IRSD quintile 1	54.8 ± 6.1	59.8 ± 12.0	59.6 ± 9.7	44.2 ± 22.0	–	60.6 ± 13.6	–	np	57.9 ± 3.4
SEIFA IRSD quintile 2	66.3 ± 3.5	68.0 ± 5.9	61.6 ± 12.5	71.9 ± 6.6	–	71.4 ± 17.5	–	np	66.8 ± 4.3
SEIFA IRSD quintile 3	72.3 ± 9.5	72.3 ± 5.4	75.1 ± 18.6	71.0 ± 24.2	82.1 ± 20.3	70.4 ± 16.0	82.1 ± 20.3	64.4 ± 28.7	72.5 ± 6.2
SEIFA IRSD quintile 4	81.7 ± 6.6	69.9 ± 4.0	69.6 ± 22.2	77.9 ± 6.1	85.1 ± 6.5	100.0 ± 62.1	85.1 ± 6.5	85.1 ± 6.5	75.8 ± 2.5
SEIFA IRSD quintile 5	83.6 ± 14.5	79.3 ± 9.0	81.7 ± 23.7	79.9 ± 10.2	85.7 ± 13.2	–	85.7 ± 13.2	89.1 ± 44.4	81.2 ± 3.7
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	43.9 ± 2.5	47.2 ± 2.2	49.1 ± 4.3	52.2 ± 6.3	42.6 ± 5.2	45.8 ± 1.7	np	np	46.2 ± 0.6
SEIFA IRSD quintile 2	55.3 ± 1.1	54.9 ± 1.5	54.5 ± 10.2	57.2 ± 5.4	54.6 ± 1.7	51.7 ± 3.0	55.0 ± 35.5	66.5 ± 38.6	55.2 ± 4.9
SEIFA IRSD quintile 3	59.3 ± 2.1	60.0 ± 11.5	60.8 ± 9.6	60.4 ± 0.9	58.9 ± 5.0	56.7 ± 16.6	76.5 ± 13.2	69.7 ± 5.9	60.1 ± 3.7
SEIFA IRSD quintile 4	65.6 ± 10.9	61.5 ± 4.4	63.1 ± 15.0	65.1 ± 4.0	62.5 ± 16.2	58.6 ± 2.3	64.6 ± 4.7	69.9 ± 5.6	63.4 ± 6.2
SEIFA IRSD quintile 5	66.4 ± 2.4	61.5 ± 1.9	65.5 ± 3.0	61.9 ± 5.7	58.4 ± 14.6	54.2 ± 35.1	70.5 ± 9.6	73.4 ± 1.1	64.5 ± 1.1
<i>2014</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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	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
<i>17–24 year olds</i>									
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
<i>20–24 year olds</i>									
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
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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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
<i>2013</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
SEIFA IRSD quintile 1	41.3 ± 9.1	47.2 ± 6.1	42.7 ± 5.8	47.5 ± 11.5	41.5 ± 8.0	33.3 ± 7.9	np	np	42.8 ± 3.5
SEIFA IRSD quintile 2	48.7 ± 6.7	51.6 ± 10.1	48.0 ± 6.8	59.6 ± 11.7	49.2 ± 11.4	40.2 ± 8.8	np	47.6 ± 24.7	50.0 ± 2.6
SEIFA IRSD quintile 3	59.4 ± 8.3	55.0 ± 7.3	55.0 ± 4.4	66.2 ± 11.8	56.3 ± 5.1	50.0 ± 13.6	np	54.0 ± 14.8	57.6 ± 2.1
SEIFA IRSD quintile 4	62.8 ± 9.7	53.1 ± 2.0	57.7 ± 10.7	np	55.3 ± 11.8	52.3 ± 17.9	45.4 ± 12.2	60.5 ± 19.9	57.0 ± 4.4
SEIFA IRSD quintile 5	56.6 ± 3.1	58.3 ± 7.5	61.0 ± 7.3	58.9 ± 4.5	61.0 ± 7.6	np	66.0 ± 3.5	52.8 ± 33.1	59.1 ± 2.0
<i>17–24 year olds</i>									
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
<i>20–24 year olds</i>									
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

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	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
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
SEIFA IRSD quintile 1	45.5 ± 2.7	47.2 ± 3.4	48.8 ± 3.3	51.4 ± 8.0	47.6 ± 5.6	43.0 ± 4.8	np	58.6 ± 11.7	47.2 ± 1.9
SEIFA IRSD quintile 2	53.9 ± 2.8	55.7 ± 4.2	np	60.2 ± 3.2	58.3 ± 4.7	np	np	62.0 ± 10.6	55.9 ± 1.3
SEIFA IRSD quintile 3	61.4 ± 4.3	59.9 ± 1.7	61.0 ± 2.4	np	61.2 ± 2.5	55.4 ± 8.0	np	67.6 ± 2.8	61.2 ± 0.4
SEIFA IRSD quintile 4	np	np	60.6 ± 4.0	np	59.8 ± 0.5	58.8 ± 6.6	62.2 ± 5.2	np	np
SEIFA IRSD quintile 5	np	65.3 ± 1.9	64.1 ± 2.0	64.1 ± 1.9	61.7 ± 3.7	np	70.7 ± 2.7	75.7 ± 11.3	64.9 ± 0.5
<i>2012</i>									
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>									
<i>15–19 year olds</i>									
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
<i>15–24 year olds</i>									
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

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	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
<i>17–24 year olds</i>									
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
<i>18–24 year olds</i>									
SEIFA IRSD quintile 1	66.9 ± 7.3	61.1 ± 6.8	64.1 ± 9.6	63.1 ± 13.2	59.0 ± 12.0	47.2 ± 13.0	–	39.2 ± 25.9	63.2 ± 4.1
SEIFA IRSD quintile 2	70.1 ± 8.7	71.6 ± 7.8	61.0 ± 12.2	63.7 ± 8.6	65.7 ± 7.9	69.1 ± 12.0	95.5 ± 11.2	64.6 ± 22.9	67.8 ± 3.9
SEIFA IRSD quintile 3	77.8 ± 7.0	70.0 ± 5.2	73.1 ± 4.4	75.6 ± 7.1	81.6 ± 10.0	74.4 ± 13.9	74.4 ± 14.9	68.9 ± 12.2	74.2 ± 2.8
SEIFA IRSD quintile 4	82.0 ± 4.5	75.1 ± 6.3	77.5 ± 4.5	80.0 ± 5.3	77.8 ± 7.8	71.5 ± 16.2	86.6 ± 13.3	69.0 ± 22.3	78.5 ± 2.2
SEIFA IRSD quintile 5	87.8 ± 4.4	80.1 ± 6.3	73.3 ± 7.1	85.7 ± 6.1	74.1 ± 11.3	75.1 ± 31.0	78.1 ± 9.6	93.8 ± 11.4	82.0 ± 3.0
<i>20–24 year olds</i>									
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
<i>25–29 year olds</i>									
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

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	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
<i>15–64 year olds</i>																		
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
<i>2011</i>																		
<i>Proportion of population engaged in full time education and training at Certificate III level or above and/or employment</i>																		
<i>15–19 year olds</i>																		
SEIFA IRSD quintile 1	25.4	± 6.7	26.1	± 7.8	26.1	± 9.1	32.3	± 18.9	14.8	± 8.8	25.0	± 12.2	np	np	25.4	± 3.6		
SEIFA IRSD quintile 2	27.8	± 7.5	30.1	± 7.4	27.8	± 9.1	27.2	± 13.5	32.4	± 9.8	np	np	28.3	± 21.4	28.9	± 4.0		
SEIFA IRSD quintile 3	29.8	± 7.8	30.5	± 7.4	33.7	± 8.0	42.2	± 11.2	26.2	± 6.9	37.0	± 16.4	31.1	± 18.3	np	32.0	± 3.8	
SEIFA IRSD quintile 4	26.6	± 5.3	28.2	± 7.9	31.4	± 8.0	51.4	± 8.3	31.2	± 10.8	30.2	± 10.7	16.6	± 10.2	30.5	± 21.7	31.1	± 3.5
SEIFA IRSD quintile 5	36.0	± 4.6	28.3	± 7.2	39.0	± 7.4	49.8	± 5.8	42.5	± 9.8	np	33.1	± 9.2	np	36.3	± 3.3		
<i>15–24 year olds</i>																		
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
<i>17–24 year olds</i>																		
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		

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	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
<i>18–24 year olds</i>									
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
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	62.0 ± 6.8	67.1 ± 9.3	np	68.9 ± 10.4	61.9 ± 9.3	67.0 ± 15.7	np	62.6 ± 32.7	63.4 ± 3.5
SEIFA IRSD quintile 2	70.9 ± 5.5	77.6 ± 7.9	72.6 ± 6.6	67.4 ± 12.3	74.7 ± 9.6	73.4 ± 15.7	–	77.9 ± 16.5	72.9 ± 4.0
SEIFA IRSD quintile 3	84.0 ± 5.7	76.2 ± 8.3	71.6 ± 7.2	82.4 ± 7.2	81.0 ± 7.2	87.1 ± 8.5	66.1 ± 21.0	78.5 ± 13.3	78.4 ± 3.0
SEIFA IRSD quintile 4	81.1 ± 7.5	79.1 ± 5.4	80.4 ± 7.4	79.0 ± 8.4	77.3 ± 7.6	80.8 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	79.8 ± 3.6
SEIFA IRSD quintile 5	82.6 ± 5.1	81.8 ± 5.3	79.7 ± 7.2	81.6 ± 5.2	80.8 ± 10.4	80.0 ± 14.2	90.6 ± 5.2	90.6 ± 20.7	82.0 ± 2.6
<i>25–29 year olds</i>									
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
<i>15–64 year olds</i>									
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

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	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 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) SEW excludes people living in Indigenous Communities. Since 2009, SEW has included people living in 'very remote' areas who are not in Indigenous Communities. Prior to SEW 2009, all persons living in 'very remote' parts of Australia were excluded. Nationally, approximately 0.7 per cent of persons in scope of SEW live in 'very remote' areas that are not Indigenous Communities. In the Northern Territory, this proportion is 8 per cent.
- (f) The SEW is not conducted in Aboriginal and Torres Strait Islander communities.
- (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, 2014 and 2015*, 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>
<i>2015</i>										
Completed year 12	000	539.7	451.9	387.6	194.4	118.7	24.9	31.7	16.1	1 766.9
Fully participating in education and training (e)	%	41.8 ± 3.6	46.8 ± 3.9	33.2 ± 4.3	38.8 ± 6.9	41.2 ± 7.1	34.9 ± 9.5	36.6 ± 13.3	16.1 ± 7.7	40.2 ± 1.8
Fully participating in employment	%	33.8 ± 3.3	28.1 ± 4.2	39.7 ± 3.0	40.6 ± 5.0	30.1 ± 6.3	29.7 ± 11.4	42.6 ± 7.9	61.5 ± 8.3	34.6 ± 1.2
Total fully engaged (f)	%	78.3 ± 2.9	77.9 ± 3.2	73.7 ± 4.2	82.6 ± 5.9	74.0 ± 4.6	68.7 ± 10.5	83.0 ± 5.8	77.0 ± 12.2	77.0 ± 1.9
Completed year 11	000	40.3	39.3	26.2	21.6	20.8	5.3	3.0	2.7	161.2
Fully participating in education and training (e)	%	np	18.6 ± 11.4	–	np	10.6 ± 6.2	18.9 ± 11.9	–	–	12.6 ± 4.3
Fully participating in employment	%	36.7 ± 9.7	48.3 ± 6.2	47.3 ± 12.7	30.6 ± 17.2	49.5 ± 17.2	43.4 ± 21.8	73.3 ± 6.6	66.7 ± 27.1	42.5 ± 3.6
Total fully engaged (f)	%	56.1 ± 12.4	68.7 ± 12.9	43.5 ± 15.9	60.2 ± 8.4	58.7 ± 16.1	49.1 ± 21.7	60.0 ± 32.6	66.7 ± 27.1	56.5 ± 6.3
Completed year 10	000	92.5	39.7	56.4	31.7	8.3	10.8	2.0	4.0	247.9
Fully participating in education and training (e)	%	np	19.4 ± 9.8	np	–	np	np	–	–	7.7 ± 2.0
Fully participating in employment	%	49.7 ± 7.2	49.6 ± 13.2	55.0 ± 10.9	66.2 ± 11.1	47.0 ± 22.4	58.3 ± 15.0	75.0 ± 24.8	70.0 ± 22.3	53.9 ± 5.4
Total fully engaged (f)	%	56.4 ± 14.9	72.0 ± 9.2	61.2 ± 16.4	64.4 ± 36.1	62.7 ± 21.7	63.0 ± 31.6	75.0 ± 6.7	70.0 ± 28.4	61.3 ± 5.2
Total (g)	000	688.3	549.2	478.7	256.9	150.6	43.5	38.3	23.4	2 227.4
Fully participating in education and training (e)	%	34.2 ± 2.8	41.2 ± 3.3	28.4 ± 3.6	30.2 ± 5.3	35.3 ± 5.5	22.5 ± 6.7	30.5 ± 11.3	11.1 ± 6.0	33.7 ± 1.4
Fully participating in employment	%	37.0 ± 3.2	30.9 ± 3.0	40.8 ± 3.4	42.2 ± 4.7	33.2 ± 6.3	38.6 ± 8.6	43.9 ± 8.0	63.7 ± 8.7	37.0 ± 1.1
Total fully engaged (f)	%	72.9 ± 2.5	75.1 ± 3.0	70.4 ± 3.7	76.0 ± 4.1	70.1 ± 5.6	61.4 ± 9.5	76.2 ± 6.5	72.2 ± 8.7	73.0 ± 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>
<i>2014</i>										
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

2012

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>
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	<i>np</i>	4.7	184.7
Fully participating in education and training (e)	%	14.1 ± 8.7	14.2 ± 7.3	<i>np</i>	12.7 ± 6.7	7.6 ± 6.5	<i>np</i>	<i>np</i>	<i>np</i>	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	<i>np</i>	7.0 ± 4.1	6.5 ± 4.4	<i>np</i>	<i>np</i>	–	<i>np</i>	5.1 ± 1.4
Fully participating in employment	%	57.0 ± 6.3	56.2 ± 11.0	46.6 ± 9.7	55.4 ± 9.5	45.8 ± 11.0	51.5 ± 12.5	56.1 ± 27.0	59.8 ± 17.7	53.6 ± 3.7
Total fully engaged (f)	%	64.5 ± 6.4	59.0 ± 11.0	54.6 ± 10.3	63.5 ± 9.7	52.4 ± 10.1	58.6 ± 9.8	56.1 ± 27.0	62.7 ± 18.9	60.4 ± 3.7
Total (g)	000	699.0	550.5	447.0	235.9	156.2	44.3	39.8	19.9	2 193.6
Fully participating in education and training (e)	%	38.1 ± 3.8	38.8 ± 3.0	28.8 ± 3.6	30.0 ± 4.1	29.2 ± 3.8	26.4 ± 5.4	36.1 ± 8.0	9.8 ± 5.2	34.2 ± 1.5
Fully participating in employment	%	37.3 ± 3.3	34.3 ± 2.9	41.9 ± 3.0	45.3 ± 3.3	40.2 ± 4.0	38.1 ± 7.0	42.8 ± 6.6	58.4 ± 9.6	38.9 ± 1.5
Total fully engaged (f)	%	78.2 ± 2.8	75.4 ± 2.9	72.2 ± 3.2	77.3 ± 3.2	72.7 ± 3.6	67.5 ± 6.2	82.6 ± 5.5	69.2 ± 7.6	75.5 ± 1.3

TABLE BA.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>
<i>2011</i>										
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 ± 2.7 per cent). See chapter 2 for more information on confidence intervals and relative standard errors.									
(c)	The SEW is not conducted in Aboriginal and Torres Strait Islander communities.									
(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, 2014 and 2015*, 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), (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 (h)</i>
<i>2011</i>										
Total fully engaged (i)	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 (i)	%	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), (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 (h)</i>
2006										
Total fully engaged (i)	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 (i)	%	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), (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 (h)</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)	More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.									
(h)	Australia includes other territories.									
(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.21

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) (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
<i>2011</i>									
<i>Aboriginal and Torres Strait Islander (i)</i>									
Total fully engaged (j)	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
<i>Non-Indigenous (i)</i>									
Total fully engaged (j)	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

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) (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
<i>2006</i>									
<i>Aboriginal and Torres Strait Islander (i)</i>									
Total fully engaged (j)	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
<i>Non-Indigenous (i)</i>									
Total fully engaged (j)	74.5	76.5	73.7	77.7	71.5	69.0	83.0	77.9	75.0
Engaged through full time study and full time employment	1.2	1.1	1.3	1.0	0.9	0.8	3.7	1.6	1.2
Primarily engaged through full time study	29.3	35.0	23.5	27.7	27.1	26.1	34.7	10.0	29.1
Primarily engaged through full time employment	40.5	37.6	46.5	46.2	40.5	39.9	41.7	64.0	41.8
Engaged through part time study and part time employment	2.6	2.2	2.0	2.2	2.4	1.8	2.4	1.8	2.3
Not fully engaged	25.5	23.5	26.3	22.3	28.5	31.0	17.0	22.1	25.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table BA.21 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by Indigenous status (Census data) (per cent) (a), (b), (c), (d), (e), (f), (g)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
(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 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)	More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.								
(h)	Australia includes other territories.								
(i)	Excludes people who did not state their Indigenous status.								
(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.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>
<i>2015</i>										
<i>SEIFA IRSD quintile 1</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	80.8	57.5	36.7	15.5	23.6	9.2	–	–	224.7
Total 17–24 year old population (g)	'000	144.1	86.7	75.9	24.9	36.8	18.2	0.6	0.6	388.2
Proportion fully engaged in education and training and/or employment	%	56.1 ± 8.3	66.3 ± 13.4	48.4 ± 11.4	62.2 ± 32.4	64.1 ± 19.5	50.5 ± 12.3	np	np	57.9 ± 5.5
<i>SEIFA IRSD quintile 2</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	102.2	62.2	71.8	26.1	23.1	5.1	–	1.7	292.5
Total 17–24 year old population (g)	'000	144.0	95.6	96.9	36.9	36.6	8.4	np	2.4	426.1
Proportion fully engaged in education and training and/or employment	%	71.0 ± 13.5	65.1 ± 11.3	74.1 ± 9.1	70.7 ± 16.9	63.1 ± 12.2	60.7 ± 17.2	np	70.8 ± 30.7	68.6 ± 0.8
<i>SEIFA IRSD quintile 3</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	100.2	97.7	49.7	23.3	20.7	8.3	np	5.2	308.4
Total 17–24 year old population (g)	'000	131.1	129.7	77.9	32.6	30.9	12.8	np	6.7	420.5
Proportion fully engaged in education and training and/or employment	%	76.4 ± 6.5	75.3 ± 11.8	63.8 ± 7.3	71.5 ± 19.6	67.0 ± 18.3	64.8 ± 24.9	np	77.6 ± 7.6	73.3 ± 3.7

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>
<i>SEIFA IRSD quintile 4</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	92.6	104.1	76.7	67.2	24.7	3.1	10.7	4.0	377.0
Total 17–24 year old population (g)	'000	119.1	126.4	99.1	86.4	30.1	3.5	12.6	6.6	484.0
Proportion fully engaged in education and training and/or employment	%	77.7 ± 7.8	82.4 ± 7.7	77.4 ± 21.4	77.8 ± 10.9	82.1 ± 7.5	88.6 ± 44.2	84.9 ± 33.6	60.6 ± 19.2	77.9 ± 3.4
<i>SEIFA IRSD quintile 5</i>										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	131.1	92.1	101.4	61.1	13.1	np	19.1	6.1	419.4
Total 17–24 year old population (g)	'000	154.6	113.2	121.9	72.5	15.8	np	21.4	7.4	512.5
Proportion fully engaged in education and training and/or employment	%	84.8 ± 7.4	81.4 ± 7.8	83.2 ± 4.1	84.3 ± 7.8	82.9	np	89.3	82.4 ± 15.8	81.8 ± 4.6
2014										
<i>SEIFA IRSD quintile 1</i>										
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

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>
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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
<i>SEIFA IRSD quintile 4</i>										
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
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

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>
<i>SEIFA IRSD quintile 5</i>										
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										
<i>SEIFA IRSD quintile 1</i>										
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	52.8 ± 7.9	65.2 ± 7.1	69.6 ± 10.0	53.7 ± 7.3	np	np	59.2 ± 3.3
<i>SEIFA IRSD quintile 2</i>										
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

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>
<i>SEIFA IRSD quintile 3</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	67.9 ± 4.5	79.6 ± 14.6	81.3 ± 2.8	70.4 ± 19.2	np	72.9 ± 19.5	np
<i>SEIFA IRSD quintile 4</i>										
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	78.1 ± 11.9	np	74.8 ± 11.8	82.3 ± 14.0	75.9 ± 5.1	82.1 ± 17.3	76.5 ± 5.0
<i>SEIFA IRSD quintile 5</i>										
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

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>
<i>2012</i>										
<i>SEIFA IRSD quintile 1</i>										
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
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
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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

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>
<i>SEIFA IRSD quintile 4</i>										
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
<i>SEIFA IRSD quintile 5</i>										
All school leavers										
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										
<i>SEIFA IRSD quintile 1</i>										
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

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>
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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
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
<i>SEIFA IRSD quintile 4</i>										
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
<i>SEIFA IRSD quintile 5</i>										
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

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	%	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 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) 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.
- (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, 2014 and 2015*, Cat. no. 6227.0.30.001.

TABLE BA.23

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>
<i>2011</i>										
<i>Total fully engaged (j)</i>										
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
<i>Engaged through full time study and full time employment</i>										
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
<i>Primarily engaged through full time study</i>										
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
<i>Primarily engaged through full time employment</i>										
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
<i>Engaged through part time study and part time employment</i>										

TABLE BA.23

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
<i>Not fully engaged</i>										
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
<i>2006</i>										
<i>Total fully engaged (j)</i>										
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
<i>Engaged through full time study and full time employment</i>										
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
<i>Primarily engaged through full time study</i>										
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
<i>Primarily engaged through full time employment</i>										
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
<i>Engaged through part time study and part time employment</i>										
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
<i>Not fully engaged</i>										
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>
<i>Students</i>				
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
2015	5.8	20.1	1.6	14.9
<i>Representation in the community (e)</i>	18.3	29.1	3.1	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 2015 Disability survey (Disability) and ABS 30 June 2015 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 (2016) *Higher Education Statistics Collection, 2012, 2013, 2014 and 2015 Student data*, Canberra; ABS 2016, *Disability, Ageing and Carers, Australia, 2015*, Cat. no 4430.0; ABS 2016, *Regional Population Growth, Australia, 2014-15*, Cat. no. 3218.0; ABS 2015, *Australian Demographic Statistics, Jun 2015*, 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>
<i>2015</i>										
Bachelor degree or above	'000	1 387.6	1 186.2	691.9	450.8	255.6	60.3	103.5	35.4	4 170.1
Diploma or advanced diploma	'000	468.9	395.2	279.4	171.4	110.1	23.5	25.0	14.7	1 488.1
Certificate III or IV	'000	896.4	673.6	678.9	361.7	203.2	79.3	40.7	35.0	2 965.5
Certificate I, II or nfd	'000	182.6	133.7	112.7	62.0	58.0	18.5	10.6	5.3	580.6
Level not determined	'000	104.1	57.5	43.2	33.4	25.7	4.9	4.1	2.4	274.5
Total with non-school qualification	'000	3 036.1	2 443.9	1 801.9	1 081.5	653.2	186.7	184.2	92.8	9 477.4
Total without non-school qualification	'000	1 936.5	1 507.0	1 325.5	701.3	447.8	139.7	81.1	64.0	6 201.3
Total	'000	4 972.6	3 948.7	3 124.3	1 782.4	1 100.7	326.8	265.7	156.9	15 679.6
Bachelor degree or above	%	27.9 ± 1.5	30.0 ± 1.3	22.1 ± 1.2	25.3 ± 1.8	23.2 ± 1.8	18.5 ± 1.8	39.0 ± 3.0	22.6 ± 2.2	26.6 ± 0.5
Diploma or advanced diploma	%	9.4 ± 0.8	10.0 ± 0.8	8.9 ± 1.0	9.6 ± 1.2	10.0 ± 1.2	7.2 ± 1.1	9.4 ± 1.8	9.4 ± 1.5	9.5 ± 0.5
Certificate III or IV	%	18.0 ± 1.1	17.1 ± 1.0	21.7 ± 1.2	20.3 ± 1.4	18.5 ± 1.3	24.3 ± 2.2	15.3 ± 2.4	22.3 ± 3.3	18.9 ± 0.5
Certificate I, II or nfd	%	3.7 ± 0.4	3.4 ± 0.5	3.6 ± 0.4	3.5 ± 0.5	5.3 ± 0.9	5.7 ± 1.1	4.0 ± 1.2	3.4 ± 1.2	3.7 ± 1.3
Level not determined	%	2.1 ± 0.4	1.5 ± 0.3	1.4 ± 0.3	1.9 ± 0.4	2.3 ± 0.5	1.5 ± 0.6	1.5 ± 0.7	1.5 ± 0.8	1.8 ± 0.2
Total with non-school qualification	%	61.1 ± 1.2	61.9 ± 1.1	57.7 ± 1.3	60.7 ± 1.7	59.3 ± 1.7	57.1 ± 1.9	69.3 ± 3.1	59.1 ± 3.7	60.4 ± 0.6
Total without non-school qualification	%	38.9 ± 1.2	38.2 ± 1.2	42.4 ± 1.2	39.3 ± 1.7	40.7 ± 1.6	42.7 ± 1.9	30.5 ± 3.1	40.8 ± 3.5	39.6 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>2014</i>										
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

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	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
<i>2013</i>										
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
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

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	%	1.5 ± 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
<i>2012</i>										
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
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
<i>2011</i>										
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

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	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

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 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.

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>
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(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 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013, 2014 and 2015*, 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 (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>
<i>2015</i>									
With non-school qualification (d)	66.1 ± 1.3	66.9 ± 1.2	62.0 ± 1.5	65.4 ± 1.8	64.5 ± 1.8	62.4 ± 2.3	75.1 ± 3.2	64.5 ± 3.6	65.4 ± 0.6
Working towards a non-school qualification (e)	12.1 ± 0.8	13.7 ± 0.9	12.1 ± 0.9	10.7 ± 0.9	13.8 ± 1.5	11.5 ± 1.5	16.4 ± 2.6	14.1 ± 1.6	12.5 ± 0.4
With or working towards a non-school qualification (f)	71.1 ± 1.2	72.2 ± 1.1	67.0 ± 1.6	69.6 ± 1.9	68.9 ± 1.8	66.8 ± 2.7	81.2 ± 2.7	68.2 ± 2.8	70.3 ± 0.7
<i>2014</i>									
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
<i>2013</i>									
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
<i>2012</i>									
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
<i>2011</i>									
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

Table BA.26 Proportion of 20–64 year olds with or working towards a non-school qualification (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>
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 chapter 2 for more information on confidence intervals and relative standard errors.
- (b) The 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) 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 (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; 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) (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (e)
2011									
<i>With or working towards a non-school qualification (f)</i>									
<i>With non-school qualification (g)</i>									
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
<i>Working towards a non-school qualification (h)</i>									
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
<i>With or working towards a non-school qualification (f)</i>									
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

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) (per cent) (a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (e)
2006									
<i>With or working towards a non-school qualification (f)</i>									
<i>With non-school qualification (g)</i>									
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
<i>Working towards a non-school qualification (h)</i>									
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
<i>With or working towards a non-school qualification (f)</i>									
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.

Table BA.27 **Proportion of 20–64 year olds with or working towards a non-school qualification, by age group (Census data) (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 (e)</i>
(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the 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.									
(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), (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 (g)</i>
<i>2011</i>									
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
<i>2006</i>									
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.
- (g) Australia includes other territories.

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

TABLE BA.29

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>
2015										
20–24	%	88.8 ± 2.4	89.5 ± 2.2	88.0 ± 2.3	86.5 ± 3.6	86.9 ± 4.5	72.7 ± 8.4	99.1 ± 4.2	87.7 ± 4.4	88.4 ± 1.1
20–64	%	81.0 ± 1.1	82.3 ± 1.1	79.2 ± 1.1	80.0 ± 1.5	76.7 ± 1.6	71.5 ± 2.3	91.1 ± 1.9	79.8 ± 2.2	80.5 ± 0.6
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 ± 1.1	80.6 ± 1.4	76.9 ± 1.2	77.8 ± 1.5	74.9 ± 1.5	70.4 ± 2.7	89.7 ± 1.9	72.9 ± 3.7	78.5 ± 0.6
2012										
20–24	%	87.9 ± 2.4	88.0 ± 2.4	85.8 ± 3.0	81.3 ± 2.8	81.0 ± 3.6	71.2 ± 7.9	93.7 ± 4.0	68.8 ± 8.1	85.9 ± 1.3
20–64	%	80.8 ± 0.8	80.9 ± 1.3	78.0 ± 1.3	78.2 ± 1.3	74.1 ± 1.5	69.6 ± 2.4	90.6 ± 1.8	73.7 ± 3.2	79.3 ± 0.5
2011										
20–24	%	83.5 ± 2.7	86.1 ± 2.8	83.0 ± 3.4	83.8 ± 3.2	84.0 ± 3.3	78.2 ± 5.9	90.1 ± 4.3	72.8 ± 8.4	84.1 ± 1.3
20–64	%	78.2 ± 1.0	78.6 ± 1.2	75.3 ± 1.5	75.8 ± 1.6	73.7 ± 1.7	68.5 ± 2.2	88.4 ± 2.0	68.8 ± 3.2	77.0 ± 0.5

(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 chapter 2 for more information on confidence intervals and relative standard errors.

(b) The 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.

Source: ABS (2015) *Education and Work, Australia, May 2015*, Cat. no. 6227.0, Canberra; ABS (various years) *Education and Work, Australia - Data cubes, May 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), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011										
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), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
Total	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9
<i>2001</i>										
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(f) 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), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011										
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

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), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
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 (g)										
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(f) Australia includes other territories.

(g) 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>
2015									
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	77.1 ± 4.2	76.5 ± 7.8	75.4 ± 13.6	75.3 ± 22.0	81.0 ± 8.3	51.4 ± 15.0	np	np	77.3 ± 9.8
SEIFA IRSD quintile 2	85.9 ± 8.4	84.6 ± 12.0	85.5 ± 3.5	80.1 ± 13.1	84.9 ± 5.7	78.8 ± 25.9	np	np	84.0 ± 2.8
SEIFA IRSD quintile 3	88.8 ± 8.4	90.2 ± 11.9	87.2 ± 11.1	100.0 ± 37.6	89.3 ± 14.6	93.8 ± 48.2	100.0 ± 87.9	85.1 ± 21.0	90.1 ± 2.2
SEIFA IRSD quintile 4	93.6 ± 24.3	93.0 ± 9.9	94.0 ± 3.4	83.8 ± 7.3	90.0 ± 6.6	84.6 ± 17.3	89.5 ± 18.3	111.4 ± 45.9	92.0 ± 5.0
SEIFA IRSD quintile 5	98.1 ± 4.8	98.8 ± 0.9	94.8 ± 21.5	99.2 ± 0.9	97.7 ± 47.2	100.0 ± 78.4	94.2 ± 23.9	81.8 ± 10.3	94.9 ± 1.9
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	66.4 ± 8.6	71.1 ± 3.3	67.7 ± 3.9	64.5 ± 22.1	64.7 ± 3.9	60.8 ± 9.5	np	82.8 ± 73.9	67.3 ± 5.2
SEIFA IRSD quintile 2	74.9 ± 1.4	76.3 ± 4.0	72.3 ± 14.1	75.0 ± 4.1	73.0 ± 9.9	72.2 ± 8.1	93.7 ± 61.3	79.3 ± 13.0	74.5 ± 6.6
SEIFA IRSD quintile 3	82.8 ± 13.0	81.7 ± 5.2	79.6 ± 4.0	78.5 ± 15.7	82.1 ± 15.3	78.2 ± 22.7	94.8 ± 50.1	81.1 ± 5.9	81.5 ± 4.7
SEIFA IRSD quintile 4	85.7 ± 2.7	87.4 ± 17.5	83.4 ± 20.0	80.8 ± 16.1	83.1 ± 5.6	81.6 ± 7.4	87.1 ± 4.9	81.4 ± 6.6	84.8 ± 1.4
SEIFA IRSD quintile 5	91.7 ± 3.4	90.6 ± 16.6	89.5 ± 19.3	89.1 ± 5.3	92.0 ± 1.1	82.8 ± 13.1	93.8 ± 12.9	79.7 ± 2.3	90.6 ± 0.9
2014									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
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 ± 1.8
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 ± 6.9
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 ± 6.5
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 ± 0.6

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	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 ± 1.8
<i>2013</i>									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	65.1 ± 3.7	np	65.1 ± 5.0	63.6 ± 6.1	61.5 ± 5.1	np	np	62.8 ± 15.9	np
SEIFA IRSD quintile 2	73.2 ± 2.8	77.5 ± 3.0	np	68.4 ± 2.0	74.0 ± 5.7	np	np	64.5 ± 6.5	np
SEIFA IRSD quintile 3	79.2 ± 2.4	np	76.5 ± 4.0	76.2 ± 1.2	77.1 ± 1.2	np	np	np	np
SEIFA IRSD quintile 4	np	np	82.4 ± 5.4	np	83.6 ± 5.1	86.9 ± 9.6	np	np	np
SEIFA IRSD quintile 5	np	np	86.2 ± 0.7	87.5 ± 2.3	91.0 ± 5.8	88.6 ± 8.6	92.7 ± 3.8	78.0 ± 11.0	np
<i>2012</i>									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	67.4 ± 2.3	68.7 ± 3.6	65.2 ± 4.0	65.6 ± 5.9	63.5 ± 3.7	56.3 ± 3.6	69.1 ± 18.5	60.0 ± 9.9	66.4 ± 1.5
SEIFA IRSD quintile 2	77.1 ± 2.5	76.6 ± 3.6	74.7 ± 3.1	68.6 ± 4.0	70.1 ± 5.0	65.4 ± 4.5	94.8 ± 5.7	70.0 ± 7.6	74.7 ± 1.5
SEIFA IRSD quintile 3	80.9 ± 2.2	80.7 ± 2.6	77.1 ± 2.7	73.8 ± 3.0	77.7 ± 3.8	75.9 ± 4.1	88.3 ± 5.2	72.3 ± 5.7	78.8 ± 1.2

Table BA.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	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
<i>2011</i>									
<i>20–24 year olds</i>									
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
<i>20–64 year olds</i>									
SEIFA IRSD quintile 1	66.0 ± 3.2	64.1 ± 4.2	63.9 ± 4.4	63.9 ± 5.7	61.9 ± 3.9	59.1 ± 4.4	89.9 ± 24.7	62.7 ± 7.2	64.3 ± 1.9
SEIFA IRSD quintile 2	71.3 ± 2.8	72.5 ± 3.1	67.8 ± 3.8	69.9 ± 3.1	72.2 ± 3.7	64.8 ± 4.4	87.1 ± 13.2	58.9 ± 6.9	70.4 ± 1.7
SEIFA IRSD quintile 3	78.0 ± 2.4	78.4 ± 2.7	77.1 ± 2.7	73.9 ± 3.2	76.3 ± 3.4	71.0 ± 8.4	78.9 ± 6.2	74.0 ± 4.5	77.2 ± 1.4
SEIFA IRSD quintile 4	81.9 ± 1.9	82.9 ± 1.8	78.9 ± 2.9	79.1 ± 3.2	78.2 ± 4.0	79.5 ± 4.3	87.8 ± 3.2	74.3 ± 8.2	81.0 ± 1.2
SEIFA IRSD quintile 5	89.6 ± 1.9	88.3 ± 1.8	84.0 ± 2.5	86.6 ± 1.8	84.5 ± 4.2	81.6 ± 8.9	91.7 ± 2.9	84.2 ± 5.4	87.6 ± 1.0

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) 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 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) 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, 2014 and 2015*, 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>
<i>2011</i>										
<i>SEIFA IRSD quintile 1</i>										
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
<i>SEIFA IRSD quintile 2</i>										
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
<i>SEIFA IRSD quintile 3</i>										
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
<i>SEIFA IRSD quintile 4</i>										

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
<i>SEIFA IRSD quintile 5</i>										
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
<i>2006</i>										
<i>SEIFA IRSD quintile 1</i>										
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
<i>SEIFA IRSD quintile 2</i>										
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 **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) (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
<i>SEIFA IRSD quintile 3</i>										
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
<i>SEIFA IRSD quintile 4</i>										
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
<i>SEIFA IRSD quintile 5</i>										
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>
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- (a) Certificate II level or above includes Certificate I or II nfd, but excludes Certificate nfd.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.
- (c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.
- (d) SES is derived for 2011 using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged). SES for 2006 used the ABS 2006 SEIFA IRSD (at Collection District) level disaggregated into quintiles.
- (e) Only includes people whose SEIFA IRSD status could be determined.
- (f) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (g) Australia includes other territories.

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>
2015										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	000	453.2	376.2	285.6	158.4	96.8	21.6	28.1	14.3	1 436.5
Total 20–24 year old population (e)	000	514.0	423.8	334.5	185.0	113.4	31.5	29.5	16.4	1 649.1
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	88.2 ± 2.4	88.8 ± 2.1	85.4 ± 2.5	85.6 ± 3.8	85.4 ± 5.4	68.5 ± 8.6	95.5 ± 5.2	87.2 ± 4.5	87.1 ± 1.1
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

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>
<i>2011</i>										
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

(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 chapter 2 for more information on confidence intervals and relative standard errors.

(b) The 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) 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 2011, 2012, 2013, 2014 and 2015, *Education and Work, Australia - Data cubes, May 2011, 2012, 2013, 2014 and 2015*, 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), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
<i>2011</i>										
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
<i>2006</i>										
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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(f) 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>
2015									
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	76.4 ± 15.8	76.5 ± 7.8	74.7 ± 14.8	74.2 ± 24.1	83.1 ± 6.6	49.3 ± 14.4	np	np	75.3 ± 0.8
SEIFA IRSD quintile 2	85.9 ± 8.4	86.5 ± 11.2	80.4 ± 7.1	80.1 ± 13.1	83.8 ± 3.2	84.6 ± 17.7	np	np	82.9 ± 1.3
SEIFA IRSD quintile 3	88.8 ± 8.4	89.7 ± 12.3	80.9 ± 13.2	95.5 ± 38.7	89.3 ± 14.6	87.7 ± 48.4	100.0 ± 87.9	89.4 ± 15.7	88.8 ± 2.4
SEIFA IRSD quintile 4	93.6 ± 24.3	94.6 ± 4.7	92.4 ± 4.2	84.8 ± 4.2	85.1 ± 5.2	51.3 ± 27.6	89.5 ± 18.3	111.4 ± 45.9	91.4 ± 4.9
SEIFA IRSD quintile 5	98.1 ± 4.8	98.8 ± 0.9	94.8 ± 21.5	99.2 ± 27.7	87.5 ± 5.6	100.0 ± 78.4	89.0 ± 22.3	74.5 ± 15.8	94.9 ± 2.0
2014									
<i>20–24 year olds</i>									
SEIFA IRSD quintile 1	72.7 ± 7.5	85.3 ± 14.2	65.4 ± 15.1	70.9 ± 40.8	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	100.0 ± 60.1	94.2 ± 52.3	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 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 2015*, 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>2015</i>									
20–24	43.9 ± 4.2	47.4 ± 3.2	43.8 ± 4.0	42.2 ± 5.2	40.5 ± 7.5	29.4 ± 8.7	44.5 ± 11.3	43.5 ± 7.9	44.0 ± 1.4
25–29	64.3 ± 3.2	71.9 ± 3.6	60.2 ± 4.3	67.0 ± 5.9	64.1 ± 5.0	57.6 ± 8.8	71.1 ± 7.3	61.9 ± 9.1	65.7 ± 1.6
30–34	70.3 ± 2.0	73.4 ± 2.1	65.5 ± 4.7	69.5 ± 4.8	67.1 ± 5.7	64.6 ± 7.2	78.6 ± 7.3	65.6 ± 10.7	69.8 ± 1.5
35–39	70.5 ± 2.4	71.3 ± 3.8	68.0 ± 3.9	68.7 ± 4.1	69.7 ± 4.9	67.5 ± 7.6	76.7 ± 6.8	62.5 ± 6.5	69.5 ± 1.4
40–44	65.7 ± 3.1	66.6 ± 3.9	65.3 ± 3.7	65.5 ± 3.2	60.9 ± 4.0	67.7 ± 6.3	73.4 ± 8.6	62.1 ± 7.1	66.0 ± 1.7
45–49	59.6 ± 4.1	60.8 ± 4.3	55.4 ± 4.1	56.7 ± 5.3	57.0 ± 4.5	48.3 ± 6.2	76.9 ± 7.0	61.1 ± 8.4	58.7 ± 1.9
50–54	61.5 ± 4.1	58.7 ± 3.7	53.3 ± 5.1	62.0 ± 6.7	49.5 ± 4.4	58.5 ± 6.6	70.5 ± 6.8	61.1 ± 10.2	58.2 ± 1.7
55–59	53.5 ± 3.3	55.4 ± 4.2	53.4 ± 3.9	53.8 ± 4.2	49.9 ± 5.4	53.6 ± 6.9	62.3 ± 9.6	58.9 ± 8.3	54.1 ± 1.3
60–64	49.8 ± 3.8	50.6 ± 4.8	46.9 ± 4.7	47.8 ± 4.3	51.4 ± 7.7	49.2 ± 6.3	66.2 ± 7.6	47.6 ± 11.6	49.6 ± 2.1
25–64	62.4 ± 1.4	64.2 ± 1.4	59.2 ± 1.5	62.4 ± 2.0	58.9 ± 2.1	58.0 ± 2.2	72.7 ± 3.5	61.3 ± 3.1	62.1 ± 0.7
20–64	60.2 ± 1.5	62.2 ± 1.2	57.3 ± 1.3	60.2 ± 1.9	56.8 ± 1.9	55.3 ± 2.0	69.2 ± 3.4	59.3 ± 3.2	60.0 ± 0.6
<i>2014</i>									
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

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>
<i>2013</i>									
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
<i>2012</i>									
20–24	43.8 ± 3.4	41.9 ± 3.7	40.4 ± 3.9	42.6 ± 4.9	34.1 ± 4.6	32.7 ± 7.3	39.9 ± 5.4	28.4 ± 8.2	41.4 ± 1.4
25–29	70.0 ± 3.1	69.0 ± 3.4	58.9 ± 3.9	64.9 ± 5.6	59.2 ± 5.0	58.6 ± 6.1	73.9 ± 7.0	53.1 ± 10.4	66.0 ± 1.5
30–34	70.2 ± 3.4	71.4 ± 3.3	63.5 ± 3.5	66.4 ± 4.1	64.5 ± 4.8	63.4 ± 7.5	77.1 ± 6.7	64.6 ± 6.4	68.4 ± 1.7
35–39	69.1 ± 3.6	67.9 ± 3.6	61.9 ± 4.1	63.6 ± 4.3	63.1 ± 5.0	63.4 ± 6.9	73.9 ± 5.2	61.8 ± 8.1	66.2 ± 1.9
40–44	67.7 ± 3.4	64.7 ± 3.0	56.0 ± 3.7	60.8 ± 3.9	59.8 ± 5.5	53.2 ± 6.7	76.5 ± 6.2	57.5 ± 7.6	63.0 ± 1.5
45–49	61.2 ± 3.3	58.1 ± 3.7	54.2 ± 4.3	61.0 ± 4.7	55.0 ± 3.9	65.8 ± 5.4	71.8 ± 6.6	60.3 ± 9.6	58.8 ± 1.8
50–54	56.7 ± 2.9	55.6 ± 3.7	51.5 ± 4.7	52.9 ± 4.7	50.5 ± 4.2	53.8 ± 6.3	64.3 ± 7.3	59.4 ± 7.2	54.6 ± 1.4
55–59	54.0 ± 3.2	53.6 ± 3.6	52.7 ± 5.6	52.4 ± 3.7	49.0 ± 4.8	52.0 ± 5.6	64.0 ± 6.4	53.5 ± 11.6	53.2 ± 1.6
60–64	45.1 ± 3.9	50.5 ± 3.4	49.2 ± 4.7	50.3 ± 4.1	41.2 ± 3.6	45.2 ± 6.7	60.4 ± 8.6	52.7 ± 10.1	47.8 ± 1.6
25–64	62.8 ± 1.1	62.2 ± 1.5	56.4 ± 2.3	59.7 ± 1.7	55.5 ± 1.9	56.8 ± 2.7	71.1 ± 2.8	58.3 ± 3.4	60.5 ± 0.7
20–64	60.5 ± 1.1	59.7 ± 1.5	54.5 ± 1.9	57.6 ± 1.7	53.0 ± 1.7	54.1 ± 2.3	67.0 ± 2.6	54.9 ± 3.5	58.1 ± 0.6

Table BA.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
<i>2011</i>									
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

(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 chapter 2 for more information on confidence intervals and relative standard errors.

(b) The 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.

Source: ABS (2015) Education and Work, Australia, May 2015, Cat. no. 6227.0, Canberra; 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) (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 (d)</i>
2011									
<i>Age group</i>									
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									
<i>Age group</i>									
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), (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>
<i>2011</i>										
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 (f)	%	56.0	56.0	52.6	54.3	50.6	49.4	65.1	58.6	54.8
<i>2006</i>										
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 (f)	%	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) More recent survey data for Aboriginal and Torres Strait Islander people are not reported because the data are comparable at a jurisdictional only for Census of Population and Housing data.

(e) Australia includes other territories.

(f) 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>
<i>2015</i>									
SEIFA IRSD quintile 1	44.0 ± 2.5	47.7 ± 5.7	43.4 ± 4.5	47.8 ± 16.0	43.6 ± 4.5	45.1 ± 7.6	np	np	45.2 ± 0.5
SEIFA IRSD quintile 2	54.1 ± 2.1	57.8 ± 1.9	51.1 ± 4.1	52.6 ± 5.5	51.5 ± 3.5	56.0 ± 5.8	73.7 ± 8.9	62.0 ± 18.2	54.0 ± 0.3
SEIFA IRSD quintile 3	60.7 ± 3.8	61.0 ± 3.9	58.3 ± 4.8	61.0 ± 12.9	62.9 ± 1.5	60.3 ± 5.0	69.0 ± 14.9	64.1 ± 3.9	60.7 ± 3.3
SEIFA IRSD quintile 4	65.6 ± 5.1	68.0 ± 13.2	60.8 ± 3.0	59.9 ± 2.2	67.1 ± 1.7	67.6 ± 18.5	62.9 ± 6.6	59.0 ± 6.6	64.3 ± 1.9
SEIFA IRSD quintile 5	73.6 ± 2.8	72.0 ± 12.1	68.7 ± 15.0	69.6 ± 7.2	69.5 ± 5.5	71.6 ± 44.8	72.6 ± 3.1	56.2 ± 6.3	71.4 ± 1.2
<i>2014</i>									
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
<i>2013</i>									
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
<i>2012</i>									
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
<i>2011</i>									

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>
SEIFA IRSD quintile 1	43.8 ± 2.8	42.0 ± 3.4	43.5 ± 3.5	42.5 ± 4.0	37.8 ± 3.8	39.7 ± 4.8	np	np	42.4 ± 1.7
SEIFA IRSD quintile 2	50.1 ± 3.0	51.9 ± 4.3	48.6 ± 3.9	46.2 ± 4.1	48.4 ± 4.5	48.9 ± 4.9	np	np	49.5 ± 2.1
SEIFA IRSD quintile 3	56.4 ± 3.1	56.5 ± 3.0	54.3 ± 2.9	51.2 ± 4.0	54.1 ± 4.6	52.7 ± 7.5	61.8 ± 7.2	56.7 ± 5.1	55.3 ± 1.4
SEIFA IRSD quintile 4	61.2 ± 3.1	60.5 ± 2.8	56.7 ± 3.7	56.1 ± 3.8	54.2 ± 4.8	62.6 ± 3.4	62.7 ± 6.3	55.7 ± 5.5	59.1 ± 1.5
SEIFA IRSD quintile 5	68.9 ± 2.2	66.9 ± 3.2	60.1 ± 3.7	62.6 ± 4.0	63.5 ± 4.5	60.5 ± 7.3	68.5 ± 4.1	68.2 ± 10.2	65.7 ± 1.5

- (a) 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 ± 2.7 per cent). See 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) 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, 2014 and 2015*, 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>
<i>2011</i>										
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
<i>2006</i>										
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>	
<i>Proportion of people aged 20–64 years at PIAAC literacy levels</i>										
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
<i>Proportion of people aged 15–74 years at PIAAC literacy levels</i>										
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 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>
<i>Proportion of people aged 20–64 years at PIAAC numeracy levels</i>										
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
<i>Proportion of people aged 15–74 years at PIAAC numeracy levels</i>										
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 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>
<i>Proportion of people aged 20–64 years at PIAAC PSTRE levels</i>										
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
<i>Proportion of people aged 15–74 years at PIAAC PSTRE levels</i>										
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 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 **Australian Qualifications Framework**

<i>AQF Level</i>	<i>Training or qualification</i>	<i>University</i>	<i>Vocational education and training</i>	<i>School</i>	<i>Early childhood education</i>
10	Doctoral Degree	✓			
9	Masters Degree	✓			
8	Graduate Diploma	✓	✓		
	Graduate Certificate	✓	✓		
	Bachelor Honours Degree	✓			
7	Bachelor Degree	✓			
6	Associate Degree	✓			
	Advanced Diploma	✓	✓		
5	Diploma	✓	✓		
4	Certificate IV		✓		
3	Certificate III		✓		
2	Certificate II		✓		
1	Certificate I		✓		
No level	Senior Secondary Certificate of Education		✓	✓	
Not part of the AQF	Senior Secondary Education			✓	
	Junior Secondary Education			✓	
	Primary Education			✓	
	Preschool				✓

Source: AQF (Australian Qualifications Framework) 2016, *AQF Register of Authorised Accrediting Authorities*, Canberra, viewed 13 August 2016 <<http://www.aqf.edu.au/register/aqf-register/>>.

3 Early Childhood Education and Care

CONTENTS

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '3A' prefix (for example, table 3A.1) and are available from the website www.pc.gov.au/rogs/2017.

This chapter reports on the performance of early childhood education and care (ECEC) services, which comprise child care and preschool services.

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 a range of services for children based on their age and education, care and development needs. ECEC services provide one or more of the following broad service types:

- 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 3.4 for definitions).

- Preschool services, which deliver a preschool program by a qualified teacher, mainly in the year or two before children begin full time schooling (table 3.1).

Table 3.1 Preschool programs in Australia, 2015-16^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 more than one service type, such as long day care and OSHC (both child care services) or long day care and preschool. The range of services offered 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.

ECEC services can also provide other non-education services such as maternal and child health services and family support services. The services provided differ according to community need, with more extensive services often being provided in disadvantaged communities.

Roles and responsibilities

The Australian, State and Territory governments have different but complementary roles in ECEC. The Australian Government's main roles and responsibilities include:

- paying the Child Care Benefit (CCB) and the Child Care Rebate (CCR) to eligible families using approved child care services or registered carers (only CCB). The types of child care for which families receive subsidised care are in table 3.2
- providing funding to State and Territory governments to support the achievement of universal access to early childhood education (through the *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE) — 2016 and 2017)

- providing funding to support the implementation of the National Quality Framework (NQF)¹ (through the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care* (NP NQAECEC) — 2015-16 to 2017-18)
- providing operational and capital funding to some providers.

Table 3.2 Summary of ECEC service funding by Australian, State and Territory governments, 2015-16

	NSW	Vic	Qld	WA	SA	Tas ^a	ACT ^b	NT	Aus Gov	
Funded child care services										
Long day care	Dark Green	Light Green	Light Green	Dark Green	Dark Green	Light Green	Light Green	Dark Green	Dark Green	
Family day care	Light Green	Light Green	Light Green	Dark Green	Light Green	Light Green	Light Green	Dark Green	Dark Green	
OSHC	Dark Green	Light Green	Dark Green	Dark Green	Light Green	Light Green	Light Green	Light Green	Dark Green	
Vacation care	Dark Green	Light Green	Dark Green	Dark Green	Light Green	Light Green	Light Green	Light Green	Dark Green	
Occasional care	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Light Green	Dark Green	
Other care ^c	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Dark Green	Light Green	
In home care	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Dark Green	
Budget Based Funded	Light Green	Light Green	Dark Green	Light Green	Dark Green	Light Green	Light Green	Light Green	Dark Green	
Funded preschool services										
Local government/community preschools	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Light Green	Light Green	Dark Green	Light Green	
Preschool program in for profit LDC	Dark Green	Dark Green	Dark Green	Light Green	Light Green	Light Green	Light Green	Dark Green	Light Green	
Preschool program in not-for-profit LDC	Dark Green	Dark Green	Dark Green	Light Green	Dark Green	Light Green	Light Green	Dark Green	Light Green	
Preschool program in government school	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Dark Green	Light Green	
Preschool program in non-government school	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Dark Green	Light Green	
	Dark Green	Government provides funding to at least one of these services								
	Light Green	Government does not provide funding to any of these services								

LDC = long day care. ^a 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. ^b 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. ^c Other care services in the NT are 3 year old kindergarten services.

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

State and Territory governments' main roles and responsibilities vary across jurisdictions, but usually include:

- funding and/or providing preschool services and, in some cases, providing funding to child care services (including some that also receive Australian Government funding)
- providing funding to support the implementation of the NP UAECE and NP NQAECEC

¹ The NQF includes the National Quality Standard (NQS), which sets a national benchmark for the quality of services, in seven key quality areas for 18 standards (section 3.3).

-
- regulating approved services under the NQF and licensing and/or registering child care services not approved under the NQF. Regulation activities can include undertaking monitoring and quality assessment and providing dispute resolution and complaints management processes
 - implementing strategies to improve the quality of ECEC programs such as setting higher staff requirements than under the NQF, and requiring services to demonstrate the delivery of quality educational and recreational programs and create quality improvement plans to drive continuous improvement
 - providing curriculum, information, support, advice, and training and development to ECEC providers.

Local governments also plan, fund and deliver ECEC, but due to data limitations, the only local government data included in this chapter are those involving Australian, State and Territory government funding and/or licensing.

The Australian, State and Territory governments are cooperatively undertaking national reforms in ECEC through the Council of Australian Governments (COAG), which has endorsed a number of major funding agreements and initiatives currently operating including the:

- *National Early Childhood Development Strategy — Investing in the Early Years* (endorsed in 2009)
- NP UAECE 2016 and 2017 (replaces earlier agreements back to 2008)
- NP NQAECEC 2015-16 to 2017-18 (replaces an earlier agreement endorsed in 2009)
- *National Indigenous Reform Agreement* (endorsed 2008). (Further information on these arrangements is available at www.federalfinancialrelations.gov.au.)

Funding

Total Australian, State and Territory government recurrent and capital expenditure on ECEC services was \$9.1 billion in 2015-16, compared with \$8.8 billion in 2014-15 (table 3A.3). Australian Government expenditure (all child care) accounted for \$7.4 billion (82.1 per cent) and State and Territory government expenditure accounted for \$1.6 billion, with preschools accounting for 83.0 per cent of this expenditure (tables 3A.4 and 3A.5).

Australian Government expenditure of \$407.7 million allocated to State and Territory governments in 2015-16 through the NP UAECE is included under State and Territory government expenditure (table 3A.6).

Size and scope of ECEC

Services delivering ECEC

In 2016², there were 17 656 Australian Government CCB approved child care services in Australia (table 3.3). All Australian Government expenditure is on CCB approved child care services with the exception of services under the Budget Based Funded Programme. Budget Based Funded services receive an Australian Government contribution to the operational costs of child care, early learning and school age services in approved locations (mostly regional, remote and Aboriginal and Torres Strait Islander communities where the market would otherwise fail to deliver services). In addition, a small proportion of child care services do not receive Australian Government funding and are funded by State and Territory governments or do not receive any government funding (table 3A.9).

Table 3.3 Australian Government CCB approved child care services and Budget Based Funded services, by service type, 2016^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>
Long day care	%	47.1	31.7	40.7	33.5	27.1	31.0	39.4	39.9	38.9
Family day care	%	4.2	7.6	3.6	2.8	1.9	3.2	3.5	2.6	4.5
Vacation care	%	13.0	11.7	18.3	16.9	20.2	20.4	14.9	20.7	15.0
OSHC	%	34.8	47.4	36.7	45.8	50.5	43.8	41.2	36.3	40.6
Occasional care	%	0.6	1.3	0.1	0.6	0.2	1.1	0.8	–	0.6
In home care	%	0.3	0.3	0.6	0.3	0.2	0.5	0.3	0.5	0.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	no.	6 025	4 065	3 617	1 676	1 327	377	376	193	17 656
Budget Based	no.	38	14	70	25	39	6	–	106	298

^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.

In 2015, there were 10 636 services in Australia delivering preschool programs (table 3.4). Of these services, 6378 (60 per cent) were delivered from long day care centres and the remainder were delivered from stand-alone preschools or preschools attached to a school. In 2016, State and Territory governments provided funding to about 4220 services that deliver a preschool program (table 3A.9).

Most child care services, including most long day care, family day care, vacation care and OSHC, and preschool services, are approved and regulated under the NQF. At 30 June 2016, there were 15 417 NQF approved ECEC services in Australia (table 3A.10). Some ECEC services are licensed and/or registered to operate by State and Territory

² Data for 2016 related to Australian Government CCB approved child care services are for the March quarter, unless specified otherwise.

governments, but are not approved under the NQF, including occasional care and mobile preschools (table 3A.11).

Table 3.4 Number and proportion of preschool services, by service delivery setting and management type, 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>
LDC with preschool										
Government	%	7.0	4.1	1.6	1.7	8.8	3.4	–	1.5	4.4
Non-government	%	68.8	47.8	69.8	31.8	39.0	26.3	58.8	33.8	55.5
Total LDC with preschool	%	75.8	51.9	71.4	33.5	47.8	29.6	58.8	35.4	60.0
	no.	2 639	1 239	1 424	455	337	88	127	69	6 378
Preschool not delivered in LDC										
Government	%	4.5	9.8	5.7	48.1	48.4	51.5	38.0	60.0	17.4
Non-government	%	19.7	38.3	23.0	18.4	3.8	18.9	3.2	4.6	22.6
Community	%	19.2	34.6	21.3	–	0.6	–	–	–	18.1
Private for profit	%	–	0.3	0.3	–	0.4	–	–	–	0.1
Non-government school	%	0.5	3.4	1.5	18.4	2.8	18.9	3.2	4.6	4.4
Preschool not delivered in LDC	%	24.2	48.1	28.6	66.5	52.5	70.4	41.2	64.6	40.0
	no.	843	1 148	571	904	368	209	89	126	4 258
Total preschool services	no.	3 482	2 387	1 995	1 359	705	297	216	195	10 636

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

Source: ABS (2016) *Preschool Education, Australia, 2015*, Cat. no. 4240.0; table 3A.12.

Children using ECEC

In 2016, 1 220 549 (about 31.0 per cent) of children aged 0–12 years attended Australian Government CCB approved child care services, an increase of 2.7 per cent from 2015 (table 3A.18). For jurisdictions who could report data on child care usage for State and Territory government (only) funded child care services, in 2016, there were 5481 children attending these services (table 3A.21). There are no restrictions on the number of CCB child care places that can be approved and no restrictions in most State and Territory government (only) funded child care services on the number of supported places.

In 2015, 304 153 children aged 4 and 5 years were enrolled in a preschool program in the year before full time schooling (YBFS). (This excludes enrolled children aged 5 years who were also enrolled in the previous year as 4 year olds.) There were 66 706 children aged 3 years enrolled in a preschool program (table 3A.25). 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 performance indicator framework for ECEC services is based on common objectives for ECEC (box 3.1).

Box 3.1 Objectives for ECEC services

ECEC services aim to meet the education, care and development needs of children, and meet the needs of families including enabling increased workforce participation, by providing universal access to early childhood education services for eligible children and accessible child care services that:

- are high quality, affordable, flexible and can be implemented across a range of settings
- are delivered in a safe, nurturing and inclusive environment
- target improved access for, and participation by, Aboriginal and Torres Strait Islander, vulnerable and disadvantaged children.

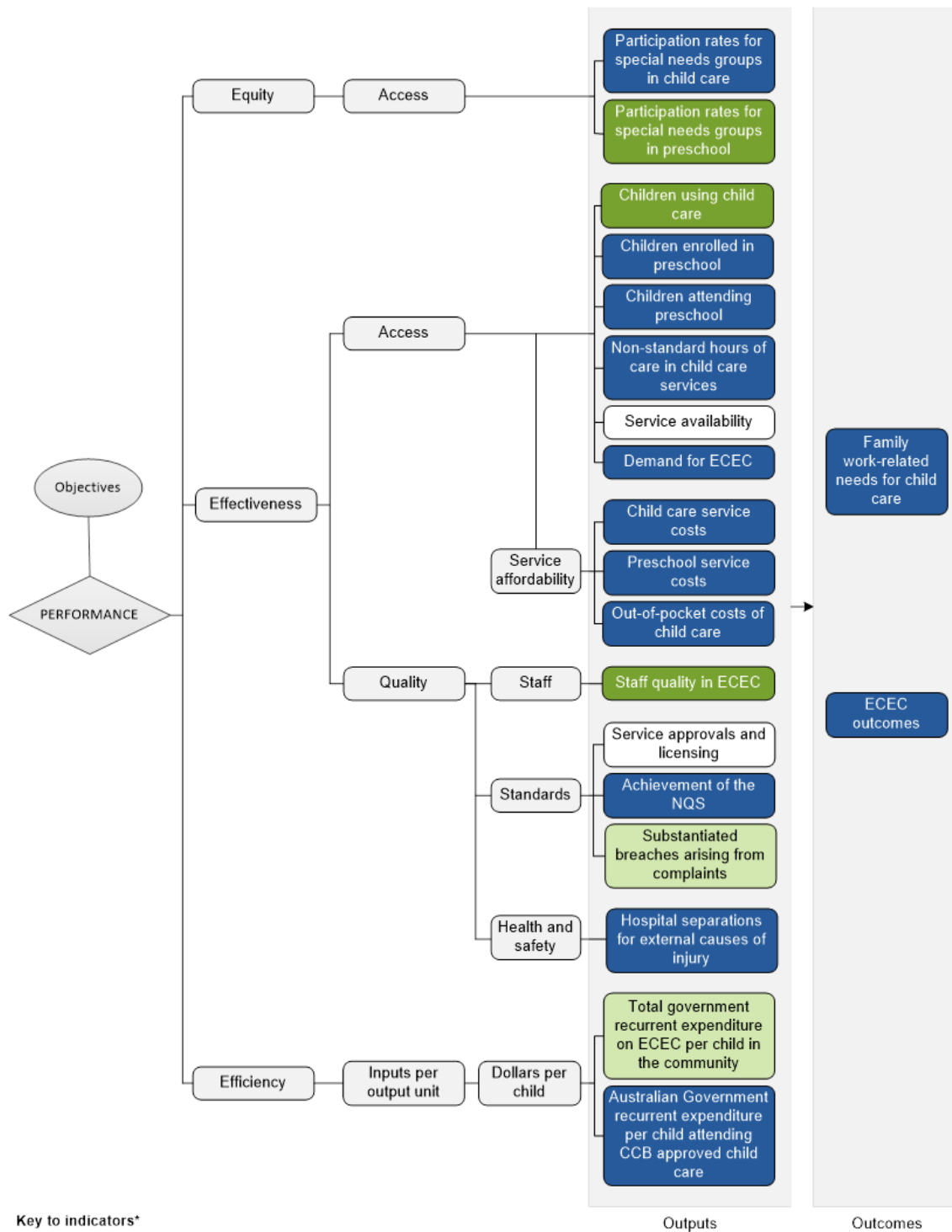
Governments aim for ECEC services to meet these objectives in an equitable and efficient manner.

The performance indicator framework provides information on equity, efficiency, effectiveness, and distinguishes the outputs and outcomes of ECEC services (figure 3.1).

The framework also shows which data are complete and comparable in the 2017 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report wide perspective. In addition to section 3.1, the Report's Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter.

Improvements to performance reporting for ECEC services are ongoing and will include identifying indicators to fill gaps in reporting against key objectives, improving the comparability and completeness of data and reviewing proxy indicators to see if more direct measures can be developed.

Figure 3.1 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

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). 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 provide child care services in an equitable manner, and that there is access for, and participation of, Aboriginal and Torres Strait Islander, vulnerable and disadvantaged children (box 3.2).

Box 3.2 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 equitable access.

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions, but a break in series means that data from 2010 are not comparable to previous years
- complete (subject to caveats) for the current reporting period. All required 2016 data are available for all jurisdictions.

Nationally, the representation of children aged 0–5, 6–12 and 0–12 years from special needs groups in child care services was lower than their representation in the community, except for children from NESB and low-income families (tables 3.5 and 3A.13). 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.

Table 3.5 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

	<i>NSW</i>	<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 child care services, 2016	28.3	29.0	11.5	16.4	14.5	4.7	20.8	15.3	22.1
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, 2016	2.6	0.9	3.7	2.4	1.7	5.5	1.3	9.8	2.4
In the community, 2015	5.4	1.6	7.9	6.2	4.5	9.6	2.8	41.3	5.5
<i>Children from low-income families</i>									
In child care services, 2016	23.5	25.0	26.2	19.8	21.5	25.8	9.6	12.1	23.7
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, 2016	4.3	3.6	3.1	2.8	4.1	4.7	2.6	3.4	3.7
In the community, 2015	7.2	6.6	7.8	5.4	9.6	9.7	6.2	5.5	7.2
<i>Children from regional areas</i>									
In child care services, 2016	19.1	16.8	27.8	14.1	16.5	100.4	0.4	81.8	21.5
In the community, 2015	24.9	23.4	35.7	17.5	23.5	98.3	1.0	52.9	27.3
<i>Children from remote areas</i>									
In child care services, 2016	0.2	–	1.0	3.6	2.2	0.8	..	18.6	0.9
In the community, 2015	0.6	0.1	3.4	6.6	3.8	1.7	..	47.1	2.6

^a See box 3.2 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 2016*; 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, 2015*, 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 (2015) *Australian Demographic Statistics, Jun 2015*, Cat. no. 3101.0; ABS (unpublished) *Population by Age and Sex, Regions of Australia, 2015*, Cat. no. 3235.0; table 3A.14.

Access — participation rates for special needs groups in preschool

‘Participation rates for special needs groups in preschool’ is an indicator of governments’ objective to provide preschool services in an equitable manner, and that there is access for, and participation of, Aboriginal and Torres Strait Islander, vulnerable and disadvantaged children (box 3.3).

Box 3.3 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 Indexes 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 and should be interpreted with care as it measures the disadvantage of the area where the child resides, rather than directly measuring the child's level of disadvantage.

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 these groups 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 Aboriginal and Torres Strait Islander children and children from regional and remote areas. Data are not comparable across jurisdictions for children from 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 2015 data are available for all jurisdictions for children who are disadvantaged but incomplete for the current reporting period for NESB. All required NESB data are not available for WA and the NT.

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

The 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 3.6).

Table 3.6 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, 2015	20.1	15.5	9.0	na	11.0	2.8	28.6	na	12.1
In the community, 2011	23.7	23.4	13.2	17.7	15.4	7.4	19.6	39.3	20.0
<i>Aboriginal and Torres Strait Islander children</i>									
In a preschool program, 2015	4.7	1.5	6.2	5.7	6.6	7.7	3.0	34.6	4.8
In the community, 2015	5.2	1.6	7.9	5.9	4.5	9.4	2.8	38.0	5.4
<i>Children with disability</i>									
In a preschool program, 2015	9.2	4.2	4.5	3.3	13.9	4.0	1.0	7.8	5.8
In the community, 2015	8.1	5.1	6.0	5.0	11.3	11.2	5.4	8.1	6.7
<i>Children from regional areas</i>									
In a preschool program, 2015	27.1	23.0	33.3	16.9	22.2	98.4	3.3	54.9	27.2
In the community, 2015	24.3	23.1	35.3	17.2	23.0	98.3	1.2	52.8	26.9
<i>Children from remote areas</i>									
In a preschool program, 2015	0.7	–	2.8	6.4	3.9	1.5	..	44.6	2.3
In the community, 2015	0.6	0.1	3.5	6.5	3.8	1.7	..	47.2	2.5

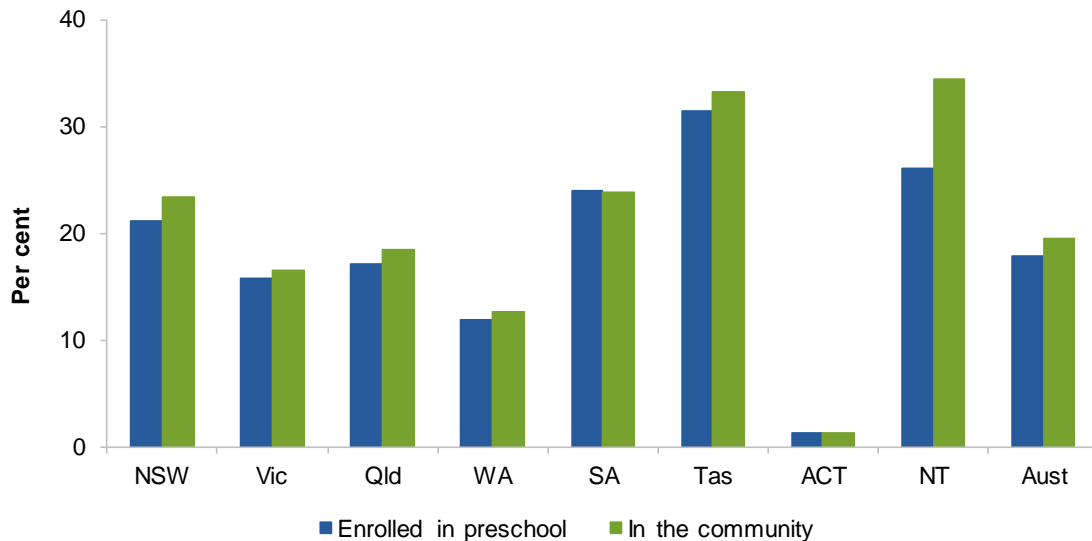
^a See box 3.3 and table 3A.16 for detailed definitions, footnotes and caveats. **na** Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: ABS (unpublished) *Microdata: Preschool Education, Australia, 2015*, Cat. no. 4240.0.55.003; ABS (unpublished) *2011 Census of Population and Housing*; ABS (unpublished) *Microdata: Disability, Ageing and Carers, Australia, 2015*, 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 (unpublished) *Population by Age and Sex, Regions of Australia, 2015*, Cat. no. 3235.0; 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

In 2015, 17.9 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, compared with 19.5 per cent of 4 and 5 year olds in the community (figure 3.2).

Figure 3.2 **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, 2015^a**



^a See box 3.3 and table 3A.17 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2016) *Preschool Education, Australia, 2015*, Cat. no. 4240.0; ABS (unpublished) *Population by Age and Sex, Regions of Australia, 2015*, Cat. no. 3235.0; table 3A.17.

Effectiveness

Access — children using child care

‘Children using child care’ is an indicator of governments’ objective to ensure that ECEC services are accessible (box 3.4).

Box 3.4 **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.

(continued next page)

Box 3.4 (continued)

A higher or increasing proportion of children using services and/or number of hours attended can indicate a higher level of accessibility. This indicator does not provide information on parental preferences for using child care, or other factors, which can affect child care use.

Data reported for these measures are:

- comparable (subject to caveats) within jurisdictions over time, and across jurisdictions, except for the measure of Australian Government CCB approved and State and Territory government funded child care
- complete for the current reporting period, except for the measure of Australian Government CCB approved and State and Territory government funded child care — all required 2016 data were not available for State and Territory government funded child care services for NSW, Victoria, WA and the NT.

In 2016, 31.0 per cent of children aged 0–12 years attended Australian Government CCB approved child care, up from 30.6 per cent in 2015 and 21.7 per cent in 2008 (figure 3.3). The majority (65.0 per cent) of attendees are aged 0–5 years, over half (55.5 per cent) receive a long day care service and over a quarter (28.5 per cent) receive an OSHC service (tables 3A.18 and 3A.20).

Figure 3.3 Proportion of children aged 0–12 years who are attending Australian Government CCB approved child care services^a



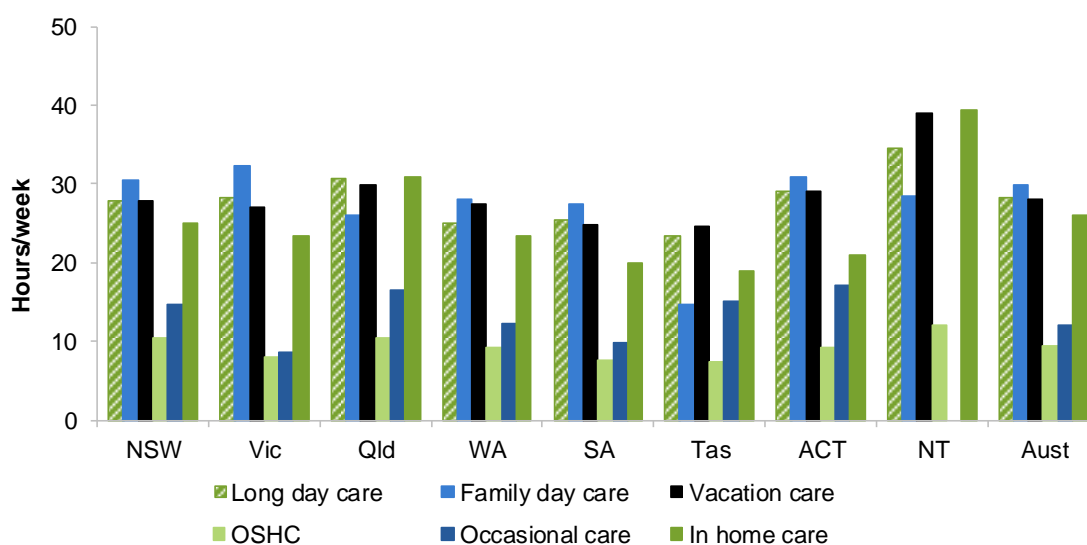
^a See box 3.4 and table 3A.18 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); ABS (unpublished) *Australian Demographic Statistics, Dec 2015* (and previous editions), Cat. no. 3101.0; table 3A.18.

In 2016, an additional 0.1 per cent of children aged 0–12 years attended a State and Territory government funded service (table 3A.22). The majority of these children (97.5 per cent) were aged 0–5 years (table 3A.21). However, 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.

The average hours of attendance in Australian Government CCB approved child care in 2016 varied considerably across jurisdictions for all service types (figure 3.4). Nationally, average attendance per child was above 25 hours per week for long day care, family day care, vacation care and in home care, but considerably less for OSHC and occasional care. 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.

Figure 3.4 Average hours of attendance per week for 0–12 year olds at Australian Government CCB approved child care services, by service type, 2016^{a, b}



^a See box 3.4 and table 3A.23 for detailed definitions, footnotes and caveats. ^b NT data for occasional care are not applicable.

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

Access — children enrolled in preschool

‘Children enrolled in preschool’ is an indicator of governments’ objective to ensure that ECEC services are accessible and target improved access for, and participation of, Aboriginal and Torres Strait Islander children (box 3.5).

Box 3.5 Children enrolled in preschool

Children enrolled in preschool¹ 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).

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.

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:

- preschool program starting ages for children varies across states and territories (table 3A.1)
- preschool enrolment data are under reported due to service non-response, particularly long day care centres providing a preschool program
- an overestimation of enrolment rates may occur (for example, they exceed 100 per cent) as the measures are based on 4 and 5 year old enrolled population (excluding 5 year old repeaters) as a proportion of the 4 year old resident population. Overestimation may also result from children moving interstate during a preschool program year, being enrolled in a jurisdiction different to the one in which they live, attending multiple providers to access an appropriate amount of care and attending multiple service types.

Data reported for these measures are:

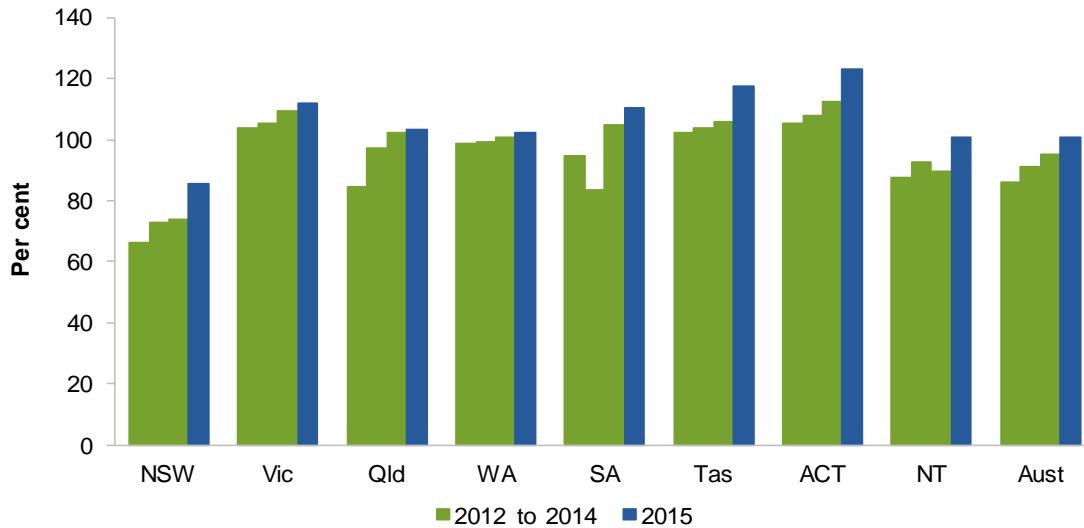
- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2015 data are available for all jurisdictions.

In 2015, 100.6 per cent of 4 year old children were enrolled in a preschool program in the YBFS, an increase from 95.1 per cent in 2014 and 90.9 per cent in 2013 (figure 3.5). The high enrolment rate could be due to the data issues described in box 3.5.

The enrolment rate for 4 year old Aboriginal and Torres Strait Islander children is lower than for all children (87.0 per cent were enrolled in a preschool program in the YBFS), but has increased over time (figure 3.6). The rate was highest in remote areas (90.9 per cent), followed by regional areas (87.7 per cent) and major cities (83.8 per cent) (table 3A.27).

The majority of children (86.7 per cent) and the majority of Aboriginal and Torres Strait Islander children (89.1 per cent) were enrolled in a preschool program for at least 15 hours per week (tables 3A.26 and 3A.29).

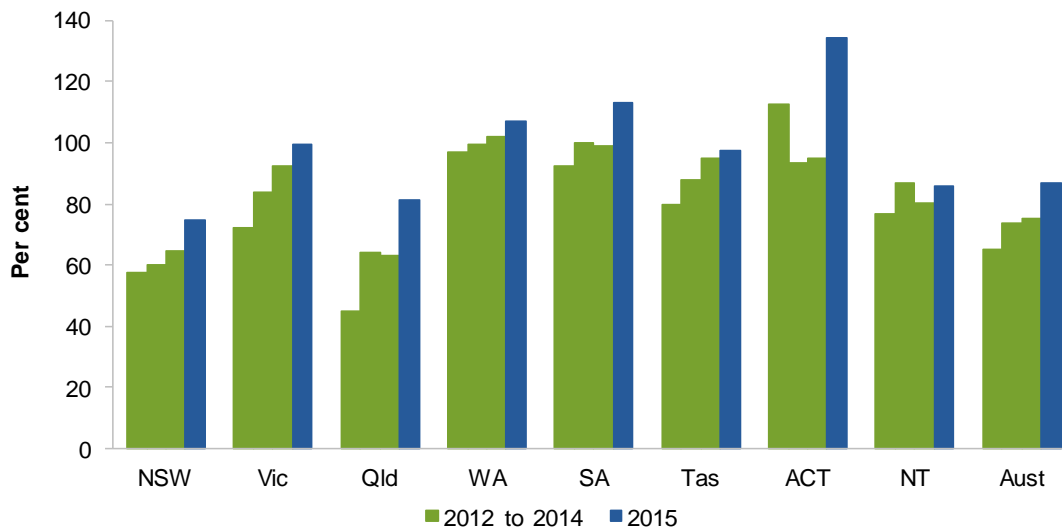
Figure 3.5 Proportion of 4 year old children enrolled in a preschool program in the YBFS^a



^a See box 3.5 and table 3A.25 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2013, 2014, 2015 and 2016) *Preschool Education, Australia, 2012, 2013, 2014 and 2015*, Cat. no. 4240.0; ABS (2012, 2013, 2014 and 2015) *Australian Demographic Statistics, Jun 2012, 2013, 2014 and 2015*, Cat. no. 3101.0; table 3A.25.

Figure 3.6 Proportion of 4 year old Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS^a



^a See box 3.5 and table 3A.28 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2013, 2014, 2015 and 2016) *Preschool Education, Australia, 2012, 2013, 2014, and 2015*, Cat. no. 4240.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001–2026*, Cat. no. 3238.0; table 3A.28.

Access — children attending preschool

‘Children attending preschool’ is an indicator of governments’ objective to ensure that ECEC services are accessible and target improved access for, and participation of, Aboriginal and Torres Strait Islander children (box 3.6).

Box 3.6 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.
- As above, for Aboriginal and Torres Strait Islander children by remoteness areas (national only).
- 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 (however, unlike enrolments, they are not counted if they are absent due to illness or extended holiday leave and expected to return). 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 per the reasons outlined in box 3.5.

Data reported for these measures are:

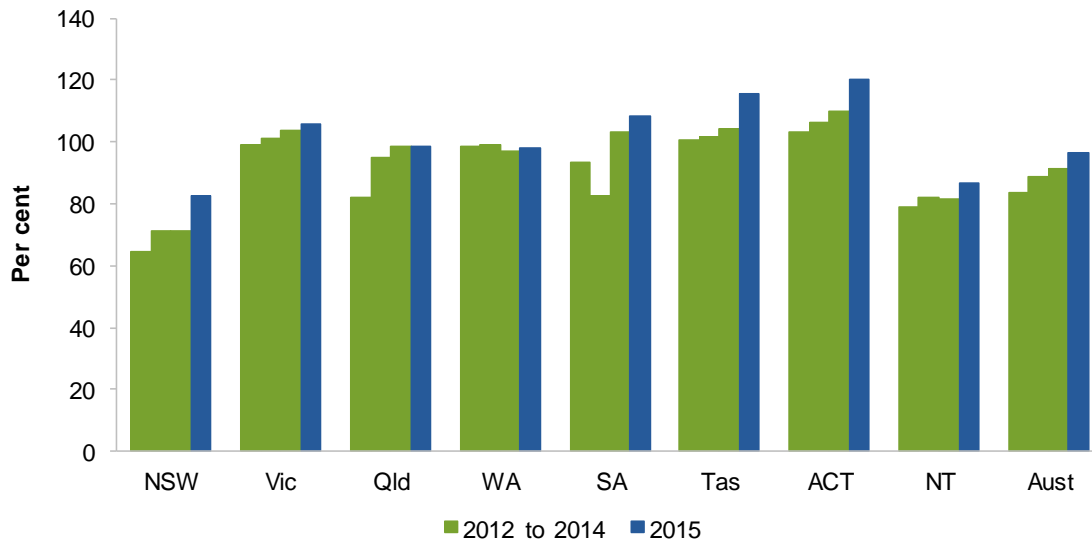
- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2015 data are available for all jurisdictions.

In 2015, 96.5 per cent of 4 year old children were attending a preschool program in the YBFS. This is an increase from 91.4 per cent in 2014 and 88.7 per cent in 2013 (figure 3.7). Across all jurisdictions in 2015, the average attendance of children at a preschool program in the YBFS was between 14.1 and 21.6 hours per week (table 3A.32).

Data on the attendance status of all 4 and 5 year olds by sector are presented in tables 3A.33 and 3A.34, and details of the employment status of parents whose children attended preschool services are shown in table 3A.30.

In 2015, the attendance rate of Aboriginal and Torres Strait Islander children in the YBFS was 79.8 per cent — lower than for all children, though it had increased from 2014 (table 3A.36). The rate was highest in regional areas (82.3 per cent), followed by major cities (79.8 per cent) and remote areas (73.4 per cent) (table 3A.35).

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



^a See box 3.6 and table 3A.31 for detailed definitions, footnotes and caveats.

Source: Derived from ABS (2013, 2014, 2015 and 2016) *Preschool Education, Australia, 2012, 2013, 2014 and 2015*, Cat. no. 4240.0; ABS (2012, 2013, 2014 and 2015) *Australian Demographic Statistics, Jun 2012, 2013, 2014 and 2015*, Cat. no. 3101.0; table 3A.31.

When comparing attendance as a proportion of enrolments, 91.7 per cent of Aboriginal and Torres Strait Islander children who were enrolled in a preschool program in the YBFS were attending, compared with 96.1 per cent of non-Indigenous children in 2015 (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 are accessible and flexible (box 3.7).

Box 3.7 **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 3.4.

(continued next page)

Box 3.7 (continued)

A high or increasing proportion of services providing non-standard hours of care can suggest greater flexibility of services to meet the needs of families. That said, this indicator does not provide information on demand for non-standard hours of care or whether available non-standard hours services meet the needs of users.

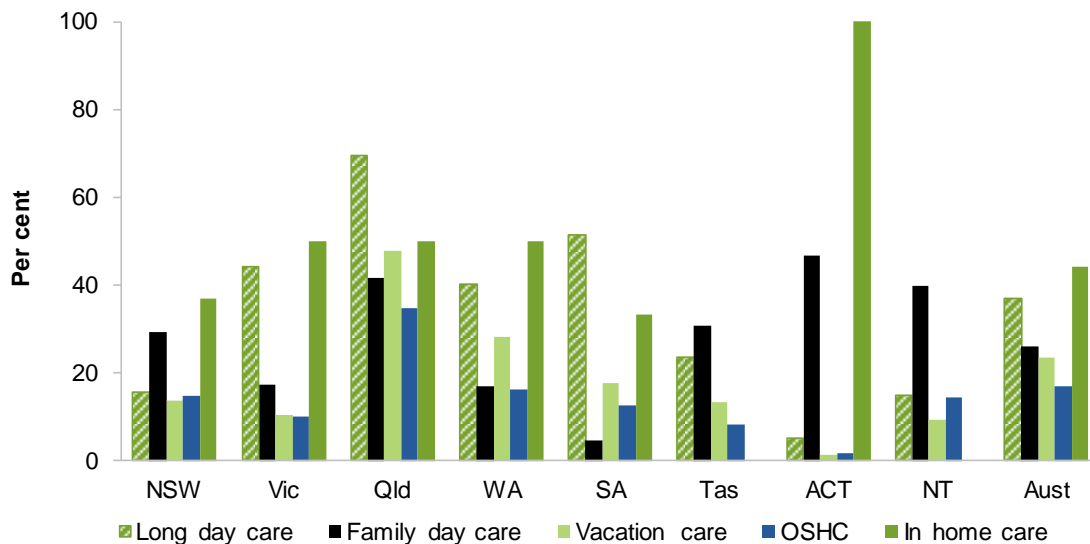
Provision of non-standard hours of care can be influenced by a range of factors, such as costs to services and parents, demand for care, availability of carers, and compliance with legislative requirements.

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 2016 data are available for all jurisdictions.

In September 2016, 26.0 per cent of CCB approved child care services provided non-standard hours of care, ranging from 44.1 per cent of in home care services to zero per cent of occasional care services (figure 3.8 and table 3A.38).

Figure 3.8 Australian Government CCB approved child care services providing non-standard hours of care, by service type, 2016^{a, b}



^a Occasional care data are not included. The in home care proportions are zero for, Tasmania and the NT.

^b See box 3.7 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 ECEC services are accessible. Measures and data are yet to be identified.

Access — Demand for ECEC

‘Demand for ECEC’ is an indicator of governments’ objective to ensure that ECEC services are accessible (box 3.8).

Box 3.8 Demand for ECEC

‘Demand for ECEC’ is defined by two measures:

- The proportion of children aged 0–12 years for whom additional formal child care or preschool services were currently required.
- The proportion of children aged 0–12 years in families for whom additional formal child care was required for work-related reasons.

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. Work-related reasons include work, looking for work and work-related study or training.

An increasing proportion of children with expressed need for additional ECEC may suggest that additional services or service availability is required. However, 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. 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 reported for these measures are:

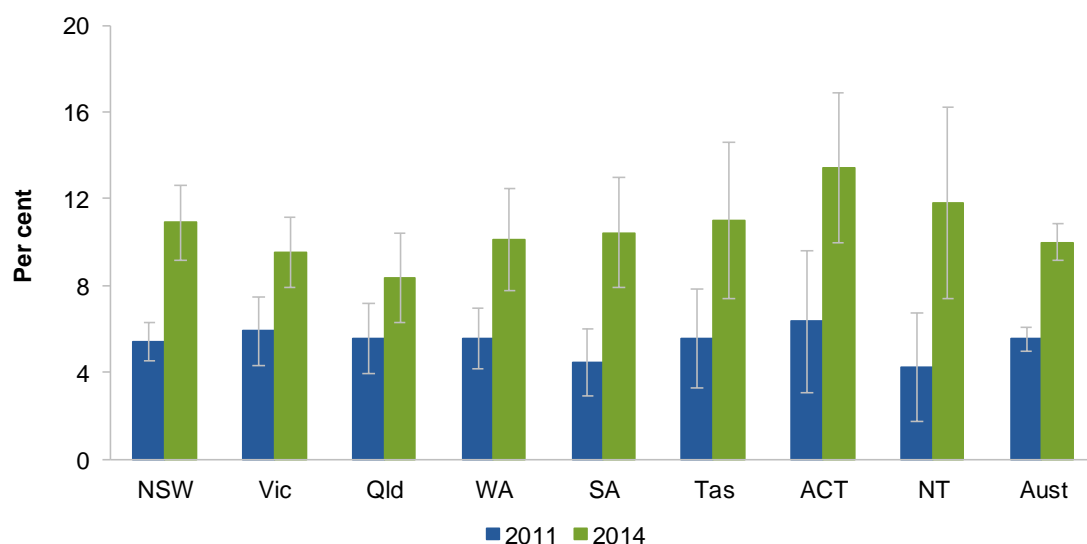
- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Proportion of children aged 0–12 years for whom additional formal child care or preschool services were currently required

In 2014, 10.0 per cent of 0–12 year olds required additional formal child care or preschool, up from 5.5 per cent in 2011 . This comprised 5.6 per cent who had used formal child care or preschool in the past week, 2.3 per cent who had used only informal child care, and 3.1 per cent who had not used any child care or preschool (table 3A.69). However, of those that reported requiring additional services, only about half had applied for additional formal child care or preschool. In addition, 18.9 per cent had reported

requiring additional preschool services, but were already using 15 hours of preschool per week (table 3A.70).

Figure 3.9 Proportion of children aged 0–12 years who currently required additional formal child care or preschool^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 3.8 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 children aged 0–12 years in families for whom additional formal child care was currently required for work-related reasons

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, compared to 2.7 per cent in 2011 (table 3A.67).

Access — service affordability — child care service costs

‘Child care service costs’ is an indicator of governments’ objective to ensure that ECEC services are affordable (box 3.9).

Box 3.9 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. Costs are before and reduction due to the CCB or CCR.

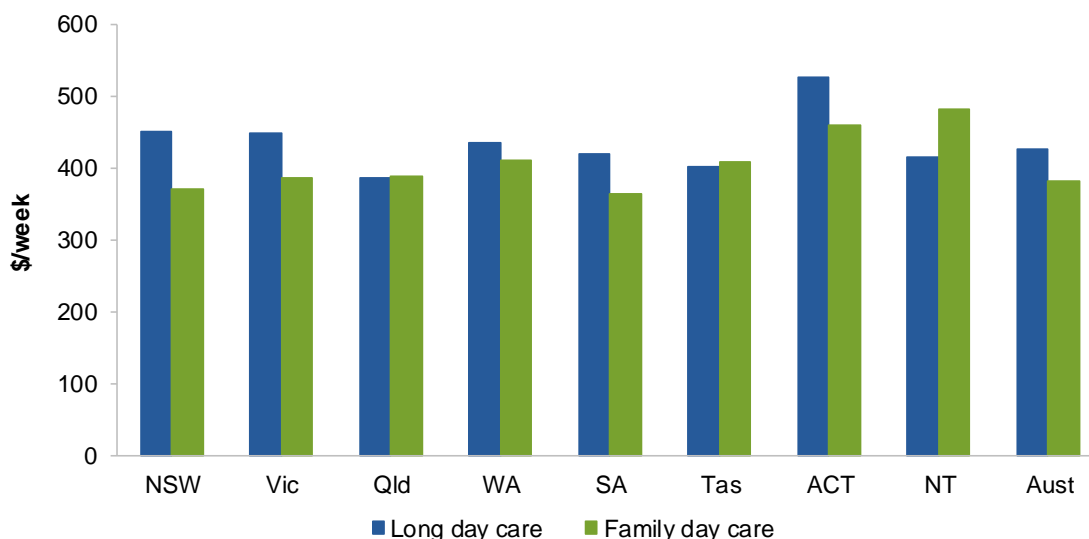
Provided the service quality is held constant, lower service costs are desirable. Cost data need to be interpreted with care, because fees are set independently by service providers and there is significant variation in the fees across services. Costs are influenced by a number of factors including NQF approval 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 2016 data are available for all jurisdictions.

The median weekly cost for 50 hours of care in 2016 was higher for long day care (\$425) than for family day care (\$383) (figure 3.10). The median weekly cost increased in real terms by 3.7 per cent for long day care and 9.4 per cent for family day care from 2015 to 2016 (table 3A.39). Median weekly costs differ across remoteness areas. In 2016, the median weekly cost of long day care in major cities and inner regional areas (\$426) was higher than in outer regional and remote areas (\$392) (table 3A.40).

Figure 3.10 Median cost of Australian Government CCB approved child care services, by selected service types, 2016^a



^a See box 3.9 and table 3A.39 for detailed definitions, footnotes and caveats.

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

Access — service affordability — preschool service costs

‘Preschool service costs’ is an indicator of governments’ objective to ensure that ECEC services are affordable (box 3.10).

Box 3.10 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.

In addition, cost information is not collected for all preschool programs. Caution should therefore be used when interpreting median costs.

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.

Nationally, the median cost per hour for a preschool program (after subsidies) per child was \$2.30 in 2015, an increase from \$2.15 in 2014 (table 3.7). The median cost is zero for WA, SA, Tasmania, the ACT and the NT as government preschool is free in these jurisdictions.

Table 3.7 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>
2012	3.64	2.04	np	–	–	–	–	–	1.91
2013	3.21	2.17	2.28	–	–	–	–	–	2.07
2014	3.59	2.25	1.95	–	–	–	–	–	2.15
2015	3.70	2.30	2.20	–	–	–	–	–	2.30

^a See box 3.10 and table 3A.41 for detailed definitions, footnotes and caveats. – Nil or rounded to zero.
np Not published

Source: ABS (unpublished) *Microdata: Preschool Education, Australia, 2013, 2014 and 2015*, Cat. no. 4240.0.55.003; table 3A.41.

Median hourly costs differ across remoteness areas. In 2015, the median hourly cost of preschool (after subsidies) in major cities was \$2.50, compared to \$1.90 in regional areas and zero in remote areas (table 3A.42). Additional information on the hourly cost of preschool programs for children by cost range for 2015 is presented in table 3A.43.

Out-of-pocket costs of child care

‘Out-of-pocket costs of child care’ is an indicator of governments’ objective to ensure that ECEC services are affordable (box 3.11).

Box 3.11 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 two income earners 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 long day care or family day care for 50 hours (full time) and 30 hours.

Lower out-of-pocket costs of 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 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.

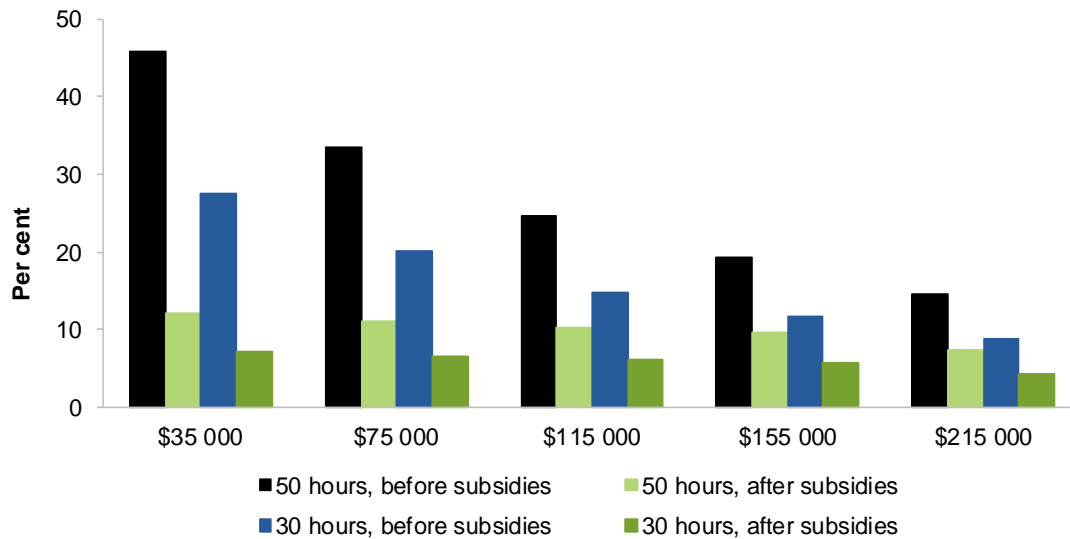
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2016 data are available for all jurisdictions.

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 than the analysis on the basis of 50 hours of care, as it more closely reflects average use. In 2016, the national average for long day care was 28.2 hours attendance per week per child and 29.8 hours for family day care (table 3A.23). Only 10.6 per cent and 16.7 per cent of children attended long day care or family day care for 50 hours or more (Australian Government Department of Education and Training unpublished).

In 2016, there was less variation in out-of-pocket costs after subsidies than before subsidies. The out-of-pocket costs after subsidies were between 4.4 and 7.2 per cent of weekly disposable income for 30 hours and 7.4 and 12.1 per cent for 50 hours of long day care (figure 3.11). The out-of-pocket costs after subsidies varied across states and territories for 30 hours and 50 hours of care (tables 3A.71 and 3A.73).

Figure 3.11 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, 2016^a



^a See box 3.11 and tables 3A.71 and 3A.73 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); tables 3A.71 and 3A.73.

The out-of-pocket costs after subsidies for family day care were generally lower than for long day care — between 4.3 and 6.8 per cent of weekly disposable income for 30 hours and 7.3 and 11.9 per cent for 50 hours in 2016. Out-of-pocket costs varied across jurisdictions (tables 3A.72 and 3A.74).

Quality

Staff — staff quality in ECEC

‘Staff quality in ECEC’ is an indicator of governments’ objective to ensure that ECEC services are high quality and meet national qualification requirements under the NQF (although not all services fall in scope of the NQF) (boxes 3.12 and 3.13).

Box 3.12 Staff quality in ECEC

'Staff quality in ECEC' is defined by two measures:

- The proportion of paid primary contact staff employed by Australian Government CCB approved child care services with a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience.
- The proportion of teachers delivering preschool programs (across all services, not just CCB approved services) 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, but not for teachers delivering preschool programs
- complete (subject to caveats) for the current reporting period. All required 2016 data for the first measure and 2014 data for the second measure are available for all jurisdictions.

Box 3.13 National Quality Framework

The National Quality Framework (NQF) is a uniform national system jointly governed by the Australian Government and State and Territory governments. It aims to raise quality and enable continuous improvement in ECEC through a national applied law regulatory scheme that includes:

- a National Quality Standard (NQS)
- a new rating system to complement the NQS
- a streamlined regulatory system
- the Australian Children's Education and Care Quality Authority (ACECQA) — the national body responsible for providing oversight of the new system and guiding 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.

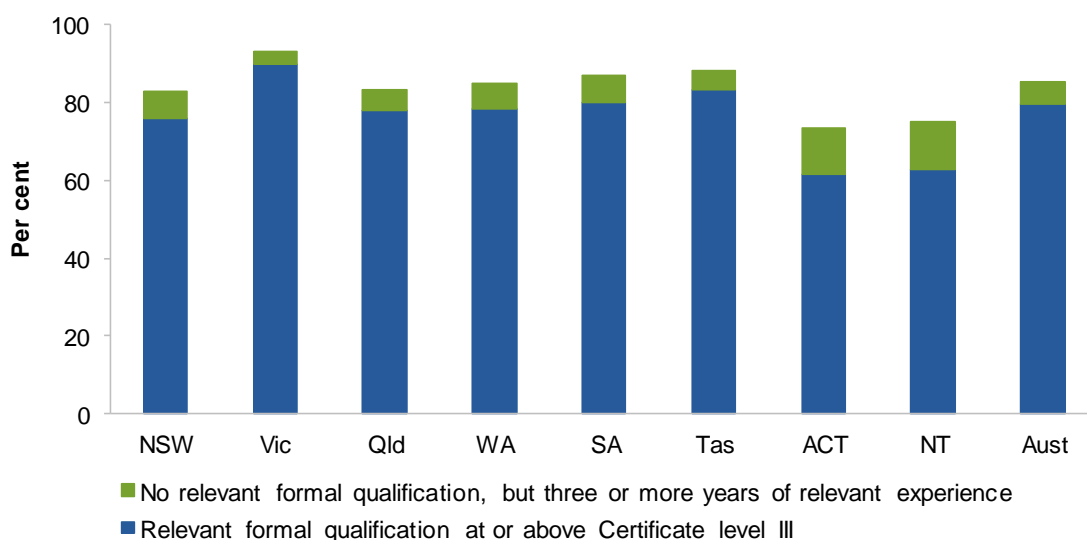
The NQF replaced the previously separate State and Territory licensing and national quality assurance processes for those services under the NQF.

Source: Australian Government Department of Social Services (2015 and unpublished).

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

In 2016, 85.5 per cent of the 106 622 paid primary contact staff employed by Australian Government CCB approved child care services had a relevant formal qualification or three or more years relevant experience, an increase from 82.6 per cent in 2013 (figure 3.12 and table 3A.45). The majority of paid primary contact staff with relevant formal qualifications held a diploma or advanced diploma (43.5 per cent), or Certification III or IV (40.0 per cent) (table 3A.46). Additional contextual data on staff are presented in tables 3A.44 and 3A.47–50.

Figure 3.12 Paid primary contact staff employed by Australian Government CCB approved child care services with relevant qualification or three or more years of experience, 2016^a



^a See box 3.12 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 2016*; table 3A.45.

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

In 2014, there were 18 993 teachers delivering preschool programs, of whom 88.2 per cent had teacher qualifications (that is, at least three-year university trained in field of early childhood) (table 3A.51).

Standards

Standards — service approvals and licensing

‘Service approvals and licensing’ is an indicator of governments’ objective to ensure that ECEC services are high quality, safe and meet required standards (box 3.14).

Box 3.14 Service approvals and licensing

‘Service approvals and licensing’ is defined as the proportion of services complying with regulations covering operational requirements, such as the number of children services can care for, safety standards and the qualification of carers.

Data for this indicator are not available for the 2017 Report. 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 (table 3A.76).

Standards — achievement of the NQS

‘Achievement of the NQS’ is an indicator of governments’ objectives to ensure that ECEC services are high quality, meet required standards and are delivered in a safe, nurturing and inclusive environment (box 3.15).

Box 3.15 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 receive an overall rating of Meeting NQS if they are rated as Meeting NQS in all seven quality areas or have a mix of quality areas rated Meeting NQS and Exceeding NQS. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7 (ACECQA 2016) (see section 3.4 for further information on NQS achievement).

A high proportion of services with quality areas Meeting NQS or Exceeding NQS suggests a high quality of service.

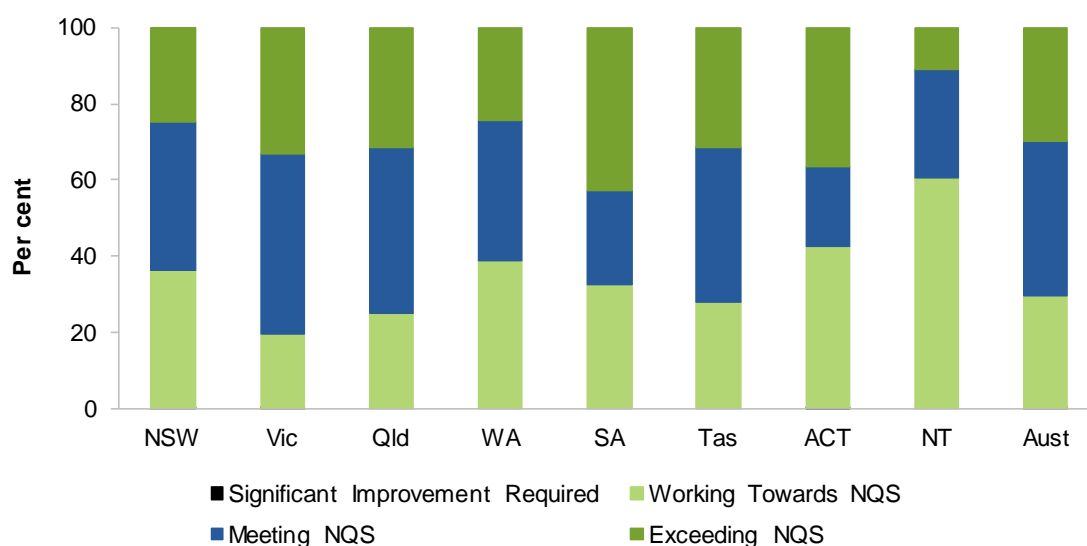
Data reported for this measure are:

- 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 2016 are available for all jurisdictions.

At 30 June 2016, 79.7 per cent of NQF approved services had received a quality rating (table 3A.52). A higher proportion of centre-based care services received a quality rating

than family day care services. Of the services that had been rated, 70.4 per cent met or exceeded the NQS overall (40.7 per cent met; 29.7 per cent exceeded) (figure 3.13). The proportion of NQF approved services with a rating level who met or exceeded the NQS was highest for quality areas 4 (staffing arrangements — 92.4 per cent), 5 (relationships with children — 92.3 per cent) and 6 (partnerships with families and communities — 90.5 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 — 78.2 per cent) (tables 3A.53–59).

Figure 3.13 **Proportion of NQF approved services with a quality rating, by overall quality rating level, 30 June 2016^{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 3.15 and table 3A.52 for detailed definitions, footnotes and caveats.

Source: ACECQA (2016) *NQF Snapshot Q2 2016*; table 3A.52.

Standards — substantiated breaches arising from complaints

‘Substantiated breaches arising from complaints’ is an indicator of governments’ objectives to ensure that ECEC services are high quality, meet required standards and are delivered in a safe, nurturing and inclusive environment (box 3.16).

Box 3.16 **Substantiated breaches arising from complaints**

'Substantiated breaches arising from complaints' is defined as the number of substantiated breaches arising from complaints divided by the number of NQF approved services, multiplied by 100. 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 relevant legislation, regulations or conditions. The concern is investigated and subsequently considered to have substance by the regulatory body.

Breaches 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 NQF approval 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.

All else being equal, a low or decreasing rate of substantiated breaches arising from complaints can suggest a higher quality service. A high or increasing rate of substantiated breaches does not necessarily mean that a jurisdiction has lower service safety and quality, it might mean it has a more effective reporting and monitoring regime.

Breaches data need to be interpreted with care, because:

- one complaint can 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 2015-16 and 2014-15 (in the 2016 Report) are not comparable to data for 2013-14 (in the 2015 Report)
- complete for the current reporting period. All required 2015-16 data are available.

There were 16 substantiated breaches arising from complaints per 100 NQF approved services in 2015-16, with the highest number for long day care (28 per 100 services) and family day care (21 per 100 services) (tables 3.8 and 3A.60). Action was taken against 71.1 per cent of all substantiated breaches arising from complaints. Data on substantiated breaches arising from complaints in State and Territory government licensed or registered services are provided in table 3A.61.

Table 3.8 Rate of substantiated breaches arising from complaints, per 100 NQF approved services, 2015-16^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>
25	10	17	16	3	3	14	10	16

^a See box 3.16 and table 3A.60 for detailed definitions, footnotes and caveats.

Source: ACECQA and State and Territory governments (unpublished) *NQAITS*; table 3A.60.

Health and safety — hospital separations for external causes of injury

‘Hospital separations for external causes of injury’ is a proxy indicator of governments’ objective to ensure that ECEC services are delivered in a safe environment (box 3.17).

Box 3.17 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.

‘School’ incorporates a range of formal ECEC settings including preschools and centre-based child care services. Data are limited to children aged 0–4 years to reduce the likelihood that the ‘school’ place of occurrence includes primary schools, which children generally attend when they are 5 years or older. 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.

Low or decreasing hospitalisations for external causes of injury for children aged 0–4 years occurring in a ‘school’ can indicate the safety of ECEC services has improved.

All hospital separation data need to be interpreted with care because:

- no place of occurrence was reported for some hospitalisations of children aged 0–4 years
- the data can capture children who were injured at ‘school’ services without necessarily attending them
- ‘school’ services can include non-ECEC services such as primary schools, but might not include family day care 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 2014-15 data are available for all jurisdictions.

In 2014-15, 2.9 per cent of injuries to children aged 0–4 years that resulted in a hospital admission were reported as occurring at ‘school’ — a similar proportion to previous years. The largest proportion were reported as occurring at home (35.0 per cent), reflecting that

children in this age group spend the majority of their time in the home and many do not attend ECEC (table 3A.62).

Efficiency

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 for ECEC services to be efficient (box 3.18).

Box 3.18 **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.

Efficiency data should be interpreted with care because:

- 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
- differences in reported efficiency results across jurisdictions can reflect differences in definitions and counting and reporting rules. Information on the comparability of expenditure is shown in table 3A.7.

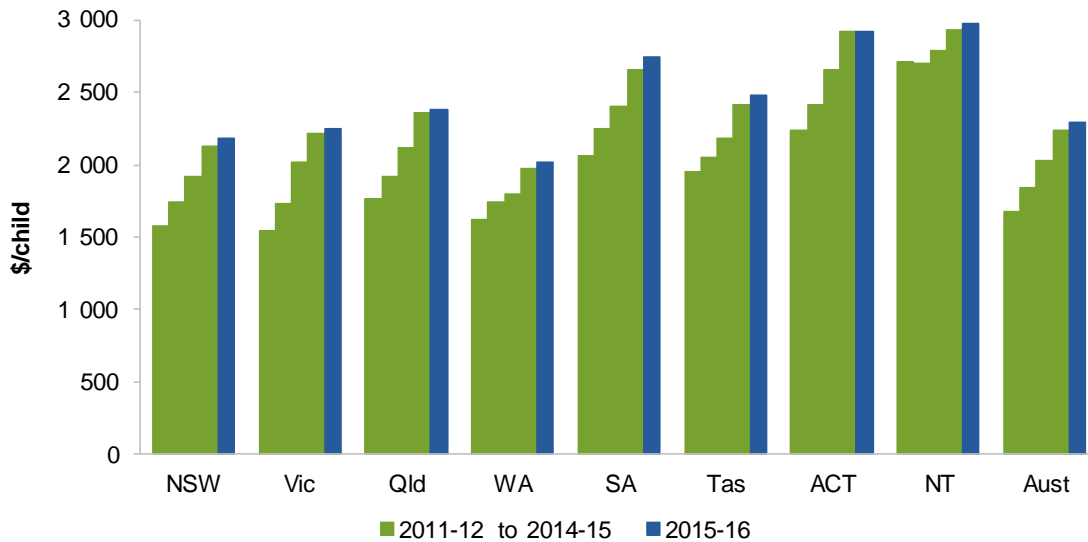
All Australian Government recurrent expenditure reported for this indicator is provided for child care services, whereas State and Territory government recurrent expenditure covers both child care and preschool services.

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 2015-16 data are available for all jurisdictions.

In 2015-16, combined Australian Government and State and Territory government real recurrent expenditure on ECEC per child in the community aged 0–12 years was \$2288, an increase of \$611 since 2011-12 (figure 3.14). Australian Government recurrent expenditure accounted for \$1892 of this expenditure, up from \$1364 in 2011-12 (table 3A.63), while State and Territory government expenditure accounted for \$396 of this expenditure, up from \$313 in 2011-12 (table 3A.64).

Figure 3.14 **Total government real recurrent expenditure on ECEC per child aged 0–12 years^a**



^a See box 3.18 and table 3A.65 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 2015* (and previous editions), Cat. no. 3101.0; table 3A.65.

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 for ECEC services to be efficient (box 3.19).

Box 3.19 **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.

(continued next page)

Box 3.19 (continued)

Efficiency data should be interpreted with care because 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 2015-16 data are available for all jurisdictions.

Australian Government recurrent expenditure per child attending CCB approved child care services was \$6096 in 2015-16, up from \$5205 in 2011-12 (table 3A.66).

Outcomes

Family work-related needs for child care

‘Family work-related needs for child care’ is an indicator of governments’ objective for ECEC services to meet the needs of family (box 3.20).

Box 3.20 Family work-related needs for child care

‘Family work-related needs for child care’ is defined as the proportion of people aged 15 years and over 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.

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 a subset. 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 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 2015 data are available for all jurisdictions.

In 2015, 281 800 people aged 15 years and over reported that they were not in the labour force due to caring for children (table 3A.68). Of these people, over 40 per cent reported not being in the labour force for a child care service-related reason, with the most common

reason given being cost of child care (34.0 per cent). The most common non-service-related reason was a preference to look after children (at 27.5 per cent) (table 3A.68).

ECEC outcomes

‘ECEC outcomes’ is an indicator of governments’ objective to provide ECEC services that meet the education, care, and development needs of children (box 3.21).

Box 3.21 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). The AEDC collects data from teachers on the early childhood development of children when they are in their first year of full-time schooling. Children are considered developmentally vulnerable in a domain if they score below the 10th percentile. The 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 who received ECEC reported as developmentally vulnerable is desirable, and a lower proportion of children who received some ECEC reported as developmentally vulnerable compared to children who did not receive any ECEC could indicate that receiving ECEC leads to better development outcomes. However, results should be interpreted with caution as:

- these data report on the correlation between ECEC experience and development outcomes. The causal impact of ECEC experience on development outcomes cannot be determined from these data
- ECEC experience is just one factor contributing to development. A range of other factors also influence development outcomes, including parental and family circumstances and other services such as health and parenting support
- ECEC experience is reported by the teacher, and therefore, dependent on the teacher’s knowledge of the child’s previous experience
- the data do not include how much ECEC (for example, hours per week) children received
- not all children in the dataset have a complete response for whether or not they attended ECEC.

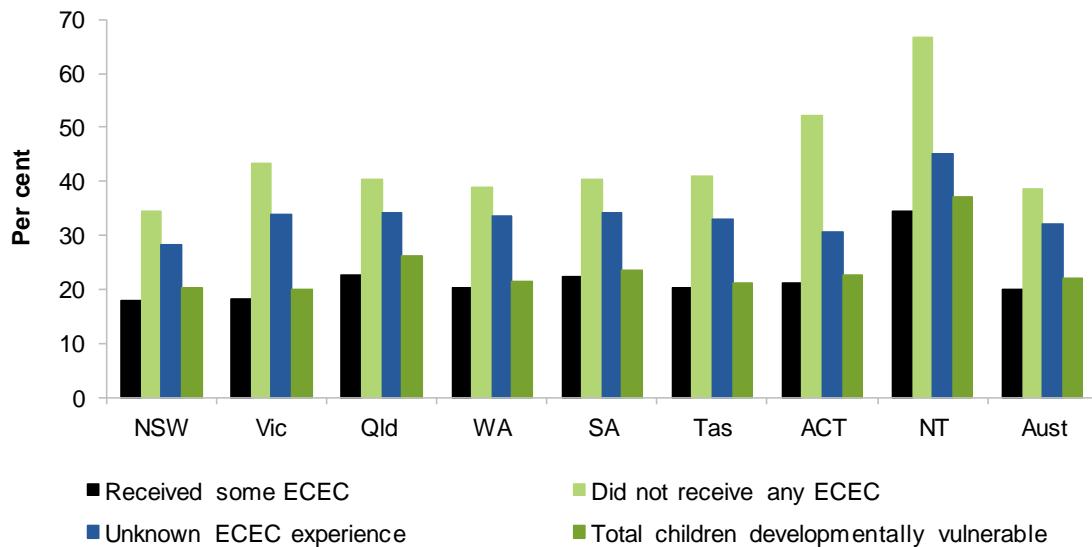
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2012 and 2015 data are available for all jurisdictions.

In 2015, 22.0 per cent of children in their first year of full-time schooling were developmentally vulnerable on one or more domains — unchanged from 2012 (figure 3.15 and table 3A.75). Children who received some ECEC were less likely to be

developmentally vulnerable on one or more domains (19.9 per cent), compared to children who did not receive any ECEC (38.5 per cent).

Figure 3.15 **Proportion of children developmentally vulnerable on one or more domains of the AEDC, by ECEC experience, 2015^a**



^a See box 3.21 and table 3A.75 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished) *Australian Early Development Census 2015*; table 3A.75.

3.4 Definitions of key terms

Aboriginal and Torres Strait Islander children

Children of Aboriginal or Torres Strait Islander origin who self-identify or are identified by a parent or guardian to be of Aboriginal or Torres Strait Islander origin. Aboriginal and Torres Strait Islander children were previously reported as Indigenous children in RoGS.

Administration expenditure

Administration expenditure includes all expenditure by the responsible departments associated with the provision of licensing, advice, policy development, grants administration and training services. Responsible departments include those departments that administer policy for, fund, and license/accredit child care and preschool services in each jurisdiction.

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).
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).
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).
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	<p>When the concept relates to data reported using the National Quality Agenda Information Technology System: the kind of management structure the service provider has.</p> <p>When the concept relates to data reported using the National Early Childhood Education and Care Collection (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.</p> <p>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.</p>
National Quality Framework (NQF) approved	<p>Under the (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.
National Quality Standard (NQS) achievement (meeting and exceeding quality standards)	<p>NQF approved services are rated against the NQS. To determine a rating for each quality area within a service, 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.</p> <p>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.</p> <p>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. 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.</p>
Net capital expenditure	Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.

Non-standard hours of care

Defined by service type as:

- long day care — service operates before 7 am or after 6.30 pm 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 7 am, or after 6.30 pm 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 7 am or after 6.30 pm 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 7 am (before school) or after 6.30 pm (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 7 am or after 6.30 pm 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 7 am or after 6.30 pm 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

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.

Other care

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).

Outside school hours care (OSHC)

Services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. OSHC may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.

Preschool program

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.

Preschool programs delivered to children in the year 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) (as per the NP UAECE). 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.

Preschool services	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.
Primary contact staff	Staff whose primary function is to provide child care and/or preschool services to children.
Real expenditure	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.
Recurrent expenditure	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).
Reference period	The reference period refers to when data are collected during the financial year or point in time.
Regional and remote areas	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.
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 7 am or later and closes at 6.30 pm or earlier every day Monday to Friday (does not operate on weekends) • family day care — service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends or overnight) • vacation care — service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday • OSHC — service opens at 7 am or later (before school) and closes at 6.30 pm or earlier (after school) every day Monday to Friday • occasional care — service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends) • in home care — service operates at 7 am or later and no later than 6.30 pm 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	<p>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) .</p>
State/Territory government licensed	<p>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 and Territory government licensed services are not NQF approved.</p>
Vacation care	<p>Services provided for children enrolled in schools (4–12 year olds) during the school holidays.</p>

3.5 References

- ACECQA (Australian Children’s Education and Care Quality Authority) 2016, *NQF Snapshot, Q2 2016*, Sydney.
- Australian Government Department of Social Services, 2015, Legislation, ratings and standards information on the National Quality Framework, viewed 25 August 2015, <<https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/early-childhood-child-care/legislation-ratings-and-standards-information-on-the-national-quality-framework>>.
- OECD (Organisation for Economic Co-operation and Development) 2006, *Starting Strong II: Early Childhood Education and Care*, Paris.

3A Early childhood education and care — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.4 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/2017).

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TABLE 3A.1

Table 3A.1 **Early Childhood Education and Care (ECEC) in Australia, as at 30 June 2016 (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 Directorate	Preschool	4 by 30 April	Education 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 Early childhood education and care chapter reports data for child care and preschool services. Data on primary school are reported in the School education chapter (chapter 4).
- (b) Departmental or agency responsibility varies between child care and preschool. Responsibilities include 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.
- (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.

Table 3A.1 Early Childhood Education and Care (ECEC) in Australia, as at 30 June 2016 (a)

- (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) The 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)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
New South Wales										
less than 1 year	91.7	95.2	97.2	97.5	95.4	93.6	95.4	101.0	93.0	97.5
1 to less than 2 years	88.0	92.1	94.5	95.7	96.2	95.4	94.2	97.5	96.5	97.2
2 to less than 3 years	86.1	88.6	92.3	94.2	95.1	95.7	95.8	97.4	99.8	98.6
3 to less than 4 years	85.6	86.7	89.5	92.6	94.0	94.9	96.1	96.6	98.2	100.6
4 to less than 5 years	85.4	86.2	87.6	90.5	93.0	94.1	95.4	96.9	97.5	98.9
5 to less than 6 years	86.0	85.9	87.0	88.5	91.4	93.4	94.6	96.2	97.7	98.2
6 to 12 years old	618.0	616.0	615.5	616.6	619.4	625.2	632.1	640.8	651.5	662.9
Total 0–12 years	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	1 253.9
Victoria										
less than 1 year	66.6	69.5	70.4	71.4	70.9	70.5	75.9	74.4	73.1	73.1
1 to less than 2 years	63.6	67.0	69.2	70.1	70.8	71.1	72.6	76.5	76.4	75.3
2 to less than 3 years	62.7	64.6	67.8	69.5	70.3	71.4	71.9	73.9	77.1	78.2
3 to less than 4 years	62.4	63.5	65.7	68.5	69.8	70.8	72.1	72.8	74.7	78.2
4 to less than 5 years	62.2	63.2	64.6	66.8	69.1	70.3	71.6	73.2	73.7	75.9
5 to less than 6 years	62.5	62.8	64.1	65.5	67.6	69.8	71.2	72.6	74.1	74.8
6 to 12 years old	452.7	452.0	452.6	454.6	457.6	463.8	471.7	481.4	491.8	503.6
Total 0–12 years	832.8	842.6	854.4	866.4	876.2	887.8	906.9	924.8	941.0	959.1
Queensland										
less than 1 year	55.3	59.2	61.4	61.2	59.8	60.9	62.3	63.1	62.8	61.9
1 to less than 2 years	54.2	57.3	60.1	61.5	61.4	61.0	61.7	63.6	63.3	63.1
2 to less than 3 years	53.1	55.8	58.6	60.5	61.3	61.9	62.1	63.2	64.5	64.1
3 to less than 4 years	52.4	54.6	57.4	59.5	60.6	62.0	63.0	62.8	63.7	65.0
4 to less than 5 years	52.7	53.7	56.1	58.6	60.2	61.3	63.1	63.7	63.4	64.3
5 to less than 6 years	54.0	54.0	55.1	57.3	59.7	61.2	62.4	63.8	64.3	64.0

TABLE 3A.2

Table 3A.2 Estimated resident population (ERP), children aged 12 years and younger, 31 December ('000) (a)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
6 to 12 years old	387.7	392.3	396.8	400.5	405.0	412.7	421.5	428.9	436.1	443.7
Total 0–12 years	709.4	726.7	745.5	759.1	767.9	781.1	795.9	809.1	818.1	826.1
Western Australia										
less than 1 year	27.8	29.5	30.3	30.7	30.7	31.8	33.6	34.5	34.8	35.0
1 to less than 2 years	26.6	28.6	30.3	30.7	31.1	31.8	33.1	34.4	34.8	34.9
2 to less than 3 years	26.1	27.4	29.5	30.6	31.0	31.7	32.9	33.8	34.7	35.0
3 to less than 4 years	26.0	26.9	28.5	30.0	31.0	31.7	32.8	33.6	34.1	34.9
4 to less than 5 years	26.1	26.7	27.8	29.2	30.6	31.7	32.7	33.6	33.9	34.3
5 to less than 6 years	26.5	26.7	27.6	28.5	29.9	31.4	32.7	33.6	33.9	34.2
6 to 12 years old	194.8	196.3	199.1	201.0	203.8	208.7	214.8	221.3	226.1	230.3
Total 0–12 years	354.0	362.1	373.1	380.8	388.1	398.9	412.5	424.7	432.4	438.6
South Australia										
less than 1 year	18.3	19.3	19.7	19.7	19.4	19.6	20.2	20.3	20.2	19.8
1 to less than 2 years	17.9	18.6	19.3	19.6	19.6	19.5	19.9	20.0	20.3	20.1
2 to less than 3 years	17.8	18.2	18.8	19.3	19.6	19.7	19.6	20.0	20.5	20.5
3 to less than 4 years	17.9	18.1	18.4	19.1	19.4	19.7	19.9	19.8	20.1	20.7
4 to less than 5 years	18.0	18.1	18.3	18.8	19.3	19.6	19.9	20.1	20.0	20.3
5 to less than 6 years	18.3	18.2	18.3	18.6	19.1	19.5	19.8	20.1	20.2	20.1
6 to 12 years old	136.2	135.4	134.4	134.0	134.0	134.3	135.0	136.2	137.6	139.1
Total 0–12 years	244.4	246.0	247.3	249.1	250.4	251.9	254.3	256.4	258.9	260.6
Tasmania										
less than 1 year	6.7	6.7	6.7	6.6	6.2	6.3	6.2	6.1	5.9	5.7
1 to less than 2 years	6.2	6.5	6.6	6.6	6.4	6.2	6.3	6.2	6.1	6.0
2 to less than 3 years	5.9	6.2	6.5	6.5	6.5	6.4	6.2	6.3	6.3	6.1
3 to less than 4 years	5.9	6.0	6.3	6.5	6.5	6.5	6.4	6.2	6.3	6.3

TABLE 3A.2

Table 3A.2 Estimated resident population (ERP), children aged 12 years and younger, 31 December ('000) (a)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
4 to less than 5 years	6.0	5.9	6.1	6.3	6.4	6.4	6.5	6.4	6.2	6.3
5 to less than 6 years	6.1	6.0	6.0	6.1	6.3	6.4	6.4	6.5	6.4	6.3
6 to 12 years old	46.0	45.5	45.1	44.6	44.4	44.1	43.9	44.0	44.3	44.6
Total 0–12 years	82.8	82.8	83.3	83.3	82.9	82.4	81.8	81.7	81.5	81.2
Australian Capital Territory										
less than 1 year	4.5	4.6	4.7	5.0	4.9	4.9	5.3	5.6	5.6	5.4
1 to less than 2 years	4.4	4.5	4.6	4.7	5.0	5.1	5.1	5.3	5.6	5.6
2 to less than 3 years	4.2	4.4	4.6	4.6	4.7	5.0	5.1	5.2	5.4	5.6
3 to less than 4 years	4.1	4.3	4.5	4.6	4.6	4.8	5.1	5.2	5.2	5.5
4 to less than 5 years	4.0	4.2	4.3	4.5	4.6	4.6	4.9	5.1	5.2	5.3
5 to less than 6 years	4.0	4.0	4.2	4.4	4.6	4.7	4.7	4.9	5.1	5.2
6 to 12 years old	29.4	29.1	29.0	29.2	29.5	30.1	30.9	31.5	32.1	33.1
Total 0–12 years	54.6	55.2	55.9	57.0	57.9	59.2	61.2	62.8	64.3	65.8
Northern Territory										
less than 1 year	3.6	3.8	3.7	3.8	3.7	3.7	3.9	3.9	3.9	3.9
1 to less than 2 years	3.5	3.7	3.8	3.8	3.8	3.7	3.8	4.0	3.9	3.9
2 to less than 3 years	3.4	3.6	3.7	3.7	3.7	3.7	3.7	3.8	3.9	3.8
3 to less than 4 years	3.5	3.5	3.6	3.7	3.7	3.7	3.7	3.7	3.7	3.8
4 to less than 5 years	3.5	3.5	3.5	3.6	3.6	3.6	3.7	3.7	3.7	3.6
5 to less than 6 years	3.5	3.5	3.5	3.5	3.6	3.6	3.6	3.7	3.6	3.6
6 to 12 years old	23.5	23.7	23.9	24.0	23.9	24.1	24.4	24.5	24.5	24.5
Total 0–12 years	44.6	45.2	45.7	46.1	46.0	46.2	46.8	47.2	47.1	47.1
Australia (b)										
less than 1 year	274.6	287.9	294.2	295.8	291.0	291.5	302.8	308.8	299.3	302.3
1 to less than 2 years	264.5	278.3	288.3	292.7	294.3	293.8	296.6	307.6	306.9	306.1

TABLE 3A.2

Table 3A.2 **Estimated resident population (ERP), children aged 12 years and younger, 31 December ('000) (a)**

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
2 to less than 3 years	259.4	268.8	281.8	289.1	292.4	295.5	297.4	303.7	312.3	312.0
3 to less than 4 years	257.7	263.5	274.0	284.6	289.5	294.2	299.0	300.7	306.1	315.0
4 to less than 5 years	257.9	261.5	268.4	278.4	287.0	291.8	297.7	302.6	303.5	309.0
5 to less than 6 years	261.0	261.3	265.8	272.4	282.1	290.0	295.4	301.4	305.4	306.3
6 to 12 years old	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	2 082.2
Total 0–12 years	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	3 932.8

(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 2015 (and previous editions)*, Cat. no. 3101.0.

TABLE 3A.3

Table 3A.3 Total government real expenditure on ECEC (2015-16 dollars) (\$000) (a), (b), (c)

	Aus	State and Territory governments								All	
	Gov	NSW (d)	Vic	Qld (e)	WA (f)	SA	Tas (g)	ACT	NT	Total	govt
2006-07											
Recurrent expenditure	2 887 573	203 060	165 968	166 879	79 859	119 497	29 802	27 368	35 094	827 526	3 715 099
Net capital expenditure	2 144	–	6 863	7 909	1 788	5 831	260	3 949	575	27 174	29 318
Total expenditure	2 889 716	203 060	172 831	174 788	81 646	125 328	30 061	31 317	35 669	854 700	3 744 417
2007-08											
Recurrent expenditure	3 161 617	200 529	182 814	82 659	84 263	122 017	30 680	28 855	34 955	766 771	3 928 388
Net capital expenditure	10 100	2 274	16 264	6 806	3 220	2 637	318	2 202	244	33 965	44 065
Total expenditure	3 171 717	202 803	199 078	89 465	87 483	124 654	30 998	31 056	35 199	800 736	3 972 453
2008-09											
Recurrent expenditure	4 428 090	214 193	180 260	86 144	138 594	120 522	32 721	29 396	35 171	837 002	5 265 092
Net capital expenditure	1 228	1 735	16 102	5 053	2 779	5 494	239	12 161	162	43 726	44 954
Total expenditure	4 429 318	215 928	196 362	91 196	141 373	126 016	32 960	41 558	35 334	880 728	5 310 046
2009-10											
Recurrent expenditure	4 311 081	245 471	197 482	90 107	170 302	128 044	32 974	29 881	39 609	933 869	5 244 951
Net capital expenditure	37 967	3 233	22 861	24 480	43 955	14 376	195	1 908	5 316	116 324	154 292
Total expenditure	4 349 049	248 703	220 344	114 586	214 258	142 419	33 168	31 789	44 926	1 050 194	5 399 242
2010-11											
Recurrent expenditure	4 657 897	241 746	209 358	112 741	218 531	132 404	35 975	29 937	48 407	1 029 099	5 686 996
Net capital expenditure	5 328	356	47 876	61 622	44 625	4 978	249	1 011	1 904	162 621	167 949
Total expenditure	4 663 225	242 102	257 234	174 363	263 156	137 382	36 224	30 948	50 310	1 191 719	5 854 944
2011-12											
Recurrent expenditure	5 048 035	255 674	217 857	147 704	266 354	142 650	41 209	33 016	52 947	1 157 410	6 205 445
Net capital expenditure	32 241	–	43 154	100 935	34 361	4 729	810	11 029	491	195 510	227 751
Total expenditure	5 080 276	255 674	261 012	248 639	300 715	147 379	42 019	44 045	53 438	1 352 920	6 433 196

TABLE 3A.3

Table 3A.3 Total government real expenditure on ECEC (2015-16 dollars) (\$000) (a), (b), (c)

	Aus	State and Territory governments								All	
	Gov	NSW (d)	Vic	Qld (e)	WA (f)	SA	Tas (g)	ACT	NT	Total	govt
2012-13											
Recurrent expenditure	5 624 930	265 026	265 512	183 377	287 003	157 907	44 428	34 627	57 085	1 294 964	6 919 894
Net capital expenditure	23 215	–	46 078	45 918	32 500	21 189	153	24 931	2 084	172 852	196 067
Total expenditure	5 648 145	265 026	311 589	229 296	319 503	179 095	44 581	59 558	59 169	1 467 817	7 115 962
2013-14											
Recurrent expenditure (h)	6 430 560	245 307	320 745	213 059	277 002	158 161	47 441	36 391	56 243	1 354 351	7 784 911
Net capital expenditure	19 547	na	22 720	35 904	28 618	16 244	154	12 642	23 555	139 837	159 384
Total expenditure (h)	6 450 107	245 307	343 466	248 963	306 654	174 405	47 595	49 033	79 798	1 495 222	7 945 329
2014-15											
Recurrent expenditure	7 245 138	254 926	334 680	241 404	302 465	170 949	49 915	40 018	54 713	1 449 070	8 694 209
Net capital expenditure	26 655	–	7 836	7 232	19 154	1 986	355	4 007	1 425	41 994	68 649
Total expenditure	7 271 793	254 926	342 516	248 635	321 619	172 935	50 269	44 026	56 138	1 491 065	8 762 858
2015-16											
Recurrent expenditure	7 439 998	307 987	362 102	237 925	321 413	183 460	50 324	41 281	52 570	1 557 062	8 997 059
Net capital expenditure	9 673	–	12 594	15 803	16 437	15 768	49	3 407	7 633	71 691	81 364
Total expenditure	7 449 671	307 987	374 696	253 728	337 851	199 228	50 373	44 688	60 203	1 628 754	9 078 425

(a) Time series financial data are adjusted to 2015-16 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 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) Recurrent expenditure also includes one-off, non-capital payments to peak agencies who support child care and preschool service providers.

(d) 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 (2015-16 dollars) (\$000) (a), (b), (c)**

	<i>Aus</i>	<i>State and Territory governments</i>								<i>All</i>
	<i>Gov</i>	<i>NSW (d)</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Total</i>	govt

(e) 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.

(f) Data for WA exclude expenditure on non-government preschools up to and including 2008-09.

(g) 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.

(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.

na Not available. – 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 (2015-16 dollars) (\$000) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006-07									
Recurrent expenditure (g) (h)	849 047	579 733	844 877	227 645	221 849	68 629	34 387	49 097	2 887 573
Net capital expenditure	83	–	–	–	–	–	–	2 061	2 144
Total expenditure	849 130	579 733	844 877	227 645	221 849	68 629	34 387	51 158	2 889 716
2007-08									
Recurrent expenditure (g), (i), (j)	939 694	647 036	918 730	235 975	239 027	73 568	38 060	55 563	3 161 617
Net capital expenditure	3 396	1 117	2 095	713	828	220	–	1 731	10 100
Total expenditure	943 090	648 153	920 825	236 688	239 855	73 788	38 060	57 294	3 171 717
2008-09									
Recurrent expenditure (g)	1 467 654	963 317	1 150 316	330 613	306 098	95 968	51 932	61 807	4 428 090
Net capital expenditure	302	42	380	39	224	156	–	85	1 228
Total expenditure	1 467 955	963 359	1 150 696	330 652	306 322	96 125	51 932	61 893	4 429 318
2009-10									
Recurrent expenditure	1 320 724	984 948	1 076 383	315 425	345 428	120 017	77 410	70 746	4 311 081
Net capital expenditure	11 973	8 525	9 692	2 776	3 011	959	722	311	37 967
Total expenditure	1 332 696	993 472	1 086 075	318 201	348 440	120 976	78 132	71 057	4 349 049
2010-11									
Recurrent expenditure	1 451 575	1 064 585	1 141 595	342 190	356 651	121 947	90 436	88 919	4 657 897
Net capital expenditure	1 708	1 206	1 328	394	407	131	109	45	5 328
Total expenditure	1 453 283	1 065 791	1 142 923	342 584	357 058	122 077	90 545	88 964	4 663 225
2011-12									
Recurrent expenditure	1 624 123	1 148 190	1 228 814	379 931	375 774	119 472	99 507	72 225	5 048 035
Net capital expenditure	10 373	7 374	7 974	2 436	2 406	750	659	269	32 241
Total expenditure	1 634 496	1 155 564	1 236 788	382 367	378 179	120 222	100 166	72 494	5 080 276

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on child care services (2015-16 dollars) (\$000) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012-13									
Recurrent expenditure	1 831 402	1 300 035	1 339 820	433 308	415 315	122 929	112 758	69 362	5 624 930
Net capital expenditure	7 478	5 396	5 636	1 802	1 727	502	489	186	23 215
Total expenditure	1 838 880	1 305 431	1 345 456	435 110	417 042	123 431	113 247	69 548	5 648 145
2013-14									
Recurrent expenditure (k)	2 103 328	1 546 865	1 498 130	486 671	458 948	130 617	130 574	75 428	6 430 560
Net capital expenditure	6 346	4 704	4 644	1 489	1 403	394	415	151	19 547
Total expenditure (k)	2 109 674	1 551 568	1 502 774	488 161	460 352	131 011	130 989	75 579	6 450 107
2014-15									
Recurrent expenditure (l)	2 372 426	1 745 442	1 684 424	549 096	516 040	146 466	147 737	83 507	7 245 138
Net capital expenditure	8 846	6 557	6 052	2 064	1 848	502	582	202	26 655
Total expenditure	2 381 273	1 751 999	1 690 476	551 161	517 887	146 968	148 320	83 709	7 271 793
2015-16									
Recurrent expenditure	2 434 353	1 790 235	1 732 013	563 172	530 718	150 991	151 094	87 421	7 439 998
Net capital expenditure	3 164	2 327	2 253	732	690	197	196	114	9 673
Total expenditure	2 437 517	1 792 562	1 734 266	563 904	531 408	151 187	151 291	87 535	7 449 671

(a) Time series financial data are adjusted to 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 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 tables 3A.3 and 3A.5). The NP UAECE funding is also separately reported in table 3A.6.

(c) The Australian total for 2006-07 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 2006-07 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 (2015-16 dollars) (\$000) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(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)	Data include expenditure for some children aged greater than 12 year, including Aboriginal and Torres Strait Islander children and children with special needs.								
(g)	In 2006-07, data for recurrent expenditure include an estimate of Department of Families, Community Services and Indigenous Affairs departmental expenditure. In 2007-08, data for recurrent expenditure include an estimate of Department of Families, Housing, Community Services and Indigenous Affairs 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.								
(h)	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.								
(i)	CCTR reported expenditure may include some double counting where customers were assessed for their CCTR entitlement and then later reassessed.								
(j)	Includes an estimate of CCTR expenditure for 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)	Due to machinery of Government changes, Australia Government expenditure by jurisdiction was calculated differently for 2014-15. – Nil or rounded to zero.								

Source: Australian Government Department of Education and Training unpublished.

TABLE 3A.5

Table 3A.5 State and Territory government real expenditure on ECEC services (2015-16 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>
2011-12									
Child care services									
Total recurrent expenditure	52 183	672	63 984	14 288	14 963	2 138	5 606	16 829	170 662
Net capital expenditure	–	–	27 767	8 179	4 399	810	224	491	41 870
Total expenditure	52 183	672	91 751	22 466	19 362	2 949	5 830	17 319	212 532
Preschool services									
Total recurrent expenditure	203 491	217 185	83 720	252 066	127 687	39 070	27 410	36 118	986 747
Net capital expenditure	–	43 154	73 168	26 182	330	na	10 805	na	153 640
Total expenditure	203 491	260 340	156 888	278 248	128 017	39 070	38 215	36 118	1 140 388
ECEC services									
Total recurrent expenditure	255 674	217 857	147 704	266 354	142 650	41 209	33 016	52 947	1 157 410
Net capital expenditure	–	43 154	100 935	34 361	4 729	810	11 029	491	195 510
Total expenditure	255 674	261 012	248 639	300 715	147 379	42 019	44 045	53 438	1 352 920
2012-13									
Child care services									
Total recurrent expenditure	55 499	634	49 622	15 863	16 442	2 762	5 443	17 073	163 338
Net capital expenditure	–	–	17 890	8 345	17 483	153	3 188	2 084	48 532
Total expenditure	55 499	634	67 512	24 208	33 926	2 915	8 631	19 157	212 481
Preschool services									
Total recurrent expenditure	209 527	252 804	133 756	271 140	141 464	41 666	29 183	40 012	1 119 553
Net capital expenditure	–	46 078	28 028	24 155	3 705	na	21 743	na	122 173
Total expenditure	209 527	298 882	161 784	295 296	145 170	41 666	50 927	40 012	1 243 263
ECEC services									
Total recurrent expenditure	265 026	265 512	183 377	287 003	157 907	44 428	34 627	57 085	1 294 964
Net capital expenditure	–	46 078	45 918	32 500	21 189	153	24 931	2 084	170 705

TABLE 3A.5

Table 3A.5 State and Territory government real expenditure on ECEC services (2015-16 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	265 026	311 589	229 296	319 503	179 095	44 581	59 558	59 169	1 467 817
2013-14									
Child care services									
Total recurrent expenditure	53 912	13 422	56 915	2 873	17 009	2 856	5 944	17 272	172 345
Net capital expenditure	na	–	7 253	4 392	11 571	154	10 271	23 555	57 197
Total expenditure	53 912	13 422	64 168	7 265	28 581	3 010	16 215	40 827	227 401
Preschool services									
Total recurrent expenditure	191 395	307 323	156 144	274 129	141 152	44 585	30 447	38 971	1 199 042
Net capital expenditure	na	22 720	28 651	24 226	4 672	na	2 371	na	82 640
Total expenditure	191 395	330 043	184 795	298 354	145 825	44 585	32 818	38 971	1 266 786
ECEC services									
Total recurrent expenditure	245 307	320 745	213 059	277 002	158 161	47 441	36 391	56 243	1 371 387
Net capital expenditure	na	22 720	35 904	28 618	16 244	154	12 642	23 555	139 837
Total expenditure	245 307	343 466	248 963	306 654	174 405	47 595	49 033	79 798	1 495 222
2014-15									
Child care services									
Total recurrent expenditure	50 235	13 536	74 704	18 077	20 796	3 022	6 057	18 251	204 678
Net capital expenditure	–	–	3 971	1 044	670	355	2 502	1 425	9 967
Total expenditure	50 235	13 536	78 675	19 121	21 466	3 376	8 559	19 676	214 645
Preschool services									
Total recurrent expenditure	204 692	321 145	166 700	284 387	150 152	46 893	33 961	36 462	1 244 392
Net capital expenditure	–	7 836	3 260	18 110	1 316	na	1 505	na	32 027
Total expenditure	204 692	328 981	169 960	302 498	151 468	46 893	35 466	36 462	1 276 420
ECEC services									
Total recurrent expenditure	254 926	334 680	241 404	302 465	170 949	49 915	40 018	54 713	1 449 070

TABLE 3A.5

Table 3A.5 State and Territory government real expenditure on ECEC services (2015-16 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	–	7 836	7 232	19 154	1 986	355	4 007	1 425	41 994
Total expenditure	254 926	342 516	248 635	321 619	172 935	50 269	44 026	56 138	1 491 065
2015-16									
Child care services									
Total recurrent expenditure	97 651	16 183	71 578	14 669	23 155	3 220	7 163	17 883	251 502
Net capital expenditure	–	–	14 964	568	440	49	3 335	6 009	25 365
Total expenditure	97 651	16 183	86 542	15 237	23 595	3 269	10 498	23 892	276 867
Preschool services									
Total recurrent expenditure	210 336	345 919	166 347	306 744	160 305	47 104	34 118	34 687	1 305 560
Net capital expenditure	–	12 594	839	15 869	15 328	na	72	1 624	46 326
Total expenditure	210 336	358 513	167 186	322 614	175 633	47 104	34 190	36 311	1 351 887
ECEC services									
Total recurrent expenditure	307 987	362 102	237 925	321 413	183 460	50 324	41 281	52 570	1 557 062
Net capital expenditure	–	12 594	15 803	16 437	15 768	49	3 407	7 633	71 691
Total expenditure	307 987	374 696	253 728	337 851	199 228	50 373	44 688	60 203	1 628 754

- (a) Time series financial data are adjusted to 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 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 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, outside school hours care (OSHC), occasional care and early intervention services).

TABLE 3A.5

Table 3A.5 **State and Territory government real expenditure on ECEC services (2015-16 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 net capital expenditure on child care services is due to the construction of three Early Learning and Care Centres 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 years. 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.									
(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 ACT 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 ACT 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. 2015-16 preschool services expenditure relates to new preschools.									

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)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2015-16	130 471	98 431	85 988	45 137	27 111	8 692	6 849	4 975	407 655
Real expenditure (2015-16 \$) (b)									
2010-11	24 432	17 552	26 813	8 820	5 998	1 764	1 058	1 764	88 202
2010-11	29 237	21 004	32 087	10 555	7 177	2 111	1 267	2 111	105 550
2011-12	87 613	62 942	96 153	31 629	21 508	6 326	3 796	6 326	316 294
2012-13	149 534	118 531	105 528	51 561	33 454	11 260	7 666	6 428	483 961
2013-14	136 009	101 352	87 974	45 385	28 249	10 386	6 671	5 298	421 325
2014-15	117 669	87 968	76 694	39 709	24 477	8 049	5 892	4 550	365 009
2015-16	130 471	98 431	85 988	45 137	27 111	8 692	6 849	4 975	407 655

(a) This funding is allocated to states and territories by the Australian Government under the terms of the NP UAECE. Amounts received are included in State and Territory government expenditure in tables 3A.3 and 3A.5. This funding is not included in Australian Government expenditure in tables 3A.3 and 3A.4. Funding amounts in this table do not necessarily reflect final amounts received by states and territories.

(b) Time series financial data are adjusted to 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 for more information.

Source: Australian Government Department of Education and Training unpublished.

TABLE 3A.7

Table 3A.7 Comparability of expenditure — items included, 2015-16

	<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) WA data 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 excluded. 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 CCB approved child care services, by service type (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Number of Australian Government CCB approved child care services									
Long day care	2 566	1 191	1 380	504	322	113	118	74	6 268
Family day care	117	155	107	26	18	13	6	5	447
Vacation care	723	371	560	229	262	78	47	38	2 308
OSHC	1 762	1 727	1 211	519	614	162	146	56	6 197
Occasional care	36	54	8	11	2	4	3	–	118
In home care	21	16	20	6	3	3	1	–	70
Total	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	2 670	1 217	1 406	517	334	111	123	72	6 450
Family day care	185	268	113	34	21	12	7	4	644
Vacation care	750	395	591	240	258	79	52	39	2 404
OSHC	1 892	1 784	1 250	598	627	163	145	61	6 520
Occasional care	36	55	8	11	2	4	3	–	119
In home care	20	16	21	6	3	3	1	–	70
Total	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	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

TABLE 3A.8

Table 3A.8 Number of Australian Government CCB approved child care services, by service type (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2016									
Number of Australian Government CCB approved child care services									
Long day care	2 838	1 288	1 473	562	359	117	148	77	6 862
Family day care (c)	255	307	130	47	25	12	13	5	794
Vacation care	784	477	662	284	268	77	56	40	2 648
OSHC	2 094	1 928	1 327	768	670	165	155	70	7 177
Occasional care	36	51	5	10	2	4	3	–	111
In home care	18	14	20	5	3	2	1	1	64
Total	6 025	4 065	3 617	1 676	1 327	377	376	193	17 656
Number of Budget Based Funded Services	38	14	70	25	39	6	–	106	298

(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, for example, vacation care and OSHC.

(c) 2016 family day care data are sourced from the *2016 National Early Childhood Education and Care Workforce Census*. These data are preliminary and may be subject to revision. State or Territory is based on the location of the family day care scheme, and may not match the location where the care is delivered.

– Nil or rounded to zero.

Source: Australian Government Department of Education and Training unpublished and *2016 National Early Childhood Education and Care Workforce Census* (preliminary).

TABLE 3A.9

Table 3A.9 **Number of State and Territory government funded ECEC services, by service type, 30 June 2016 (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<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	na	..	..	..	..	..	..	..	–
Family day care	..	..	..	..	..	..	..	..	–
Vacation care	na	..	9	..	..	2	..	..	11
OSHC	..	..	..	..	..	..	..	..	–
Occasional care (f)	na	163	16	10	97	17	..	..	303
Other care (g)	..	..	..	..	28	..	..	2	30
Total	na	163	25	..	125	19	..	2	334
Number of State and Territory government funded preschool services (h), (i)									
Preschool	851	1 185	479	909	385	209	83	119	4 220

(a) Data are as at 30 June 2016, except for Victoria (August 2015), Queensland (July/August 2015) and Tasmania (August/September 2015).

(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 data include community preschools and government preschools. While the vast majority of these services should only be eligible for State funding, there may be some services also receiving Commonwealth funding.

(e) Tasmania only includes services in receipt of recurrent operational funding.

(f) Victorian and SA occasional care data include services which received funding under the National Occasional Care Programme.

(g) Other care in SA refers to playcentres and 3 year old kindergarten services in the NT.

(h) 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.

(i) Victorian data refer to the number of sessional services (i.e. non-long day care) receiving funding. Long day care services are likely to receive funding from the Australian Government. Overall, the number of funded services has increased between 2014 and 2015. The number of funded long day care services has increased and the number of funded non-long day care services has decreased.

TABLE 3A.9

Table 3A.9 **Number of State and Territory government funded ECEC services, by service type, 30 June 2016 (a), (b), (c)**

	<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>
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na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments unpublished.

TABLE 3A.10

Table 3A.10 **National Quality Framework (NQF) approved ECEC services, by service type, by management type, 30 June 2016**
(a), (b), (c), (d)

	NSW		Vic		Qld		WA (e)		SA		Tas (e)		ACT		NT		Aust		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	
Long day care																			
Community	578	20.4	452	34.5	470	32.2	216	34.1	155	44.2	59	49.2	85	63.0	49	61.3	2 064	29.8	
Private	2 017	71.1	732	55.8	935	64.1	393	62.1	149	42.5	41	34.2	47	34.8	16	20.0	4 330	62.5	
Non-government school	38	1.3	23	1.8	40	2.7	–	–	20	5.7	8	6.7	2	1.5	11	13.8	142	2.0	
Government	198	7.0	104	7.9	14	1.0	24	3.8	27	7.7	12	10.0	–	–	4	5.0	383	5.5	
Unknown management type	6	0.2	1	0.1	–	–	–	–	–	–	–	–	1	0.7	–	–	8	0.1	
Total	2 837	100.0	1 312	100.0	1 459	100.0	633	100.0	351	100.0	120	100.0	135	100.0	80	100.0	6 927	100.0	
Family day care																			
Community	43	10.3	15	3.8	61	39.4	10	17.2	–	–	5	35.7	3	15.0	4	66.7	141	12.8	
Private	335	80.0	342	87.5	91	58.7	44	75.9	25	67.6	6	42.9	17	85.0	2	33.3	862	78.4	
Non-government school	1	0.2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	0.1	
Government	40	9.5	34	8.7	3	1.9	4	6.9	12	32.4	3	21.4	–	–	–	–	96	8.7	
Unknown management type	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	
Total	419	100.0	391	100.0	155	100.0	58	100.0	37	100.0	14	100.0	20	100.0	6	100.0	1 100	100.0	
Vacation care																			
Community	435	42.0	100	18.9	620	67.0	75	20.1	30	10.0	52	49.5	33	49.3	18	47.4	1 363	40.4	
Private	473	45.7	297	56.0	241	26.1	253	67.8	57	18.9	34	32.4	15	22.4	14	36.8	1 384	41.0	
Non-government school	36	3.5	21	4.0	49	5.3	18	4.8	62	20.6	7	6.7	19	28.4	6	15.8	218	6.5	
Government	90	8.7	111	20.9	15	1.6	27	7.2	152	50.5	12	11.4	–	–	–	–	407	12.1	

TABLE 3A.10

Table 3A.10 **National Quality Framework (NQF) approved ECEC services, by service type, by management type, 30 June 2016**
(a), (b), (c), (d)

	NSW		Vic		Qld		WA (e)		SA	Tas (e)		ACT	NT	Aust				
Unknown management type	1	0.1	1	0.2	–	–	–	–	–	–	–	–	–	–	–	2	0.1	
Total	1 035	100.0	530	100.0	925	100.0	373	100.0	301	100.0	105	100.0	67	100.0	38	100.0	3 374	100.0
OSHC																		
Community	575	41.2	114	10.0	636	66.0	80	17.3	28	7.2	73	52.9	67	62.6	18	36.0	1 591	34.3
Private	679	48.6	683	60.1	256	26.6	346	74.7	95	24.5	40	29.0	15	14.0	23	46.0	2 137	46.0
Non-government school	58	4.2	63	5.5	56	5.8	21	4.5	85	22.0	7	5.1	25	23.4	9	18.0	324	7.0
Government	85	6.1	275	24.2	15	1.6	16	3.5	179	46.3	18	13.0	–	–	–	–	588	12.7
Unknown management type	–	–	1	0.1	–	–	–	–	–	–	–	–	–	–	–	–	1	0.0
Total	1 397	100.0	1 136	100.0	963	100.0	463	100.0	387	100.0	138	100.0	107	100.0	50	100.0	4 641	100.0
Occasional care (f)																		
Community	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Private	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Non-government school	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Government	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Unknown management type	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other care																		
Community	13	46.4	39	24.1	5	33.3	3	12.0	–	–	–	–	3	42.9	2	100.0	65	27.2
Private	10	35.7	104	64.2	8	53.3	21	84.0	–	–	–	–	4	57.1	–	–	147	61.5

TABLE 3A.10

Table 3A.10 **National Quality Framework (NQF) approved ECEC services, by service type, by management type, 30 June 2016**
(a), (b), (c), (d)

	NSW		Vic		Qld		WA (e)		SA	Tas (e)		ACT	NT		Aust			
Non-government school	2	7.1	1	0.6	–	–	1	4.0	–	–	–	–	–	–	–	4	1.7	
Government	3	10.7	17	10.5	2	13.3	–	–	–	–	–	–	–	–	–	22	9.2	
Unknown management type	–	–	1	0.6	–	–	–	–	–	–	–	–	–	–	–	1	0.4	
Total	28	100.0	162	100.0	15	100.0	25	100.0	–	–	–	–	7	100.0	2	100.0	239	100.0
Preschool (g)																		
Community	613	69.3	842	66.8	592	50.9	9	31.0	11	2.5	–	–	–	–	–	2 067	52.2	
Private	88	10.0	30	2.4	485	41.7	19	65.5	9	2.0	–	–	–	–	–	631	15.9	
Non-government school	43	4.9	85	6.7	50	4.3	1	3.4	42	9.4	–	–	20	20.2	8	9.9	249	6.3
Government	138	15.6	303	24.0	37	3.2	–	–	383	86.1	–	–	79	79.8	73	90.1	1 013	25.6
Unknown management type	2	0.2	–	–	–	–	–	–	–	–	–	–	–	–	–	2	0.1	
Total	884	100.0	1 260	100.0	1 164	100.0	29	100.0	445	100.0	–	–	99	100.0	81	100.0	3 962	100.0
Sum of service types (h)																		
Community	2 257	34.2	1 562	32.6	2 384	50.9	393	24.9	224	14.7	189	50.1	191	43.9	91	35.4	7 291	36.0
Private	3 602	54.6	2 188	45.7	2 016	43.1	1 076	68.1	335	22.0	121	32.1	98	22.5	55	21.4	9 491	46.9
Non-government school	178	2.7	193	4.0	195	4.2	41	2.6	209	13.7	22	5.8	66	15.2	34	13.2	938	4.6
Government	554	8.4	844	17.6	86	1.8	71	4.5	753	49.5	45	11.9	79	18.2	77	30.0	2 509	12.4
Unknown management type	9	0.1	4	0.1	–	–	–	–	–	–	–	–	1	0.2	–	–	14	0.1
Total	6 600	100.0	4 791	100.0	4 681	100.0	1 581	100.0	1 521	100.0	377	100.0	435	100.0	257	100.0	20 243	100.0

Total NQF approved ECEC services (h)

TABLE 3A.10

Table 3A.10 **National Quality Framework (NQF) approved ECEC services, by service type, by management type, 30 June 2016**
(a), (b), (c), (d)

	NSW		Vic		Qld		WA (e)		SA	Tas (e)		ACT	NT		Aust			
Community	1 787	33.4	1 416	34.5	1 546	54.0	307	27.0	187	16.0	124	53.7	155	44.0	74	33.8	5 596	36.3
Private	2 960	55.4	1 799	43.9	1 127	39.4	752	66.0	261	22.3	68	29.4	81	23.0	41	18.7	7 089	46.0
Non-government school	121	2.3	165	4.0	127	4.4	28	2.5	132	11.3	8	3.5	36	10.2	27	12.3	644	4.2
Government	469	8.8	719	17.5	61	2.1	52	4.6	588	50.3	31	13.4	79	22.4	77	35.2	2 076	13.5
Unknown management type	9	0.2	2	0.0	–	–	–	–	–	–	–	–	1	0.3	–	–	12	0.1
Total	5 346	100.0	4 101	100.0	2 861	100.0	1 139	100.0	1 168	100.0	231	100.0	352	100.0	219	100.0	15 417	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 the 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 this Report (such as long day care, OSHC and preschool) are defined in the chapter (see section 3.4). 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, for example, 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 management structure of the provider.
- (d) 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.
- (e) 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.
- (f) Occasional care is not in scope of the NQF.

Table 3A.10 **National Quality Framework (NQF) approved ECEC services, by service type, by management type, 30 June 2016**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(g)	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.								
(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 **Number of State and Territory government licensed or registered ECEC services, by service type, 30 June 2016 (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
Number of State and Territory government licensed or registered ECEC services by service type									
Long day care	na	26	21	13	..	3	14	..	77
Family day care	na	..	..	–	..	–	–	..	–
Vacation care	na	1	7	–	..	5	–	..	13
OSHC	na	..	11	–	..	2	1	..	14
Occasional care	48	366	29	–	97	27	–	..	567
Other care (e)	100	22	–	–	28	2	–	..	152
Preschool	na	2	8	909	2	215	–	..	1 136
Sum of service types (f)	148	417	76	922	127	254	15	..	1 959
Total ECEC services (g)	148	417	58	922	127	250	15	..	1 937

(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) Data for Tasmania are as at 1 June.

(d) NT does not operate a dual regulatory framework so all ECEC services operating in NT are regulated under the NQF.

(e) In Victoria, other care services include early intervention and 3 year old preschool services. In SA, other care services include playcentres.

(f) Sum of service types may equal more than the total number of individual services due to some services delivering more than one service type.

(g) 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.

na Not available. .. 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), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Number of preschool services										
LDC with preschool (h), (i)										
Total LDC with preschool	no.	1 728	983	1 203	130	203	12	79	33	4 371
Preschool not delivered in LDC										
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 (j)	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 (h), (i)										
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										
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 (j)	%	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
2014										
Number of preschool services										

TABLE 3A.12

Table 3A.12 **Preschool services, by service delivery setting, by management type (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
LDC with preschool (h)										
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										
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 (j)	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 (h)										
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 (j)	%	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
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

TABLE 3A.12

Table 3A.12 **Preschool services, by service delivery setting, by management type (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Number of preschool services										
LDC with preschool (h)										
Government	no.	245	98	31	23	62	10	–	3	472
Non-government	no.	2 394	1 141	1 393	432	275	78	127	66	5 906
Total LDC with preschool	no.	2 639	1 239	1 424	455	337	88	127	69	6 378
Preschool not delivered in LDC										
Government	no.	158	234	113	654	341	153	82	117	1 852
Non-government	no.	685	914	458	250	27	56	7	9	2 406
Community	no.	667	825	424	–	4	–	–	–	1 920
Private (j)	no.	–	7	5	–	3	–	–	–	15
Non-government school	no.	18	82	29	250	20	56	7	9	471
Total preschool not delivered in LDC	no.	843	1 148	571	904	368	209	89	126	4 258
Total preschool services	no.	3 482	2 387	1 995	1 359	705	297	216	195	10 636
Proportion of preschool services										
LDC with preschool (h)										
Government	%	7.0	4.1	1.6	1.7	8.8	3.4	–	1.5	4.4
Non-government	%	68.8	47.8	69.8	31.8	39.0	26.3	58.8	33.8	55.5
Total LDC with preschool	%	75.8	51.9	71.4	33.5	47.8	29.6	58.8	35.4	60.0
Preschool not delivered in LDC										
Government	%	4.5	9.8	5.7	48.1	48.4	51.5	38.0	60.0	17.4
Non-government	%	19.7	38.3	23.0	18.4	3.8	18.9	3.2	4.6	22.6
Community	%	19.2	34.6	21.3	–	0.6	–	–	–	18.1
Private (j)	%	–	0.3	0.3	–	0.4	–	–	–	0.1
Non-government school	%	0.5	3.4	1.5	18.4	2.8	18.9	3.2	4.6	4.4

TABLE 3A.12

Table 3A.12 **Preschool services, by service delivery setting, by management type (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total preschool not delivered in LDC	%	24.2	48.1	28.6	66.5	52.2	70.4	41.2	64.6	40.0
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 CCB approved) and do not receive State or Territory government funding. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.
- (d) Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS), which may limit comparability across jurisdictions.
- (e) For more information on data quality, including collection methodologies and data limitations, see *Preschool Education, Australia* (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the Australian Institute of Health and Welfare (AIHW) website.
- (f) Queensland data include a small number of occasional care services providing a preschool program.
- (g) In Tasmania, preschool services not delivered in a long day care setting are delivered in a school setting.
- (h) School-based preschools that provide supplementary long day care services are included in the LDC with preschool category. Some preschools are reclassified to long day care due to collection methodologies.
- (i) In 2013, in response to the undercount issue, NSW completed a supplementary data report which indicated that 2136 long day care services delivered a preschool program to 55 187 children in 2013. This would increase the NSW proportion of preschool services delivered from a long day care centre to 71.3 per cent.
- (j) Includes 'other'.
– Nil or rounded to zero.

Source: ABS 2014, 2015 and 2016, *Preschool Education, Australia, 2013, 2014 and 2015*, 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)

	<i>NSW</i>	<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 child care services, 2016	29.2	29.5	12.5	17.5	16.7	6.1	24.8	18.3	23.1
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 child care services, 2016	26.7	28.1	9.9	14.0	11.7	2.3	15.1	11.0	20.2
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	2.9	0.9	4.0	2.5	1.8	5.6	1.4	9.1	2.6
Children aged 0–5 in child care services, 2016	3.0	0.9	4.1	2.4	1.8	5.8	1.5	9.3	2.7
Children aged 0–5 in the community, 2015	5.4	1.7	8.2	6.1	4.6	10.0	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	2.9	2.4	1.5	4.4	1.0	10.1	1.9
Children aged 6–12 in child care services, 2016	1.9	0.7	3.1	2.3	1.5	4.8	1.1	10.8	2.0
Children aged 6–12 in the community, 2015	5.4	1.6	7.7	6.4	4.5	9.3	2.7	44.0	5.5
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 child care services, 2016	23.5	23.8	27.3	19.5	21.9	27.1	9.9	12.4	23.7
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 child care services, 2016	23.5	27.0	24.2	20.7	20.9	23.0	9.0	11.7	23.7
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 child care services, 2016	4.8	3.3	2.7	2.6	3.4	4.8	2.8	2.7	3.6
Children aged 0–5 in the community, 2015	4.7	3.5	4.7	2.8	6.3	8.6	2.2	3.8	4.3
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 child care services, 2016	3.2	4.2	3.7	3.4	5.1	4.5	2.3	4.3	3.8
Children aged 6–12 in the community, 2015	9.7	9.9	10.7	7.8	12.4	10.6	11.1	7.8	9.9
Children from regional areas									

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)

	<i>NSW</i>	<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 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 child care services, 2016	21.1	18.7	29.1	15.2	18.2	99.1	0.6	80.4	23.2
Children aged 0–5 in the community, 2015	23.1	22.0	34.8	16.7	22.1	98.3	1.2	55.1	26.0
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
Children aged 6–12 in child care services, 2016	14.9	13.4	25.3	11.4	14.0	99.5	0.2	84.5	18.3
Children aged 6–12 in the community, 2015	26.5	24.7	36.4	18.2	24.7	98.2	0.8	51.0	28.5
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 child care services, 2016	0.2	..	1.2	4.4	2.7	0.9	..	19.9	1.1
Children aged 0–5 in the community, 2015	0.6	–	3.5	6.5	3.8	1.7	..	44.9	2.5
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 child care services, 2016	0.1	..	0.7	2.0	1.6	0.5	..	15.9	0.6
Children aged 6–12 in the community, 2015	0.6	0.1	3.3	6.7	3.8	1.8	..	49.0	2.6

(a) Refer to table 3A.14 for complete footnotes.

(b) 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, 2013 and 2016 (preliminary) *National Early Childhood Education and Care Workforce Census*, 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, 2015*, 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 2015*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2015*, 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
2016	28.3	29.0	11.5	16.4	14.5	4.7	20.8	15.3	22.1
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	2.6	0.9	3.6	2.4	1.7	5.2	1.3	9.4	2.4
2016	2.6	0.9	3.7	2.4	1.7	5.5	1.3	9.8	2.4
Representation in the community, 2015 (e)	5.4	1.6	7.9	6.2	4.5	9.6	2.8	41.3	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
2016	23.5	25.0	26.2	19.8	21.5	25.8	9.6	12.1	23.7
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
2016	4.3	3.6	3.1	2.8	4.1	4.7	2.6	3.4	3.7
Representation in the community, 2015 (g)	7.2	6.6	7.8	5.4	9.6	9.7	6.2	5.5	7.2
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

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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2016	19.1	16.8	27.8	14.1	16.5	100.4	0.4	81.8	21.5
Representation in the community, 2015 (h)	24.9	23.4	35.7	17.5	23.5	98.3	1.0	52.9	27.3
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
2016	0.2	–	1.0	3.6	2.2	0.8	..	18.6	0.9
Representation in the community, 2015 (h)	0.6	0.1	3.4	6.6	3.8	1.7	..	47.1	2.6

- (a) Data on representation in services for 2004 and 2006 are drawn from the respective Australian Government Census of Child Care Services (AGCCCS), while data for 2008-09 are drawn from the Australian Government Child Care Provider Survey (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, 2013 and 2016 (children from NESB and children with disability) are sourced from the *National Early Childhood Education and Care Workforce Census*. The 2016 Workforce Census data are preliminary and may be subject to revision. Data for the other special needs groups are available on an annual basis from 2011 using departmental administrative data (except data for 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. Budget Based Funded services are not included as they are not CCB approved services. As a result, child care participation by some special needs groups, for example, Aboriginal and Torres Strait Islander children in the NT, could be under-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 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 2015.

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>
(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 CCB. The income threshold was \$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 <i>2013-14 Survey of Income and Housing</i> . Data in italics have relative standard errors above 25 per cent, and need to be used with caution.									
(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 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 <i>2015 Survey of Disability, Ageing and Carers</i> .									
(h) Regional and remote areas are based upon the ABS Australian Statistical Geography Standard (ASGS) 2011. Regional areas comprise inner regional and outer regional areas. Remote areas comprise 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 2015 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, 2010, 2013 and 2016 (preliminary) *National Early Childhood Education and Care Workforce Census*; 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, 2013-14*, Cat. no. 6523.0; ABS unpublished, *2011 Census of Population and Housing*, ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2015*, 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 2015, *Australian Demographic Statistics, Jun 2015*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2015*, 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	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	12.0
Number of children attending, 2016	no.	na	na	118	na	591	14	..	na	723
Representation in child care services, 2016	%	na	na	14.2	na	13.7	4.3	..	na	13.2
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	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	6.7
Number of children attending, 2016	no.	na	na	27	na	168	14	..	na	209
Representation in child care services, 2016	%	na	na	3.3	na	3.9	4.3	..	na	3.8
Representation of children aged 0–12 years in the community, 2015	%	7.2	6.6	7.8	5.4	9.6	9.7	6.2	5.5	7.2
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	6.6
Number of children attending, 2015	no.	na	na	106	na	170	11	..	na	287
Representation in child care services, 2015	%	na	na	7.2	na	4.9	2.7	..	na	5.4
Number of children attending, 2016	no.	na	na	155	na	185	14	..	na	354

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, 2016	%	na	na	18.7	na	4.3	4.3	..	na	6.5
Representation of children aged 0–12 years in the community, 2015	%	5.4	1.6	7.9	6.2	4.5	9.6	2.8	41.3	5.5
Children from regional areas										
Number of children attending, 2014	no.	na	na	576	na	1 230	459	..	na	2 265
Representation in child care services, 2014	%	na	na	41.7	na	34.7	100.0	..	na	42.1
Number of children attending, 2015	no.	na	na	737	na	1 040	406	..	na	2 183
Representation in child care services, 2015	%	na	na	50.1	na	30.0	100.0	..	na	40.8
Number of children attending, 2016	no.	na	na	383	na	1 356	327	..	na	2 066
Representation in child care services, 2016	%	na	na	46.1	na	31.4	100.0	..	na	37.7
Representation of children aged 0–12 years in the community, 2015	%	24.9	23.4	35.7	17.5	23.5	98.3	1.0	52.9	27.3
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	20.1	na	10.7	–	..	na	12.5
Number of children attending, 2016	no.	na	na	218	na	367	–	..	na	585
Representation in child care services, 2016	%	na	na	26.3	na	8.5	–	..	na	10.7
Representation of children aged 0–12 years in the community, 2015	%	0.6	0.1	3.4	6.6	3.8	1.7	..	47.1	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.

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</i> (d)	<i>WA</i>	<i>SA</i> (e)	<i>Tas</i> (f)	<i>ACT</i>	<i>NT</i>	<i>Total</i> (g)
(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 comprise inner regional and outer regional areas. Remote areas comprise remote and very remote areas.									
(c)	Data on representation in the community are sourced from ABS <i>2011 Census of Population and Housing</i> (NESB children); ABS <i>2015 Survey of Disability, Ageing and Carers</i> (children with disability) and ABS population estimates and projections (Aboriginal and Torres Strait Islander children and children from regional and remote areas).									
(d)	Queensland data refer to July/August reference period of the year before, for example, 2016 data refer to data collected in July/August 2015. 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.									
(e)	SA data for 2014 and 2015 refer to the July/August reference period of the year before, for example, 2015 data refer to data collected in July/August 2014. 2016 data refer to May/July 2015.									
(f)	Tasmania data refer to August/September of the year before, for example, 2016 data refer to data collected in August/September 2015. 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, 2015*, 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 2015*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2015*, 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, 2015 (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>
Children from NESB (State and Territory government reported)										
Preschool programs (State and Territory government reported)										
Number of children aged 3–5 years (i)	no.	10 243	11 657	5 425	na	1 981	185	1 357	na	30 848
Representation in preschool programs	%	20.1	15.5	9.0	na	11.0	2.8	28.6	na	12.1
Number of children in the year before full time schooling (YBFS)	no.	7 908	11 657	4 940	na	1 931	185	1 314	na	27 935
Representation in preschool programs in the YBFS	%	20.9	15.7	8.9	na	11.2	2.8	28.6	na	12.0
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.	4 700	3 127	2 708	1 186	2 500	261	48	271	14 801
Representation in preschool programs	%	9.2	4.2	4.5	3.3	13.9	4.0	1.0	7.8	5.8
Number of children in the YBFS	no.	3 868	3 127	2 475	1 086	2 295	261	48	110	13 270
Representation in preschool programs in the YBFS	%	10.2	4.2	4.4	3.3	13.4	4.0	1.0	3.5	5.7
Representation of children aged 3–5 years in the community, 2015	%	8.1	5.1	6.0	5.0	11.3	11.2	5.4	8.1	6.7
Aboriginal and Torres Strait Islander children (j)										
Preschool programs (NECECC reported)										
Number of children aged 3–5 years	no.	6 313	1 353	4 739	2 419	1 690	602	232	1 477	18 832
Representation in preschool programs	%	4.7	1.5	6.2	5.7	6.6	7.7	3.0	34.6	4.8
Number of children in the YBFS	no.	3 854	1 211	4 161	2 222	1 044	591	197	1 232	14 516

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, 2015 (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>
Representation in preschool programs in the YBFS	%	4.6	1.5	6.4	6.4	4.8	8.1	3.1	34.5	4.8
Representation of children aged 3–5 years in the community, 2015	%	5.2	1.6	7.9	5.9	4.5	9.4	2.8	38.0	5.4
Children from regional areas										
Preschool programs (NECECC reported)										
Number of children aged 3–5 years	no.	36 382	21 412	25 582	7 173	5 723	7 646	259	2 342	106 520
Representation in preschool programs	%	27.1	23.0	33.3	16.9	22.2	98.4	3.3	54.9	27.2
Number of children in the YBFS	no.	21 646	19 341	21 922	6 045	5 021	7 217	192	1 978	83 369
Representation in preschool programs in the YBFS	%	26.0	23.5	33.8	17.4	23.0	98.3	3.0	55.4	27.4
Representation of children aged 3–5 years in the community, 2015	%	24.3	23.1	35.3	17.2	23.0	98.3	1.2	52.8	26.9
Children from remote areas										
Preschool programs (NECECC reported)										
Number of children aged 3–5 years	no.	983	47	2 141	2 725	996	118	..	1 902	8 912
Representation in preschool programs	%	0.7	–	2.8	6.4	3.9	1.5	..	44.6	2.3
Number of children in the YBFS	no.	554	47	1 810	2 563	870	120	..	1 566	7 520
Representation in preschool programs in the YBFS	%	0.7	–	2.8	7.4	4.0	1.6	..	43.9	2.5
Representation of children aged 3–5 years in the community, 2015	%	0.6	0.1	3.5	6.5	3.8	1.7	..	47.2	2.5

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, 2015 (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>
(a)	Data on enrolment in preschool programs by children from special needs groups are from the NECECC, except for the children from from NESB and children with disability, which are reported by 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. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.									
(c)	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, attending multiple providers to access an appropriate amount of care, attending multiple service types, or attending preschool for greater than one year.									
(d)	For more information on data quality, including collection methodologies and data limitations of the NECECC collection, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(e)	Data on children enrolled in preschool programs are for July/August 2015 (for both NECECC and State and Territory government data).									
(f)	Children in preschool programs includes children aged 3–5 years on 1 July 2015. 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. Victorian data 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.									

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, 2015 (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>
(g)	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 comprise inner regional and outer regional areas. Remote areas comprise remote and very remote areas.									
(h)	Data on representation in the community are sourced from ABS <i>Census of Population and Housing</i> (NESB children), ABS <i>Survey of Disability, Ageing and Carers</i> (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 have relative standard errors above 25 per cent and should be used with caution.									
(i)	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 data for WA and the NT, but data for WA and the NT are included in the denominator.									
(j)	Care needs to be taken when interpreting data related to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.									
	na Not available. .. Not applicable. – Nil or rounded to zero.									

Source: ABS unpublished, *Microdata: Preschool Education, Australia, 2015*, Cat. no. 4240.0.55.003; ABS unpublished, *2011 Census of Population and Housing*; ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2015*, 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 2015*, Cat. no. 3101.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2015*, 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), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g), (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</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 (l)	%	23.6	16.6	18.8	13.0	23.9	33.2	1.3	34.3	19.7

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), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g), (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
2014										
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 (l)										
	%	23.3	16.6	18.6	12.9	23.9	33.3	1.4	35.2	19.5
2015										
Children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	no.	17 598	12 974	11 061	4 123	5 247	2 303	79	928	54 315
Attending in the YBFS	no.	16 960	12 063	10 525	3 822	5 150	2 273	80	656	51 523
Children aged 4 and 5 years										
Enrolled in the YBFS	no.	83 207	82 239	64 875	34 682	21 851	7 341	6 394	3 569	304 153
Attending in the YBFS	no.	80 551	77 632	62 194	33 288	21 464	7 204	6 241	3 073	291 648
Proportion of children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	%	21.1	15.8	17.0	11.9	24.0	31.4	1.2	26.0	17.9
Attending in the YBFS	%	21.1	15.5	16.9	11.5	24.0	31.6	1.3	21.3	17.7

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), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (g), (h)	<i>WA</i> (h)	<i>SA</i> (i)	<i>Tas</i>	<i>ACT</i> (j)	<i>NT</i>	<i>Aust</i> (k)
Community representation of children aged 4 and 5 years old who are disadvantaged (l)	%	23.4	16.5	18.5	12.6	23.9	33.2	1.3	34.5	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) Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.
- (c) Disadvantage is defined for this measure to be children residing in an area with a Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio-Economic Disadvantage (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.
- (d) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.
- (e) Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.
- (f) For more information on data quality, including collection methodologies and data limitations, see *Preschool Education, Australia* (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.
- (g) 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 enrolled in or attending more than one preschool program 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.

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), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g), (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
(h)	Care should be taken when interpreting 2013, 2014 and 2015 Queensland data and 2013 and 2014 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 in preschool with not stated SEIFA IRSD.									
(i)	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.									
(j)	Caution should be used when interpreting the IRSD counts for the ACT due to the distributed nature of the ACT population. 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(k)	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.									
(l)	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, 2015 and 2016, *Preschool Education, Australia, 2012, 2013, 2014 and 2015*, Cat. no. 4240.0; ABS unpublished, *Population by Age and Sex, Regions of Australia, 2013, 2014 and 2015*, 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)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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 **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)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2016										
Number of children										
0–5 years	no.	273 146	189 481	180 557	64 769	49 487	14 963	17 301	6 209	793 568
6–12 years	no.	137 720	106 587	99 554	28 961	34 239	7 434	10 245	3 134	426 981
0–12 years	no.	410 866	296 068	280 111	93 730	83 726	22 397	27 546	9 343	1 220 549
Proportion of ERP										
0–5 years	%	46.2	41.6	47.2	31.1	40.8	40.8	53.0	27.5	42.9
6–12 years	%	20.8	21.2	22.4	12.6	24.6	16.7	30.9	12.8	20.5
0–12 years	%	32.8	30.9	33.9	21.4	32.1	27.6	41.9	19.8	31.0

- (a) Data for 2006 are drawn from the respective AGCCCS, while data from 2008 onwards are drawn from the CCMS, which was introduced between 2008 and 2009. Therefore data from 2008 onwards are not directly comparable to previous years due to the change in the source for data collection. Definitions have remained unchanged since the introduction of the CCMS.
- (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 was 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 2015 (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, 2016 (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.	8 361	7 170	7 125	2 524	1 861	606	738	273	28 607
1 year	no.	38 097	31 649	28 104	11 173	7 893	2 384	3 157	1 126	123 187
2 years	no.	58 351	41 529	38 590	15 251	10 488	3 252	3 734	1 383	171 993
3 years	no.	68 540	46 018	43 131	16 174	11 949	3 557	3 928	1 422	194 090
4 years	no.	63 266	37 950	38 512	11 722	10 399	3 037	3 377	1 226	169 041
5 years	no.	36 531	25 165	25 095	7 925	6 897	2 127	2 367	779	106 650
0–5 years	no.	273 146	189 481	180 557	64 769	49 487	14 963	17 301	6 209	793 568
6–12 years	no.	137 720	106 587	99 554	28 961	34 239	7 434	10 245	3 134	426 981
0–12 years	no.	410 866	296 068	280 111	93 730	83 726	22 397	27 546	9 343	1 220 549
Proportion of ERP										
0 years	%	8.6	9.8	11.5	7.2	9.4	10.7	13.6	7.1	9.5
1 year	%	39.2	42.0	44.5	32.0	39.2	40.0	56.5	29.0	40.2
2 years	%	59.2	53.1	60.2	43.6	51.2	52.9	66.6	36.4	55.1
3 years	%	68.1	58.8	66.3	46.4	57.7	56.4	71.8	37.6	61.6
4 years	%	64.0	50.0	59.9	34.1	51.3	48.0	63.8	33.7	54.7
5 years	%	37.2	33.7	39.2	23.2	34.4	34.0	45.2	21.6	34.8
0–5 years	%	46.2	41.6	47.2	31.1	40.8	40.8	53.0	27.5	42.9
6–12 years	%	20.8	21.2	22.4	12.6	24.6	16.7	30.9	12.8	20.5
0–12 years	%	32.8	30.9	33.9	21.4	32.1	27.6	41.9	19.8	31.0

(a) Children can use more than one type of care and may be counted more than once for each type of care they use, 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 2016.

(c) Proportion is calculated using the ABS ERP as at 31 December 2015.

Source: Australian Government Department of Education and Training unpublished, administrative data collection; ABS unpublished, *Australian Demographic Statistics, Dec 2015*, 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 (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>
2015										
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
2016										
Number of 0–12 year old children attending Australian Government CCB approved child care services, by service type										
Long day care	no.	231 286	154 175	164 076	55 047	42 177	11 306	14 985	5 386	677 237
Family day care	no.	71 377	60 705	31 202	11 711	8 496	4 600	2 348	440	190 000
Vacation care	no.	55 907	39 124	64 345	17 629	21 522	4 732	4 674	1 992	209 798
OSHC	no.	108 343	80 629	81 580	25 998	31 267	6 423	10 092	3 410	347 685
Occasional care	no.	2 146	2 216	364	839	126	115	149	..	5 955

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years attending 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>
In home care	no.	1 546	785	1 431	385	124	185	9	4	4 463
Total	no.	410 866	296 068	280 111	93 730	83 726	22 397	27 546	9 343	1 220 549
Proportion of 0–12 year old children attending Australian Government CCB approved child care services, by service type										
Long day care	%	56.3	52.1	58.6	58.7	50.4	50.5	54.4	57.6	55.5
Family day care	%	17.4	20.5	11.1	12.5	10.1	20.5	8.5	4.7	15.6
Vacation care	%	13.6	13.2	23.0	18.8	25.7	21.1	17.0	21.3	17.2
OSHC	%	26.4	27.2	29.1	27.7	37.3	28.7	36.6	36.5	28.5
Occasional care	%	0.5	0.7	0.1	0.9	0.2	0.5	0.5	na	0.5
In home care	%	0.4	0.3	0.5	0.4	0.1	0.8	–	–	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. 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.
- (c) 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.
- .. Not applicable. – 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), (c)**

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Total (j)</i>
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
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	202	..	na	3 219
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

TABLE 3A.21

Table 3A.21 Children attending State and Territory government (only) funded child care services, by age (a), (b), (c)

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Total (j)</i>
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	0.2	na	1.4	0.6	..	na	0.1
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	2.9	0.9	..	na	0.3
6 to 12 years	%	na	na	0.1	na	na	0.1	..	na	–
Total 0–12 years	%	na	na	0.2	na	1.3	0.5	..	na	0.1

TABLE 3A.21

Table 3A.21 **Children attending State and Territory government (only) funded child care services, by age (a), (b), (c)**

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Total (j)</i>
2016										
Number of children										
Less than 2 years (1 year old or less)	no.	na	na	111	na	542	2	..	..	655
2 to less than 4 years (2–3 year olds)	no.	na	na	400	na	3 187	126	..	na	3 713
4 to less than 5 years (4 year olds)	no.	na	na	193	na	570	139	..	..	902
5 to less than 6 years (5 year olds)	no.	na	na	36	na	25	11	..	..	72
6 to 12 years old (6–12 year olds)	no.	na	na	90	na	–	49	..	..	139
Total 0–12 years	no.	na	na	830	na	4 324	327	..	na	5 481
Proportion of ERP										
0 to 5 years	%	na	na	0.2	na	3.6	0.8	..	na	0.3
6 to 12 years	%	na	na	–	na	na	0.1	..	na	–
Total 0–12 years	%	na	na	0.1	na	1.7	0.4	..	na	0.1

- (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) State and Territory child care data are collected by individual State and Territory departments through various data collections. Institutional arrangements, definitions and collection methods differ across jurisdictions, which affects the comparability and accuracy of this data.
- (c) The proportion is calculated using ERP as at 31 December of the previous calendar year.
- (d) Reliable data from NSW funded child care services are unavailable.
- (e) In 2014, Victoria funded 94 organisations to provide occasional care. No data was collected from these organisations on funded places.
- (f) Queensland data refer to July/August reference period of the year before, for example, 2016 data refer to data collected in July/August 2015. 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.
- (g) In 2016, SA data refer to the May/July 2016 reference period. Prior to 2016, data refer to the July/August reference period of the year before, for example, 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), (c)**

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Total (j)</i>
(h)	Tasmania data refer to August/September of the year before, for example, 2016 data refer to data collected in August/September 2015. 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.									
(i)	The ACT does not collect data on the number of children using child care services.									
(j)	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 2015* (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), 2016 (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 (e)</i>	<i>NT</i>	<i>Aust (f)</i>	
Children attending Australian Government CCB approved child care services										
Number of children										
0–5 years	no.	273 146	189 481	180 557	64 769	49 487	14 963	17 301	6 209	793 568
6–12 years	no.	137 720	106 587	99 554	28 961	34 239	7 434	10 245	3 134	426 981
0–12 years	no.	410 866	296 068	280 111	93 730	83 726	22 397	27 546	9 343	1 220 549
Proportion of ERP										
0–5 years	%	46.2	41.6	47.2	31.1	40.8	40.8	53.0	27.5	42.9
6–12 years	%	20.8	21.2	22.4	12.6	24.6	16.7	30.9	12.8	20.5
0–12 years	%	32.8	30.9	33.9	21.4	32.1	27.6	41.9	19.8	31.0
Children attending State and Territory government funded child care services										
Number of children										
0–5 years	no.	na	na	740	na	4 324	278	..	na	5 342
6–12 years	no.	na	na	90	na	–	49	..	..	139
0–12 years	no.	na	na	830	na	4 324	327	..	na	5 481
Proportion of ERP										
0–5 years	%	na	na	0.2	na	3.6	0.8	..	na	0.3
6–12 years	%	na	na	–	na	–	0.1	..	..	–
0–12 years	%	na	na	0.1	na	1.7	0.4	..	na	0.1
Total children attending Australian Government CCB approved and State and Territory government funded child care services (f)										
Number of children										
0–5 years	no.	273 146	189 481	181 297	64 769	53 811	15 241	17 301	6 209	798 910
6–12 years	no.	137 720	106 587	99 644	28 961	34 239	7 483	10 245	3 134	427 120
0–12 years	no.	410 866	296 068	280 941	93 730	88 050	22 724	27 546	9 343	1 226 030
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), 2016 (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 (e)</i>	<i>NT</i>	<i>Aust (f)</i>
0–5 years	%	46.2	41.6	47.4	31.1	44.3	41.6	53.0	27.5	43.2
6–12 years	%	20.8	21.2	22.5	12.6	24.6	16.8	30.9	12.8	20.5
0–12 years	%	32.8	30.9	34.0	21.4	33.8	28.0	41.9	19.8	31.2

- (a) Australian Government CCB approved child care services data are reported for the March quarter 2016. Queensland data refer to July/August 2015. Tasmania data refer to July/August 2015. SA data refer to May/July 2016. Due to these differences in data reference periods caution should be used when using the child care attendance totals.
- (b) State and Territory child care data are collected by individual State and Territory departments through various data collections. Institutional arrangements, definitions and collection methods differ across jurisdictions, which affects the comparability and accuracy of this data.
- (c) The proportion is calculated using ERP as at 31 December of the previous calendar year.
- (d) Reliable data from NSW funded child care services are unavailable.
- (e) The ACT does not collect data on the number of children using child care services.
- (f) 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>
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
2016										
Long day care	hrs/wk	27.7	28.3	30.7	25.0	25.3	23.3	29.1	34.5	28.2
Family day care	hrs/wk	30.5	32.4	26.0	28.0	27.5	14.6	31.0	28.4	29.8
Vacation care	hrs/wk	27.9	27.0	30.0	27.4	24.9	24.6	29.0	38.9	28.1
OSHC	hrs/wk	10.4	7.9	10.5	9.3	7.7	7.5	9.2	12.1	9.5
Occasional care	hrs/wk	14.7	8.6	16.5	12.3	9.8	15.1	17.2	..	12.1
In home care	hrs/wk	25.0	23.3	30.9	23.5	19.9	19.0	21.1	39.5	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>
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(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.

.. Not applicable. – 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>	<i>Total (h)</i>
2012										
Places available by service type										
Long day care	no.	na	..	..	..	—	..	..	..	—
Family day care	no.	..	..	..	..	—	..	..	..	—
Vacation care	no.	na	..	..	..	80	50	..	..	130
OSHC	no.	..	..	..	..	—	..	..	..	—
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										
Long day care	hrs/wk	na	..	..	..	—	..	..	..	—
Family day care	hrs/wk	..	..	..	..	—	..	..	..	—
Vacation care	hrs/wk	na	..	na	..	—	21	..	..	11
OSHC	hrs/wk	..	..	..	..	—	..	..	..	—
Occasional care	hrs/wk	na	na	4	na	3	5	..	..	4
Other care	hrs/wk	na	..	..	..	na	..	..	na	—
2013										
Places available by service type										
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

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>
Average attendance by service type										
Long day care	hrs/wk	na	..	..	..	—	..	..	..	—
Family day care	hrs/wk	..	..	..	..	—	..	..	..	—
Vacation care	hrs/wk	na	..	na	..	—	16	..	..	8
OSHC	hrs/wk	..	..	..	..	—	..	..	..	—
Occasional care	hrs/wk	na	na	10	na	3	6	..	..	6
Other care	hrs/wk	na	..	..	..	na	..	..	na	—
2014										
Places available by service type										
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	..	1 814	216	3 170	352	..	46	5 598
Average attendance by service type										
Long day care	hrs/wk	na	..	..	..	—	..	..	..	—
Family day care	hrs/wk	..	..	..	..	—	..	..	..	—
Vacation care	hrs/wk	na	..	na	..	—	11	..	..	6
OSHC	hrs/wk	..	..	..	..	—	..	..	..	—
Occasional care	hrs/wk	na	na	11	na	3	5	..	..	6
Other care	hrs/wk	na	..	..	..	3	..	..	na	3
2015										
Places available by service type										

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										
Long day care	hrs/wk	na	..	..	..	—	..	..	..	—
Family day care	hrs/wk	..	..	..	..	—	..	..	..	—
Vacation care	hrs/wk	na	..	na	..	—	9	..	..	5
OSHC	hrs/wk	..	..	..	..	—	..	..	..	—
Occasional care	hrs/wk	na	na	11	na	3	5	..	..	6
Other care	hrs/wk	na	..	..	..	3	..	..	na	3
2016										
Places available by service type										
Long day care	no.	na	..	..	..	—	..	..	..	—
Family day care	no.	..	..	..	..	—	..	..	..	—
Vacation care	no.	na	..	119	..	—	47	..	..	166
OSHC	no.	..	..	..	..	—	..	..	..	—
Occasional care	no.	na	na	1 268	190	3 040	278	..	..	4 776
Other care	no.	..	..	..	..	na	..	..	46	46
All child care places	no.	na	..	1 387	190	3 040	325	..	46	4 988
Average attendance by service type										
Long day care	hrs/wk	na	..	..	..	—	..	..	..	—

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>
Family day care	hrs/wk	..	..	..	..	–	..	..	..	–
Vacation care	hrs/wk	na	..	na	..	–	8	..	..	4
OSHC	hrs/wk	..	..	..	..	–	..	..	..	–
Occasional care	hrs/wk	na	na	6	na	3	5	..	..	5
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) Reliable data from NSW funded child care services are unavailable. 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.
- (e) SA data on average hours is for May 2016 (rather than June 2016). Average hours of attendance at other care refers to playcentres. 2015 data on places in SA occasional care services reflects the required ratio of 1:4 and 1:8. 2014 was a transitional year from 1:5 and 1:10.
- (f) Tasmania data refer to August/September reference period of the year before, for example, 2016 data refer to data collected in August/September 2015. 2013 data for Tasmania for two of the four State funded vacation care services are not included, as they were not open during the data collection period. For 2012 and 2013, 30 of the 50 vacation 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), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</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 (l)	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 (m)	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										
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 (l)	%	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 (m)	%	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 (n)										
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 (l)	no.	14 445	15	1 701	231	3 200	np	190	348	20 130
Preschool program within a long day care centre (m)	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 (n), (o)										
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 (l)	%	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 (m)	%	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), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</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 (o)										
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 (p)										
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 (l)	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 (m)	no.	37 607	27 086	41 665	651	4 345	302	1 455	164	113 269
Total (q)	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										
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 (l)	%	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 (m)	%	39.2	37.6	65.4	2.0	21.7	4.6	29.0	4.5	37.8
Total (q)	%	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), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
Children aged 3 years enrolled in a preschool program (n)										
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 (l)	no.	14 379	93	1 372	263	987	–	287	377	17 762
Preschool program within a long day care centre (m)	no.	15 481	3 308	4 617	919	1 622	123	692	37	26 797
Total (q)	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 (n), (o)										
Government preschool	%	0.8	–	–	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 (l)	%	14.8	0.1	2.2	0.8	5.0	–	5.5	10.1	5.9
Preschool program within a long day care centre (m)	%	16.0	4.5	7.3	2.7	8.1	2.0	13.3	1.0	8.9
Total (q)	%	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 (o)										
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 (p)										
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

TABLE 3A.25

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
2014										
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 (l)	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 (m)	no.	39 823	32 646	44 809	1 248	5 388	398	1 692	324	126 332
Total (q)	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										
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 (l)	%	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 (m)	%	40.8	44.1	70.3	3.7	26.8	6.4	32.5	8.7	41.4
Total (q)	%	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 (n)										
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 (l)	no.	12 827	60	962	2 837	880	–	5	347	17 915
Preschool program within a long day care centre (m)	no.	15 078	3 406	4 542	1 066	1 429	91	795	141	26 544
Total (q)	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 (n), (o)										
Government preschool	%	0.8	–	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 (l)	%	13.3	0.1	1.5	8.4	4.5	–	0.1	9.5	6.0
Preschool program within a long day care centre (m)	%	15.6	4.7	7.3	3.2	7.2	1.5	15.5	3.9	8.9
Total (q)	%	29.3	4.8	8.8	11.7	11.8	1.5	15.5	13.5	15.0

TABLE 3A.25

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
Children enrolled in a preschool program, by age										
3 year olds	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 (o)										
3 year olds	%	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 (p)										
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
2015										
Children aged 4 and 5 years enrolled in a preschool program in the YBFS										
Government preschool	no.	4 629	10 069	1 247	21 238	12 190	4 171	3 192	2 498	59 237
Non-government preschool	no.	22 908	34 391	16 723	8 054	1 000	1 221	362	215	84 871
Total preschool (l)	no.	28 046	44 522	18 301	29 297	13 239	5 405	3 602	2 726	145 142
Preschool program within a long day care centre (m)	no.	52 481	34 288	44 858	1 659	6 559	1 405	1 858	458	143 561
Total (q)	no.	83 207	82 239	64 875	34 682	21 851	7 341	6 394	3 569	304 153
Proportion of 4 year old children enrolled in a preschool program in the YBFS										
Government preschool	%	4.8	13.7	2.0	62.6	61.5	66.9	61.5	70.4	19.6
Non-government preschool	%	23.6	46.9	26.6	23.8	5.0	19.6	7.0	6.1	28.1
Total preschool (l)	%	28.8	60.7	29.1	86.4	66.8	86.7	69.4	76.9	48.0
Preschool program within a long day care centre (m)	%	54.0	46.8	71.3	4.9	33.1	22.5	35.8	12.9	47.5
Total (q)	%	85.5	112.1	103.1	102.3	110.2	117.7	123.1	100.6	100.6

TABLE 3A.25

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
Children aged 3 years enrolled in a preschool program (n)										
Government preschool	no.	714	6	39	78	787	–	–	268	1 894
Non-government preschool	no.	11 240	22	1 456	2 728	61	–	–	79	15 586
Total preschool (l)	no.	12 068	29	1 498	2 805	854	–	–	348	17 600
Preschool program within a long day care centre (m)	no.	25 558	5 505	8 685	4 548	2 538	320	1 009	185	48 344
Total (q)	no.	38 183	5 533	10 220	7 470	3 428	320	1 009	542	66 706
Proportion of 3 year old children enrolled in a preschool program (n), (o)										
Government preschool	%	0.7	–	0.1	0.2	3.8	–	–	7.0	0.6
Non-government preschool	%	11.2	–	2.2	7.9	0.3	–	–	2.1	5.0
Total preschool (l)	%	12.1	–	2.3	8.1	4.1	–	–	9.2	5.6
Preschool program within a long day care centre (m)	%	25.5	7.1	13.4	13.1	12.3	5.0	19.0	4.9	15.4
Total (q)	%	38.1	7.1	15.7	21.5	16.6	5.0	19.0	14.3	21.3
Children enrolled in a preschool program, by age										
3 year olds	no.	38 183	5 533	10 220	7 470	3 428	320	1 009	542	66 706
4 year olds	no.	76 496	61 791	63 262	34 124	18 559	4 260	5 425	3 446	267 366
5 year olds	no.	19 691	25 597	3 248	738	3 753	3 192	1 410	282	57 907
Proportion of children enrolled in a preschool program, by age (o)										
3 year olds	%	38.1	7.1	15.7	21.5	16.6	5.0	19.0	14.3	21.3
4 year olds	%	78.6	84.3	100.5	100.7	93.6	68.3	104.5	97.2	88.5
5 year olds	%	20.0	34.1	5.0	2.2	18.5	50.8	26.9	7.6	18.8
ERP at 30 June, by age (p)										
3 year olds	no.	100 091	77 388	64 918	34 698	20 681	6 424	5 317	3 803	313 358
4 year olds	no.	97 262	73 334	62 936	33 902	19 820	6 235	5 193	3 546	302 250
5 year olds	no.	98 542	75 108	64 366	34 298	20 276	6 281	5 242	3 708	307 853

Table 3A.25 **Children enrolled in a preschool program, by sector, by age (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</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)	To calculate the proportion of 4 year old children enrolled in a preschool program in the YBFS, data on enrolment of children aged 4 and 5 years in the YBFS (from the August NECECC) are divided by the 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.									
(c)	The preschool starting age varies across jurisdictions (table 3A.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children enrolled in a preschool program.									
(d)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.									
(e)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(f)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(g)	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.									
(h)	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, 2014 and 2015 data for Queensland and 2013 and 2014 data for WA as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers.									

Table 3A.25 Children enrolled in a preschool program, by sector, by age (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
(i)	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.									
(j)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(k)	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.									
(l)	Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.									
(m)	Preschool within a long day care centre includes students who are enrolled in school-based preschools that provide supplementary long day care services.									
(n)	Data comprise 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.									
(o)	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).									
(p)	ERP at 30 June based on the <i>2011 Census of Population and Housing</i> .									
(q)	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, 2014 and 2015*, Cat. no. 4240.0.55.003; ABS 2012, 2013, 2014 and, *Australian Demographic Statistics, Jun 2012, 2013, 2014 and 2015*, 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, 2015 (a), (b), (c), (d)**

	<i>Unit</i>	<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>
Number of children enrolled less than 10 hours										
Government preschool	no.	329	–	–	–	–	–	4	18	348
Non-government preschool	no.	2 431	–	–	60	–	3	16	3	2 514
Total preschool (f)	no.	2 762	–	–	59	–	3	24	19	2 867
Preschool program within a long day care centre	no.	6 279	2 048	1 435	610	804	360	142	90	11 762
Total children enrolled in a preschool program (g)	no.	9 036	2 048	1 435	671	807	362	163	116	14 637
Proportion of children enrolled less than 10 hours										
Government preschool	%	0.4	–	–	–	–	–	0.1	0.5	0.1
Non-government preschool	%	2.9	–	–	–	–	–	0.3	0.1	0.8
Total preschool (f)	%	3.3	–	–	–	–	–	0.4	0.5	0.9
Preschool program within a long day care centre	%	7.5	2.5	2.2	1.8	3.7	4.9	2.2	2.5	3.9
Total children enrolled in a preschool program (g)	%	10.9	2.5	2.2	1.9	3.7	4.9	2.5	3.3	4.8
Number of children enrolled 10–14 hours										
Government preschool	no.	789	–	–	–	–	–	–	125	918
Non-government preschool	no.	7 145	79	–	108	15	–	56	11	7 412
Total preschool (f)	no.	7 981	79	–	110	20	–	56	136	8 375
Preschool program within a long day care centre	no.	11 486	2 807	1 420	452	523	151	207	91	17 145
Total children enrolled in a preschool program (g)	no.	19 590	2 885	1 420	567	551	151	260	232	25 667
Proportion of children enrolled 10–14 hours										
Government preschool	%	0.9	–	–	–	–	–	–	3.5	0.3
Non-government preschool	%	8.6	0.1	–	0.3	0.1	–	0.9	0.3	2.4
Total preschool (f)	%	9.6	0.1	–	0.3	0.1	–	0.9	3.8	2.8
Preschool program within a long day care centre	%	13.8	3.4	2.2	1.3	2.4	2.1	3.2	2.5	5.6
Total children enrolled in a preschool program (g)	%	23.5	3.5	2.2	1.6	2.5	2.1	4.1	6.5	8.4

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, 2015 (a), (b), (c), (d)**

	<i>Unit</i>	<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>
Number of children enrolled 15 hours or more										
Government preschool	no.	3 514	10 069	1 247	21 234	12 190	4 171	3 187	2 356	57 972
Non-government preschool	no.	13 339	34 307	16 723	7 886	988	1 212	289	207	74 944
Total preschool (f)	no.	17 307	44 445	18 301	29 126	13 222	5 400	3 525	2 572	133 899
Preschool program within a long day care centre	no.	34 722	29 386	42 006	592	5 227	896	1 509	274	114 610
Total children enrolled in a preschool program (g)	no.	54 570	77 259	62 026	33 440	20 494	6 823	5 974	3 225	263 806
Proportion of children enrolled 15 hours or more										
Government preschool	%	4.2	12.2	1.9	61.2	55.8	56.8	49.8	66.0	19.1
Non-government preschool	%	16.0	41.7	25.8	22.7	4.5	16.5	4.5	5.8	24.6
Total preschool (f)	%	20.8	54.0	28.2	84.0	60.5	73.6	55.1	72.1	44.0
Preschool program within a long day care centre	%	41.7	35.7	64.7	1.7	23.9	12.2	23.6	7.7	37.7
Total children enrolled in a preschool program (g)	%	65.6	93.9	95.6	96.4	93.8	92.9	93.4	90.4	86.7
Total number of children enrolled										
Government preschool	no.	4 629	10 069	1 247	21 238	12 190	4 171	3 192	2 498	59 237
Non-government preschool	no.	22 908	34 391	16 723	8 054	1 000	1 221	362	215	84 871
Total preschool (f)	no.	28 046	44 522	18 301	29 297	13 239	5 405	3 602	2 726	145 142
Preschool program within a long day care centre	no.	52 481	34 288	44 858	1 659	6 559	1 405	1 858	458	143 561
Total children enrolled in a preschool program (g)	no.	83 207	82 239	64 875	34 682	21 851	7 341	6 394	3 569	304 153
Proportion of total children enrolled										
Government preschool	%	5.6	12.2	1.9	61.2	55.8	56.8	49.9	70.0	19.5
Non-government preschool	%	27.5	41.8	25.8	23.2	4.6	16.6	5.7	6.0	27.9
Total preschool (f)	%	33.7	54.1	28.2	84.5	60.6	73.6	56.3	76.4	47.7
Preschool program within a long day care centre	%	63.1	41.7	69.1	4.8	30.0	19.1	29.1	12.8	47.2
Total children enrolled in a preschool program (g)	%	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, 2015 (a), (b), (c), (d)**

	<i>Unit</i>	<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>
(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. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.									
(c)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(d)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(e)	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.									
(f)	Total preschool includes multiple preschools.									
(g)	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 2016, *Preschool Education, Australia, 2015*, 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), (d), (e), (f), (g), (h)**

	<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	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	%	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	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	%	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	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	%	70.0	76.5	82.4
2015				
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS	no.	4 751	6 919	2 843
Projected number of Aboriginal and Torres Strait Islander children aged 4 years	no.	5 671	7 891	3 128
Proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS	%	83.8	87.7	90.9

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), (d), (e), (f), (g), (h)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
(a)	Care needs to be taken when interpreting data related to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.			
(b)	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.			
(c)	To calculate the proportion of Aboriginal and Torres Strait Islander children enrolled in the YBFS, enrolment data (from the August NECECC) are divided by the projected number of Aboriginal and Torres Strait Islander children aged 4 years in each remoteness area (using ABS population projections as at 30 June). As a result, the proportion may exceed 100 per cent.			
(d)	For 2012 data, remoteness area is based on the ABS Australian Standard Geographical Classification (ASGC) 2006. The geographical classification is different from 2013 data. Remoteness area for 2013 data onwards 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.			
(e)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.			
(f)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.			
(g)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.			

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), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
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(h) The projected population estimates of Aboriginal and Torres Strait Islander 4 year olds by remoteness area are published in *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Series B). Projected population estimates are as at 30 June and are based on the *2011 Census of Population and Housing*. The projected population may have particular limitations for some jurisdictions, including undercount. See ABS source publication Cat. no. 3238.0 for further details. For 2015, the projected number of Aboriginal and Torres Strait Islander children aged 4 years was estimated by averaging the estimates for 2014 and 2016. This was done due to the undercount of children aged 0 year in the 2011 Census which results in an undercount of 4 year olds for 2015.

Source: Derived from ABS unpublished, 2014, 2015 and 2016, *Preschool Education, Australia, 2012, 2013, 2014 and 2015*, Cat. no. 4240.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0, Canberra.

TABLE 3A.28

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (j)</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 (k)	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 (l)										
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 (m)	no.	3 214	944	2 236	2 078	868	515	143	1 239	11 237
Projected population of 4 year olds (n)	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	%	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 (l), (o)										
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 (p)	no.	2 898	883	2 236	2 066	857	512	136	1 165	10 753
Projected population of 4 year olds (n)	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	%	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), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (j)</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 (k)	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 (q)	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 (l)										
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 (m)	no.	3 455	1 046	3 390	2 101	902	569	142	1 363	12 970
Projected population of 4 year olds (n)	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	%	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 (l), (o)										
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 (p)	no.	3 121	982	3 318	2 094	902	563	129	1 286	12 400
Projected population of 4 year olds (n)	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	%	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), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (j)</i>
Total preschool (k)	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 (q)	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 (l)										
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	no.	3 738	1 216	3 334	2 156	932	582	155	1 225	13 331
Projected population of 4 year olds (n)	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	%	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 (l), (o)										
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	no.	3 344	1 118	3 228	2 144	921	578	138	1 142	12 609
Projected population of 4 year olds (n)	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	%	64.5	92.6	63.2	102.2	98.7	94.8	95.2	80.4	75.4
2015										
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program, by sector										
Government preschool	no.	592	179	588	1 764	794	421	115	1 080	5 532
Non-government preschool	no.	2 001	587	1 119	248	6	71	5	136	4 172
Total preschool (k)	no.	2 690	766	1 759	2 007	813	501	171	1 220	9 917
Preschool program within a long day care centre	no.	1 479	475	2 330	76	186	61	27	45	4 671

TABLE 3A.28

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (j)</i>
Total (q)	no.	4 400	1 295	4 231	2 228	1 061	593	216	1 309	15 337
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program, by remoteness area (l)										
Major cities of Australia	no.	1 585	537	1 309	823	570	..	202	..	5 026
Inner/outer regional Australia	no.	2 547	760	2 236	558	335	584	13	315	7 350
Remote/very remote Australia	no.	265	–	687	850	154	13	..	991	2 956
Total	no.	4 400	1 295	4 231	2 228	1 061	593	216	1 309	15 337
Projected population of 4 year olds (n)	no.	5 166	1 216	5 115	2 079	923	608	147	1 432	16 690
Proportion of 4 year olds who are enrolled in a preschool program	%	85.2	106.5	82.7	107.2	115.0	97.5	147.4	91.4	91.9
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS, by remoteness area (l), (o)										
Major cities of Australia	no.	1 408	502	1 280	821	555	..	185	..	4 751
Inner/outer regional Australia	no.	2 216	710	2 212	552	335	576	9	306	6 919
Remote/very remote Australia	no.	229	–	670	850	154	13	..	924	2 843
Total	no.	3 854	1 211	4 161	2 222	1 044	591	197	1 232	14 516
Projected population of 4 year olds (n)	no.	5 166	1 216	5 115	2 079	923	608	147	1 432	16 690
Proportion of 4 year olds who are enrolled in a preschool program in the YBFS	%	74.6	99.6	81.4	106.9	113.1	97.2	134.5	86.1	87.0

(a) Care needs to be taken when interpreting data related to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.

(b) Data comprise Aboriginal and Torres Strait Islander children aged 4 and 5 years on 1 July.

(c) To calculate the proportion of children enrolled, enrolment data (from the August NECECC) are divided by the projected number of Aboriginal and Torres Strait Islander children aged 4 years in each jurisdiction (using ABS population projections as at 30 June). As a result, the proportion may exceed 100 per cent.

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (j)</i>
(d)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.									
(e)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(f)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(g)	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.									
(h)	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.									
(i)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(j)	Data for Australia are the total of the sum of the states and territories for which data are available.									
(k)	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).									
(l)	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.									

Table 3A.28 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (j)</i>
(m)	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.									
(n)	The projected population estimates of Aboriginal and Torres Strait Islander 4 year olds by State and Territory are published 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> . The projected population may have particular limitations for some jurisdictions, including undercount. See ABS source publication Cat. no. 3238.0 for further details. For 2015, the projected number of Aboriginal and Torres Strait Islander children aged 4 years was estimated by averaging the estimates for 2014 and 2016. This was done due to the undercount of children aged 0 year in the 2011 Census which results in an undercount of 4 year olds for 2015.									
(o)	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.									
(p)	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.									
(q)	Total includes children enrolled 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, 2014 and 2015*, 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, 2015 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander children enrolled in the YBFS less than 10 hours										
Total children enrolled in a preschool program	no.	352	11	57	26	9	15	6	10	478
Total children enrolled in a preschool program	%	9.1	0.9	1.4	1.2	0.9	2.5	3.0	0.8	3.3
Aboriginal and Torres Strait Islander children enrolled in the YBFS 10–14 hours										
Total children enrolled in a preschool program	no.	863	32	95	21	7	12	–	68	1 099
Total children enrolled in a preschool program	%	22.4	2.6	2.3	0.9	0.7	2.0	–	5.5	7.6
Aboriginal and Torres Strait Islander children enrolled in the YBFS 15 hours or more										
Total children enrolled in a preschool program	no.	2 638	1 173	4 012	2 176	1 022	570	184	1 160	12 934
Total children enrolled in a preschool program	%	68.4	96.9	96.4	97.9	97.9	96.4	93.4	94.2	89.1
Total number of Aboriginal and Torres Strait Islander children enrolled in the YBFS										
Total children enrolled in a preschool program	no.	3 854	1 211	4 161	2 222	1 044	591	197	1 232	14 516
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) Care needs to be taken when interpreting data related to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.
- (b) 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.
- (c) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.

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, 2015 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(e)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(f)	For Queensland data provided in aggregate, hours were calculated using averages at the provider level. Care should 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.									
	– Nil or rounded to zero.									

Source: Derived from ABS 2016, *Preschool Education, Australia, 2015*, 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), (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									
Couple families (f)									
Child care services (g)									
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 (h)									
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 (g)									
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 (h)									
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 (f)									
Child care services (g)									
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 (h)									

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), (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>
Both parents in employment	52.6 ± 11.2	54.0 ± 9.1	56.1 ± 11.7	47.4 ± 11.9	62.6 ± 11.8	42.0 ± 17.4	50.2 ± 22.4	52.6 ± 28.9	53.3 ± 5.0
At least one parent not in employment	45.8 ± 10.9	45.0 ± 9.0	43.9 ± 11.7	52.6 ± 11.9	36.0 ± 11.8	58.0 ± 17.4	49.8 ± 22.4	42.3 ± 28.1	45.8 ± 4.8
One parent families									
Child care services (g)									
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 (h)									
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 (f)									
Child care services (g)									
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 (h)									
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 (i)									
Child care services (g)									
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

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), (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>
Preschool services (h)									
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 they are subject to error, including sampling variability and non-sampling errors. 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 chapter 2 for more information on confidence intervals and relative standard errors.
- (b) The 2014 *Childhood Education and Care Survey* (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.
- (c) For more information on data quality, including collection methodologies and data limitations, see *Childhood Education and Care, Australia* (Cat. no. 4402.0) on the ABS website.
- (d) Data that were not published due to small numbers are included in the total for Australia.
- (e) Data are based on usual formal child care and preschool service arrangements.
- (f) The components of couple families may not equal 100 per cent as it does not include the category could not be determined.
- (g) All children in formal child care, including those using both formal and informal care.
- (h) All children using preschool services, including those who also used formal care, informal care or both.
- (i) 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), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</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 (l)	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										
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 (l)	%	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 (m)										
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 (l)	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 (n)	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										
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), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (h)	<i>WA</i>	<i>SA</i> (i)	<i>Tas</i>	<i>ACT</i> (j)	<i>NT</i>	<i>Aust</i> (k)
Total preschool (l)	%	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 (n)	%	71.3	101.0	95.2	99.3	82.5	101.5	106.3	81.9	88.7
Estimated resident population at 30 June (m)										
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 (l)	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 (n)	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										
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 (l)	%	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 (n)	%	71.3	103.8	98.8	97.1	103.4	104.5	109.9	81.7	91.4
Estimated resident population at 30 June (m)										
4 year olds	no.	97 590	74 097	63 785	34 004	20 091	6 254	5 213	3 726	304 792
2015										
Children aged 4 and 5 years attending a preschool program in the YBFS										
Government preschool	no.	4 480	9 458	1 225	20 314	12 011	4 124	3 102	2 068	56 782
Non-government preschool	no.	22 374	32 080	15 837	7 710	988	1 199	358	193	80 743
Total preschool (l)	no.	27 353	41 602	17 392	28 029	13 046	5 336	3 513	2 271	138 546

TABLE 3A.31

Table 3A.31 **Children aged 4 and 5 years attending a preschool program in the YBFS, by sector (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
Preschool program within a long day care centre	no.	50 558	32 677	43 099	1 581	6 370	1 340	1 793	428	137 854
Total (n)	no.	80 551	77 632	62 194	33 288	21 464	7 204	6 241	3 073	291 648
Proportion of 4 year old children attending a preschool program in the YBFS										
Government preschool	%	4.6	12.9	1.9	59.9	60.6	66.1	59.7	58.3	18.8
Non-government preschool	%	23.0	43.7	25.2	22.7	5.0	19.2	6.9	5.4	26.7
Total preschool (l)	%	28.1	56.7	27.6	82.7	65.8	85.6	67.6	64.0	45.8
Preschool program within a long day care centre	%	52.0	44.6	68.5	4.7	32.1	21.5	34.5	12.1	45.6
Total (n)	%	82.8	105.9	98.8	98.2	108.3	115.5	120.2	86.7	96.5
Estimated resident population at 30 June (m)										
4 year olds	no.	97 262	73 334	62 936	33 902	19 820	6 235	5 193	3 546	302 250

- (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) Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.
- (c) To calculate this proportion of 4 year old children attending a preschool program in the YBFS, data on attendance of children aged 4 and 5 years in the YBFS (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.
- (d) The preschool program starting age varies across jurisdictions (table 3A.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children attending a preschool program.
- (e) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.

Table 3A.31 **Children aged 4 and 5 years attending a preschool program in the YBFS, by sector (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (h)	<i>WA</i>	<i>SA</i> (i)	<i>Tas</i>	<i>ACT</i> (j)	<i>NT</i>	<i>Aust</i> (k)
(f)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(g)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(h)	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.									
(i)	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.									
(j)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(k)	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.									
(l)	Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.									
(m)	ERP is 30 June and is based on the <i>2011 Census of Population and Housing</i> .									
(n)	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, 2014 and 2015*, Cat. no. 4240.0.55.003; ABS 2012, 2013, 2014 and 2015, *Australian Demographic Statistics, Jun 2012, 2013, 2014 and 2015*, 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), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (j)</i>
2012									
Children aged 4 and 5 years attending a preschool program in the YBFS									
Government preschool	13.3	10.1	14.0	12.9	13.0	14.3	12.2	–	12.6
Non-government preschool	14.0	11.3	14.2	14.2	13.8	16.5	–	–	13.0
Total preschool (k)	13.9	11.1	14.2	13.3	13.1	14.8	12.4	–	12.8
Preschool program within a long day care centre	16.7	17.8	20.0	20.4	14.7	21.1	20.7	10.4	17.9
Total	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	13.1	13.3	15.0	15.0	14.0	14.7	13.7	13.2	14.2
Non-government preschool	14.8	13.9	14.0	16.2	15.6	16.5	19.3	–	14.5
Total preschool (k)	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	17.6	26.1	27.5	12.3	19.2	20.4	24.4	12.7	23.4
Total (l)	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	13.4	13.4	15.2	14.2	13.4	15.5	13.5	13.7	13.9
Non-government preschool	15.0	14.2	14.3	16.7	14.4	16.9	22.1	16.7	14.7
Total preschool (k)	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	17.9	20.3	22.5	13.6	15.6	19.8	20.7	15.1	20.1
Total (l)	16.8	16.9	20.3	15.5	14.8	16.2	17.2	15.2	17.3
2015									
Children aged 4 and 5 years attending a preschool program in the YBFS									
Government preschool	13.6	13.5	15.2	14.1	13.5	14.7	13.2	13.3	13.8
Non-government preschool	15.1	14.1	15.8	16.9	15.9	16.0	18.5	6.7	15.0

TABLE 3A.32

Table 3A.32 **Average number of hours of attendance at a preschool program per week, by sector (a), (b), (c), (d), (e)**

	NSW	Vic	Qld (f)	WA (g)	SA (h)	Tas	ACT (i)	NT	Aust (j)
Total preschool (k)	14.9	14.0	16.0	14.9	13.7	15.0	13.8	12.8	14.6
Preschool program within a long day care centre	18.7	19.6	23.6	13.1	15.2	15.8	21.1	12.6	20.2
Total (l)	17.6	16.8	21.6	15.9	15.1	15.8	17.7	14.1	17.8

- (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) Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.
- (c) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.
- (d) Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.
- (e) For more information on data quality, including collection methodologies and data limitations, see *Preschool Education, Australia* (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.
- (f) 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.
- (g) 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.

Table 3A.32 **Average number of hours of attendance at a preschool program per week, by sector (a), (b), (c), (d), (e)**

	NSW	Vic	Qld (f)	WA (g)	SA (h)	Tas	ACT (i)	NT	Aust (j)
(h)	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.								
(i)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.								
(j)	The 2012 data for Australia do not include data for Queensland.								
(k)	Total preschool includes multiple preschools.								
(l)	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, 2014 and 2015*, 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 (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i>	<i>ACT</i> (h)	<i>NT</i>	<i>Aust</i> (i)
2012									
Number of children enrolled									
Preschool									
Government	5 450	10 945	2 072	22 981	13 335	4 873	3 594	3 038	66 288
Non-government	29 343	39 447	17 944	8 374	1 191	1 526	–	196	98 021
Total preschool (j)	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	34 477	26 574	32 787	817	4 302	312	1 501	119	100 889
Total enrolled	69 913	77 007	52 803	32 186	18 875	6 717	5 166	3 369	266 036
Number of children attending									
Preschool									
Government	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (j)	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	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081
Total attending	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	5 305	10 467	1 718	22 834	10 469	4 918	3 227	2 895	61 834
Non-government	28 710	37 847	17 964	8 415	930	1 493	230	237	95 813
Total preschool (j)	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	41 618	28 890	42 495	663	4 376	320	1 566	161	120 092
Total enrolled (k)	78 480	80 348	63 399	32 978	16 714	6 836	5 765	3 521	288 052
Number of children attending									

TABLE 3A.33

Table 3A.33 **All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i>	<i>ACT</i> (h)	<i>NT</i>	<i>Aust</i> (i)
Preschool									
Government	5 135	9 973	1 698	22 834	10 327	4 799	3 159	2 493	60 420
Non-government	28 194	35 968	17 201	8 415	923	1 478	222	222	92 623
Total preschool (j)	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	40 909	27 920	41 800	650	4 325	307	1 553	162	117 620
Total attending (k)	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	5 206	10 743	1 102	22 476	13 169	4 753	3 487	2 652	63 585
Non-government	28 950	36 972	18 414	8 478	1 100	1 428	242	209	95 793
Total preschool (j)	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	45 832	34 369	46 675	1 387	5 581	435	1 855	329	136 467
Total enrolled (k)	83 286	85 534	67 864	34 471	21 531	6 709	6 287	3 510	309 185
Number of children attending									
Preschool									
Government	5 039	10 157	1 086	21 571	12 983	4 697	3 406	2 374	61 321
Non-government	28 318	34 944	17 646	8 183	1 093	1 425	236	186	92 036
Total preschool (j)	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	43 705	32 793	45 054	1 324	5 450	414	1 788	320	130 847
Total attending (k)	80 334	81 288	65 450	33 194	21 198	6 628	6 130	3 189	297 405
2015									
Number of children enrolled									
Preschool									

TABLE 3A.33

Table 3A.33 **All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i>	<i>ACT</i> (h)	<i>NT</i>	<i>Aust</i> (i)
Government	4 955	10 539	1 261	21 266	12 217	4 186	3 298	2 615	60 342
Non-government	27 604	36 042	17 369	8 077	1 020	1 230	390	229	91 962
Total preschool (j)	33 251	46 646	18 973	29 351	13 287	5 429	3 752	2 859	153 544
Preschool program within a long day care centre	59 590	36 424	45 776	1 781	6 757	1 436	1 990	466	154 234
Total enrolled (k)	96 184	87 388	66 511	34 859	22 312	7 453	6 839	3 723	325 273
Number of children attending									
Preschool									
Government	4 793	9 906	1 236	20 339	12 036	4 136	3 208	2 159	57 805
Non-government	26 982	33 608	16 449	7 731	1 007	1 207	392	206	87 592
Total preschool (j)	32 462	43 577	18 027	28 075	13 093	5 357	3 659	2 379	146 625
Preschool program within a long day care centre	57 421	34 736	43 969	1 696	6 562	1 376	1 919	436	148 120
Total attending (k)	93 184	82 524	63 741	33 463	21 917	7 315	6 668	3 206	312 017

- (a) Data comprise all children aged 4 and 5 years as at 1 July.
- (b) Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.
- (c) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.
- (d) Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.

Table 3A.33 **All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (number) (a), (b), (c), (d), (e)**

	NSW	Vic	Qld (f)	WA (f)	SA (g)	Tas	ACT (h)	NT	Aust (i)
(e)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.								
(f)	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, 2014 and 2015 Queensland data and 2013 and 2014 WA data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers.								
(g)	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.								
(h)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.								
(i)	Data for Australia are the total of the sum of the states and territories for which data are available.								
(j)	Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.								
(k)	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, 2015 and 2016, *Preschool Education, Australia, 2012, 2013, 2014 and 2015*, 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 (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (g)	<i>SA</i> (h)	<i>Tas</i>	<i>ACT</i> (i)	<i>NT</i> (j)	<i>Aust</i> (k)
2012									
Number of children attending less than 10 hours									
Government preschool	1 026	2 660	109	130	1 646	592	506	na	np
Non-government preschool	6 003	np	2 499	26	181	116	–	na	8 825
Total preschool (l)	7 083	10 048	2 608	156	1 834	708	509	na	22 946
Preschool program within a long day care centre	4 140	2 603	3 312	67	789	39	82	na	11 032
Total (m)	11 223	12 651	5 920	223	2 623	747	591	na	33 978
Number of children attending 10–14 hours									
Government preschool	1 794	6 938	110	22 844	4 275	1 205	np	na	37 166
Non-government preschool	10 282	23 928	2 462	7 199	411	181	–	na	44 463
Total preschool (l)	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	6 624	7 289	4 812	141	1 023	30	135	na	20 054
Total (m)	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	2 323	760	1 784	7	7 234	2 995	1 469	na	16 572
Non-government preschool	12 500	6 202	12 688	1 149	583	1 213	–	na	34 335
Total preschool (l)	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	23 093	15 758	23 618	599	2 426	236	1 265	na	66 995
Total (m)	38 366	22 748	38 090	1 769	10 272	4 450	2 793	na	118 488
Total number of children attending									
Government preschool	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government preschool	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (l)	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	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081

TABLE 3A.34

Table 3A.34 **Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (g)	<i>SA</i> (h)	<i>Tas</i>	<i>ACT</i> (i)	<i>NT</i> (j)	<i>Aust</i> (k)
Total (m)	68 419	73 565	51 394	32 176	18 615	6 613	5 060	3 039	258 881
2013									
Number of children attending less than 10 hours									
Government preschool	1 454	1 171	11	–	1 100	366	362	466	4 925
Non-government preschool	5 219	3 853	1 356	13	93	72	16	na	10 625
Total preschool (l)	6 725	5 028	1 364	13	1 194	442	383	471	15 615
Preschool program within a long day care centre	6 067	2 375	2 267	281	651	67	108	51	11 866
Total (m)	12 825	7 446	3 640	296	1 852	512	494	536	27 599
Number of children attending 10–14 hours									
Government preschool	1 412	2 296	15	205	2 973	985	428	372	8 688
Non-government preschool	9 546	9 015	5 588	247	282	186	53	na	24 911
Total preschool (l)	11 084	11 316	5 597	457	3 264	1 171	487	375	33 750
Preschool program within a long day care centre	11 615	3 827	2 576	149	821	33	170	21	19 215
Total (m)	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	2 271	6 505	1 674	22 625	6 262	3 450	2 370	1 654	46 806
Non-government preschool	13 426	23 054	10 261	8 152	557	1 219	156	na	56 823
Total preschool (l)	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	23 223	21 689	36 958	215	2 854	207	1 277	92	86 518
Total (m)	41 335	54 192	50 093	32 066	10 557	4 975	4 511	1 942	199 664
Total number of children attending (n)									
Government preschool	5 135	9 973	1 698	22 834	10 327	4 799	3 159	2 493	60 420
Non-government preschool	28 194	35 968	17 201	8 415	923	1 478	222	222	92 623
Total preschool (l)	33 940	46 013	18 897	31 255	11 314	6 285	3 466	2 731	153 905

TABLE 3A.34

Table 3A.34 **Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (g)	<i>SA</i> (h)	<i>Tas</i>	<i>ACT</i> (i)	<i>NT</i> (j)	<i>Aust</i> (k)
Preschool program within a long day care centre	40 909	27 920	41 800	650	4 325	307	1 553	162	117 620
Total (m)	77 064	76 977	61 921	32 963	16 518	6 691	5 673	3 099	280 908
2014									
Number of children attending less than 10 hours									
Government preschool	1 280	1 236	13	1 389	1 532	342	401	408	6 593
Non-government preschool	5 141	3 435	1 057	448	138	73	6	12	10 303
Total preschool (l)	6 471	4 672	1 067	1 830	1 671	412	407	418	16 949
Preschool program within a long day care centre	6 245	3 479	3 185	536	966	47	171	78	14 710
Total (m)	12 813	8 219	4 261	2 384	2 666	459	598	503	31 909
Number of children attending 10–14 hours									
Government preschool	1 217	1 547	12	6 846	3 591	713	728	352	15 007
Non-government preschool	8 989	5 456	5 522	994	251	133	35	22	21 402
Total preschool (l)	10 320	7 001	5 537	7 838	3 865	843	764	377	36 546
Preschool program within a long day care centre	12 205	5 407	4 537	330	1 004	74	287	46	23 890
Total (m)	22 745	12 503	10 112	8 227	4 943	925	1 062	425	60 938
Number of children attending 15 hours or more									
Government preschool	2 542	7 376	1 064	13 337	7 857	3 644	2 284	1 618	39 718
Non-government preschool	14 187	26 053	11 068	6 747	709	1 224	198	155	60 332
Total preschool (l)	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	25 255	23 904	37 332	464	3 478	295	1 333	194	92 244
Total (m)	44 777	60 566	51 074	22 575	13 593	5 246	4 475	2 255	204 553
Total number of children attending (n)									
Government preschool	5 039	10 157	1 086	21 571	12 983	4 697	3 406	2 374	61 321
Non-government preschool	28 318	34 944	17 646	8 183	1 093	1 425	236	186	92 036

TABLE 3A.34

Table 3A.34 **Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (g)	<i>SA</i> (h)	<i>Tas</i>	<i>ACT</i> (i)	<i>NT</i> (j)	<i>Aust</i> (k)
Total preschool (l)	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	43 705	32 793	45 054	1 324	5 450	414	1 788	320	130 847
Total (m)	80 334	81 288	65 450	33 194	21 198	6 628	6 130	3 189	297 405
2015									
Number of children attending less than 10 hours									
Government preschool	1 132	1 088	3	1 369	1 417	468	496	333	6 310
Non-government preschool	4 854	3 698	1 041	451	79	75	44	189	10 437
Total preschool (l)	6 038	4 792	1 044	1 827	1 500	554	551	523	16 819
Preschool program within a long day care centre	7 662	3 801	3 008	703	1 291	417	198	130	17 210
Total (m)	13 781	8 720	4 077	2 569	2 834	977	775	663	34 393
Number of children attending 10–14 hours									
Government preschool	1 168	1 427	–	7 352	3 257	863	646	346	15 067
Non-government preschool	8 280	5 433	243	1 145	203	185	67	11	15 560
Total preschool (l)	9 550	6 864	241	8 494	3 480	1 050	718	361	30 755
Preschool program within a long day care centre	13 197	5 622	2 056	450	1 290	218	261	113	23 208
Total (m)	22 972	12 672	2 316	9 072	4 877	1 285	1 019	498	54 708
Number of children attending 15 hours or more									
Government preschool	2 491	7 387	1 232	11 611	7 361	2 797	2 071	1 483	36 433
Non-government preschool	13 847	24 480	15 167	6 140	728	949	283	9	61 599
Total preschool (l)	16 875	31 916	16 740	17 757	8 116	3 754	2 395	1 500	99 048
Preschool program within a long day care centre	36 561	25 265	38 904	543	3 985	740	1 462	194	107 653
Total (m)	56 430	61 085	57 353	21 819	14 209	5 048	4 880	2 050	222 870
Total number of children attending (n)									
Government preschool	4 793	9 906	1 236	20 339	12 036	4 136	3 208	2 159	57 805

Table 3A.34 **Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (number) (a), (b), (c), (d), (e)**

	NSW	Vic	Qld (f)	WA (g)	SA (h)	Tas	ACT (i)	NT (j)	Aust (k)
Non-government preschool	26 982	33 608	16 449	7 731	1 007	1 207	392	206	87 592
Total preschool (l)	32 462	43 577	18 027	28 075	13 093	5 357	3 659	2 379	146 625
Preschool program within a long day care centre	57 421	34 736	43 969	1 696	6 562	1 376	1 919	436	148 120
Total (m)	93 184	82 524	63 741	33 463	21 917	7 315	6 668	3 206	312 017

- (a) Data comprise children aged 4 and 5 years as at 1 July.
- (b) Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.
- (c) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.
- (d) Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.
- (e) For more information on data quality, including collection methodologies and data limitations, see *Preschool Education, Australia* (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.
- (f) 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.
- (g) 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.

Table 3A.34 **Children aged 4 and 5 years attending a preschool program, by weekly hours, by sector (number) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (g)	<i>SA</i> (h)	<i>Tas</i>	<i>ACT</i> (i)	<i>NT</i> (j)	<i>Aust</i> (k)
(h)	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.								
(i)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.								
(j)	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.								
(k)	Data for Australia are the total of the sum of the states and territories for which data are available.								
(l)	Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.								
(m)	Total includes data for children in receipt of a preschool program across both preschool and long day care settings.								
(n)	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, 2014 and 2015*, 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), (d), (e), (f), (g), (h), (i)**

	<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	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	%	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	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	%	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	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	%	66.1	72.3	70.1
2015				
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS	no.	4 527	6 494	2 295
Projected population of Aboriginal and Torres Strait Islander children aged 4 years	no.	5 671	7 891	3 128
Proportion of 4 year old Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS	%	79.8	82.3	73.4

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), (d), (e), (f), (g), (h), (i)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
(a)	Care needs to be taken when interpreting data related to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.			
(b)	Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.			
(c)	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.			
(d)	To calculate the proportion of Aboriginal and Torres Strait Islander children attending preschool in the YBFS, attendance data (from the August NECECC) are divided by the projected number of Aboriginal and Torres Strait Islander children aged 4 years in each remoteness area (using ABS population projections as at 30 June). As a result, the proportion may exceed 100 per cent.			
(e)	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.			
(f)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015.			
(g)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.			
(h)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.			

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), (d), (e), (f), (g), (h), (i)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
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(i) The projected population estimates of Aboriginal and Torres Strait Islander 4 year olds by remoteness area are published by the ABS in *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Series B). Projected population estimates are as at 30 June and are based on the *2011 Census of Population and Housing*. The projected population may have particular limitations for some jurisdictions, including undercount. See ABS source publication Cat. no. 3238.0 for further details. For 2015, the projected number of Aboriginal and Torres Strait Islander children aged 4 years was estimated by averaging the estimates for 2014 and 2016. This was done due to the undercount of children aged 0 year in the 2011 Census which results in an undercount of 4 year olds for 2015.

Source: ABS unpublished and 2014, 2015 and 2016, *Preschool Education, Australia, 2012, 2013, 2014 and 2015*, Cat. no. 4240.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0, Canberra.

TABLE 3A.36

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</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 (l)	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 (m)	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 (n)										
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 (m)	no.	3 033	852	2 034	2 078	835	505	139	984	10 460
Projected population of 4 year olds (o)	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	%	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 (n), (p)										
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 (q)	no.	2 730	796	2 034	2 066	825	502	132	925	10 010
Projected population of 4 year olds (o)	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	%	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), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</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 (l)	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 (r)	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 (n)										
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 (r)	no.	3 309	962	3 266	2 101	862	551	140	1 045	12 231
Projected population of 4 year olds (o)	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	%	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 (n), (p)										
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 (q)	no.	2 996	897	3 206	2 094	862	544	132	993	11 719
Projected population of 4 year olds (o)	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	%	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), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
Total preschool (l)	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 (r)	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 (n)										
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 (r)	no.	3 503	1 126	3 153	1 930	899	578	148	995	12 335
Projected population of 4 year olds (o)	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	%	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 (n), (p)										
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 (q)	no.	3 123	1 033	3 061	1 919	885	570	130	930	11 665
Projected population of 4 year olds (o)	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	%	60.2	85.6	59.9	91.5	94.9	93.4	89.7	65.5	69.8
2015										
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program, by sector										
Government preschool	no.	560	168	571	1 530	769	418	101	732	4 845
Non-government preschool	no.	1 892	523	1 053	210	6	72	5	113	3 876
Total preschool (l)	no.	2 549	690	1 671	1 739	785	491	158	855	8 928
Preschool program within a long day care centre	no.	1 403	441	2 185	72	184	58	21	41	4 400

TABLE 3A.36

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust (k)</i>
Total (r)	no.	4 177	1 185	4 000	1 955	1 033	579	202	939	14 076
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program, by remoteness area (n)										
Major cities of Australia	no.	1 513	506	1 241	772	560	..	191	..	4 789
Inner/outer regional Australia	no.	2 427	676	2 124	490	322	567	13	280	6 907
Remote/very remote Australia	no.	240	–	636	685	152	13	..	658	2 379
Total (r)	no.	4 177	1 185	4 000	1 955	1 033	579	202	939	14 076
Projected population of 4 year olds (o), (q)	no.	5 166	1 216	5 115	2 079	923	608	147	1 432	16 690
Proportion of 4 year olds who are attending a preschool program	%	80.9	97.5	78.2	94.0	111.9	95.2	137.9	65.6	84.3
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS, by remoteness area (n), (p)										
Major cities of Australia	no.	1 347	476	1 216	770	544	..	174	..	4 527
Inner/outer regional Australia	no.	2 101	631	2 103	491	318	563	11	270	6 494
Remote/very remote Australia	no.	207	–	622	685	152	13	..	615	2 295
Total (q)	no.	3 656	1 108	3 940	1 949	1 015	579	184	887	13 311
Projected population of 4 year olds (o)	no.	5 166	1 216	5 115	2 079	923	608	147	1 432	16 690
Proportion of 4 year olds who are attending a preschool program in the YBFS	%	70.8	91.2	77.0	93.7	110.0	95.2	125.6	62.0	79.8

(a) Care needs to be taken when interpreting data related to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.

(b) Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.

(c) Data comprise Aboriginal and Torres Strait Islander children aged 4 and 5 years on 1 July.

(d) To calculate the proportion of Aboriginal and Torres Strait Islander children attending preschool in the YBFS, 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). As a result, the proportion may exceed 100 per cent.

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (h)	<i>WA</i>	<i>SA</i> (i)	<i>Tas</i>	<i>ACT</i> (j)	<i>NT</i>	<i>Aust</i> (k)
(e)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.									
(f)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(g)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(h)	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, 2014 and 2015 data as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers.									
(i)	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.									
(j)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(k)	Data for Australia are the total of the sum of the states and territories for which data are available.									
(l)	Total preschool includes multiple preschools. Not applicable for episode data used for Queensland in 2012.									
(m)	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.									

Table 3A.36 **Aboriginal and Torres Strait Islander children attending a preschool program (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (h)	<i>WA</i>	<i>SA</i> (i)	<i>Tas</i>	<i>ACT</i> (j)	<i>NT</i>	<i>Aust</i> (k)
(n)	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.									
(o)	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> . The projected population may have particular limitations for some jurisdictions, including undercount. See ABS source publication Cat. no. 3238.0 for further details. For 2015, the projected number of Aboriginal and Torres Strait Islander children aged 4 years was estimated by averaging the estimates for 2014 and 2016. This was done due to the undercount of children aged 0 year in the 2011 Census which results in an undercount of 4 year olds for 2015.									
(p)	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.									
(q)	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.									
(r)	Total includes children enrolled in 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, 2014 and 2015*, 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), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA</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 (i)	no.	65 691	74 813	58 339	30 362	15 292	5 355	5 262	2 080	257 195
All children (j)	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 (i)	no.	64 569	71 699	57 013	30 347	15 141	5 254	5 180	1 979	251 183
All children (j)	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 (i)	%	98.3	95.8	97.7	100.0	99.0	98.1	98.4	95.1	97.7
All children (j)	%	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 (i)	no.	67 965	79 616	61 748	31 810	19 528	5 688	5 678	2 187	274 219
All children (j)	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 (i)	no.	65 567	75 649	59 611	30 774	19 242	5 616	5 542	2 099	264 098
All children (j)	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

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), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous children (i)	%	96.5	95.0	96.5	96.7	98.5	98.7	97.6	96.0	96.3
All children (j)	%	96.3	95.0	96.4	96.3	98.5	98.7	97.7	91.1	96.1
2015										
Number of children enrolled										
Aboriginal and Torres Strait Islander children	no.	3 854	1 211	4 161	2 222	1 044	591	197	1 232	14 516
Non-Indigenous children (i)	no.	77 786	80 807	60 407	32 127	20 709	6 303	6 162	2 306	286 603
All children (j)	no.	83 207	82 239	64 875	34 682	21 851	7 341	6 394	3 569	304 153
Number of children attending										
Aboriginal and Torres Strait Islander children	no.	3 656	1 108	3 940	1 949	1 015	579	184	887	13 311
Non-Indigenous children (i)	no.	75 396	76 319	57 963	31 027	20 354	6 189	6 016	2 166	275 419
All children (j)	no.	80 551	77 632	62 194	33 288	21 464	7 204	6 241	3 073	291 648
Proportion of enrolled children who are attending										
Aboriginal and Torres Strait Islander children	%	94.9	91.5	94.7	87.7	97.2	98.0	93.4	72.0	91.7
Non-Indigenous children (i)	%	96.9	94.4	96.0	96.6	98.3	98.2	97.6	93.9	96.1
All children (j)	%	96.8	94.4	95.9	96.0	98.2	98.1	97.6	86.1	95.9

- (a) Care needs to be taken when interpreting data related to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.
- (b) 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.
- (c) Children are considered to be attending a preschool program if they were enrolled and present for at least one hour during the reference period.

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), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.									
(e)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(f)	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.									
(g)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(h)	Care should be taken when interpreting 2013, 2014 and 2015 data for Queensland and 2013 and 2014 data for WA as there may be some duplication of children. This is due to the inclusion of child aggregate data from some service providers.									
(i)	Excludes children for whom Indigenous status is not stated/indadequately described.									
(j)	Includes children for whom Indigenous status is not stated/indadequately described.									

Source: ABS unpublished, *Microdata: Preschool Education, Australia, 2013, 2014 and 2015*, 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), 2016 (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	13.2	42.3	68.7	39.6	50.6	23.1	2.6	13.2	35.4
Family day care	6.8	2.5	21.7	1.9	–	–	13.3	–	7.4
Vacation care	13.1	10.4	47.7	27.9	17.5	10.5	–	7.0	23.0
OSHC	14.1	9.4	34.6	16.0	12.1	7.6	0.6	11.8	16.5
Occasional care	–	–	–	–	–	–	–	na	–
In home care	21.1	21.4	18.2	16.7	33.3	–	–	–	19.1
Total services	13.2	19.3	50.3	25.6	23.3	12.7	1.7	10.9	24.2
Proportion of CCB approved services operating after 6.30pm on any day Monday to Friday									
Long day care	1.7	1.6	0.7	0.5	1.0	–	1.3	1.3	1.3
Family day care	2.5	3.1	18.0	–	4.5	–	6.7	–	5.5
Vacation care	0.7	0.4	–	0.6	0.3	2.6	–	2.3	0.5
OSHC	0.7	0.5	0.3	0.3	0.4	0.6	–	2.6	0.5
Occasional care	–	–	–	–	–	–	–	na	–
In home care	10.5	14.3	18.2	16.7	33.3	–	–	–	14.7
Total services	1.3	1.1	1.2	0.5	0.7	0.8	0.7	2.0	1.1
Proportion of CCB approved services operating on weekends (either day)									
Long day care	1.0	0.6	0.1	0.5	0.3	–	0.7	–	0.6
Family day care	23.9	15.6	35.4	15.1	4.5	30.8	26.7	40.0	22.2
Vacation care	0.2	0.2	0.3	0.3	–	–	1.5	–	0.2
OSHC	–	0.1	0.1	–	0.1	–	1.2	–	–
Occasional care	–	–	–	–	–	–	–	na	–
In home care	21.1	42.9	36.4	33.3	33.3	–	100.0	–	32.4
Total services	1.6	1.7	1.7	0.7	0.3	1.0	2.2	1.0	1.4
Proportion of CCB approved services operating overnight on any day									
Long day care	–	0.1	–	–	–	–	–	–	–
Family day care	–	0.3	16.8	–	–	–	–	–	3.2
Vacation care	–	–	–	–	–	–	–	–	–
OSHC	–	–	–	–	–	–	–	–	–
Occasional care	–	–	–	–	–	–	–	na	–
In home care	–	–	–	16.7	–	–	–	–	1.5
Total services	–	–	0.7	0.1	–	–	–	–	0.2
Proportion of CCB approved services providing non-standard hours									
Long day care	15.3	43.8	69.2	39.9	51.1	23.1	4.6	14.5	36.7
Family day care	29.3	17.5	41.6	17.0	4.5	30.8	46.7	40.0	26.2
Vacation care	13.6	10.6	47.8	28.4	17.8	13.2	1.5	9.3	23.5
OSHC	14.8	10.0	34.7	16.2	12.5	8.2	1.8	14.5	17.0
Occasional care	–	–	–	–	–	–	–	na	–

Table 3A.38 **Service availability during non-standard hours for Australian Government CCB approved child care services, by service type (per cent), 2016 (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	36.8	50.0	50.0	50.0	33.3	–	100.0	–	44.1
Total services	15.4	21.4	51.5	26.4	23.8	14.5	4.7	13.9	26.0

(a) Data are as at September 2016.

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) (2015-16 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>
Long day care									
2008	336	324	300	306	318	291	367	300	318
2009	353	344	318	331	335	305	382	304	335
2010	355	332	309	326	309	309	395	315	326
2011	365	337	310	332	310	326	408	321	326
2012	393	376	329	359	339	348	436	343	363
2013	411	397	345	382	356	368	463	365	381
2014	415	409	357	385	378	393	492	388	388
2015	435	430	371	415	393	405	505	410	410
2016	450	448	385	436	420	401	525	415	425
Family day care (d), (e)									
2009	296	304	298	291	281	320	348	213	293
2009	313	318	314	335	288	294	366	313	314
2010	309	309	326	326	292	321	361	315	309
2011	316	294	326	337	283	332	386	348	305
2012	336	337	361	373	313	376	393	353	344
2013	343	353	366	384	324	382	422	387	355
2014	349	347	349	362	358	387	428	436	350
2015	341	352	371	384	343	445	407	461	350
2016	370	385	389	411	363	407	459	481	383

(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 the CCB and Child Care Rebate (CCR).

(b) Time series financial data are adjusted to 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 for more information.

(c) Data on Australian Government CCB approved child care services are collected by the CCMS, which was introduced between 2008 and 2009. Definitions have remained unchanged since its introduction.

(d) Excludes in home care. In home care carers employed by family day care services have been excluded from the fees calculation.

(e) 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 (\$/week) (2015-16 dollars) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (g)</i>	<i>NT (h)</i>	<i>Aust</i>
2014									
Median costs									
Major cities and inner regional Australia	419	409	358	383	380	399	492	..	393
Outer regional and remote areas (i)	349	383	350	430	362	347	..	388	362
All areas	415	409	357	385	378	393	492	388	388
2015									
Median costs									
Major cities and inner regional Australia	437	430	374	410	393	410	505	..	410
Outer regional and remote areas (i)	369	401	367	453	384	342	..	410	382
All areas	435	430	371	415	393	405	505	410	410
2016									
Median costs									
Major cities and inner regional Australia	450	448	388	434	421	406	525	..	426
Outer regional and remote areas (i)	375	425	379	472	413	355	..	415	392
All areas	450	448	385	436	420	401	525	415	425

(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 the CCB and CCR.

(b) Data on Australian Government CCB approved child care services are collected by the CCMS, which was introduced between 2008 and 2009. Definitions have remained unchanged since its introduction.

(c) Based on fee information for children aged 0–12 years old.

(d) Remoteness area is based upon the ABS ASGS 2011.

(e) There are no ASGS classified very remote areas in Victoria.

(f) There are no ASGS classified major cities in Tasmania.

(g) There are no ASGS classified outer regional, remote or very remote areas in the ACT.

Table 3A.40 **Median weekly cost of 50 hours of Australian Government CCB approved long day care services, by remoteness area (\$/week) (2015-16 dollars) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (g)</i>	<i>NT (h)</i>	<i>Aust</i>
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(h) There are no ASGS classified major cities or inner regional areas in the NT.

(i) Includes ASGS classifications of outer regional Australia, remote Australia and very remote Australia.

.. Not applicable.

Source: Australian Government Department of Education 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) (2015-16 dollars) (a), (b), (c), (d), (e)**

	NSW (f)	Vic	Qld (g)	WA (g)	SA	Tas	ACT (h)	NT	Aust (g)
2012									
Preschool									
Government	np	1.70	np	–	–	–	–	–	–
Non-government	4.94	1.91	np	1.66	2.18	1.97	na	–	2.38
Total preschool (i)	4.94	1.86	np	–	–	–	–	–	1.31
Preschool program within a long day care centre (j)	2.88	4.01	np	1.84	0.70	1.84	4.27	0.68	3.09
Total with a preschool program	3.64	2.04	np	–	–	–	–	–	1.91
2013									
Preschool									
Government	1.76	1.55	–	–	–	–	–	–	–
Non-government	3.83	1.97	4.14	2.17	1.35	2.07	10.87	–	2.38
Total preschool (i)	3.42	1.76	4.14	–	–	–	–	–	1.55
Preschool program within a long day care centre (j)	3.00	3.93	2.07	3.52	1.66	3.73	4.76	2.28	2.59
Total with a preschool program	3.21	2.17	2.28	–	–	–	–	–	2.07
2014									
Preschool									
Government	2.36	1.64	–	–	–	–	–	–	–
Non-government	4.82	1.95	2.05	2.36	1.54	2.25	10.45	–	2.36
Total preschool (i)	4.41	1.74	2.05	–	–	–	–	–	1.64
Preschool program within a long day care centre (j)	3.28	4.41	1.84	3.59	2.36	3.89	4.92	2.97	2.97
Total with a preschool program	3.59	2.25	1.95	–	–	–	–	–	2.15
2015									
Preschool									
Government	2.50	1.60	–	–	–	–	–	–	–

Table 3A.41 **Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years, by sector (\$/hour) (2015-16 dollars) (a), (b), (c), (d), (e)**

	NSW (f)	Vic	Qld (g)	WA (g)	SA	Tas	ACT (h)	NT	Aust (g)
Non-government	4.90	2.00	3.70	2.60	2.10	2.10	9.80	–	2.60
Total preschool (i)	4.50	1.90	3.60	–	–	–	–	–	1.70
Preschool program within a long day care centre (j)	3.40	4.40	2.00	3.60	2.50	3.00	5.10	3.30	2.90
Total with a preschool program	3.70	2.30	2.20	–	–	–	–	–	2.30

- (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 comprise children aged 4 and 5 years as at 1 July.
- (c) Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.
- (d) Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.
- (e) For more information on data quality, including collection methodologies and data limitations, see *Preschool Education, Australia* (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.
- (f) 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.
- (g) For 2013, 2014 and 2015 Queensland data and 2013 and 2014 WA 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.
- (h) 2012 data for the ACT exclude data for preschools within independent schools, which were unavailable.

Table 3A.41 **Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years, by sector (\$/hour) (2015-16 dollars) (a), (b), (c), (d), (e)**

	NSW (f)	Vic	Qld (g)	WA (g)	SA	Tas	ACT (h)	NT	Aust (g)
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(i) Total preschool includes multiple preschools.

(j) 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, 2014 and 2015*, 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) (2015-16 dollars) (a), (b), (c), (d), (e), (f)**

	<i>NSW (g)</i>	<i>Vic</i>	<i>Qld (h)</i>	<i>WA (h)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust (h)</i>
2012									
Major cities of Australia	4.08	2.23	np	–	–	..	–	..	2.38
Inner/outer regional Australia	2.97	1.39	np	–	–	–	–	np	1.64
Remote/very remote Australia	1.75	2.10	np	–	–	–	..	–	–
2013									
Major cities of Australia	3.73	2.28	2.38	–	–	..	–	..	2.28
Inner/outer regional Australia	2.07	1.45	2.17	–	–	–	3.42	–	1.55
Remote/very remote Australia	0.31	1.76	0.31	–	–	–	..	–	–
2014									
Major cities of Australia	4.00	2.36	2.05	–	–	..	–	..	2.36
Inner/outer regional Australia	2.77	1.64	1.74	–	–	–	4.10	–	1.64
Remote/very remote Australia	1.13	1.33	0.31	–	–	–	..	–	–
2015									
Major cities of Australia	4.00	2.50	2.30	–	–	..	–	..	2.50
Inner/outer regional Australia	2.90	1.90	1.90	–	–	–	3.40	–	1.90
Remote/very remote Australia	1.30	np	–	–	–	–	..	–	–

(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 comprise children aged 4 and 5 years as at 1 July.

Table 3A.42 **Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years, by remoteness area (\$/hour) (2015-16 dollars) (a), (b), (c), (d), (e), (f)**

	NSW (g)	Vic	Qld (h)	WA (h)	SA	Tas	ACT (i)	NT	Aust (h)
(c)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.								
(d)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.								
(e)	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.								
(f)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.								
(g)	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.								
(h)	For 2013, 2014 and 2015 Queensland data and 2013 and 2014 WA 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.								
(i)	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, 2014 and 2015*, 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), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</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

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), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2014										
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
2015										
Number of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	no.	2 550	19 246	15 422	21 799	14 501	4 369	3 476	2 806	84 164
\$1–4	no.	62 578	47 399	47 749	10 707	5 717	2 782	1 526	773	179 228
\$5–9	no.	30 418	10 739	3 342	1 829	1 050	275	1 108	39	48 795
\$10–14	no.	551	6 130	3	409	565	26	612	–	8 289
\$15–19	no.	86	2 659	–	79	244	–	119	–	3 186
\$20 or more	no.	–	1 169	–	16	237	–	–	–	1 427
Not stated	no.	–	44	–	26	–	–	–	108	180
Total	no.	96 184	87 388	66 511	34 859	22 312	7 453	6 839	3 723	325 273
Proportion of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	%	2.7	22.0	23.2	62.5	65.0	58.6	50.8	75.4	25.9
\$1–4	%	65.1	54.2	71.8	30.7	25.6	37.3	22.3	20.8	55.1
\$5–9	%	31.6	12.3	5.0	5.2	4.7	3.7	16.2	1.0	15.0
\$10–14	%	0.6	7.0	–	1.2	2.5	0.3	8.9	–	2.5
\$15–19	%	0.1	3.0	–	0.2	1.1	–	1.7	–	1.0
\$20 or more	%	–	1.3	–	–	1.1	–	–	–	0.4
Not stated	%	–	0.1	–	0.1	–	–	–	2.9	0.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data comprise children aged 4 and 5 years as at 1 July.

Table 3A.43 Hourly cost of a preschool program after subsidies per child enrolled aged 4 and 5 years, by cost range (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (e)	<i>WA</i> (e)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (f)	<i>NT</i>	<i>Aust</i> (g)
(b)	Although all children undertaking a preschool program should be included in the NECECC, not all children are captured. 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. Due to an expanded CCMS identification and imputation strategy, there was a significant increase in the number of long day care centres with preschool programs in 2015, particularly in NSW.									
(c)	Other data limitations for the collection include: under-coverage of programs delivered to 3 year olds; comprehensive child unit record data are not currently available for all jurisdictions, particularly for the non-government sector and unfunded preschools; some imputation is undertaken to address non-response by service provider in administrative collections and/or surveys; and differences between the level of coverage, collection methodologies and alignment with the ECEC NMDS, which may limit comparability across jurisdictions.									
(d)	For more information on data quality, including collection methodologies and data limitations, see <i>Preschool Education, Australia</i> (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.									
(e)	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, 2014 and 2015 Queensland data and 2013 and 2014 WA data 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.									
(f)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(g)	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, 2015 and 2016, *Preschool Education, Australia, 2012, 2013, 2014 and 2015*, 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)

	<i>Unit</i>	<i>NSW</i>	<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										
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
2016										
Full time equivalent staff										
Primary contact staff	FTE	25 305	17 641	17 208	5 649	4 650	1 154	2 097	856	74 560
Administrative staff	FTE	2 204	1 826	1 262	588	353	271	167	64	6 737
Other staff	FTE	1 014	700	466	277	191	45	77	46	2 815
All FTE staff	FTE	28 523	20 167	18 937	6 513	5 194	1 471	2 340	967	84 112
Family day carers (h)										
Family day carers	FTE	8 989	8 370	4 124	1 875	1 447	256	155	63	25 278
Total unpaid staff										
All unpaid staff	no.	594	390	180	134	55	32	26	14	1 425

- (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, 2013 and 2016 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*. 2016 data are preliminary and may be subject to revision.
- (e) 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.
- (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 for 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 for Victoria, Queensland and the NT, where the reference week was 1–7 July 2013). 2016 data were collected from all services except vacation care during the reference week 23–29 May 2016. The reference week for vacation care was 11–17 July 2016 (except for Victoria, Queensland and the NT, where the reference week was 4–10 July 2016).

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>
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(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, 2013 and 2016* (preliminary); *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
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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>
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
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

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>
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
2016										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	26 808	22 587	18 830	6 284	6 119	1 604	1 998	735	84 965
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	2 458	845	1 220	510	555	96	386	143	6 213
Fewer than three years relevant experience	no.	6 106	1 722	4 057	1 209	984	225	851	290	15 443
All staff without a relevant formal qualification at or above Certificate level III	no.	8 565	2 568	5 277	1 719	1 539	321	1 237	433	21 656
All primary contact staff	no.	35 373	25 155	24 107	8 003	7 658	1 925	3 235	1 168	106 622
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	75.8	89.8	78.1	78.5	79.9	83.3	61.8	62.9	79.7
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	6.9	3.4	5.1	6.4	7.2	5.0	11.9	12.2	5.8
Fewer than three years relevant experience	%	17.3	6.8	16.8	15.1	12.8	11.7	26.3	24.8	14.5
All staff without a relevant formal qualification at or above Certificate level III	%	24.2	10.2	21.9	21.5	20.1	16.7	38.2	37.1	20.3
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.

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
(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, 2013 and 2016 are weighted data drawn from the <i>National Early Childhood Education and Care Workforce Census</i> . 2016 data are preliminary and may be subject to revision.									
(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 for 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 for Victoria, Queensland and the NT, where the reference week was 1–7 July 2013). 2016 data were collected from all services except vacation care during the reference week 23–29 May 2016. The reference week for vacation care was 11–17 July 2016 (except for Victoria, Queensland and the NT, where the reference week was 4–10 July 2016).									
(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.									
(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, 2013 and 2016* (preliminary); *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, 2016 (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>
Paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	no.	11 178	7 991	8 327	2 538	1 878	761	904	402	33 978
Diploma or Advanced Diploma	no.	10 183	11 096	8 140	2 853	2 953	687	774	236	36 923
Bachelor degree and above (e)	no.	5 447	3 500	2 362	894	1 288	156	321	97	14 065
All primary contact staff with a formal qualification at Certificate III or above	no.	26 808	22 587	18 830	6 284	6 119	1 604	1 998	735	84 965
Proportion of paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	%	41.7	35.4	44.2	40.4	30.7	47.4	45.2	54.7	40.0
Diploma or Advanced Diploma	%	38.0	49.1	43.2	45.4	48.3	42.8	38.7	32.1	43.5
Bachelor degree and above (e)	%	20.3	15.5	12.5	14.2	21.0	9.7	16.1	13.2	16.6
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	100.1	100.0	100.0
Field of study of paid primary contact staff with a bachelor degree and above										
Number of staff										
Early childhood education (f)	no.	4 627	2 823	1 775	679	1 045	135	262	68	11 414
Other ECEC related field of study (g)	no.	820	677	587	215	243	21	59	29	2 651
All paid primary contact staff with a bachelor degree and above	no.	5 447	3 500	2 362	894	1 288	156	321	97	14 065
Proportion of paid primary contact staff with a bachelor degree and above, by field of study										
Early childhood education (f)	%	84.9	80.7	75.1	76.0	81.1	86.5	81.6	70.1	81.2
Other ECEC related field of study (g)	%	15.1	19.3	24.9	24.0	18.9	13.5	18.4	29.9	18.8

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, 2016 (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 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 *2016 National Early Childhood Education and Care Workforce Census*. Data are preliminary and may be subject to revision. The totals may not equal the sum of the components due to rounding.
- (b) There may be double counting of staff where staff work in more than one centre.
- (c) 2016 data on staff were collected for all services except vacation care during the reference week 23–29 May 2016. The reference week for vacation care was 11–17 July 2016 (except for Victoria, Queensland and the NT, where the reference week was 4–10 July 2016).
- (d) Excludes Aboriginal play groups and enrichment programs and mobile toy library services, for which data were not available.
- (e) Bachelor degree and above includes Bachelor degree (either three or four year degrees), Graduate Certificate, Graduate Diploma, Masters degree, and Doctorate degree.
- (f) Includes Bachelor of Early Childhood Education and Bachelor of Education (Primary).
- (g) 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, 2016* (preliminary).

TABLE 3A.47

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
2016										
Total paid primary contact staff										
Number of staff	no.	35 373	25 155	24 107	8 003	7 658	1 925	3 235	1 168	106 622
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	27 282	21 203	20 908	6 353	6 504	1 694	2 501	995	87 440
Proportion of staff	%	77.1	84.3	86.7	79.4	84.9	88.0	77.3	85.2	82.0

(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.

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>
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- (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, 2013 and 2016 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*. 2016 data are preliminary and may be subject to revision. The weighted estimates should be used with caution.
- (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 for 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 for Victoria, Queensland and the NT, where the reference week was 1–7 July 2013). 2016 data were collected from all services except vacation care during the reference week 23–29 May 2016. The reference week for vacation care was 11–17 July 2016 (except for Victoria, Queensland and the NT, where the reference week was 4–10 July 2016).
- (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, 2013 and 2016* (preliminary); *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, 2016 (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	%	11.1	7.3	9.2	9.3	9.4	6.0	10.8	12.1	9.4
1 to 3 years	%	28.6	28.4	27.9	31.4	25.8	22.7	33.8	31.6	28.5
4 to 6 years	%	21.1	25.3	21.9	23.9	21.0	22.4	25.8	23.4	22.7
7 to 9 years	%	10.5	11.4	11.8	10.4	12.2	13.3	9.9	9.4	11.2
10 years experience or more	%	28.7	27.5	29.2	24.9	31.6	35.7	19.7	23.4	28.2
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.	2 567	1 268	1 490	458	406	70	211	81	6 550
1 to 3 years	no.	6 594	4 936	4 521	1 547	1 120	267	664	210	19 860
4 to 6 years	no.	4 875	4 398	3 546	1 178	912	263	506	156	15 834
7 to 9 years	no.	2 424	1 986	1 912	512	527	156	193	63	7 773
10 years experience or more	no.	6 610	4 773	4 724	1 225	1 370	419	387	156	19 664
Total long day care staff	no.	23 071	17 361	16 193	4 920	4 335	1 175	1 961	666	69 682
Average staff tenure	yrs.	7.3	7.2	7.2	6.6	8.0	8.5	5.9	6.2	7.2
Family day care (g)										
Staff tenure										
Less than 1 year	%	16.8	15.3	12.8	21.1	10.3	4.5	1.1	8.5	15.3
1 to 3 years	%	51.0	55.5	32.1	39.8	36.6	7.5	58.9	47.7	47.8
4 to 6 years	%	11.2	15.0	18.2	13.8	13.8	18.6	31.1	18.6	14.2
7 to 9 years	%	5.3	3.7	10.0	7.4	7.6	18.0	–	5.5	5.8
10 years experience or more	%	15.7	10.6	26.8	18.0	31.7	51.5	8.9	19.6	16.9
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, 2016 (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	1 134	1 047	397	251	90	9	2	4	2 934
1 to 3 years	no	3 446	3 799	994	475	319	14	81	23	9 151
4 to 6 years	no	755	1 025	564	164	120	36	43	9	2 715
7 to 9 years	no	357	253	310	88	66	34	–	3	1 111
10 years experience or more	no	1 064	723	829	214	277	98	12	9	3 227
Total family day care staff	no.	6 756	6 847	3 095	1 192	872	191	138	47	19 138
Average staff tenure	yrs.	4.5	3.9	6.8	5.0	8.0	11.3	4.0	5.8	4.9
OSHC										
Staff tenure										
Less than 1 year	%	15.3	12.2	15.3	13.2	11.0	11.6	14.9	16.5	14.0
1 to 3 years	%	40.1	38.9	38.7	36.0	34.5	37.8	50.7	41.5	39.2
4 to 6 years	%	18.9	18.8	16.7	22.4	17.3	17.7	18.7	18.4	18.5
7 to 9 years	%	7.0	7.7	7.8	8.5	9.7	10.1	5.4	7.0	7.7
10 years experience or more	%	18.7	22.4	21.5	19.9	27.5	22.8	10.3	16.6	20.6
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.	941	478	565	198	172	44	112	47	2 557
1 to 3 years	no.	2 469	1 521	1 423	541	539	143	379	119	7 133
4 to 6 years	no.	1 163	734	613	337	270	67	139	53	3 377
7 to 9 years	no.	429	300	288	127	151	38	40	20	1 395
10 years experience or more	no.	1 154	874	789	299	429	87	77	48	3 757
Total OSHC staff	no.	6 157	3 907	3 678	1 503	1 561	379	747	287	18 218
Average staff tenure	yrs.	5.4	6.3	5.6	5.6	6.9	5.9	3.9	5.4	5.7

TABLE 3A.48

Table 3A.48 **Primary contact staff in Australian Government CCB approved child care services, by tenure in the ECEC sector, 2016 (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	%	9.1	3.8	2.2	1.4	12.5	–	18.2	–	5.8
1 to 3 years	%	16.6	14.0	31.1	20.5	4.2	23.7	9.1	–	16.6
4 to 6 years	%	19.6	22.4	22.2	21.3	16.7	6.0	9.1	–	20.4
7 to 9 years	%	11.5	14.1	8.9	13.2	12.5	17.4	18.2	–	12.8
10 years experience or more	%	43.2	45.7	35.6	43.6	54.2	53.0	45.5	–	44.4
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.	19	8	1	1	2	–	1	–	32
1 to 3 years	no.	35	29	10	12	1	4	1	–	92
4 to 6 years	no.	42	47	7	13	3	1	1	–	113
7 to 9 years	no.	25	30	3	8	2	3	1	–	71
10 years experience or more	no.	92	96	11	26	9	9	4	–	247
Total occasional care staff	no.	214	209	32	60	17	16	8	–	557
Average staff tenure	yrs.	9.5	11.7	8.9	10.5	10.9	15.6	8.1	–	10.6
Vacation care										
Staff tenure										
Less than 1 year	%	16.6	12.2	14.5	8.6	12.6	9.4	20.8	14.8	14.1
1 to 3 years	%	37.4	37.2	39.5	32.7	38.8	36.4	49.1	46.5	38.1
4 to 6 years	%	18.9	21.1	18.3	26.1	19.9	27.0	19.4	16.3	20.1
7 to 9 years	%	7.4	8.7	6.6	9.2	8.1	8.2	3.8	5.6	7.6
10 years experience or more	%	19.7	20.8	21.1	23.3	20.5	18.9	6.9	16.9	20.2
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, 2016 (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.	861	361	568	124	213	32	106	31	2 297
1 to 3 years	no.	1 948	1 099	1 544	471	655	123	250	98	6 188
4 to 6 years	no.	982	623	717	376	336	91	99	34	3 259
7 to 9 years	no.	386	256	257	133	137	28	19	12	1 228
10 years experience or more	no.	1 024	616	824	336	346	64	35	35	3 280
Total vacation care staff	no.	5 202	2 955	3 912	1 438	1 688	338	509	210	16 251
Average staff tenure	yrs.	5.5	6.1	5.5	6.2	5.6	5.8	3.2	5.2	5.6
In home care (h)										
Staff tenure										
Less than 1 year	%	32.9	6.2	20.3	26.7	–	18.9	–	25.0	19.0
1 to 3 years	%	36.2	36.6	31.4	26.0	25.7	22.7	–	75.0	32.6
4 to 6 years	%	10.7	21.1	19.0	25.8	25.7	22.6	–	–	19.1
7 to 9 years	%	5.3	10.5	8.7	6.0	14.3	13.1	–	–	8.6
10 years experience or more	%	15.0	25.7	20.5	15.5	34.3	22.6	–	–	20.7
Total in home care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	–	100.0	100.0
Less than 1 year	no.	84	22	74	41	–	14	–	1	236
1 to 3 years	no.	92	129	114	40	10	17	–	3	405
4 to 6 years	no.	27	74	69	40	10	17	–	–	238
7 to 9 years	no.	13	37	32	9	5	10	–	–	107
10 years experience or more	no.	38	91	75	24	13	17	–	–	258
Total in home care staff	no.	254	353	364	154	38	76	–	4	1 243
Average staff tenure	yrs.	4.1	6.8	5.7	4.2	9.9	5.6	–	0.8	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, 2016 (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 2016</i> . Data are preliminary and may be subject to revision.									
(c)	Data were collected from all services except vacation care during the reference week 23–29 July 2016. The reference week for vacation care was 11–17 July 2016, except for Victoria, Queensland and the NT, where the reference week was 4–10 July 2016.									
(d)	There may be double counting of staff where staff work in more than one service.									
(e)	Staff tenure is only specified for those staff who provided this information.									
(f)	Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.									
(g)	Family day care data are based on the state in which the family day care scheme is located, and may not match the location in which the care is delivered.									
(h)	In home care data are based on the state in which the in home care scheme is located, and may not match the location where the care is delivered.									
	– Nil or rounded to zero.									

Source: Australian Government Department of Education and Training unpublished, *National Early Childhood Education and Care Workforce Census, 2016* (preliminary).

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>
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	na	na	4	na	na	1	..	na	5
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
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	3 737	3 762	3 090	1 760	1 060	247	na	240	13 896
Administrative staff	FTE	407	na	256	na	na	13	na	12	688
Other staff	FTE	111	na	101	na	na	na	na	na	212
All FTE staff	FTE	4 255	3 762	3 447	1 760	1 060	260	na	252	14 796
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.	6 017	6 174	4 703	2 240	1 690	na	na	294	21 118
Administrative staff	no.	621	na	394	na	na	na	na	121	1 136
Other staff	no.	308	na	188	na	na	na	na	na	496
All paid staff	no.	6 946	6 174	5 285	2 240	1 690	na	na	415	22 750
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
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										
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	3 890	3 762	5 671	1 858	1 190	437	na	275	17 083

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	407	na	587	na	na	na	na	13	1 007
Other staff	FTE	111	na	146	na	na	na	na	na	257
All FTE staff	FTE	4 408	3 762	6 404	1 858	1 190	437	na	288	18 347
Total paid staff (full-time and part time)										
Primary contact staff	no.	6 010	6 174	8 828	2 368	1 840	921	na	339	26 480
Administrative staff	no.	808	na	820	na	na	na	na	127	1 755
Other staff	no.	322	na	259	na	na	na	na	na	581
All paid staff	no.	7 140	6 174	9 907	2 368	1 840	921	na	466	28 816
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
Total paid staff										
Primary contact staff	no.	na	na	173	na	na	31	..	na	204
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										

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	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
Employed as contractors	FTE	na	na	na	..	na	..	..	na	na
All family day carers	FTE	na	na	na	..	na	..	..	na	na
Total paid staff										
Primary contact staff	no.	na	na	181	na	na	44	..	na	225

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	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
2016										
Staff in State and Territory government funded child care services										
Full time equivalent staff										
Primary contact staff	FTE	na	na	68	na	na	10	..	na	78
Administrative staff	FTE	na	na	3	na	na	1	..	na	4
Other staff	FTE	na	na	10	na	na	1	..	na	11
All FTE staff	FTE	na	na	81	na	na	12	..	na	93
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
Total paid staff										
Primary contact staff	no.	na	na	90	na	na	41	..	na	131
Administrative staff	no.	na	na	4	na	na	10	..	na	14
Other staff	no.	na	na	14	na	na	8	..	na	22
All paid staff	no.	na	na	108	na	na	59	..	na	167
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	3 785	5 606	15 381	2 002	1 352	na	na	234	28 360
Administrative staff	FTE	na	na	1 340	na	na	na	na	12	1 352
Other staff	FTE	na	na	1 160	na	na	na	na	na	1 160
All FTE staff	FTE	3 785	5 606	17 881	2 002	1 352	na	na	246	30 872
Total paid staff (full-time and part time)										
Primary contact staff	no.	6 307	7 944	20 416	2 538	2 028	1 043	na	287	40 563
Administrative staff	no.	813	na	1 743	na	na	na	na	119	2 675
Other staff	no.	278	na	1 839	na	na	na	na	na	2 117
All paid staff	no.	7 398	7 944	23 998	2 538	2 028	1 043	na	406	45 355

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 most jurisdictions, for example, 2016 data refer to data collected in August 2015.

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 in 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 for FTE staff in preschool services includes both NSW Government preschools and NSW Government funded preschool services. NSW data on State funded child care services are unavailable from 2012.									
(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 refer to the July/August reference period of the year before. Data for staff in 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 (known as occasional care in this Report) and Vacation Access Care 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.									
(h)	SA data on staff in preschool services are as at June 2016.									
(i)	Tasmania data refer to the August/September reference period of the year before. Since 2013, data comprise government and non-government funded preschools. Prior to 2013, data only comprised of government staff.									
(j)	ACT administrative preschool staff are employed through ACT Government primary schools.									
(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.									

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>
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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</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Total (j)</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

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</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Total (j)</i>
All paid staff in preschool services	no.	6 946	6 174	5 285	2 240	1 690	na	na	415	22 750
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

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</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Total (j)</i>
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
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										

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</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Total (j)</i>
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
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										

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</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Total (j)</i>
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	178	na	na	na	28 366
Proportion of primary contact staff	%	84.5	54.2	95.3	na	9.5	na	na	na	72.1
All paid staff in preschool services	no.	7 422	7 658	21 961	2 352	1 880	1 092	na	392	42 757
2016										
Primary contact staff in child care services										
Primary contact staff by qualification and experience										
With a formal qualification	no.	na	na	55	na	na	29	..	na	84
Without a formal qualification										
Three years or more relevant experience	no.	na	na	12	na	na	9	..	na	21
Fewer than 3 years relevant experience	no.	na	na	23	na	na	3	..	na	26
All staff without formal qualification	no.	na	na	35	na	na	12	..	na	47
All primary contact staff	no.	na	na	90	na	na	41	..	na	131
Proportion of primary contact staff by qualification and experience										
With a formal qualification	%	na	na	61.1	na	na	70.7	na	na	64.1
Without a formal qualification										
Three years or more relevant experience	%	na	na	13.3	na	na	22.0	na	na	16.0
Fewer than 3 years relevant experience	%	na	na	25.6	na	na	7.3	na	na	19.8
All staff without formal qualification	%	na	na	38.9	na	na	29.3	na	na	35.9
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	74	na	na	32	..	na	106
Proportion of primary contact staff	%	na	na	82.2	na	na	78.0	na	na	80.9
All paid staff in child care services	no.	na	na	108	na	na	59	..	na	167

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</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Total (j)</i>
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.	5 341	5 548	18 614	na	724	na	na	na	30 227
Proportion of primary contact staff	%	84.7	69.8	91.2	na	35.7	na	na	na	74.5
All paid staff in preschool services	no.	7 398	7 944	23 998	2 538	2 028	1 043	na	406	45 355

- (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 most jurisdictions, for example, 2016 data refer to data collected in August 2015.
- (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. 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 (known as occasional care in this Report) and Vacation Access Care services (known as vacation care in this Report). Staff in Child Care Hubs are not included.
- (g) SA data on staff in preschool services are as at June 2016. In 2014, the SA Government implemented a new online learning management system (Plink) to record preschool service training.
- (h) Tasmania data refer to the August/September reference period of the year before.

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</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Total (j)</i>
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(i) The NT is not able to disaggregate data by qualifications or experience.

(j) 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 **Teachers delivering preschool programs, by level of qualification, by field of early childhood qualification, 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>
Teachers delivering preschool programs										
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 (f)										
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 (g)										
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.51

Table 3A.51 **Teachers delivering preschool programs, by level of qualification, by field of early childhood qualification, 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>
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 are not considered comparable across jurisdictions. The data 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. In addition, there is incomplete and inconsistent reporting of workers delivering preschool programs, a small level of under-coverage of the preschool programs in some sectors, and differences between data collection methodologies and alignment to the national data standards across jurisdictions.
- (b) 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.
- (c) For more information on data quality, including collection methodologies and data limitations, see *Preschool Education, Australia* (Cat. no. 4240.0) on the ABS website and the ECEC NMDS specifications on the AIHW website.
- (d) 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.
- (e) Teachers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related
- (f) 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'.
- (g) 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 **NQF approved services, by service type, by quality rating, 30 June 2016 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services										
Centre-based care (f)	no.	4 927	3 710	2 706	1 081	1 131	217	332	213	14 317
Family day care (g)	no.	419	391	155	58	37	14	20	6	1 100
Total	no.	5 346	4 101	2 861	1 139	1 168	231	352	219	15 417
Proportion of NQF approved services (h)										
Centre-based care (f)	%	34.4	25.9	18.9	7.6	7.9	1.5	2.3	1.5	100.0
Family day care (g)	%	38.1	35.5	14.1	5.3	3.4	1.3	1.8	0.5	100.0
Total	%	34.7	26.6	18.6	7.4	7.6	1.5	2.3	1.4	100.0
Number of NQF approved services with a quality rating										
Centre-based care (f)	no.	4 015	3 433	2 371	692	641	206	298	189	11 845
Family day care (g)	no.	109	206	76	24	5	11	6	4	441
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating										
Centre-based care (f)	%	81.5	92.5	87.6	64.0	56.7	94.9	89.8	88.7	82.7
Family day care (g)	%	26.0	52.7	49.0	41.4	13.5	78.6	30.0	66.7	40.1
Total	%	77.1	88.7	85.5	62.9	55.3	93.9	86.4	88.1	79.7
Number of NQF approved services with a quality rating, by quality rating level										
Significant Improvement Required	no.	7	5	–	–	–	–	1	–	13
Working Towards National Quality Standard (NQS)	no.	1 496	714	612	278	211	61	129	117	3 618
Meeting NQS	no.	1 607	1 708	1 063	263	158	88	63	55	5 005
Exceeding NQS (i)	no.	1 014	1 212	772	175	277	68	111	21	3 650
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating, by quality rating level										
Significant Improvement Required	%	0.2	0.1	–	–	–	–	0.3	–	0.1
Working Towards NQS	%	36.3	19.6	25.0	38.8	32.7	28.1	42.4	60.6	29.4

Table 3A.52 **NQF approved services, by service type, by quality rating, 30 June 2016 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Meeting NQS	%	39.0	46.9	43.4	36.7	24.5	40.6	20.7	28.5	40.7
Exceeding NQS (i)	%	24.6	33.3	31.5	24.4	42.9	31.3	36.5	10.9	29.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data as at 30 June 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
- (e) WA and SA 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.
- (f) 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 the majority of preschools in WA.
- (g) 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.
- (h) Proportion of total services by service type.
- (i) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.

– Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.53

Table 3A.53 **NQF approved services with a quality rating, by rating level**
Quality Area 1: Educational program and practice, 30 June 2016 (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 NQF approved services with a quality rating for Quality Area 1										
Significant Improvement Required	no.	3	–	–	–	–	–	–	–	3
Working Towards NQS	no.	1 098	469	460	221	170	38	114	104	2 674
Meeting NQS	no.	2 083	2 033	1 352	321	203	122	118	64	6 296
Exceeding NQS	no.	940	1 137	635	174	273	57	72	25	3 313
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating for Quality Area 1										
Significant Improvement Required	%	0.1	–	–	–	–	–	–	–	–
Working Towards NQS	%	26.6	12.9	18.8	30.9	26.3	17.5	37.5	53.9	21.8
Meeting NQS	%	50.5	55.9	55.3	44.8	31.4	56.2	38.8	33.2	51.2
Exceeding NQS	%	22.8	31.2	26.0	24.3	42.3	26.3	23.7	13.0	27.0
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 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.
- (d) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
 – Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.54

Table 3A.54 **NQF approved services with a quality rating, by rating level**
Quality Area 2: Children's health and safety, 30 June 2016 (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 NQF approved services with a quality rating for Quality Area 2										
Significant Improvement Required	no.	6	3	–	–	–	–	1	–	10
Working Towards NQS	no.	960	386	365	152	113	30	75	94	2 175
Meeting NQS	no.	2 403	2 469	1 349	391	349	135	131	89	7 316
Exceeding NQS	no.	755	781	733	173	184	52	97	10	2 785
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating for Quality Area 2										
Significant Improvement Required	%	0.1	0.1	–	–	–	–	0.3	–	0.1
Working Towards NQS	%	23.3	10.6	14.9	21.2	17.5	13.8	24.7	48.7	17.7
Meeting NQS	%	58.3	67.8	55.1	54.6	54.0	62.2	43.1	46.1	59.5
Exceeding NQS	%	18.3	21.5	30.0	24.2	28.5	24.0	31.9	5.2	22.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data as at 30 June 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.
- (d) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
 – Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.55

Table 3A.55 **NQF approved services with a quality rating, by rating level**
Quality Area 3: Physical environment, 30 June 2016 (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 NQF approved services with a quality rating for Quality Area 3										
Significant Improvement Required	no.	7	1	–	–	–	–	1	–	9
Working Towards NQS	no.	959	289	404	176	123	34	92	78	2 155
Meeting NQS	no.	2 278	2 190	1 419	412	282	137	115	88	6 921
Exceeding NQS	no.	880	1 159	624	128	241	46	96	27	3 201
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating for Quality Area 3										
Significant Improvement Required	%	0.2	–	–	–	–	–	0.3	–	0.1
Working Towards NQS	%	23.3	7.9	16.5	24.6	19.0	15.7	30.3	40.4	17.5
Meeting NQS	%	55.2	60.2	58.0	57.5	43.7	63.1	37.8	45.6	56.3
Exceeding NQS	%	21.3	31.8	25.5	17.9	37.3	21.2	31.6	14.0	26.1
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 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.
- (d) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
 – Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.56

Table 3A.56 **NQF approved services with a quality rating, by rating level**
Quality Area 4: Staffing arrangements, 30 June 2016 (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 NQF approved services with a quality rating for Quality Area 4										
Significant Improvement Required	no.	4	3	–	–	–	–	–	–	7
Working Towards NQS	no.	420	186	128	47	60	6	17	59	923
Meeting NQS	no.	2 514	2 360	1 504	504	336	161	145	106	7 630
Exceeding NQS	no.	1 186	1 090	815	165	250	50	142	28	3 726
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
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	%	10.2	5.1	5.2	6.6	9.3	2.8	5.6	30.6	7.5
Meeting NQS	%	61.0	64.9	61.5	70.4	52.0	74.2	47.7	54.9	62.1
Exceeding NQS	%	28.8	30.0	33.3	23.0	38.7	23.0	46.7	14.5	30.3
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 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.
- (d) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
 – Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.57

Table 3A.57 **NQF approved services with a quality rating, by rating level**
Quality Area 5: Relationships with children, 30 June 2016 (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 NQF approved services with a quality rating for Quality Area 5										
Significant Improvement Required	no.	1	–	–	–	–	–	–	–	1
Working Towards NQS	no.	365	182	207	45	60	6	44	39	948
Meeting NQS	no.	2 399	1 815	1 295	426	204	134	116	94	6 483
Exceeding NQS	no.	1 359	1 642	945	245	382	77	144	60	4 854
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating for Quality Area 5										
Significant Improvement Required	%	–	–	–	–	–	–	–	–	–
Working Towards NQS	%	8.9	5.0	8.5	6.3	9.3	2.8	14.5	20.2	7.7
Meeting NQS	%	58.2	49.9	52.9	59.5	31.6	61.8	38.2	48.7	52.8
Exceeding NQS	%	33.0	45.1	38.6	34.2	59.1	35.5	47.4	31.1	39.5
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 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.
- (d) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
 – Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.58

Table 3A.58 **NQF approved services with a quality rating, by rating level**
Quality Area 6: Partnerships with families and communities, 30 June 2016 (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 NQF approved services with a quality rating for Quality Area 6										
Significant Improvement Required	no.	3	–	–	–	–	–	–	–	3
Working Towards NQS	no.	525	125	251	99	57	14	65	34	1 170
Meeting NQS	no.	2 329	1 986	1 259	418	287	102	108	112	6 601
Exceeding NQS	no.	1 267	1 528	937	199	302	101	131	47	4 512
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating for Quality Area 6										
Significant Improvement Required	%	0.1	–	–	–	–	–	–	–	–
Working Towards NQS	%	12.7	3.4	10.3	13.8	8.8	6.5	21.4	17.6	9.5
Meeting NQS	%	56.5	54.6	51.5	58.4	44.4	47.0	35.5	58.0	53.7
Exceeding NQS	%	30.7	42.0	38.3	27.8	46.7	46.5	43.1	24.4	36.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data as at 30 June 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.
- (d) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
 – Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.59

Table 3A.59 **NQF approved services with a quality rating, by rating level**
Quality Area 7: Leadership and service management, 30 June 2016 (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 NQF approved services with a quality rating for Quality Area 7										
Significant Improvement Required	no.	5	5	–	–	–	–	1	–	11
Working Towards NQS	no.	939	443	373	140	122	33	47	86	2 183
Meeting NQS	no.	2 187	2 000	1 243	386	282	88	112	86	6 384
Exceeding NQS	no.	993	1 191	831	190	242	96	144	21	3 708
Total	no.	4 124	3 639	2 447	716	646	217	304	193	12 286
Proportion of NQF approved services with a quality rating for Quality Area 7										
Significant Improvement Required	%	0.1	0.1	–	–	–	–	0.3	–	0.1
Working Towards NQS	%	22.8	12.2	15.2	19.6	18.9	15.2	15.5	44.6	17.8
Meeting NQS	%	53.0	55.0	50.8	53.9	43.7	40.6	36.8	44.6	52.0
Exceeding NQS	%	24.1	32.7	34.0	26.5	37.5	44.2	47.4	10.9	30.2
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 2016 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2016 this represents 79.7 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) 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, 49 services were rated Excellent by ACECQA as at 30 June 2016.
- (d) Detailed information on the NQS and assessment and ratings is available on the ACECQA website.
 – Nil or rounded to zero.

Source: ACECQA 2016 and unpublished, *NQF Snapshot Q2 2016*, Sydney.

TABLE 3A.60

Table 3A.60 **Substantiated breaches arising from complaints about NQF approved ECEC services, by service type, 2015-16**
(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>
Substantiated breaches arising from complaints (d)										
NQF approved services										
Long day care	no.	1 077	298	378	133	24	4	41	14	1 969
Family day care	no.	122	27	59	5	8	2	2	6	231
Vacation care	no.	–	1	–	–	2	–	–	–	3
OSHC	no.	107	35	22	37	5	–	3	2	211
Occasional care	no.	–	–	–	–	–	–	–	–	–
Other care	no.	–	–	–	–	–	–	–	–	–
Preschool	no.	3	58	13	8	1	–	2	–	85
Total	no.	1 309	419	472	183	40	6	48	22	2 499
Number of services (e)										
NQF approved services										
Long day care	no.	2 837	1 312	1 459	633	351	120	135	80	6 927
Family day care	no.	419	391	155	58	37	14	20	6	1 100
Vacation care	no.	1 035	530	925	373	301	105	67	38	3 374
OSHC	no.	1 397	1 136	963	463	387	138	107	50	4 641
Occasional care	no.	..	..	..	..	..	..	..	..	..
Other care	no.	28	162	15	25	–	–	7	2	239
Preschool	no.	884	1 260	1 164	29	445	–	99	81	3 962
Total (f)	no.	5 346	4 101	2 861	1 139	1 168	231	352	219	15 417
Substantiated breaches arising from complaints per 100 NQF approved service types (g)										
NQF approved services										
Long day care	no.	38	23	26	21	7	3	30	18	28
Family day care	no.	29	7	38	9	22	14	10	100	21

TABLE 3A.60

Table 3A.60 **Substantiated breaches arising from complaints about NQF approved ECEC services, by service type, 2015-16 (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>
Vacation care	no.	–	–	–	–	1	–	–	–	–
OSHC	no.	8	3	2	8	1	–	3	4	5
Occasional care	no.	–	–	–	–	–	–	–	–	–
Other care	no.	–	–	–	–	–	–	–	–	–
Preschool	no.	–	5	1	28	–	–	2	–	2
Total	no.	25	10	17	16	3	3	14	10	16
Proportion of substantiated breaches arising from complaints against which action was taken (h)										
NQF approved services										
Long day care	%	79.8	23.8	78.3	94.0	100.0	100.0	95.1	42.9	72.3
Family day care	%	81.1	66.7	83.1	100.0	100.0	–	100.0	–	78.4
Vacation care	%	–	–	–	–	100.0	–	–	–	66.7
OSHC	%	71.0	28.6	72.7	94.6	100.0	–	100.0	–	68.7
Occasional care	%	–	–	–	–	–	–	–	–	–
Other care	%	–	–	–	–	–	–	–	–	–
Preschool	%	33.3	13.8	30.8	100.0	100.0	–	100.0	–	28.2
Total	%	79.1	25.5	77.3	94.5	100.0	66.7	95.8	27.3	71.1

- (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.
- (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.61.
- (c) Data reflects substantiated breaches arising from complaints that occurred and were finalised in the 2015-16 financial year in services that were NQF approved as at 1 July 2016. Substantiated breaches arising from complaints that occurred in services that were NQF approved at some point during 2015-16, but were not approved as at 1 July 2016, and breaches investigations that were not finalised by 1 July 2016, are not included.

Table 3A.60 **Substantiated breaches arising from complaints about NQF approved ECEC services, by service type, 2015-16**
(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>
(d)	Substantiated breaches arising from complaints are reported only once per service type. If a breach takes place in a service that offers more than one service type, the breach is counted once as occurring in the main service type offered.									
(e)	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 2016. These data are reported in 3A.10.									
(f)	Total services refers to the number of individual services.									
(g)	Substantiated breaches arising from complaints per 100 NQF approved service types are calculated by dividing substantiated breaches arising from complaints by the number of NQF approved services for each service type, multiplied by 100. The exception to this is the total, which is the total substantiated breaches arising from complaints divided by the total number of NQF approved services.									
(h)	The denominator for this calculation is the number of substantiated breaches arising from complaints. The numerator for this calculation (number of substantiated breaches against which action was taken) is unpublished.									
	.. Not applicable. – Nil or rounded to zero.									

Source: ACECQA and State and Territory governments unpublished, NQAITS.

TABLE 3A.61

Table 3A.61 **Substantiated breaches arising from complaints about State and Territory government licensed or registered ECEC services, by service type, 2015-16 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Substantiated breaches arising from complaints (e)										
State and Territory government licensed or registered services										
Long day care	no.	na	–	na	28	..	..	–	..	28
Family day care	no.	na	..	na	..	..	..	..	..	–
Vacation care	no.	na	–	na	..	..	–	..	..	–
OSHC	no.	na	..	na	..	..	..	–	..	–
Occasional care	no.	4	2	na	..	–	–	..	..	6
Other care	no.	1	–	na	..	–	..	..	..	1
Preschool	no.	na	–	na	na	..	na	..	..	–
Total	no.	5	2	na	28	–	–	–	..	35
Number of services										
State and Territory government licensed or registered services (f)										
Long day care	no.	na	26	21	13	..	3	14	..	77
Family day care	no.	na	..	..	–	..	–	–	..	–
Vacation care	no.	na	1	7	–	..	5	–	..	13
OSHC	no.	na	..	11	–	..	2	1	..	14
Occasional care	no.	48	366	29	–	97	27	–	..	567
Other care	no.	100	22	–	–	28	2	–	..	152
Preschool	no.	na	2	8	909	2	215	–	..	1 136
Total (g)	no.	148	417	58	922	127	250	15	..	1 937
Substantiated breaches arising from complaints per 100 NQF approved services										
State and Territory government licensed or registered services										
Long day care	no.	na	–	na	215	..	..	–	..	36
Family day care	no.	na	..	na	..	..	..	..	..	–

TABLE 3A.61

Table 3A.61 **Substantiated breaches arising from complaints about State and Territory government licensed or registered ECEC services, by service type, 2015-16 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Vacation care	no.	na	–	na	..	..	–	..	..	–
OSHC	no.	na	..	na	..	..	..	–	..	–
Occasional care	no.	8	1	na	..	–	–	..	..	1
Other care	no.	1	–	na	..	–	..	..	..	1
Preschool	no.	na	–	na	na	..	na	..	..	–
Total	no.	3	1	na	3	–	–	–	..	2
Proportion of substantiated breaches arising from complaints against which action was taken										
State and Territory government licensed or registered services										
Long day care	%	na	–	na	100.0	–	..	..	..	100.0
Family day care	%	na	..	na	..	–	..	..	..	–
Vacation care	%	na	–	na	..	–	–	..	..	–
OSHC	%	na	..	na	..	–	..	..	..	–
Occasional care	%	75.0	–	na	..	–	–	..	..	50.0
Other care	%	100.0	–	na	..	–	..	..	..	100.0
Preschool	%	na	–	na	na	–	na	..	..	–
Total	%	80.0	–	na	100.0	–	–	–	..	91.4

- (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.
- (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.60.
- (c) Victoria data are derived using the same approach used to derive data on substantiated breaches arising from complaints about NQF approved ECEC services (reported in table 3A.60).
- (d) Queensland data on substantiated breaches arising from complaints cannot be disaggregated from all complaints data for services under state-based legislation.

Table 3A.61 **Substantiated breaches arising from complaints about State and Territory government licensed or registered ECEC services, by service type, 2015-16 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) Substantiated breaches arising from complaints are reported only once per service type.

(f) 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 2016. These data are reported in 3A.11.

(g) 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.62

Table 3A.62 **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>
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
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

Table 3A.62 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>
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
2014-15										
Place of occurrence										
School (e)	no.	305	225	311	111	80	14	19	11	1 076
Home	no.	3 399	2 473	4 137	1 563	994	231	162	147	13 106
Other place	no.	3 043	3 134	2 503	1 237	878	155	178	158	11 286
Not specified	no.	3 330	2 803	3 339	1 460	621	200	189	301	12 243
Total (f)	no.	10 012	8 581	10 213	4 329	2 549	596	546	614	37 440
Proportion of separations by place of occurrence										
School (e)	%	3.0	2.6	3.0	2.6	3.1	2.3	3.5	1.8	2.9
Home	%	33.9	28.8	40.5	36.1	39.0	38.8	29.7	23.9	35.0
Other place	%	30.4	36.5	24.5	28.6	34.4	26.0	32.6	25.7	30.1
Not specified	%	33.3	32.7	32.7	33.7	24.4	33.6	34.6	49.0	32.7
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.62 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.63 **Australian Government real recurrent expenditure on child care services per child aged 0–12 years (\$/child) (2015-16 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>
2006-07	744	696	1 191	643	908	829	630	1 100	834
2007-08	817	768	1 264	652	972	888	690	1 228	900
2008-09	1 261	1 127	1 543	886	1 238	1 153	929	1 353	1 241
2009-10	1 123	1 137	1 418	828	1 387	1 441	1 358	1 534	1 192
2010-11	1 225	1 215	1 487	882	1 424	1 471	1 562	1 932	1 275
2011-12	1 362	1 293	1 573	952	1 492	1 450	1 681	1 563	1 364
2012-13	1 522	1 433	1 683	1 050	1 633	1 504	1 843	1 483	1 495
2013-14 (d)	1 715	1 673	1 852	1 146	1 790	1 599	2 080	1 598	1 677
2014-15 (e)	1 922	1 855	2 059	1 270	1 993	1 798	2 298	1 772	1 868
2015-16	1 941	1 867	2 097	1 284	2 037	1 858	2 297	1 856	1 892

- (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 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 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) Due to machinery of Government changes, Australia Government expenditure by jurisdiction was calculated differently for 2014-15.

Source: Tables 3A.2 and 3A.4.

Table 3A.64 State and Territory government real recurrent expenditure on ECEC per child aged 0–12 years (\$/child) (2015-16 dollars) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (e)	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006-07	178	199	235	226	489	360	501	786	239
2007-08	174	217	114	233	496	370	523	773	218
2008-09	184	211	116	371	487	393	526	770	235
2009-10	209	228	119	447	514	396	524	859	258
2010-11	204	239	147	563	529	434	517	1 052	282
2011-12	214	245	189	668	566	500	558	1 146	313
2012-13	220	293	230	696	621	543	566	1 221	344
2013-14	200	347	263	652	617	581	580	1 192	353
2014-15	207	356	295	700	660	613	623	1 161	374
2015-16	246	378	288	733	704	619	628	1 116	396

- (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 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 for more information.
- (d) See source tables for other footnotes.
- (e) The reduction in Queensland expenditure per child in 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.65 Total government real recurrent expenditure on ECEC per child aged 0–12 years (\$/child) (2015-16 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>
2006-07	922	895	1 426	869	1 397	1 189	1 131	1 887	1 073
2007-08	991	985	1 378	884	1 468	1 258	1 213	2 001	1 119
2008-09	1 445	1 338	1 659	1 258	1 725	1 546	1 455	2 122	1 475
2009-10	1 332	1 365	1 537	1 276	1 901	1 837	1 882	2 392	1 450
2010-11	1 430	1 454	1 633	1 445	1 953	1 905	2 079	2 984	1 556
2011-12	1 577	1 539	1 762	1 620	2 058	1 950	2 238	2 708	1 677
2012-13	1 742	1 726	1 914	1 746	2 254	2 047	2 409	2 704	1 839
2013-14	1 915	2 019	2 115	1 798	2 407	2 180	2 660	2 790	2 031
2014-15	2 129	2 211	2 354	1 970	2 653	2 410	2 921	2 933	2 242
2015-16	2 187	2 244	2 385	2 017	2 741	2 478	2 925	2 973	2 288

- (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 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 for more information.
- (d) Due to machinery of Government changes, Australia Government expenditure by jurisdiction was calculated differently for 2014-15.
- (e) See source tables for other footnotes.

Source: Tables 3A.2, 3A.3 and 3A.4.

Table 3A.66 Australian Government recurrent expenditure per child aged 0–12 years attending CCB approved child care services (\$/child) (2015-16 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>
2011-12	5 197	5 168	5 115	5 176	5 185	5 285	5 010	8 911	5 205
2012-13	5 489	5 399	5 328	5 390	5 388	5 493	5 172	8 375	5 444
2013-14 (e)	5 802	5 757	5 646	5 720	5 724	5 804	5 505	8 739	5 785
2014-15 (f)	5 973	5 929	6 199	5 926	6 220	6 499	5 651	9 208	6 097
2015-16	5 925	6 047	6 183	6 008	6 339	6 742	5 485	9 357	6 096

- (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 and 2015-16, 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 2015-16 dollars using the GGFCE chain price deflator (2015-16 = 100). See table 2A.48 and chapter 2 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) Due to machinery of Government changes, Australia Government expenditure by jurisdiction was calculated differently for 2014-15.

Source: Tables 3A.4 and 3A.18.

TABLE 3A.67

Table 3A.67 **Children for whom additional formal child care was currently required for mainly work-related reasons (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Number of children aged 0–12 years										
Children for whom additional formal child care was currently required for mainly work-related reasons	'000	27.3	26.9	21.2	10.4	7.7	2.6	2.4	np	97.9
All children	'000	1176.9	888.4	773.5	380.7	251.2	86.3	58.1	33.2	3647.6
Proportion of children aged 0–12 years for whom additional formal child care was currently required for mainly work-related reasons	%	2.3 ± 0.6	3.0 ± 1.0	2.7 ± 1.4	2.7 ± 1.0	3.1 ± 1.4	3.0 ± 1.7	4.1 ± 2.9	np	2.7 ± 0.4
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	24.8	13.0	8.9	4.1	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, including sampling variability and non-sampling errors. 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 chapter 2 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.67 **Children for whom additional formal child care was currently required for mainly work-related reasons (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)	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.									
(f)	For more information on data quality, including collection methodologies and data limitations, see <i>Childhood Education and Care, Australia</i> (Cat. no. 4402.0) on the ABS website.									

np Not published.

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

TABLE 3A.68

Table 3A.68 **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, 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 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	34.7	19.3	22.6	12.1	7.3	1.4	np	0.7	95.7
No child care in locality or not at all	'000	np	np	np	–	–	–	–	–	11.6
Booked out or no places available	'000	np	4.3	–	–	–	–	np	–	10.1
Non-child care service related reasons										
Children too young or too old	'000	17.6	15.0	4.2	4.6	3.0	np	np	–	50.6
Prefers to look after children	'000	21.4	25.3	16.3	5.0	4.5	1.2	np	np	77.6
Child has disability or special needs	'000	4.1	np	np	–	np	np	–	–	12.6
On maternity/paternity leave	'000	np	np	np	3.2	np	np	–	–	9.7
Other child care reasons	'000	np	5.6	5.4	4.4	np	–	–	–	19.1
Total (e)	'000	94.9	71.5	59.2	32.3	20.1	5.1	3.1	1.3	281.8
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	%	36.6 ± 9.8	27.0 ± 8.5	38.2 ± 11.6	37.5 ± 9.4	36.3 ± 10.2	27.5 ± 19.8	np	53.8 ± 29.5	34.0 ± 4.9
No child care in locality or not at all	%	np	np	np	–	–	–	–	–	4.1 ± 2.2
Booked out or no places available	%	np	6.0 ± 5.6	–	–	–	–	np	–	3.6 ± 1.8
Non-child care service related reasons										
Children too young or too old	%	18.5 ± 6.3	21.0 ± 7.8	7.1 ± 6.5	14.2 ± 12.7	14.9 ± 11.3	np	np	–	18.0 ± 3.6
Prefers to look after children	%	22.6 ± 7.8	35.4 ± 8.3	27.5 ± 9.5	15.5 ± 12.9	22.4 ± 11.7	23.5 ± 18.5	np	np	27.5 ± 2.7
Child has disability or special needs	%	4.3 ± 4.0	np	np	–	np	np	–	–	4.5 ± 2.1
On maternity/paternity leave	%	np	np	np	9.9 ± 7.9	np	np	–	–	3.4 ± 1.7
Other child care reasons	%	np	7.8 ± 4.2	9.1 ± 5.9	13.6 ± 12.4	np	–	–	–	6.8 ± 2.5
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3A.68 **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, 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>
(a)	Data are from the ABS <i>Participation, Job Search and Mobility survey</i> . Data comprise 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, including sampling variability and non-sampling errors. 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 not published ('np') as they 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 \pm 2.7 per cent). See chapter 2 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)	For more information on data quality, including collection methodologies and data limitations, see <i>Participation, Job Search and Mobility, Australia</i> (Cat. no. 4402.0) on the ABS website.									
(e)	The sum of components may not equal the total due to not published data. – Nil or rounded to zero. np Not published.									

Source: Derived from ABS 2015, *Participation, Job Search and Mobility, Australia, February 2015*, Cat. no. 6226.0, Canberra.

TABLE 3A.69

Table 3A.69 **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), (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 0–5 years										
Children for whom additional formal child care was currently required (f)	'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 (g)	'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 (h)	'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	1 588.0
All 0–5 year old children	'000	550.8	428.0	371.7	181.3	118.0	41.4	29.3	15.2	1 735.2
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 (i)	%	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 (j)	%	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 (k)	%	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

TABLE 3A.69

Table 3A.69 **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), (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>
Children who used formal child care (i)	%	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 (j)	%	20.1 ± 3.2	18.4 ± 3.3	16.0 ± 3.1	26.0 ± 4.4	27.7 ± 4.9	22.0 ± 4.6	15.7 ± 5.7	17.1 ± 8.4	19.7 ± 1.7
Children who used preschool (k)	%	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 (f)	'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 (g)	'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 (h)	'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	1 110.5	834.8	732.9	359.8	239.7	81.3	55.3	31.4	3 446.6
All 0–12 year old children	'000	1 176.9	888.4	773.5	380.7	251.2	86.3	58.1	33.2	3 647.6
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 (i)	%	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 (j)	%	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

TABLE 3A.69

Table 3A.69 **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), (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>
Children who used preschool (k)	%	0.5 ± 0.4	1.4 ± 0.6	0.4 ± 0.3	np	0.9 ± 0.7	1.9 ± 1.6	2.6 ± 2.1	np	0.8 ± 0.2
Children who did not use any child care or preschool	%	2.0 ± 0.7	2.2 ± 0.9	2.3 ± 1.0	1.1 ± 0.7	1.7 ± 1.1	np	np	np	2.0 ± 0.4
Children for whom additional formal child care or preschool was not currently required	%	94.4 ± 0.8	94.0 ± 1.5	94.8 ± 1.8	94.5 ± 1.9	95.4 ± 1.0	94.2 ± 3.6	95.2 ± 3.2	94.6 ± 3.0	94.5 ± 0.5
Children who used formal child care (i)	%	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 (j)	%	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 (k)	%	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 (f)	'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 (g)	'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 (h)	'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	1 517.5
All 0–5 year old children	'000	589.5	448.6	379.9	209.1	120.1	37.1	29.7	16.9	1 833.7

TABLE 3A.69

Table 3A.69 **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), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of 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
Children who used formal child care (i)	%	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 (j)	%	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 (k)	%	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 (i)	%	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 (j)	%	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 (k)	%	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 (f)	'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 (g)	'000	61.3	43.2	26.9	22.0	16.5	3.7	4.0	1.8	175.5

TABLE 3A.69

Table 3A.69 **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), (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 children for whom additional formal child care or preschool was currently required (h)	'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	1 097.7	843.0	744.4	387.9	230.5	72.9	55.8	29.9	3 461.1
All 0–12 year old children	'000	1 234.7	932.5	811.5	431.6	257.4	81.9	63.3	33.9	3 843.8
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 (i)	%	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 (j)	%	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 (k)	%	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 (i)	%	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 (j)	%	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 (k)	%	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

Table 3A.69 **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), (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 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, including sampling variability and non-sampling errors. 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 \pm 2.7 per cent). See chapter 2 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) For more information on data quality, including collection methodologies and data limitations, see *Childhood Education and Care, Australia* (Cat. no. 4402.0) on the ABS website.
- (e) Data that were not published due to small numbers are included in the total for Australia.
- (f) 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.
- (g) 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.
- (h) Components do not add to total as a child may require both additional formal child care and preschool services.
- (i) Includes children who used formal care and those who used both formal and informal care.
- (j) Only includes children who used informal care and did not use formal care or preschool.
- (k) 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.70

Table 3A.70 **Main reason additional formal child care or preschool was currently required, availability and whether would use it if it became available (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										
Main reason additional formal child care or preschool was currently required										
Work-related reason (e)	'000	30.1	27.8	21.2	10.9	7.5	2.6	2.4	0.9	103.8
Personal reason (f)	'000	4.1	np	5.7	np	np	–	–	–	19.3
Child-related reason (g)	'000	27.6	18.9	16.7	6.7	3.1	np	np	np	75.7
All reasons (h)	'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 (e)	%	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 (f)	%	6.4 ± 5.4	np	13.2 ± 9.3	np	np	np	np	np	9.6 ± 4.4
Child-related reason (g)	%	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 (h)	%	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 (e)	'000	57.9	28.8	27.4	15.2	11.0	3.9	3.2	1.9	150.4
Personal reason (f)	'000	8.1	8.4	4.7	np	np	1.2	–	0.5	27.7
Child-related reason (g)	'000	65.6	53.0	30.0	23.6	14.3	3.9	4.2	1.7	196.1
All reasons (h)	'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 (e)	%	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 (f)	%	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 (g)	%	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 (h)	%	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 (i)										

TABLE 3A.70

Table 3A.70 **Main reason additional formal child care or preschool was currently required, availability and whether would use it if it became available (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>
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 (j)	%	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 (i)										
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.70

Table 3A.70 **Main reason additional formal child care or preschool was currently required, availability and whether would use it if it became available (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>
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 (k)	%	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, including sampling variability and non-sampling errors. 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 chapter 2 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) For more information on data quality, including collection methodologies and data limitations, see *Childhood Education and Care, Australia* (Cat. no. 4402.0) on the ABS website.
- (e) Work-related reason includes 'work, 'looking for work' and 'work-related study or training'.
- (f) Personal reason includes 'entertainment or social activity', 'other study or training', 'give parents a break/time alone', and 'other parent-related reason'.
- (g) Child-related reason includes 'good for child', 'prepare for school' and 'other child-related reason'.
- (h) Does not equal the sum of components because includes 'other' reason.
- (i) This item is only included for 2014 because data are not comparable to 2011.
- (j) May not equal the sum of components due to rounding.
- (k) Does not equal the sum of components because includes 'could not be determined'.

TABLE 3A.70

Table 3A.70 **Main reason additional formal child care or preschool was currently required, availability and whether would use it if it became available (a), (b), (c), (d)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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– 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.71

Table 3A.71 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, 2016 (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	48.5	48.0	39.7	47.3	43.5	41.6	55.0	44.3	45.8
\$55 000	42.2	41.8	34.5	41.1	37.9	36.1	47.8	38.5	39.9
\$75 000	35.6	35.2	29.1	34.7	31.9	30.5	40.3	32.4	33.6
\$95 000	29.6	29.3	24.2	28.9	26.6	25.4	33.6	27.0	28.0
\$115 000	26.2	25.9	21.4	25.5	23.5	22.4	29.7	23.9	24.7
\$135 000	23.0	22.7	18.8	22.4	20.6	19.7	26.0	21.0	21.7
\$155 000	20.5	20.3	16.8	20.0	18.4	17.6	23.3	18.7	19.4
\$175 000	18.6	18.4	15.2	18.1	16.7	15.9	21.1	16.9	17.5
\$195 000	17.0	16.8	13.9	16.5	15.2	14.5	19.2	15.5	16.0
\$215 000	15.6	15.4	12.8	15.2	14.0	13.4	17.7	14.2	14.7
After child subsidies									
One child in care									
\$35 000	13.4	13.1	9.0	12.8	10.9	9.9	16.7	11.3	12.1
\$55 000	12.7	12.4	8.8	12.1	10.5	9.6	15.5	10.8	11.5
\$75 000	12.1	11.9	8.9	11.7	10.3	9.5	14.5	10.5	11.1
\$95 000	11.3	11.2	8.7	10.9	9.8	9.2	13.3	10.1	10.5
\$115 000	11.1	11.0	8.7	10.7	9.7	9.2	12.8	9.9	10.3
\$135 000	10.7	10.6	8.6	10.4	9.5	9.0	12.2	9.7	10.1
\$155 000	10.3	10.1	8.4	10.0	9.2	8.8	11.6	9.3	9.7
\$175 000	9.3	9.2	7.6	9.1	8.3	7.9	10.5	8.5	8.8
\$195 000	8.5	8.4	6.9	8.3	7.6	7.2	9.6	7.7	8.0
\$215 000	7.8	7.7	6.4	7.6	7.0	6.7	8.8	7.1	7.4

(a) Data relate to the March quarter 2016.

(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 2016, the national average was 28.2 hours attendance per week per child in long day care (see attachment table 3A.23) and only 10.6 per cent of children attended long day care for 50 hours or more. See table 3A.73 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.72

Table 3A.72 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, 2016 (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	42.7	47.6	40.4	45.2	42.7	45.6	45.4	51.6	44.4
\$55 000	37.1	41.4	35.1	39.3	37.1	39.7	39.5	44.8	38.6
\$75 000	31.3	34.9	29.6	33.1	31.3	33.4	33.3	37.8	32.5
\$95 000	26.1	29.1	24.7	27.6	26.1	27.9	27.7	31.5	27.1
\$115 000	23.0	25.7	21.8	24.4	23.0	24.6	24.5	27.8	23.9
\$135 000	20.2	22.5	19.1	21.4	20.2	21.6	21.5	24.4	21.0
\$155 000	18.1	20.1	17.1	19.1	18.1	19.3	19.2	21.8	18.8
\$175 000	16.3	18.2	15.5	17.3	16.3	17.5	17.4	19.7	17.0
\$195 000	14.9	16.6	14.1	15.8	14.9	15.9	15.9	18.0	15.5
\$215 000	13.7	15.3	13.0	14.5	13.7	14.7	14.6	16.6	14.3
After child subsidies									
One child in care									
\$35 000	9.1	14.1	10.7	12.1	11.5	14.7	8.2	19.4	11.9
\$55 000	8.9	13.2	10.3	11.5	11.0	13.8	8.2	17.8	11.3
\$75 000	8.9	12.6	10.2	11.1	10.7	13.1	8.3	16.5	11.0
\$95 000	8.7	11.7	9.7	10.5	10.1	12.1	8.2	15.0	10.4
\$115 000	8.7	11.4	9.7	10.3	10.0	11.7	8.3	14.3	10.3
\$135 000	8.6	11.0	9.4	10.1	9.8	11.3	8.2	13.5	10.0
\$155 000	8.4	10.5	9.1	9.7	9.4	10.8	8.1	12.8	9.6
\$175 000	7.6	9.5	8.3	8.8	8.5	9.8	7.3	11.6	8.7
\$195 000	6.9	8.7	7.5	8.0	7.8	8.9	6.7	10.5	7.9
\$215 000	6.4	8.0	6.9	7.4	7.2	8.2	6.1	9.7	7.3

(a) Data relate to the March quarter 2016.

(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 2016, the national average was 29.8 hours per week attendance per child in family day care (see table 3A.23) and only 16.7 per cent of children attended family 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 30 hours long day care, as a proportion of weekly disposable income, by gross annual family income, 2016 (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	29.2	28.9	23.9	28.4	26.1	24.9	33.0	26.6	27.5
\$55 000	25.4	25.1	20.7	24.7	22.7	21.6	28.7	23.1	23.9
\$75 000	21.4	21.1	17.5	20.8	19.2	18.2	24.2	19.5	20.2
\$95 000	17.8	17.6	14.6	17.4	16.0	15.2	20.2	16.2	16.8
\$115 000	15.7	15.6	12.9	15.3	14.1	13.4	17.8	14.3	14.8
\$135 000	13.8	13.7	11.3	13.5	12.4	11.8	15.6	12.6	13.0
\$155 000	12.3	12.2	10.1	12.0	11.1	10.5	14.0	11.2	11.6
\$175 000	11.2	11.0	9.1	10.9	10.0	9.5	12.6	10.2	10.5
\$195 000	10.2	10.1	8.3	9.9	9.1	8.7	11.5	9.3	9.6
\$215 000	9.4	9.3	7.7	9.1	8.4	8.0	10.6	8.5	8.8
After child subsidies									
One child in care									
\$35 000	8.0	7.9	5.4	7.7	6.6	5.9	10.0	6.8	7.2
\$55 000	7.6	7.4	5.3	7.2	6.3	5.7	9.2	6.4	6.9
\$75 000	7.3	7.2	5.3	7.0	6.2	5.7	8.7	6.3	6.6
\$95 000	6.8	6.7	5.2	6.6	5.9	5.5	8.0	6.0	6.3
\$115 000	6.7	6.6	5.2	6.5	5.8	5.5	7.7	6.0	6.2
\$135 000	6.4	6.4	5.2	6.3	5.7	5.4	7.3	5.8	6.0
\$155 000	6.2	6.1	5.0	6.0	5.5	5.2	7.0	5.6	5.8
\$175 000	5.6	5.5	4.5	5.4	5.0	4.7	6.3	5.1	5.3
\$195 000	5.1	5.0	4.1	4.9	4.5	4.3	5.7	4.6	4.8
\$215 000	4.7	4.6	3.8	4.6	4.2	4.0	5.3	4.3	4.4

(a) Data relate to the March quarter 2016.

(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 2016, the national average was 28.2 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.71.

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 family day care, as a proportion of weekly disposable income, by gross annual family income, 2016 (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	25.6	28.5	24.3	27.1	25.6	27.4	27.3	30.9	26.7
\$55 000	22.3	24.8	21.1	23.6	22.3	23.8	23.7	26.9	23.2
\$75 000	18.8	20.9	17.8	19.8	18.8	20.1	20.0	22.7	19.5
\$95 000	15.6	17.4	14.8	16.5	15.6	16.7	16.7	18.9	16.3
\$115 000	13.8	15.4	13.1	14.6	13.8	14.8	14.7	16.7	14.4
\$135 000	12.1	13.5	11.5	12.8	12.1	13.0	12.9	14.6	12.6
\$155 000	10.8	12.1	10.3	11.5	10.8	11.6	11.6	13.1	11.3
\$175 000	9.8	10.9	9.3	10.4	9.8	10.5	10.4	11.8	10.2
\$195 000	8.9	10.0	8.5	9.5	8.9	9.6	9.5	10.8	9.3
\$215 000	8.2	9.2	7.8	8.7	8.2	8.8	8.8	9.9	8.6
After child subsidies									
One child in care									
\$35 000	6.3	7.7	5.6	7.0	6.3	7.2	7.1	9.0	6.8
\$55 000	6.1	7.3	5.4	6.7	6.1	6.8	6.8	8.3	6.5
\$75 000	6.0	7.0	5.5	6.5	6.0	6.6	6.6	7.9	6.3
\$95 000	5.7	6.6	5.3	6.2	5.7	6.3	6.2	7.4	6.0
\$115 000	5.7	6.5	5.3	6.1	5.7	6.2	6.2	7.1	6.0
\$135 000	5.6	6.3	5.3	5.9	5.6	6.0	6.0	6.9	5.8
\$155 000	5.4	6.0	5.1	5.7	5.4	5.8	5.8	6.5	5.6
\$175 000	4.9	5.5	4.6	5.2	4.9	5.2	5.2	5.9	5.1
\$195 000	4.5	5.0	4.2	4.7	4.5	4.8	4.8	5.4	4.7
\$215 000	4.1	4.6	3.9	4.4	4.1	4.4	4.4	5.0	4.3

(a) Data relate to the March quarter 2016.

(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 2016, the national average was 29.8 hours attendance per week per child in family day care (see attachment table 3A.23). Data on the basis of 50 hours family day care (i.e. full time) are available in attachment table 3A.72.

Source: Australian Government Department of Education and Training unpublished, administrative data collection.

TABLE 3A.75

Table 3A.75 **Children developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC), by ECEC experience (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
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 valid on the developmentally vulnerable on one or more domains indicator										
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
2015										
Children developmentally vulnerable on one or more domains										
Received some ECEC	no.	13 567	11 093	10 550	6 168	3 802	1 180	972	953	48 285
Did not receive any ECEC	no.	2 037	630	2 112	322	113	45	36	110	5 405
Unknown ECEC experience	no.	2 774	1 742	3 558	405	423	71	153	144	9 270

TABLE 3A.75

Table 3A.75 **Children developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC), by ECEC experience (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 children developmentally vulnerable on one or more domains	no.	18 378	13 465	16 220	6 895	4 338	1 296	1 161	1 207	62 960
Total children valid on the developmentally vulnerable on one or more domains indicator										
Received some ECEC	no.	75 201	61 057	46 389	30 337	16 926	5 834	4 587	2 763	243 094
Did not receive any ECEC	no.	5 905	1 450	5 224	830	281	110	69	165	14 034
Unknown ECEC experience	no.	9 850	5 163	10 414	1 206	1 244	215	501	320	28 913
Total children with at least one valid domain score	no.	90 956	67 670	62 027	32 373	18 451	6 159	5 157	3 248	286 041
Children developmentally vulnerable on one or more domains										
Received some ECEC	%	18.0	18.2	22.7	20.3	22.5	20.2	21.2	34.5	19.9
Did not receive any ECEC	%	34.5	43.4	40.4	38.8	40.2	40.9	52.2	66.7	38.5
Unknown ECEC experience	%	28.2	33.7	34.2	33.6	34.0	33.0	30.5	45.0	32.1
Total children developmentally vulnerable on one or more domains	%	20.2	19.9	26.1	21.3	23.5	21.0	22.5	37.2	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. Family day care and informal care are not included.

(c) Data are reported by teachers and are therefore, dependent on the teacher's knowledge of the child's ECEC experience.

Source: Australian Government Department of Education and Training unpublished, *Australian Early Development Census, 2012 and 2015*.

TABLE 3A.76

Table 3A.76 **State and Territory monitoring and inspection regimes, for NQF approved and State and Territory government licensed or registered ECEC services, 2015-16**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Proactive monitoring (a)		✓	✓	✓	✓	✓	✓	✓	✓
Required frequency of inspections (b)		na	Risk based	..	1 to 3 years	na	Varies	Varies	Annual
Estimated share of announced visits (c)	%	27.5	31.0	67.0	31.0	63.0	70.0	80.0	80.0
Estimated share of unannounced inspections (d)	%	72.5	69.0	33.0	69.0	37.0	30.0	20.0	20.0
Reactive monitoring (e)		✓	✓	✓	✓	✓	✓	✓	✓
Data on substantiated breaches arising from complaints (f)		✓	✓	✓	✓	✓	✓	✓	✓
Sanctions for breaches (g)		✓	✓	✓	✓	✓	✓	✓	✓
Under performing services incur follow up or more frequent inspections		✓	✓	✓	✓	✓	✓	✓	✓
Prosecutions initiated against services during 2015-16 (h)	no.	2	4	1	9	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) Required frequency of inspections is based on prior rating in WA and the principle of earned autonomy in Tasmania.
- (c) Announced visits are scheduled with the service provider and include, but are not limited to, consultative and advisory meetings. Assessment and rating visits under the NQS are included.
- (d) Unannounced inspections of services are used to assess performance against licence conditions and include, but are not limited to, investigations of complaints. Unannounced inspections allow the operation of the service to be monitored under normal operational circumstances.
- (e) A reactive monitoring regime can be triggered by either a complaint or a service's failure to comply with legislative requirements.
- (f) See detailed data in tables 3A.60 and 3A.61.
- (g) 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.

Table 3A.76 **State and Territory monitoring and inspection regimes, for NQF approved and State and Territory government licensed or registered ECEC services, 2015-16**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
(h) 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.

4 School education

CONTENTS

4.1	Profile of school education	4.1
4.2	Framework of performance indicators	4.6
4.3	Key performance indicator results	4.7
4.4	Definitions of key terms	4.42
4.5	References	4.45

Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' prefix (for example, table 4A.1) and are available from the website www.pc.gov.au/rogs/2017.

This chapter focuses on performance information for government-funded school education in Australia.

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 structure of school education varies across states and territories.

Compulsory school education

Entry to school education was compulsory in all states and territories for any child of 5 years of age or older at the start of the 2015 (ABS 2016). Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years (ABS 2016). (See chapter 3, table 3A.1, for more details.)

National mandatory requirements for schooling — as agreed in the National Youth Participation Requirement (NYPR) — came into effect through relevant State and Territory government legislation in 2010. Under the NYPR, there is a mandatory requirement for all young people to participate in schooling until they complete year 10, and if they have completed year 10, in full time in education, training or employment, or a combination of these activities, until 17 years of age (ABS 2016).

Type and level of school education

Schools are the institutions within which organised school education takes place (see section 4.4 for a definition of ‘school’). Schools are differentiated by the type and level of education they provide, which for 2015 are categorised as the following.

- *Primary schools* provide education from the school level ‘pre-year 1’ (the first year of primary school — see section 4.4 for the naming conventions used in each state and territory). Primary school education extends to year 6 (year 7 in SA). (Prior to 2015, primary school education also extended to year 7 in Queensland and WA.)
- *Secondary schools* provide education from the end of primary school to year 12.
- *Special schools* provide education for students that exhibit one or more of the following characteristics before enrolment: mental or physical disability or impairment; slow learning ability; social or emotional problems; or in custody, on remand or in hospital (ABS 2016).

Affiliation, ownership and management

Schools can also be differentiated by their affiliation, ownership and management, which are presented for two broad categories.

- *Government schools* are owned and managed by State and Territory governments.
- *Non-government schools*, including Catholic or Independent schools, are owned and managed by non-government establishments and are often affiliated with religious or philosophical beliefs and values.

Roles and responsibilities

Under constitutional arrangements, State and Territory governments are responsible for ensuring the delivery and regulation of schooling to all children of school age in their jurisdiction. State and Territory governments provide most of the school education funding in Australia, which is administered under their own legislation. They determine curricula, register schools, regulate school activities and are directly responsible for the administration of government schools. They also provide support services used by both government and non-government schools. Non-government schools operate under conditions determined by State and Territory government registration authorities.

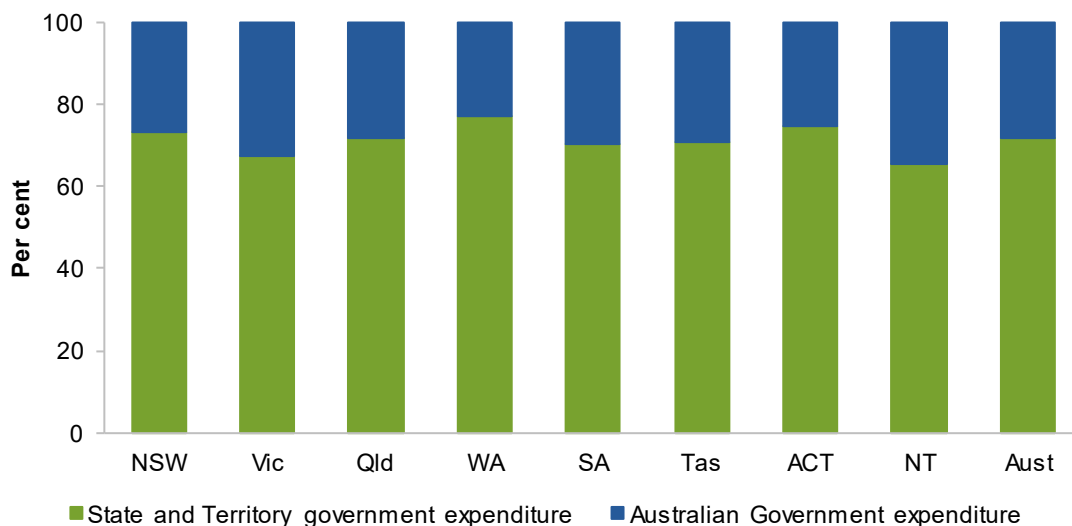
From 1 January 2014, Australian Government funding for government and non-government schools was through the Students First funding arrangements, as determined by the *Australian Education Act 2013* (the Act). Prior to 1 January 2014, Australian Government funding was provided through the National Schools Specific Purpose Payment. State and Territory governments have discretion as to how to apply the funding to achieve the agreed outcomes. Detailed information on these funding arrangements can be found in box 4.6.

The Australian Government and State and Territory governments work together to progress and implement national policy priorities, such as: a national curriculum; national statistics and reporting; national testing; and, teaching standards (PM&C 2014). 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

Nationally in 2014-15, Australian, State and Territory government recurrent expenditure on school education was \$53.0 billion, a 4.1 per cent real increase from 2013-14. State and Territory governments provided the majority of funding (71.9 per cent), which varies across jurisdictions (figure 4.1).

Figure 4.1 **Proportion of total school education government recurrent expenditure, 2014-15^a**



^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.

-
- *Government schools* accounted for \$40.3 billion (75.9 per cent). State and Territory governments were the major funding source for government schools (\$34.9 billion, or 86.6 per cent of government schools funding).
 - *Non-government schools* accounted for \$12.8 billion (24.1 per cent). The Australian Government was the major funding source for non-government schools (\$9.5 billion, or 74.5 per cent of non-government schools funding) (table 4A.7).

The share of government funding to government and non-government schools varies across jurisdictions and over time according to jurisdictional approaches to funding schools (see box 4.6) and is affected by the characteristics of school structures and the student body in each state and territory (see below).

Nationally in 2014-15, of Australian, State and Territory government recurrent expenditure on *government* schools: 53.9 per cent was on in-school primary (\$21.7 billion); 41.9 per cent was on in-school secondary (\$16.9 billion); and, 4.2 per cent was on out-of-school (\$1.7 billion) (table 4A.10). Data on government recurrent expenditure to *non-government* schools cannot be disaggregated between primary and secondary education.

This Report presents expenditure related to government funding only, not to the full cost to the community of providing school education. Caution should be taken when comparing expenditure data for government and non-government schools, because governments provide only part of school funding. Governments provided 57.1 per cent of non-government school funding in 2015, with the remaining 42.9 per cent sourced from private fees and fundraising (Australian Government Department of Education and Training, unpublished).

Historical data on government recurrent expenditure are available in tables 4A.7–8.

Size and scope

Schools

In 2015, there were 9404 schools in Australia (6224 primary schools, 1409 secondary schools, 1323 combined schools, and 448 special schools) (table 4A.3). The majority of schools were government owned and managed (70.6 per cent) (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.

Detailed data on school size and level can be found in *Schools Australia, 2015* (ABS Cat. no. 4221.0).

Student body

Full time and full time equivalent students

Nationally in 2015, there were 3.7 million full time students (table 4A.3), which represents 15.7 per cent of the Australian population (table 4A.5).

While the majority of students undertake schooling full time, there were 20 279 part time students in 2015 (predominantly in secondary schools), which equated to 8148 full time equivalent (FTE) student enrolments (see section 4.4 for a definition of FTE student) (table 4A.4). The prevalence of part time students varies across jurisdictions due to different policy and organisational arrangements for part time study, and different definitions of what constitutes part time study.

Nationally in 2015, there were 3.7 million FTE students (table 4A.3).

- *Government schools* had 2.4 million FTE students enrolled. The proportion of FTE students that were enrolled in a government school was 65.1 per cent in 2015. This proportion has remained steady since 2013, following a decrease from 67.8 per cent in 2006 (table 4A.6).
- *Non-government schools* had 1.3 million FTE students enrolled. The proportion of FTE students that were enrolled in non-government schools increased from 30.5 per cent at primary level to 40.8 per cent at secondary level (tables 4A.2).

A higher proportion of FTE students were enrolled in primary schools (57.1 per cent) than in secondary schools (42.9 per cent) (table 4A.3). SA has the highest proportion of students enrolled in primary school education (61.4 per cent) as it is the only jurisdiction that still includes year 7 in primary school.

Special needs groups

Given that the NYPR mandates that schooling is compulsory to year 10, all equity groups are represented in the student body. However, some groups of students in school education have been identified as having special needs. The number and proportion of full time students who are from these special needs groups can vary across jurisdiction and school sector (that is, government or non-government) (tables 4A.26–28). Government schools have a higher proportion of students from selected special needs groups than non-government schools, including for:

- *Aboriginal and Torres Strait Islander students* — in 2015, 6.9 per cent in government schools and 2.4 per cent in non-government schools (table 4A.23)
- *students with disability* — in 2015, 6.1 per cent in government schools and 4.0 per cent in non-government schools (table 4A.25)
- *geographically remote and very remote students* — in 2015, 1.6 per cent in government schools and 0.8 per cent in non-government schools for remote students, and

1.1 per cent in government schools and 0.3 per cent in non-government schools for very remote students (table 4A.29).

Conversely, non-government schools have a higher proportion of students that are:

- *students with a language background other than English* — in 2011, 20.4 per cent in government schools and 24.1 per cent in non-government schools (table 4A.24).

Another special needs group which is a focus of this Report is:

- *low socioeconomic background students* — data by parental education/employment status is presented as a proxy for socioeconomic status.

4.2 Framework of performance indicators

Box 4.1 describes the vision and objectives for the school education system. The vision and objectives align with the educational goals for young Australians in the Melbourne Declaration (MCEETYA 2008), the National Education Agreement (NEA) (COAG 2009). In addition, performance indicators in this chapter are aligned with school education indicators in the NEA, where relevant.

Box 4.1 Objectives 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. The goals for school education 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.

Australia's governments aim to have a school education system:

- that benefits all young Australians, providing them with essential literacy and numeracy skills, a solid foundation in knowledge and understanding linked with complex skills that underpin problem solving, critical thinking and creativity, so they can reach their full potential
- where Australian students excel by international standards
- that reduces the educational disadvantage of children
- that enables young people to make a successful transition from school to work and/or further study.

For these goals to be achieved, the school education system aims to provide all young Australians with access to high-quality schooling that:

- engages all students and promotes student participation, attendance and successful transitions through schooling
- has a focus on quality teaching and world-class curriculum and assessment.

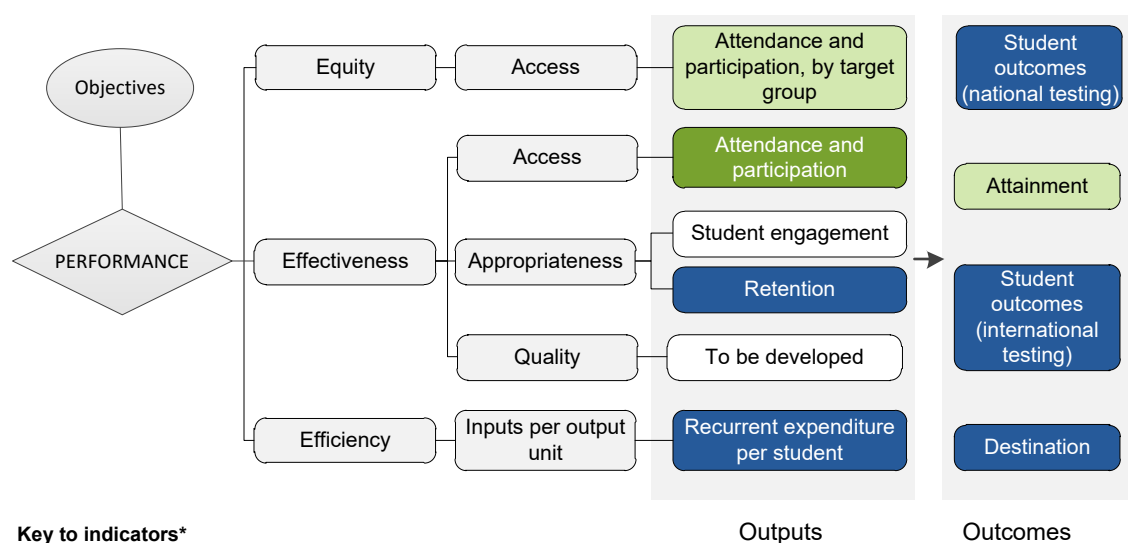
Governments aim for school education services to meet these objectives in an equitable and efficient manner.

The performance indicator framework provides information on equity, effectiveness and efficiency and distinguishes the outputs and outcomes of school education services (figure 4.2).

The performance indicator framework shows which data are complete and comparable in the 2017 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective (chapter 1). In addition to section 4.1, the Report’s Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter.

Improvements to performance reporting for School education are ongoing and will include identifying indicators to fill gaps in reporting against key objectives, improving the comparability and completeness of data and reviewing proxy indicators to see if more direct measures can be developed.

Figure 4.2 School education performance indicator framework



Key to indicators*

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

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

4.3 Key performance indicator results

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services.

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

Equity

Access — Attendance by target group

‘Attendance by target group’ is an indicator of governments’ objective for school education services to be provided in an equitable manner (box 4.2).

Box 4.2 Attendance by target group

‘Attendance by target group’ is defined by two attendance measures.

- ‘Student attendance rate, by target group’ — compares the attendance rate of those in the target group (for example, Aboriginal and Torres Strait Islander students) with the attendance rate of those outside the target group (non-Indigenous). Student attendance rate is the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period.

Data reported for the attendance rate are:

- not comparable across jurisdictions — NSW government school data are not yet collected on a comparable basis to other states and territories
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

- ‘Student attendance level, by target group’ — compares the attendance level of those in the target group (for example, Aboriginal and Torres Strait Islander people) with the attendance level of those outside the target group (non-Indigenous people). Student attendance level is the proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period.

Data are collected for semester 1 of each year and results may not be representative of the entire school year.

A high or increasing student attendance rate and student attendance level is desirable.

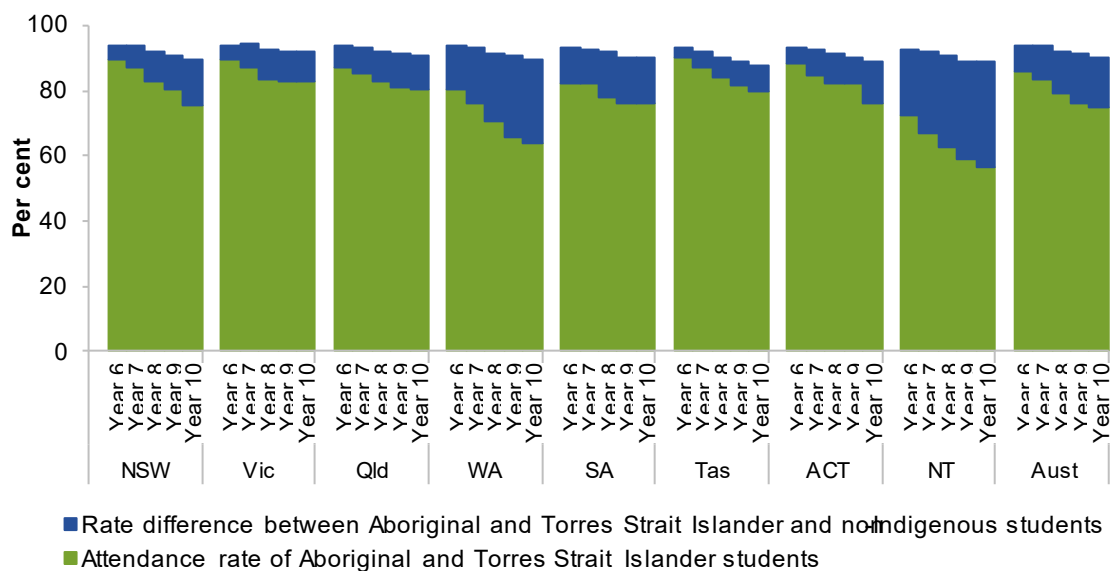
Data reported for the attendance level are:

- comparable (subject to caveats) across jurisdictions for 2016. Prior to 2016, data for non-government schools were collected on a different basis to the nationally agreed standard for which data for government schools have been collected, and comparisons across the two sectors should be made with caution
- incomplete for the current reporting period. Required 2016 data were not available for all NSW government schools.

Student attendance rate

Nationally in 2016, the attendance rate for Aboriginal and Torres Strait Islander students across all schools was similar across year 1 to year 6 (and was 86.2 per cent for years 1–6 combined) (tables 4A.33 and 4A.37). From year 7, attendance rates decreased as the year level increased (table 4A.33). However, attendance rates for Aboriginal and Torres Strait Islander students were lower and decreased further than for non-Indigenous students (figure 4.3). This pattern was observed for both government and non-government schools (table 4A.33).

Figure 4.3 **Student attendance rate for year 6 to year 10, by Indigenous status, all schools, 2016 (per cent)^{a, b}**



^a The non-Indigenous attendance rate includes the total area shaded for each year level. ^b See box 4.2 and table 4A.33 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); table 4A.33.

For years 1–6 combined, 7–10 combined and 1–10 combined (tables 4A.35–37), attendance rates generally declined as remoteness increased, with the decline greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students.

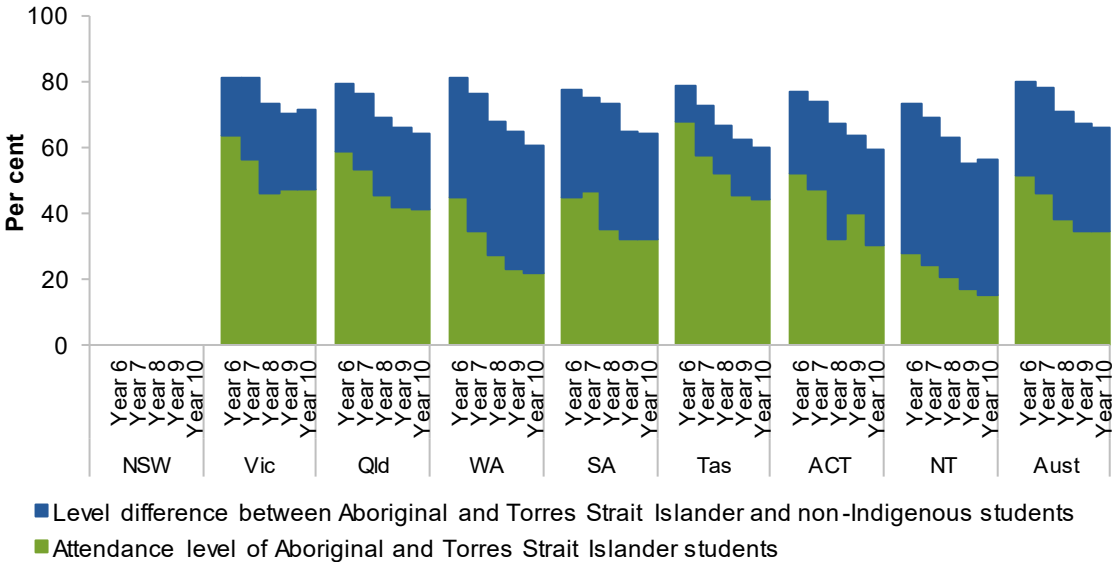
Student attendance level (proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period)

Nationally in 2016, the attendance level for Aboriginal and Torres Strait Islander students in years 1–6 was 50.7 per cent per cent at government schools and 63.3 per cent at non-government schools (tables 4A.40–41). Consistent with the student attendance rate, the attendance level was steady for years 1–6 and decreased from year 7 to year 10.

Non-Indigenous students in government and non-government schools had higher attendance levels than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.4 and table 4A.38).

For years 1–6 combined and 7–10 combined (and therefore 1–10 combined), the attendance level generally declined as remoteness increased, with the decline greater for Aboriginal and Torres Strait Islander students than non-Indigenous students (tables 4A.40–41).

Figure 4.4 Student attendance level, by Indigenous status, government schools, 2016 (per cent)^{a, b, c}



^a The non-Indigenous attendance level includes the total area shaded for each year level. ^b See box 4.2 and table 4A.38 for detailed definitions, footnotes and caveats. ^c Data for NSW are not available. The Australian total excludes NSW.

Source: ACARA (unpublished); table 4A.38.

Effectiveness

Access — Attendance and participation

‘Attendance and participation’ is an indicator of governments’ objective that school education services engages all students and promotes student participation, attendance and successful transitions through schooling (box 4.17).

Box 4.3 Attendance and participation

Attendance and participation' is defined by separate attendance and participation measures.

Student attendance

- 'Student attendance rate'
- 'Student attendance level'.

See box 4.2 for indicator interpretation information on student attendance.

A high or increasing student attendance rate and student attendance level is desirable.

Student participation

- 'Proportion of 15–19 year olds enrolled in school' — the number of school students of a particular age expressed as a proportion of the estimated resident population of the same age.
- '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' — the number VET unit completers aged 15–19 years expressed as a proportion of the estimated resident population of the same age.

A higher or increasing participation rate 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 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 are affected in the ACT due to NSW residents from surrounding areas enrolling in ACT. This is referred to as cross-border enrolment.

The participation measures *do not* provide information on young people who develop their talents and capacities through other education and training options — 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 measures are:

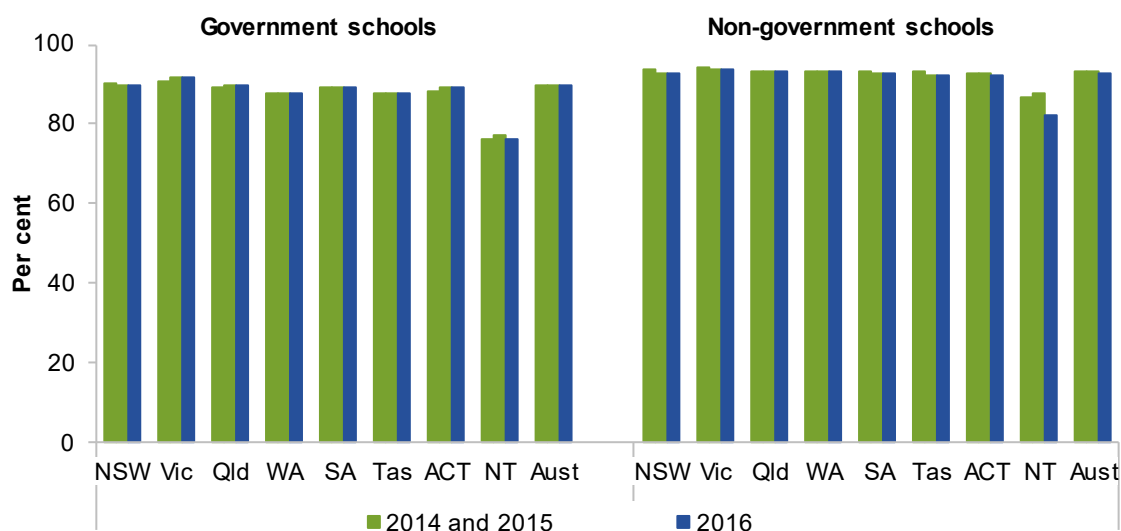
- comparable (subject to caveats) across jurisdictions and over time.
- complete for the current reporting period (subject to caveats). All required 2015 and 2016 data are available for all jurisdictions.

Student attendance — Attendance rate

In 2016, the attendance rate for all school students across year levels 1–6 was 93.5 per cent (table 4A.37). The year 1–6 attendance rates have remained steady since 2014 and are similar across jurisdictions and within each state and territory over time.

Nationally in 2016, attendance rates decreased from year 7 to year 10 — from 93.1 per cent to 89.6 per cent (table 4A.33). Across most jurisdictions, there has not been a substantial change in attendance rates from 2014 to 2016 for government and non-government schools (figure 4.5).

Figure 4.5 **Student attendance rates, years 7–10, by sector (per cent)^a**



^a See box 4.3 and tables 4A.35–36 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); tables 4A.35–36.

Student attendance — Attendance level (proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period)

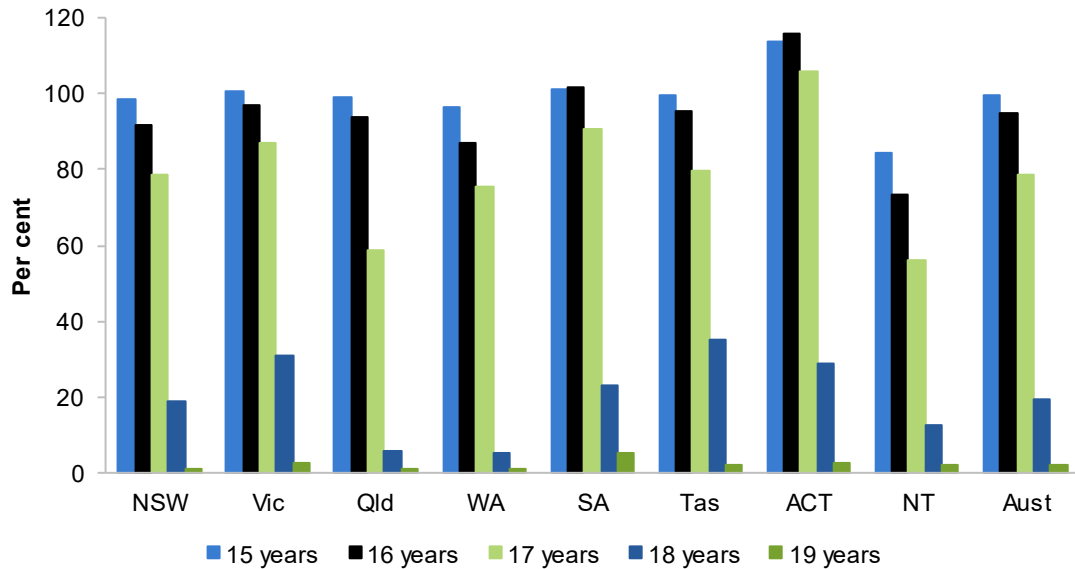
Results for the student attendance level follow a similar pattern to those for the student attendance rate (table 4A.38).

For government schools, the attendance level for year 1–6 was 78.3 per cent (table 4A.40). The attendance level decreased from 75.5 per cent in year 7 to 63.7 per cent in year 10 (table 4A.38). Attendance level data for government and non-government schools are in tables 4A.38–41.

Student participation — Proportion of 15–19 year olds enrolled in school

Nationally in 2015, 57.6 per cent of 15–19 year olds were enrolled in school (table 4A.30), with the rate slightly higher for females (58.1 per cent) than males (57.1 per cent). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.6 and tables 4A.30–31).

Figure 4.6 **School participation rate for 15–19 year olds, all schools, 2015 (per cent)^a**



^a See box 4.3 and table 4A.31 for detailed definitions, footnotes and caveats.

Source: ABS (2016 and unpublished) *Schools Australia 2015*, Cat. no. 4221.0; table 4A.31.

Student participation — Achievement of VET competencies

School-aged people may participate in VET by either:

- participating in ‘VET in Schools’, which allows school students to undertake VET as a part of their senior secondary certificate. Nationally in 2015, there were 257 100 VET in Schools students (NCVER 2016)
- remaining engaged in education through a Registered Training Organisation.

Nationally in 2015, 476 400 people aged 15 to 19 years successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above (at a school or Registered Training Organisation), representing 32.3 per cent of the 15 to 19 year old population (figure 4.7 and table 4A.32).

Figure 4.7 Proportion of 15–19 year olds who successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, 2015 (per cent)^a



^a See box 4.3 and table 4A.32 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.32.

Appropriateness — Student engagement

‘Student engagement’ is an indicator of governments’ objective that the school education system aims to provide all young Australians with access to high-quality schooling that engages all students (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 is sometimes seen as a proxy for student engagement with 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 student engagement. The performance of students with poor engagement may be affected so they may not reach the end of compulsory schooling satisfactorily, or their potential.

(continued next page)

Box 4.4 (continued)

Student engagement covers a number of areas, including:

- *behavioural engagement* — which may be measured by identifiable behaviours and by attendance, attainment and retention
- *emotional engagement* — which may be analysed by seeking students' attitude to learning and school
- *cognitive engagement* — which has been less frequently measured in a classroom setting, but research studies have used measures such as inattention, distraction and off-task behaviour.

The Programme for International Student Assessment (PISA) 2015 includes a range of questions for students to assess their sense of belonging at school, which relates to the concept of emotional engagement. A selection of results are provided in table 4A.96.

Some items from the National School Survey developed by the Australian Curriculum and Assessment Reporting Authority (ACARA) are also used by some State and Territory governments to collect information on student engagement.

Source: Hancock, Shepherd, Lawrence and Zubrick (2013); Australian Council for Educational Research (ACER unpublished).

Appropriateness — Retention

'Retention' to the final years of schooling is an indicator of governments' objective that engages all students and promotes student participation, attendance and successful transitions through schooling (box 4.5).

Box 4.5 **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 'commencing' cohort group. 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 government/non-government schools.

A higher or increasing rate is desirable as it suggests that a larger proportion of students are continuing in school, which may result in improved educational outcomes.

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Box 4.5 (continued)

This indicator does not include part time or ungraded 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.

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 these measures 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.

Retention — year 7 or 8 to year 10

The retention rate from the commencement of secondary school at year 7 or 8 to year 10 was above 99 per cent in most jurisdictions in 2015 (the national rate was 101.8 per cent) (table 4A.42). The retention rate for Aboriginal and Torres Strait Islander students was also near to 100 per cent (98.9 per cent), but lower than that of non-Indigenous students (102.0 per cent), although this varies across jurisdictions (table 4A.42).

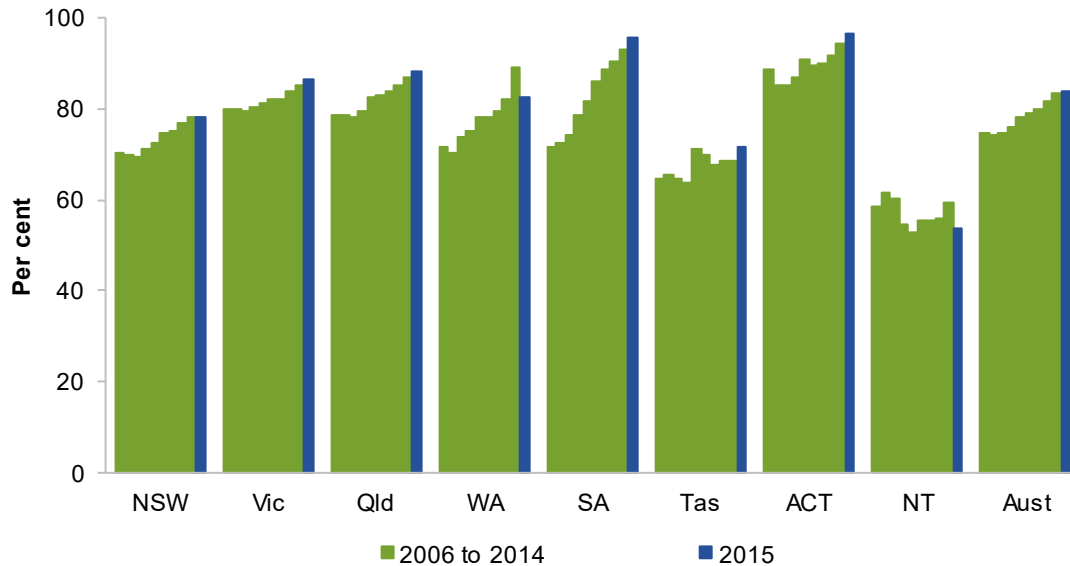
Retention — year 7 or 8 to year 12

The retention rate from the commencement of secondary school (at year 7 or 8) to year 12 was 84.0 per cent in 2015, an increase of 9.3 percentage points from 2006 (figure 4.8).

From 2006 to 2015, the retention rate for students in:

- *government schools* increased 13.3 percentage points to 81.8 per cent in 2015 (table 4A.45)
- *non-government schools* showed less growth, but remained higher than government schools across the period and was 87.2 per cent in 2015 (table 4A.46).

Figure 4.8 **Apparent retention rate from year 7/8 to year 12, full time secondary students, 2006 to 2015^a**



^a See box 4.3 and table 4A.44 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; table 4A.44.

Retention rates from year 7/8 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 2015 (table 4A.44).

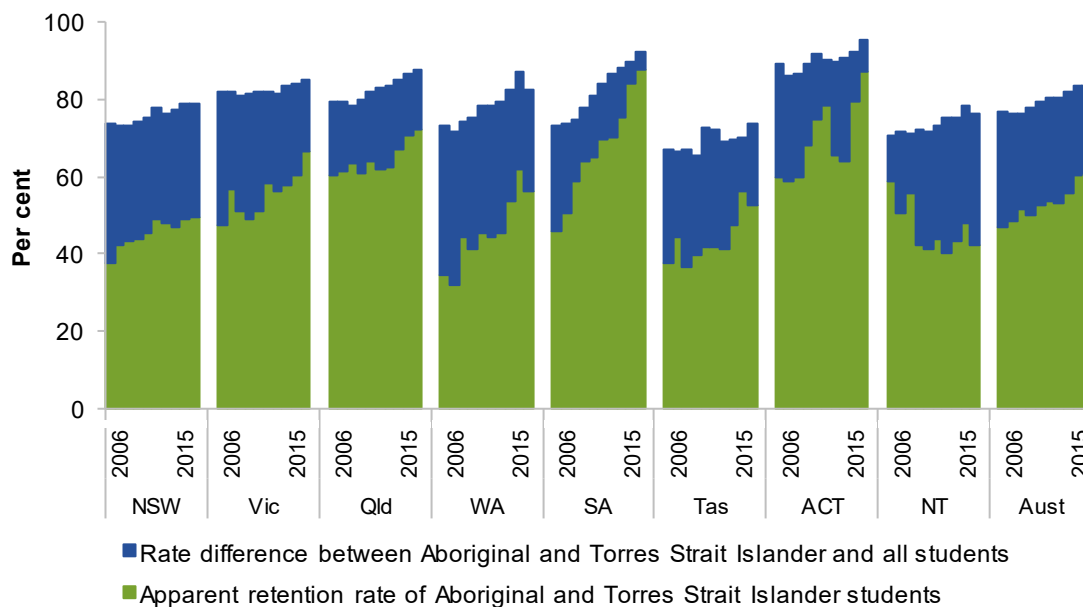
Retention — year 10 to year 12

Nationally in 2015, the apparent rate of all full time students from year 10 to year 12 was 82.7 per cent, an increase from 76.2 per cent in 2006 (table 4A.44). The rate for government schools was 79.2 per cent and for non-government schools was 88.0 per cent (tables 4A.45–46).

For the period 2006–2015, the retention from year 10 to year 12 has grown for Aboriginal and Torres Strait Islander and non-Indigenous students. Nationally in 2015, the rate for:

- *Aboriginal and Torres Strait Islander* students was 60.6 per cent, an increase of 13.8 percentage points from 2006
- *non-Indigenous* students was 83.8 per cent, an increase of 6.7 percentage points from 2006 (figure 4.9).

Figure 4.9 **Apparent retention rates from year 10 to year 12, full time students, by Indigenous status, 2006 to 2015^{a, b}**



^a The non-Indigenous retention rate is the total area shaded for each year. ^b See box 4.3 and table 4A.44 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; table 4A.44.

Appropriateness — Quality

An ‘Appropriateness — Quality’ indicator for school education has not yet been developed, but will relate to governments’ objective that the school education system aims provides all young Australians with access to high-quality schooling that has a focus on quality teaching and world-class curriculum and assessment.

Efficiency

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. This chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

For information on the expenditure estimates see:

- box 4.6 for information on the identification and allocation of funding
- box 4.7 and attachment table footnotes for information on the comparability of the source expenditure data for government schools and non-government schools
- table 4A.20 for the treatment of assets by school education agencies.

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 Students First funding cannot be separated into capital and recurrent expenditure, these payments are treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the *National Schools Statistics Collection* (NSSC), under the auspices of the Education Council.

- Each State and Territory government reports to the Education Council on its expenditure on government schools (table 4A.10). Expenditure on government schools comprises: employee costs (including salaries, superannuation, workers compensation, payroll tax, termination and long service leave, sick leave); capital costs (depreciation and user cost of capital); umbrella departmental costs; and other costs (including rent and utilities).
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes — including the Students First funding and a range of National Partnership (NP) payments (table 4A.9).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (tables 4A.7-8).

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 State and Territory governments, and comprises the following.

- 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 Students First funding and NP payments see (table 4A.9).

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.

Allocation of funding

Students First funding — Australian Government

From 2014 to 2017, Commonwealth recurrent funding for all schools is transitioning under the *Australian Education Act 2013* from levels under the previous funding arrangements towards the Schooling Resource Standard funding arrangement levels. Funding is calculated with reference to a base amount plus loadings to target student and school disadvantage including

(continued next page)

Box 4.6 (continued)

students from lower socioeconomic backgrounds, students with disability, Aboriginal and Torres Strait Islander students, students with low English proficiency, and school size and location. For most non-government schools, the base amount is discounted by the anticipated capacity of their school community to financially contribute towards the school's operating costs.

Commonwealth recurrent funding is provided to approved authorities 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.

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.

User cost of capital

The User Cost of Capital (UCC) 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 government funds to own assets for the provision of services rather than investing elsewhere or retiring debt.

User cost of capital is only reported for government schools. It is estimated at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Source: ACARA (2016b); 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 provide school education services 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 for non-government schools. Government recurrent expenditure per FTE student includes estimates for user cost of capital for government schools (box 4.6). User cost of capital is not included for non-government schools
- government recurrent staff expenditure per FTE student in government schools.

FTE student numbers (table 4A.6) are drawn from the ABS publication *Schools Australia 2015* (ABS 2016) and averaged over two calendar years to match the financial year expenditure data.

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
- 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 students with special needs, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- 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 these measures are:

- comparable (subject to caveats) across jurisdictions and over time. (Note that as non-government schools data do not account for UCC nor non-government sources of funding, the data are *not comparable* for comparing government and non-government schools.)
- complete for the current reporting period (subject to caveats). All required 2014-15 data are available for all jurisdictions.

Source: ACARA (2016b); Australian Government Department of Education and Training (unpublished).

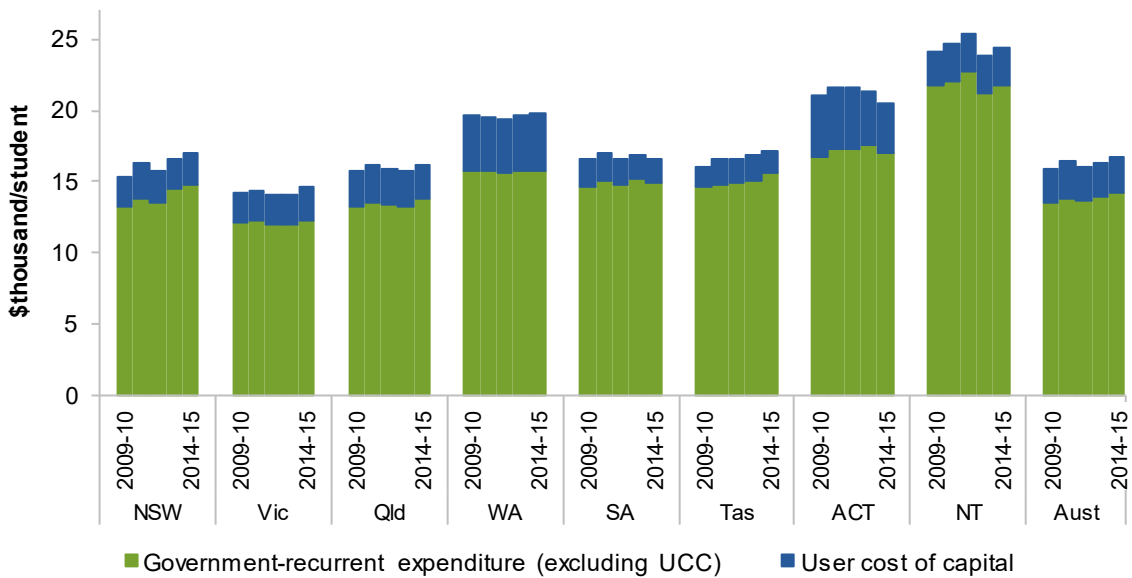
Recurrent expenditure per student — Government recurrent expenditure per FTE student

Government schools

Nationally in 2014-15, government recurrent expenditure was \$16 670 per FTE student in government schools, with UCC representing 14.8 per cent of this expenditure (tables 4A.11 and 4A.19). Between 2010-11 and 2014-15, real government expenditure per FTE student increased at an average rate of 1.1 per cent per year (figure 4.10).

Nationally in 2014-15, in-school expenditure per FTE student was higher for government secondary schools (\$18 262 per FTE student) compared to government primary schools (\$14 551 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$698 per FTE student) (table 4A.11).

Figure 4.10 Government real recurrent expenditure per FTE student (including UCC), government schools, 2009-10 to 2014-15 (2014-15 dollars)^a



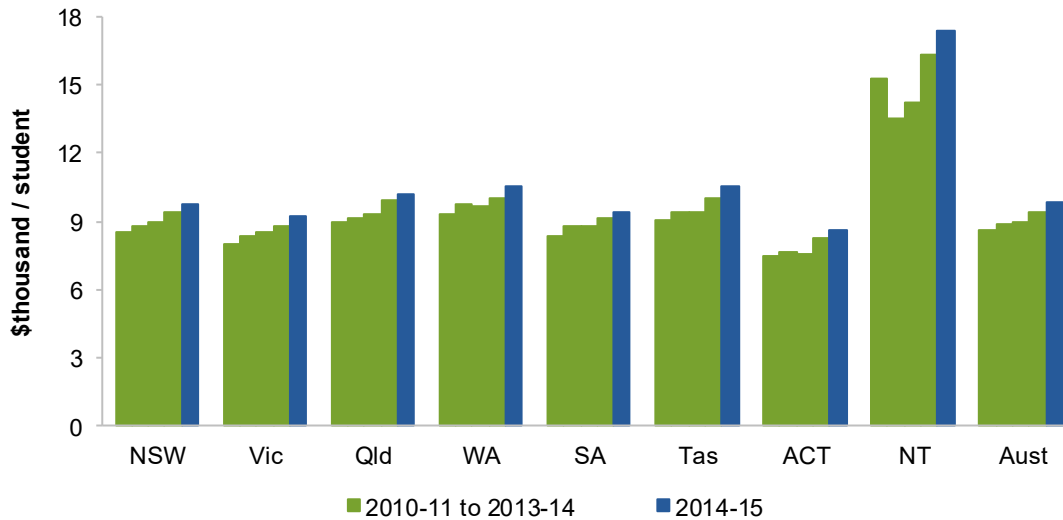
^a See box 4.7 and table 4A.11 and 4A.19 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; Education Council (unpublished) NSSC; tables 4A.11, 4A.19 and 2A.48.

Non-government schools

Nationally in 2014-15, government recurrent expenditure per FTE student in non-government schools was \$9843 — resulting in an average annual increase in real terms of 3.5 per cent since 2010-11 (figure 4.11).

Figure 4.11 **Government real recurrent expenditure per FTE student, non-government schools (2014-15 dollars)^a**



^a See box 4.7 and table 4A.14 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); tables 4A.14 and 2A.48.

All schools

Nationally in 2014-15, government recurrent expenditure per FTE student in all schools was \$14 286 — resulting in an annual average increase in real terms of 1.6 per cent since 2010-11 (table 4A.16).

Recurrent expenditure per student — Government recurrent staff expenditure per FTE student in government schools

Nationally in 2014-15, 63.6 per cent of government recurrent expenditure in government schools was on staff (table 4A.10). Government recurrent staff expenditure per FTE student in government schools was \$10 607, which varied across jurisdictions (figure 4.12).

Figure 4.12 **Government recurrent staff expenditure per FTE student, government schools, 2014-15^a**



^a See box 4.7 and table 4A.13 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); tables 4A.13 and 2A.48.

Student-to-staff ratio

The student-to-staff ratio is the number of FTE students per FTE staff, for all staff and for teaching staff (see section 4.4 for definitions). (Note that the student-to-teacher ratio is not a measure of class size.)

Differences in the 'student-to-staff ratio' can provide some context to differences in the government recurrent staff expenditure per FTE student as a low or decreasing student-to-teacher ratio may lead to higher staff expenditure per student. However, additional teaching staff expenditure may also reflect differences in teacher salaries, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), or the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Nationally in 2015, the *student-to-teacher* ratio at government schools (primary and secondary combined) was 14.2, which is unchanged from 2014 and similar to the ratio in 2006 (table 4A.22). For non-government schools, the student-to-teacher ratio was 13.4 in 2015 (table 4A.22). The student-to-teacher ratio, for both government and non-government schools, is generally lower for secondary schools than primary schools.

Nationally in 2015, the *student to non-teaching staff ratio* at non-government schools was 29.4, which is lower than government schools (which was 35.2) (table 4A.21).

Non-teaching staff (such as specialists, administrative and building operations staff) account for approximately 30 per cent of the FTE staff at schools (ABS 2016).

Outcomes

Outcomes are the impact of services on the status of an individual or group (see chapter 1).

Student outcomes (national testing)

‘Student outcomes (national testing)’ is an indicator of two of governments’ objectives, that the school education system:

- benefits all young Australians, providing them with essential literacy and numeracy skills, a solid foundation in knowledge and understanding linked with complex skills that underpin problem solving, critical thinking and creativity, so they can reach their full potential
- reduces the educational disadvantage of children (box 4.8).

Box 4.8 Student outcomes (national testing)

‘Student outcomes (national testing)’ is defined by measures drawn from the National Assessment Program — Literacy and Numeracy (NAPLAN) and National Assessment Program (NAP) sample assessments.

National Assessment Program — Literacy and Numeracy (NAPLAN)

NAPLAN testing is undertaken by students in years 3, 5, 7 and 9. Measure are reported for:

- NAPLAN participation — assessed and exempt students as a percentage of the total number of students reported by schools.
- NAPLAN achievement — the proportion of students at or above the national minimum standard in NAPLAN testing and mean scale score for reading, numeracy and writing.

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 2016a). The mean scale score refers to a mean (average) score on a common national scale.

Data comparing a range of time series outcomes are provided for 2008, 2015 and 2016 for reading and numeracy and for 2011, 2015 and 2016 for writing.¹

(continued next page)

¹ A change in the writing test from narrative to persuasive writing created a break in series in writing results in 2011. From 2016, both text types (narrative writing and persuasive writing) are assessed, but NAPLAN scores for writing remain comparable from 2011.

Box 4.8 (continued)

A high or increasing: proportion of students participating in NAPLAN testing; mean scale score; or, proportion of students achieving at or above the national minimum standard, 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 2016 data are available for all jurisdictions.

NAP Sample assessments

NAP national sample assessments are undertaken by students in year 6 and 10, on a triennial, rotating basis. Measures are reported for the proportion of students at or above the proficient standard in NAP assessments and mean scale score for:

- NAP Science literacy (testing undertaken by year 6 students only)
- NAP information and communication technologies (ICT) literacy
- NAP civics and citizenship literacy

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.

Time series data are provided for the years in which NAP assessments have been undertaken.

A high or increasing: mean scale score; or, proportion of students achieving at or above the proficiency standard, is desirable.

Data reported for all measures in this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the most recent reporting period (subject to caveats). All required data from the latest available NAP assessments are available for all jurisdictions. The latest available data for NAP sample assessment data are for 2014 (for NAP ICT), 2013 (for NAP civics and citizenship), and 2012 (for NAP science literacy).

Student outcomes (national testing) — 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.

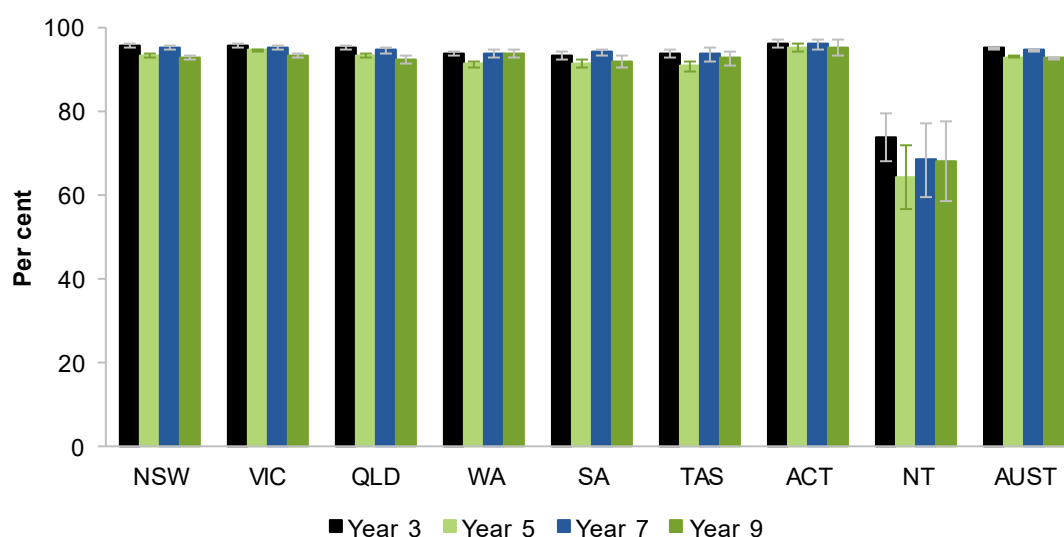
In 2016, participation rates were at or above 90 per cent for most jurisdictions across testing domains and year levels. In all domains and year levels, a lower proportion of Aboriginal and Torres Strait Islander students than non-Indigenous students participated in NAPLAN testing (table 4A.47).

Student outcomes (national testing) — NAPLAN reading

Nationally in 2016, the proportion of students who achieved at or above the reading national minimum standard was:

- 95.1 (± 0.2) for *year 3 students*
- 93.0 (± 0.2) for *year 5 students*
- 94.6 (± 0.3) for *year 7 students*
- 92.8 (± 0.3) for *year 9 students* (figure 4.13)

Figure 4.13 **Proportion of students achieving at or above the reading national minimum standard, 2016^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.48 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*; table 4A.48.

These results varied across jurisdictions, but generally were above 90 per cent for all year levels (figure 4.13). The statistical significance of the difference in the proportion of students who achieved at or above the national minimum standard for reading in 2016, across states and territories, is provided in table 4A.48.

Nationally in 2016, the mean scale score for reading was:

- 425.6 (± 1.1) for *year 3 students*
- 501.5 (± 1.0) for *year 5 students*
- 540.8 (± 1.5) for *year 7 students*
- 580.8 (± 1.5) for *year 9 students* (table 4A.49).

Table 4A.49 also identifies statistical significance of differences between mean scale scores reading outcomes across states and territories in 2016.

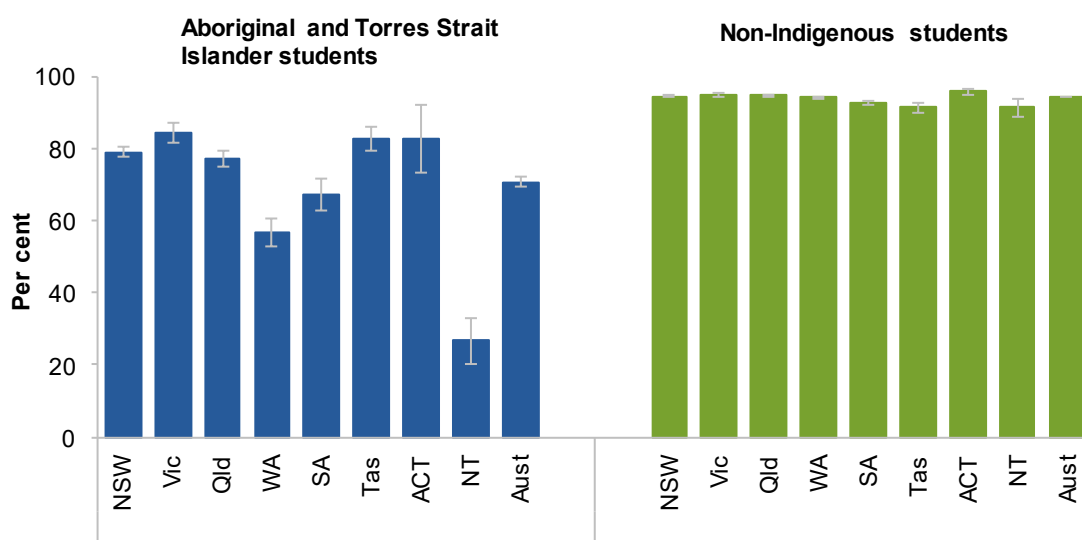
Nationally for year 3 and year 5 students, the mean scale score for reading in 2016 is statistically significantly above the score in 2008 but, there was no significant difference for years 7 or 9 (tables 4A.52–4A.60).

Aboriginal and Torres Strait Islander students

In 2016, the proportion of Aboriginal and Torres Strait Islander students who achieved at or above the national minimum standard for reading, and the mean scale score was statistically significantly above 2008 for year levels 3 and 5, but not statistically significantly different from 2015.

Nationally in 2016, for all year levels, the proportion of Aboriginal and Torres Strait Islander students that achieved the national minimum standard for reading (and the mean scale score) was significantly lower than for non-Indigenous students, although results varied across jurisdictions (tables 4A.48-49). Figure 4.14 compares the 2016 NAPLAN reading results for year 5 students — the proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard was 70.8 (±1.6) per cent, significantly lower than for non-Indigenous students [94.4 (±0.2) per cent].

Figure 4.14 Proportion of year 5 students achieving at or above the reading national minimum standard, 2016^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.48 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*; table 4A.48.

Geolocation

Nationally in 2016, reading outcomes declined with remoteness. For example, in year 3 the proportion of students who achieved at or above the national minimum standard decreased from 96.0 (± 0.2) per cent in major city areas to 62.9 (± 5.6) per cent in very remote areas (table 4A.48). For Aboriginal and Torres Strait Islander students the decline is steeper, resulting in a widening of the gap in reading outcomes as remoteness increased.

Socioeconomic 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.50–51. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2011–2015 were included in previous reports.

Student outcomes (national testing) — NAPLAN Numeracy

Nationally in 2016, the proportion of students who achieved at or above the numeracy national minimum standard was:

- 95.5 (± 0.2) for *year 3 students*
- 94.3 (± 0.2) for *year 5 students*
- 95.5 (± 0.2) for *year 7 students*
- 95.2 (± 0.3) for *year 9 students* (figure 4.15)

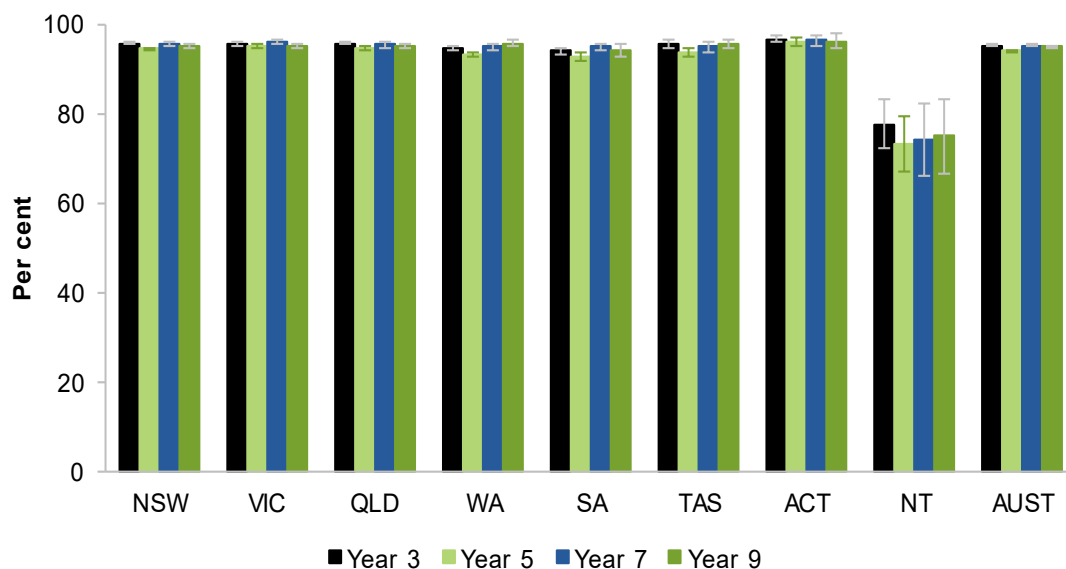
These results varied across jurisdictions, but generally were above 92 per cent for all year levels (figure 4.15). The statistical significance of the difference in the proportion of students who achieved at or above the national minimum standard for reading in 2016, across states and territories, is provided in table 4A.74.

Nationally in 2016, the mean scale score for numeracy was:

- 402.0 (± 1.0) for *year 3 students*
- 493.1 (± 1.0) for *year 5 students*
- 549.7 (± 1.7) for *year 7 students*
- 588.9 (± 1.9) for *year 9 students* (table 4A.75).

Table 4A.75 also identifies statistical significance of differences between mean scale scores reading outcomes across states and territories in 2015.

Figure 4.15 **Proportion of students achieving at or above the numeracy national minimum standard, 2016^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.74 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.74.

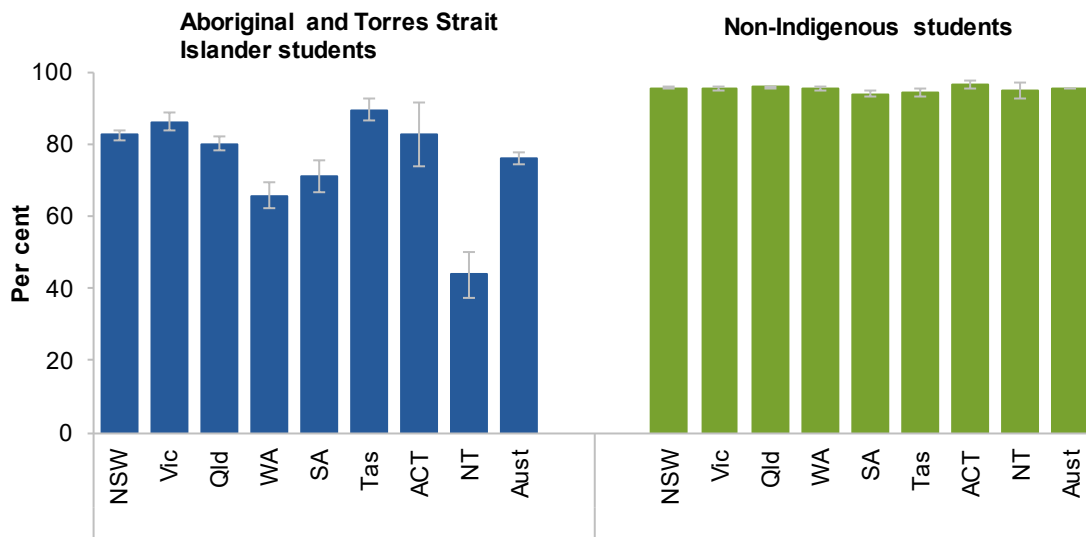
Nationally for year 5 students, the mean scale score for numeracy in 2016 was statistically significantly above the mean scale score for numeracy in 2008, but there was no significant difference for years 3, 7 and 9 (tables 4A.78–4A.86).

Aboriginal and Torres Strait Islander students

In 2016, the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in numeracy was statistically above 2008 for year levels 5 and 9, but there was no significant change for years 3 and 7 (tables 4A.78–4A.86).

Nationally in 2016, for all year levels, the proportion for Aboriginal and Torres Strait Islander students who achieved the national minimum standard (and mean scale score) was significantly lower than for non-Indigenous students, although results varied across jurisdictions (tables 4A.78–4A.86). Figure 4.14 compares the 2016 NAPLAN numeracy results for year 5 students — the proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard was 76.1 (± 1.4) per cent, significantly lower than for non-Indigenous students, which was 95.5 (± 0.2) per cent.

Figure 4.16 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2016^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.74 for detailed definitions, footnotes and caveats.

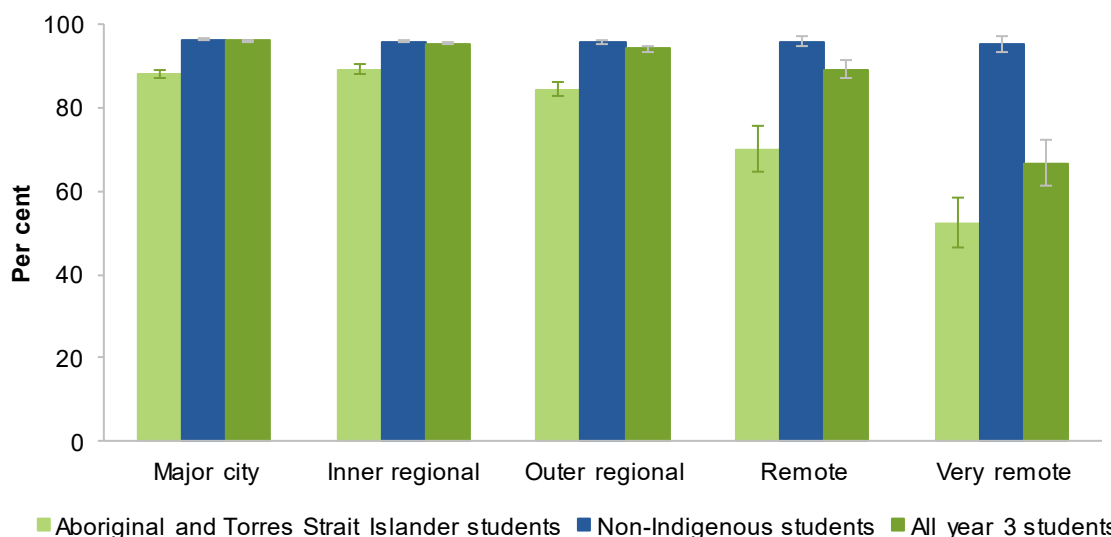
Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*; table 4A.74.

Geolocation

Nationally in 2016, numeracy outcomes declined with remoteness. For example, in year 3 the proportion of students who achieved at or above the national minimum standard decreased from 96.2 (± 0.2) per cent in major cities to 66.8 (± 5.4) per cent in very remote areas (table 4A.74).

Nationally, for all geolocation categories across years 3, 5, 7 and 9, numeracy outcomes followed a similar pattern to those for reading outcomes (see NAPLAN reading section above) (tables 4A.74–75). Figure 4.17 shows the results for year 3 numeracy outcomes by geolocation.

Figure 4.17 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2016^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.74 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.74.

Socioeconomic 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 2016 are included in tables 4A.76-77. Similar to NAPLAN reading outcomes, numeracy outcomes were generally lower for students with lower levels of parental education and parental occupation. Data for 2011–2015 were included in the earlier Reports.

Student outcomes (national testing) — NAPLAN writing

Tables 4A.61–64 provide data on the mean scale scores and the proportions of year 3, 5, 7 and 9 students achieving at or above the national minimum standard for writing (including by Indigenous status, geolocation and parental education and occupation). Data comparing outcomes from 2011 and 2015 to 2016 by Indigenous status, for mean scale scores and for the proportion at and above the national minimum standard are included for each state and territory, and nationally in tables 4A.65–73.

Student outcomes (national testing) — NAP ICT literacy assessment

Nationally in 2014, the proportion of participating year 6 and year 10 students who achieved at or above the proficient standards in ICT literacy performance was 55 (± 2.5) per cent and 52 (± 2.5) per cent, respectively (tables 4A.93–95).

Detailed outcomes of the 2014 assessment were included in the 2016 Report.

Student outcomes (national testing) — NAP Civics and citizenship literacy assessment

Nationally in 2013, the proportion of participating students who achieved at or above the proficient standard in civics and citizenship literacy performance was 52 (± 2.4) per cent for year 6 students and 44 (± 2.6) per cent for year 10 students (tables 4A.90–92).

Detailed outcomes of the 2013 assessment were included in the 2015 Report.

Student outcomes (national testing) — NAP Science literacy assessment

Nationally in 2012, the proportion of participating year 6 students who achieved at or above the proficient standards in science literacy was 51.4 (± 2.0) per cent (tables 4A.87–89).

Detailed outcomes of the 2012 assessment were included in the 2014 Report.

Attainment

‘Attainment’ is an indicator of two of governments’ objectives — that the school education system:

- benefits all young Australians, providing them with essential literacy and numeracy skills, a solid foundation in knowledge and understanding linked with complex skills that underpin problem solving, critical thinking and creativity, so they can reach their full potential
- reduces the educational disadvantage of children (box 4.9).

Box 4.9 **Attainment**

'Attainment' (attainment 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.

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 technical and further education institutes are included in reporting for some jurisdictions and not in others
- the aggregation of all postcode locations into three socioeconomic status categories (as a disaggregation for socioeconomic status) — 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.

A high or increasing completion rate suggests an improvement in educational outcomes.

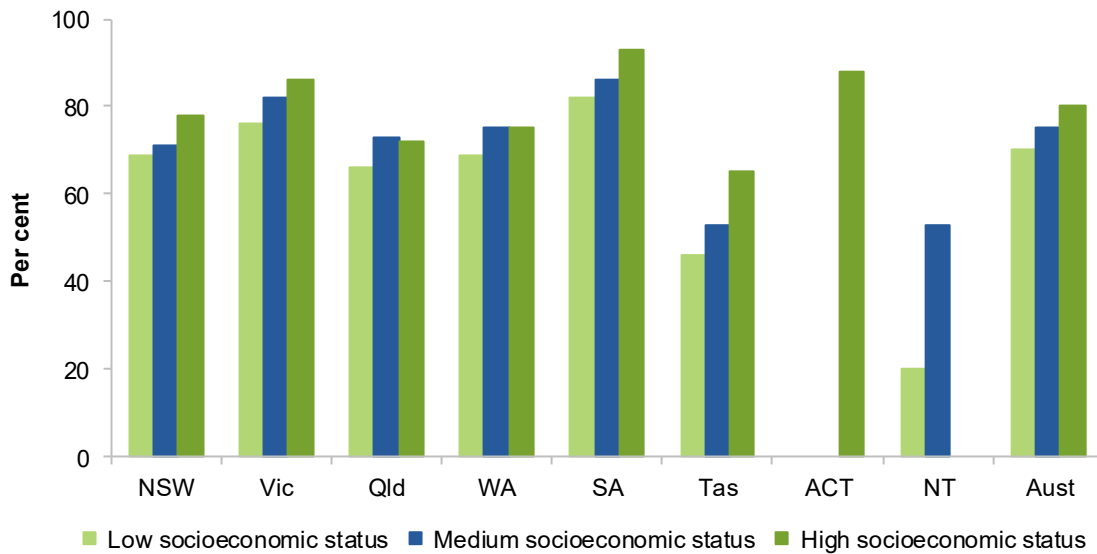
Data reported for this measure are:

- 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 1 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 2015 data are available for all jurisdictions.

Attainment 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 socioeconomic background or geographic location.

Nationally in 2015, the year 12 certificate attainment rate for all students was 75 per cent (table 4A.108). The rates for students from low (70 per cent) and medium (75 per cent) socioeconomic backgrounds were below those for students from a high socioeconomic background (80 per cent) (figure 4.18). The attainment rate decreased as remoteness increased (77 per cent in metropolitan areas compared to 44 per cent in very remote areas) (table 4A.109).

Figure 4.18 **Year 12 certificate attainment rates, by socioeconomic background, 2015^{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 4.9 and table 4A.108 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.108.

Nationally, attainment rates were higher for female students than for male students in all socioeconomic categories (table 4A.108) and higher for females students compared to male students in all geographic zones (table 4A.109). Time series data on national year 12 certificate attainment rates are reported in tables 4A.108-109.

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 above) (tables BA.29–33).

Student outcomes (international testing)

'Student outcomes (international testing)' is an indicator of governments' aim to have a school education system where Australian students excel by international standards (box 4.10).

Box 4.10 Student outcomes (international testing)

'Student outcomes (international testing)' is defined by Australia's participation in three international tests:

- Programme for International Student Assessment (PISA) — conducted by the Organisation for Economic Co-operation and Development (OECD) as a triennial international assessment — measures the proportion of sampled 15 year old students achieving at or above the national proficient standard (set to level 3) on the OECD PISA combined scales for reading, mathematical and scientific literacy.
- Trends in International Mathematics and Science Study (TIMSS) — conducted by the International Association for the Evaluation of Educational Achievement (IEA) as a quadrennial international assessment — measures the proportion of sampled year 4 and year 8 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia
- Progress in International Reading Literacy Study (PIRLS) — conducted by the IEA as a quinquennial international assessment — measures the proportion of sampled year 4 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia.

A high or increasing proportion of students achieving at or above the national proficient standard, or a high or increasing mean scale score 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.

Programme for International Student Assessment (PISA)

Nationally in 2015, Australian 15 year old students achieved a mean score of 503 (± 3.3), 494 (± 3.1) and 510 (± 3.0) for the PISA reading, mathematical, and scientific literacy assessments, respectively. These results were above the OECD average mean score.

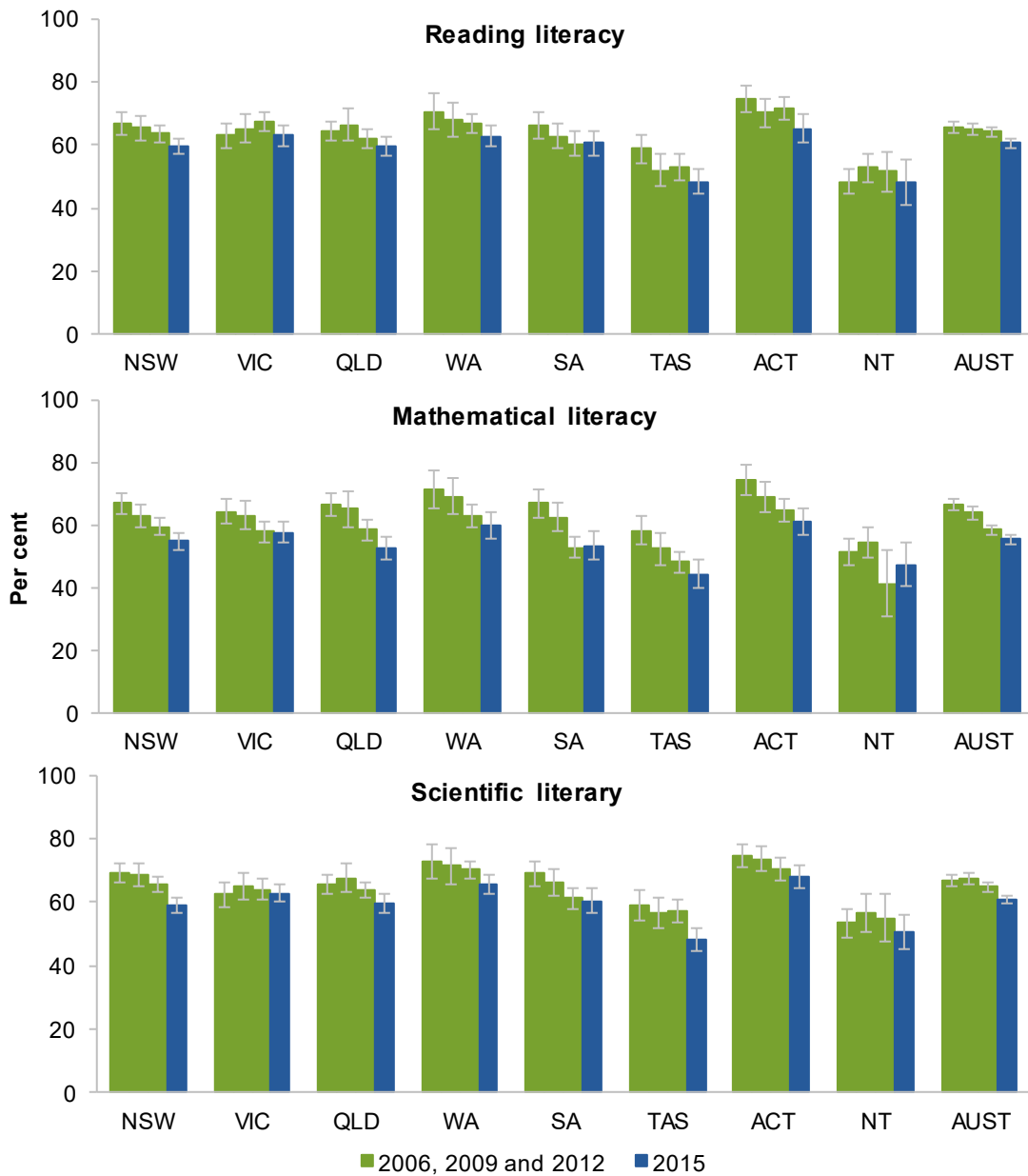
The most reliable way to establish a trend for an assessment domain is to compare results to when the assessment domain was the major domain. Nationally in 2015, the mean scores for PISA reading, mathematical, and scientific literacy assessments were significantly lower than the mean scores achieved in PISA testing in the last major domain cycle (2009 for reading, 2012 for mathematics, and 2006 for science), although results varied by jurisdiction (tables 4A.98, 4A.100 and 4A.102).

Nationally in 2015, the proportion of Australian 15 year old students who achieved at or above the national proficient standard in:

- *reading literacy* was 60.6 (± 1.4) per cent (table 4A.97)
- *mathematical literacy* was 55.4 (± 1.6) per cent (table 4A.99)
- *scientific literacy* was 60.8 (± 1.2) per cent (table 4A.101).

Nationally in 2015, across the three testing domains, the proportions of Australian 15 year old students who achieved at or above the national proficient standard were significantly lower than the proportions achieved in the last major domain cycle (2009 for reading, 2012 for mathematics, and 2006 for science) (figure 4.19).

Figure 4.19 Proportion of year 15 year old students achieving at or above the national proficient standard, PISA, 2006, 2009, 2012 and 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.10 and tables 4A.97, 4A.99 and 4A.101 for detailed definitions, footnotes and caveats.

Source: ACER (2016 and unpublished) *PISA 2015: A first look at Australia's results*, Melbourne; tables 4A.97, 4A.99 and 4A.101.

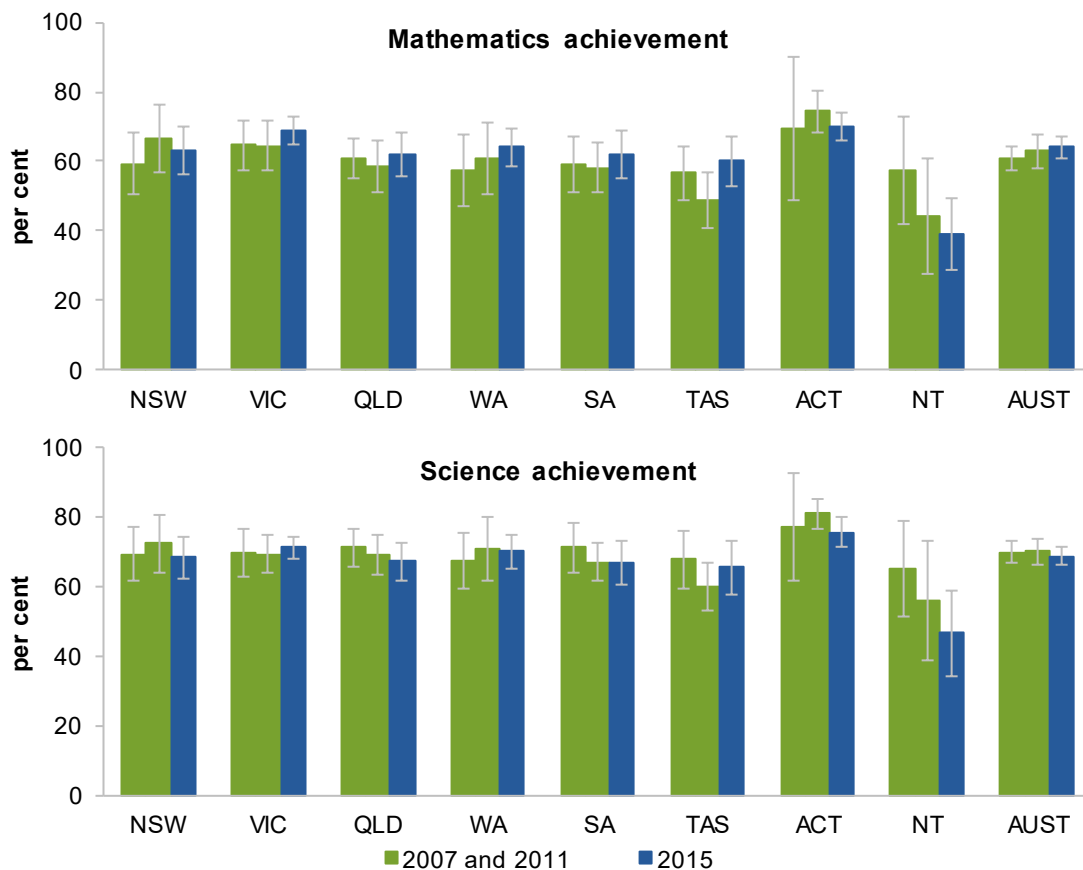
Trends in International Mathematics and Science Study (TIMSS)

Nationally in 2015, students achieved similar results for mathematics and science assessments to the results for the 2011 and 2007 assessments, although results varied across jurisdictions (tables 4A.103-106).

The proportion of students that achieved at or above the intermediate international benchmark (the national proficient standard for Australia) for the TIMSS:

- *mathematics assessment* was 70.2 (± 2.6) per cent for year 4 students and 64.4 (± 3.1) per cent for year 8 students (figure 4.20 and table 4A.103)
- *science assessment* was 75.4 (± 2.7) per cent for year 4 students and 68.8 (± 2.6) per cent for year 8 students (figure 4.20 and table 4A.105).

Figure 4.20 Proportion of year 8 students achieving at or above the intermediate international benchmark in TIMSS assessments, 2007, 2011 and 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.10 and tables 4A.103 and 4A.105 for detailed definitions, footnotes and caveats.

Source: ACER (2016 and unpublished) *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne; tables 4A.103 and 4A.105.

Nationally in 2015, Australian students achieved mean scores of: 517 (± 6.0) (year 4 students) and 505 (± 6.0) (year 8 students) in the TIMSS mathematics assessment; and, 524 (± 5.6) (year 4 students) and 512 (± 5.2) (year 8 students) in the TIMSS science assessment (table 4A.104 and 4A.106). Of the countries that participated in the TIMSS:

- *mathematics assessment*, Australian year 4 and year 8 students:
 - significantly outperformed students from 20 and 12 other countries, respectively
 - were significantly outperformed by students from 21 and eight other countries, respectively (ACER 2016).
- *science assessment*, Australian year 4 and year 8 students
 - significantly outperformed students from 17 and 20 other countries, respectively
 - were significantly outperformed by students from 17 and 14 other countries, respectively (ACER 2016).

Progress in International Reading Literacy Study (PIRLS)

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.107). Data for the 2016 PIRLS are anticipated to be available in late 2017.

Destination

‘Destination’ is an indicator of governments’ objective that the Australian school system enables young people to make a successful transition from school to work and/or further study (box 4.11).

Box 4.11 Destination

‘Destination’ (school leaver destination rate) is defined by three measures:

- The proportion of school leavers aged 15–24 years 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, or year 11 and below. Data are sourced from the Survey of Education and Work.
- The proportion of school leavers aged 15–24 years 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, or year 11 and below. Data are sourced from the Survey of Education and Work.
- 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.

(continued next page)

Box 4.11 (continued)

A higher or increasing proportion of school leavers participating in further education, training or 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 2015 data are available for all jurisdictions.

The proportion of school leavers aged 15–24 years 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 2014 who were participating in work or study was 67.1 per cent — the proportion working either full or part time in 2015 was 58.7 per cent, and the proportion studying either full or part time was 57.8 per cent (some school leavers were undertaking both work and study and some were undertaking neither) (table 4A.113).

Year 12 completers reported a higher proportion fully engaged in study or work in 2015 (71.0 per cent), compared to those who completed year 11 or below (49.9 per cent) (table 4A.113).

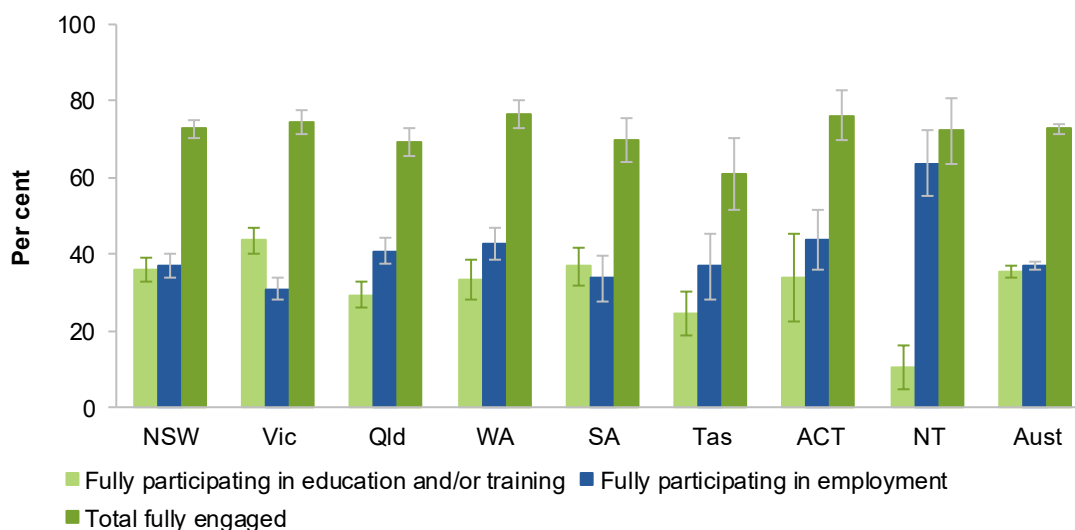
The proportion of school leavers aged between 15–24 years who left school at any time, who are fully participating in education and/or training, or employment

Nationally in 2015, 72.7 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 35.5 per cent and the proportion fully participating in employment was 37.2 per cent (figure 4.21).

Amongst year 12 school leavers, the proportion fully engaged in education and/or training, or employment was 77.1 per cent nationally. Amongst year 11 school leavers, this proportion was 56.3 per cent (table 4A.111).

Tables 4A.110–111 provides data on the proportions participating in education by level of qualification and level of engagement.

Figure 4.21 **School leaver destination (15–24 year olds), 2015 (per cent)^a**



^a See box 4.11 and table 4A.111 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished, TableBuilder) *Education and Work, 2015*, cat. no. 6227.0; table 4A.111.

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 (table 4A.112):

- of 15–19 year olds who were not undertaking school education, 37.9 per cent were participating in full time study, 27.4 per cent were participating in part time employment, 21.4 per cent were participating in full time employment, and 10.2 per cent were participating in part time study (individuals may be both working and studying)
- of 20–24 year olds who were not undertaking school education, 38.3 per cent were participating in full time employment, 26.9 per cent were participating in full time study, 24.2 per cent were participating in part time employment, and 8.7 per cent were participating in part time study (individuals may be both working and studying).

Table 4A.112 provides data by highest level of qualification.

Table 4A.114 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.

4.4 Definitions of key terms

Aboriginal and Torres Strait Islander students	Students are considered to be Aboriginal or Torres Strait Islander origin if they 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.
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 (ASGC)	<p>From 2016, Student remoteness is based on the Australian Statistical Geography Standard (ASGS) Remoteness Structure. The extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre, is the standard ABS-endorsed measure of remoteness on ABS postal areas. 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.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure>. The remoteness categories are:</p> <ul style="list-style-type: none">• Major cities of Australia• Inner regional areas of Australia• Outer regional areas of Australia• Remote areas of Australia• Very remote areas of Australia. <p>Geographic classifications prior to 2016 are based on the MCEECDYA standard. Data are not directly comparable. . (The exception is Census and survey data which were already using the ASGS, and prior to that the ASGC).</p>
Geographic classification (Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA])	<p>Prior to 2016, 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>

Geographic classification (MCEECDYA) (continued)	<p>A. Metropolitan zone</p> <ul style="list-style-type: none"> • Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs. • Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none"> • Provincial city Statistical Districts plus Darwin SD. • Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga. • Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool. • Other provincial areas (CD ARIA Plus score ≤ 5.92) <ul style="list-style-type: none"> – Inner provincial areas (CD ARIA Plus score < 2.4) – Outer provincial areas (CD ARIA Plus score > 2.4 and < 5.92) <p>C. Remote zone</p> <ul style="list-style-type: none"> • Remote zone (CD ARIA Plus score > 5.92) <ul style="list-style-type: none"> – Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53) – Very remote areas (CD ARIA Plus score > 10.53)
In-school expenditure	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 student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to have a ‘Language background other than English’ 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 expenditure	Costs relating indirectly to schools. (See in-school expenditure)
Pre-year 1	<p>The first year of primary school.</p> <p>Naming conventions for pre-year 1 differ between states and territories. Pre-year 1 is known as:</p> <ul style="list-style-type: none"> • Kindergarten in New South Wales and the Australian Capital Territory • Preparatory in Victoria, Queensland and Tasmania • Reception in South Australia • Pre-primary in Western Australia • Transition in the Northern Territory, and • Foundation year in the Australian Curriculum.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.

School	<p>A school is an establishment which satisfies all of the following criteria.</p> <ul style="list-style-type: none"> • 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.
Science literacy	<p>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.</p>
Socioeconomic status	<p>As identified in footnotes to specific tables.</p>
Source of income	<p>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.</p>
Special school	<p>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:</p> <ul style="list-style-type: none"> • mental or physical disability or impairment • slow learning ability • social or emotional problems • in custody, on remand or in hospital (ABS 2016).
Student-to-staff ratios	<p>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.</p>
Student	<p>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.</p>
Students with disability	<p>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.</p>
Teaching staff	<p>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.</p>
Ungraded student	<p>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.</p>
VET in Schools	<p>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.</p>

4.5 References

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.4 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 on the Review web page (www.pc.gov.au/rogs/2017).

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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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Full time students										
Primary	no.	467 815	348 862	320 627	166 298	107 013	32 557	22 442	18 635	1 484 249
Secondary	no.	302 759	226 619	201 718	100 605	60 495	23 523	16 186	10 106	942 011
Primary and secondary	no.	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
<i>Change in number of full time students from 2011</i>										
- Overall change	%	3.5	6.6	6.7	12.9	2.1	-1.7	11.7	-1.1	5.7
- Average annual change	%	0.9	1.6	1.6	3.1	0.5	-0.4	2.8	-0.3	1.4
FTE students (c)										
Primary	no.	467 815	349 062	321 639	166 298	107 017	32 561	22 482	18 658	1 485 532
Secondary	no.	304 163	227 771	203 324	101 116	61 422	23 934	16 224	10 224	948 177
Primary and secondary	no.	771 978	576 832	524 963	267 414	168 439	56 495	38 706	28 882	2 433 710
Staff										
Primary	no.	39 718	31 356	31 986	17 005	10 673	3 117	2 040	2 217	138 111
Secondary	no.	31 434	24 881	22 592	11 487	6 610	2 582	1 903	1 282	102 771
Total active in schools (d)	no.	71 152	56 237	54 578	28 492	17 283	5 699	3 943	3 499	240 882
Not active in schools (e)	no.	2 437	1 557	2 978	1 389	1 302	332	390	569	10 954
Schools										
Primary	no.	1 607	1 127	916	509	363	126	55	71	4 774
Secondary	no.	369	237	185	106	66	36	19	14	1 032
Combined (f)	no.	65	82	88	99	75	25	8	62	504
Special (g) (h)	no.	110	80	45	64	18	4	4	4	329
Total	no.	2 151	1 526	1 234	778	522	191	86	151	6 639
<i>Change in number of schools from 2011</i>										
- Overall change	%	-1.2	-0.7	-0.2	1.0	-6.3	0.5	2.4	-1.9	-1.0

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
- Average annual change	%	-0.3	-0.2	-0.1	0.3	-1.6	0.1	0.6	-0.5	-0.2
Schools										
Primary	%	74.7	73.9	74.2	65.4	69.5	66.0	64.0	47.0	71.9
Secondary	%	17.2	15.5	15.0	13.6	12.6	18.8	22.1	9.3	15.5
Combined (f)	%	3.0	5.4	7.1	12.7	14.4	13.1	9.3	41.1	7.6
Special (g) (h)	%	5.1	5.2	3.6	8.2	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
2014										
Full time students										
Primary	no.	458 130	339 318	338 071	179 948	105 182	32 345	21 367	18 918	1 493 279
Secondary	no.	304 114	224 231	177 430	78 679	59 962	23 519	15 838	10 477	894 250
Primary and secondary	no.	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
FTE students (c)										
Primary	no.	458 130	339 537	339 207	179 948	105 188	32 349	21 400	18 939	1 494 698
Secondary	no.	305 568	225 327	178 872	79 234	61 004	24 285	15 896	10 555	900 741
Primary and secondary	no.	763 698	564 863	518 080	259 182	166 191	56 634	37 297	29 494	2 395 439
Staff										
Primary	no.	38 782	30 498	32 637	18 019	10 351	3 194	2 111	2 334	137 925
Secondary	no.	31 476	24 735	19 699	9 689	6 624	2 682	1 802	1 332	98 039
Total active in schools (d)	no.	70 257	55 233	52 336	27 708	16 975	5 876	3 913	3 667	235 964
Not active in schools (e)	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 (f)	no.	65	80	89	90	77	25	8	66	500

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special (g) (h)	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 (f)	%	3.0	5.2	7.2	11.6	14.7	13.0	9.3	43.4	7.5
Special (g) (h)	%	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
2013										
Full time students										
Primary	no.	448 759	330 272	330 001	175 826	106 165	31 801	20 540	18 837	1 462 201
Secondary	no.	305 235	223 170	176 943	77 557	60 379	23 956	15 741	10 533	893 514
Primary and secondary	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
FTE students (c)										
Primary	no.	448 759	330 487	331 161	175 826	106 175	31 809	20 587	18 855	1 463 658
Secondary	no.	306 587	224 295	178 511	78 127	61 439	24 682	15 797	10 586	900 023
Primary and secondary	no.	755 346	554 782	509 671	253 953	167 614	56 491	36 383	29 441	2 363 681
Staff										
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 (d)	no.	70 665	54 574	50 080	28 180	16 960	5 871	3 862	3 802	233 994
Not active in schools (e)	no.	1 967	1 408	2 537	1 396	1 220	271	295	502	9 597
Schools										
Primary	no.	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	no.	370	239	182	97	66	38	18	15	1 025

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (f)	no.	66	79	90	90	75	25	9	71	505
Special (g) (h)	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 (f)	%	3.0	5.2	7.3	11.7	14.2	12.6	10.5	46.1	7.6
Special (g) (h)	%	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
2012										
Full time students										
Primary	no.	440 549	321 752	323 014	169 443	104 917	31 863	19 963	18 768	1 430 269
Secondary	no.	306 325	223 254	174 999	75 431	60 210	24 530	15 621	10 578	890 948
Primary and secondary	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
FTE students (c)										
Primary	no.	440 549	321 985	324 271	169 443	104 935	31 870	19 972	18 788	1 431 813
Secondary	no.	307 685	224 325	176 355	76 062	61 544	25 833	15 640	10 657	898 102
Primary and secondary	no.	748 234	546 311	500 626	245 505	166 479	57 703	35 612	29 446	2 329 915
Staff										
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 (d)	no.	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Not active in schools (e)	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

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	no.	370	244	180	96	68	38	18	15	1 029
Combined (f)	no.	66	79	92	90	76	26	9	73	511
Special (g) (h)	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 (f)	%	3.0	5.1	7.4	11.8	13.7	13.2	10.7	47.7	7.6
Special (g) (h)	%	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
2011										
Full time students										
Primary	no.	435 749	315 707	315 253	162 856	103 859	32 316	19 154	18 529	1 403 423
Secondary	no.	308 643	224 222	174 265	73 531	60 173	24 749	15 432	10 520	891 535
Primary and secondary	no.	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
FTE students (c)										
Primary	no.	435 749	315 941	316 305	162 856	103 864	32 320	19 160	18 561	1 404 756
Secondary	no.	309 791	225 271	175 474	74 262	62 035	26 131	15 457	10 603	899 025
Primary and secondary	no.	745 540	541 212	491 780	237 118	165 899	58 451	34 616	29 165	2 303 782
Staff										
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 (d)	no.	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Not active in schools (e)	no.	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 (f)	no.	66	76	91	91	76	26	9	69	504
Special (g) (h)	no.	110	76	46	67	18	5	4	5	331
Total	no.	2 177	1 536	1 237	770	557	190	84	154	6 705
Schools										
Primary	%	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Secondary	%	17.0	15.9	14.5	12.9	12.2	16.3	21.4	9.1	15.3
Combined (f)	%	3.0	4.9	7.4	11.8	13.6	13.7	10.7	44.8	7.5
Special (g) (h)	%	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

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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) FTE students includes full time students and the FTE of students who are enrolled part-time. See Table 4A.4 for information on part-time students.
- (d) Staff active in Schools (FTE count) are primary and secondary 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). Totals may not add as a result of rounding.
- (e) Staff not active in schools (head count) are staff who usually spend the majority of their time engaged in duties outside schools.
- (f) Combined schools include both primary and secondary students.
- (g) 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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(h)	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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Full time students										
Primary	no.	202 900	165 931	131 349	64 752	54 496	11 964	13 802	5 633	650 827
Secondary	no.	206 567	172 150	130 530	72 441	40 229	12 128	13 524	6 038	653 607
Primary and secondary	no.	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
<i>Change in number of full time students from 2011</i>										
- Overall change	%	6.7	6.9	7.3	7.7	2.1	1.8	4.3	13.9	6.5
- Average annual change	%	1.6	1.7	1.8	1.9	0.5	0.5	1.0	3.3	1.6
FTE students (c)										
Primary	no.	202 918	166 029	131 408	64 795	54 509	11 977	13 810	5 633	651 079
Secondary	no.	206 709	172 256	130 624	72 450	40 315	12 134	13 529	6 038	654 054
Primary and secondary	no.	409 627	338 285	262 032	137 245	94 823	24 111	27 339	11 671	1 305 132
Staff										
Primary	no.	17 082	15 602	12 670	6 970	4 872	1 190	1 123	696	60 205
Secondary	no.	24 406	22 706	16 274	8 938	5 139	1 598	1 568	972	81 601
Total active in schools (d)	no.	41 488	38 308	28 944	15 908	10 011	2 788	2 691	1 668	141 806
Not active in schools (e)	no.	1 459	652	844	294	231	84	184	92	3 840
Schools										
Primary	no.	494	424	217	152	100	28	25	10	1 450
Secondary	no.	143	97	72	31	16	5	5	8	377
Combined (f)	no.	239	155	176	110	77	30	14	18	819
Special (g) (h)	no.	52	21	26	13	4	1	1	1	119
Total	no.	928	697	491	306	197	64	45	37	2 765
<i>Change in number of schools from 2011</i>										
- Overall change	%	0.9	-0.1	4.2	1.7	1.0	-1.5	2.3	2.8	1.3

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
- Average annual change	%	0.2	–	1.0	0.4	0.3	-0.4	0.6	0.7	0.3
Schools										
Primary	%	53.2	60.8	44.2	49.7	50.8	43.8	55.6	27.0	52.4
Secondary	%	15.4	13.9	14.7	10.1	8.1	7.8	11.1	21.6	13.6
Combined (f)	%	25.8	22.2	35.8	35.9	39.1	46.9	31.1	48.6	29.6
Special (g) (h)	%	5.6	3.0	5.3	4.2	2.0	1.6	2.2	2.7	4.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2014										
Full time students										
Primary	no.	200 666	163 321	143 992	76 292	54 307	11 881	13 671	5 529	669 659
Secondary	no.	203 831	170 165	113 816	56 891	40 432	12 153	13 566	5 723	616 577
Primary and secondary	no.	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
FTE students (c)										
Primary	no.	200 689	163 426	144 050	76 351	54 315	11 895	13 675	5 529	669 929
Secondary	no.	203 934	170 259	113 904	56 900	40 517	12 172	13 569	5 726	616 981
Primary and secondary	no.	404 623	333 685	257 954	133 251	94 832	24 067	27 244	11 255	1 286 910
Staff										
Primary	no.	16 549	15 114	12 935	7 365	4 816	1 161	1 082	667	59 689
Secondary	no.	23 830	22 212	14 626	7 923	5 023	1 581	1 580	873	77 648
Total active in schools (d)	no.	40 379	37 327	27 560	15 289	9 839	2 742	2 662	1 540	137 337
Not active in schools (e)	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 (f)	no.	237	154	164	133	76	30	14	17	825

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special (g) (h)	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 (f)	%	25.8	22.2	34.0	44.2	38.8	46.2	31.8	44.7	30.1
Special (g) (h)	%	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
2013										
Full time students										
Primary	no.	198 361	159 510	142 023	75 127	54 266	11 768	13 391	5 389	659 835
Secondary	no.	200 196	168 198	112 444	56 585	40 338	12 107	13 537	5 650	609 055
Primary and secondary	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
FTE students (c)										
Primary	no.	198 397	159 636	142 103	75 202	54 278	11 789	13 405	5 389	660 198
Secondary	no.	200 416	168 278	112 530	56 589	40 419	12 127	13 545	5 656	609 560
Primary and secondary	no.	398 813	327 914	254 633	131 791	94 697	23 915	26 950	11 045	1 269 758
Staff										
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 (d)	no.	39 564	36 433	26 888	14 888	9 880	2 687	2 545	1 476	134 361
Not active in schools (e)	no.	1 163	565	770	258	224	73	99	71	3 224
Schools										
Primary	no.	489	422	230	149	100	28	25	11	1 454
Secondary	no.	145	97	73	7	19	5	5	9	360

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (f)	no.	238	154	158	132	73	31	13	17	816
Special (g) (h)	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 (f)	%	26.0	22.2	32.8	44.1	37.4	47.7	29.5	44.7	29.9
Special (g) (h)	%	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
2012										
Full time students										
Primary	no.	194 596	155 938	139 105	73 552	53 618	11 514	13 103	5 283	646 709
Secondary	no.	195 881	165 901	110 564	55 776	40 246	12 122	13 419	5 230	599 139
Primary and secondary	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
FTE students (c)										
Primary	no.	194 631	156 045	139 191	73 688	53 659	11 535	13 118	5 283	647 150
Secondary	no.	196 125	165 965	110 650	55 782	40 363	12 143	13 426	5 234	599 687
Primary and secondary	no.	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837
Staff										
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 (d)	no.	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182
Not active in schools (e)	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

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined (f)	no.	237	156	154	132	70	31	13	17	810
Special (g) (h)	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 (f)	%	26.0	22.3	32.4	43.9	35.9	47.7	29.5	44.7	29.7
Special (g) (h)	%	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
2011										
Full time students										
Primary	no.	191 665	152 225	135 099	72 140	53 156	11 478	12 824	5 138	633 725
Secondary	no.	192 260	164 044	109 035	55 191	39 640	12 180	13 386	5 113	590 849
Primary and secondary	no.	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574
FTE students (c)										
Primary	no.	191 706	152 346	135 202	72 298	53 214	11 502	12 869	5 138	634 275
Secondary	no.	192 503	164 114	109 132	55 196	39 809	12 204	13 389	5 115	591 462
Primary and secondary	no.	384 209	316 460	244 334	127 494	93 023	23 706	26 258	10 253	1 225 737
Staff										
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 (d)	no.	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Not active in schools (e)	no.	1 057	549	813	267	236	63	85	65	3 134

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 (f)	no.	235	155	152	130	69	32	13	16	802
Special (g) (h)	no.	39	20	16	11	3	–	–	–	89
Total	no.	920	698	471	301	195	65	44	36	2 730
Schools										
Primary	%	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
Secondary	%	16.6	14.3	15.3	3.3	9.7	7.7	13.6	25.0	13.7
Combined (f)	%	25.5	22.2	32.3	43.2	35.4	49.2	29.5	44.4	29.4
Special (g) (h)	%	4.2	2.9	3.4	3.7	1.5	–	–	–	3.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) FTE students includes full time students and the FTE of students who are enrolled part-time. See Table 4A.4 for information on part-time students.
- (d) Staff active in Schools (FTE count) are primary and secondary 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). Totals may not add as a result of rounding.
- (e) Staff not active in schools (head count) are staff who usually spend the majority of their time engaged in duties outside schools.
- (f) Combined schools include both primary and secondary students.
- (g) 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

Table 4A.2 **Non-government schools: students, staff and school numbers (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</i>	<i>NT</i>	<i>Aust</i>
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(h) 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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Full time students										
Primary	no.	670 715	514 793	451 976	231 050	161 509	44 521	36 244	24 268	2 135 076
Secondary	no.	509 326	398 769	332 248	173 046	100 724	35 651	29 710	16 144	1 595 618
Primary and secondary	no.	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694
<i>Change in number of full time students from 2011</i>										
- Overall change	%	4.6	6.7	6.9	11.1	2.1	-0.7	8.5	2.8	6.0
- Average annual change	%	1.1	1.6	1.7	2.7	0.5	-0.2	2.1	0.7	1.5
FTE students (c)										
Primary	no.	670 733	515 091	453 047	231 093	161 526	44 539	36 292	24 291	2 136 611
Secondary	no.	510 873	400 026	333 948	173 566	101 736	36 068	29 753	16 262	1 602 231
Primary and secondary	no.	1 181 605	915 117	786 995	404 659	263 262	80 606	66 045	40 553	3 738 842
Staff										
Primary	no.	56 800	46 958	44 656	23 975	15 544	4 307	3 162	2 913	198 316
Secondary	no.	55 840	47 588	38 866	20 425	11 749	4 180	3 471	2 253	184 372
Total active in schools (d)	no.	112 640	94 546	83 522	44 400	27 294	8 487	6 634	5 166	382 688
Not active in schools (e)	no.	3 896	2 209	3 822	1 683	1 533	416	574	661	14 794
Schools										
Primary	no.	2 101	1 551	1 133	661	463	154	80	81	6 224
Secondary	no.	512	334	257	137	82	41	24	22	1 409
Combined (f)	no.	304	237	264	209	152	55	22	80	1 323
Special (g) (h)	no.	162	101	71	77	22	5	5	5	448
Total	no.	3 079	2 223	1 725	1 084	719	255	131	188	9 404
<i>Change in number of schools from 2011</i>										
- Overall change	%	-0.6	-0.5	1.0	1.2	-4.4	-	2.3	-1.1	-0.3

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
- Average annual change	%	-0.1	-0.1	0.2	0.3	-1.1	-	0.6	-0.3	-0.1
Schools										
Primary	%	68.2	69.8	65.7	61.0	64.4	60.4	61.1	43.1	66.2
Secondary	%	16.6	15.0	14.9	12.6	11.4	16.1	18.3	11.7	15.0
Combined (f)	%	9.9	10.7	15.3	19.3	21.1	21.6	16.8	42.6	14.1
Special (g) (h)	%	5.3	4.5	4.1	7.1	3.1	2.0	3.8	2.7	4.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2014										
Full time students										
Primary	no.	658 796	502 639	482 063	256 240	159 489	44 226	35 038	24 447	2 162 938
Secondary	no.	507 945	394 396	291 246	135 570	100 394	35 672	29 404	16 200	1 510 827
Primary and secondary	no.	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765
FTE students (c)										
Primary	no.	658 819	502 963	483 257	256 299	159 503	44 244	35 075	24 468	2 164 627
Secondary	no.	509 502	395 585	292 777	136 134	101 520	36 457	29 466	16 281	1 517 722
Primary and secondary	no.	1 168 321	898 548	776 034	392 433	261 023	80 701	64 541	40 749	3 682 349
Staff										
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 (d)	no.	110 637	92 559	79 896	42 997	26 814	8 617	6 575	5 207	373 301
Not active in schools (e)	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 (f)	no.	302	234	253	223	153	55	22	83	1 325

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special (g) (h)	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 (f)	%	9.8	10.6	14.8	20.7	21.2	21.4	16.9	43.7	14.1
Special (g) (h)	%	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
2013										
Full time students										
Primary	no.	647 120	489 782	472 024	250 953	160 431	43 569	33 931	24 226	2 122 036
Secondary	no.	505 431	391 368	289 387	134 142	100 717	36 063	29 278	16 183	1 502 569
Primary and secondary	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
FTE students (c)										
Primary	no.	647 156	490 123	473 263	251 028	160 454	43 597	33 991	24 244	2 123 856
Secondary	no.	507 003	392 574	291 041	134 716	101 858	36 809	29 341	16 242	1 509 583
Primary and secondary	no.	1 154 159	882 696	764 304	385 744	262 311	80 406	63 333	40 486	3 633 439
Staff										
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 (d)	no.	110 229	91 008	76 968	43 068	26 840	8 558	6 407	5 279	368 356
Not active in schools (e)	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

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (f)	no.	304	233	248	222	148	56	22	88	1 321
Special (g) (h)	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 (f)	%	9.9	10.5	14.4	20.8	20.5	21.3	16.9	45.8	14.1
Special (g) (h)	%	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
2012										
Full time students										
Primary	no.	635 145	477 690	462 119	242 995	158 535	43 377	33 066	24 051	2 076 978
Secondary	no.	502 206	389 155	285 563	131 207	100 456	36 652	29 040	15 808	1 490 087
Primary and secondary	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
FTE students (c)										
Primary	no.	635 180	478 030	463 462	243 131	158 594	43 405	33 090	24 071	2 078 963
Secondary	no.	503 810	390 290	287 005	131 844	101 907	37 976	29 066	15 892	1 497 789
Primary and secondary	no.	1 138 990	868 320	750 467	374 975	260 501	81 381	62 156	39 963	3 576 753
Staff										
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 (d)	no.	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012
Not active in schools (e)	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 (b)</i>	<i>WA (b)</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 (f)	no.	303	235	246	222	146	57	22	90	1 321
Special (g) (h)	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 (f)	%	9.8	10.5	14.3	20.8	19.5	21.8	17.2	47.1	14.0
Special (g) (h)	%	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
2011										
Full time students										
Primary	no.	627 414	467 932	450 352	234 996	157 015	43 794	31 978	23 667	2 037 148
Secondary	no.	500 903	388 266	283 300	128 722	99 813	36 929	28 818	15 633	1 482 384
Primary and secondary	no.	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
FTE students (c)										
Primary	no.	627 455	468 287	451 507	235 154	157 079	43 822	32 029	23 699	2 039 031
Secondary	no.	502 294	389 385	284 607	129 459	101 844	38 336	28 846	15 719	1 490 488
Primary and secondary	no.	1 129 749	857 672	736 114	364 612	258 922	82 157	60 874	39 418	3 529 519
Staff										
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 (d)	no.	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Not active in schools (e)	no.	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 (f)	no.	301	231	243	221	145	58	22	85	1 306
Special (g) (h)	no.	149	96	62	78	21	5	4	5	420
Total	no.	3 097	2 234	1 708	1 071	752	255	128	190	9 435
Schools										
Primary	%	68.6	70.0	67.4	61.9	66.4	61.2	60.9	40.5	66.9
Secondary	%	16.9	15.4	14.7	10.2	11.6	14.1	18.8	12.1	14.8
Combined (f)	%	9.7	10.3	14.2	20.6	19.3	22.7	17.2	44.7	13.8
Special (g) (h)	%	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

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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) FTE students includes full time students and the FTE of students who are enrolled part-time. See Table 4A.4 for information on part-time students.
- (d) Staff active in Schools (FTE count) are primary and secondary 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). Totals may not add as a result of rounding.
- (e) Staff not active in schools (head count) are staff who usually spend the majority of their time engaged in duties outside schools.
- (f) Combined schools include both primary and secondary students.
- (g) 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 **All schools: students, staff and school numbers (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</i>	<i>NT</i>	<i>Aust</i>
(h)	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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Students — male										
Primary — full time	no.	344 490	264 320	232 263	118 758	82 999	22 810	18 652	12 385	1 096 677
— part time	no.	29	398	2 818	90	34	32	57	32	3 490
— FTE of part time students	no.	14	190	703	30	14	13	26	16	1 007
— FTE total	no.	344 504	264 510	232 966	118 788	83 013	22 823	18 678	12 401	1 097 684
Secondary — full time	no.	258 811	202 416	170 119	88 014	50 837	18 116	14 945	8 250	811 508
— part time	no.	1 106	1 130	2 291	706	921	295	45	121	6 615
— FTE of part time students	no.	703	522	829	271	432	191	27	56	3 031
— FTE total	no.	259 514	202 938	170 948	88 285	51 269	18 307	14 972	8 306	814 539
Primary and secondary — full time total	no.	603 301	466 736	402 382	206 772	133 836	40 926	33 597	20 635	1 908 185
Primary and secondary — FTE total	no.	604 018	467 448	403 914	207 072	134 282	41 130	33 650	20 707	1 912 222
Students — female										
Primary — full time	no.	326 225	250 473	219 713	112 292	78 510	21 711	17 592	11 883	1 038 399
— part time	no.	9	240	1 635	41	14	12	39	15	2 005
— FTE of part time students	no.	4	108	368	13	3	5	22	7	528
— FTE total	no.	326 229	250 581	220 081	112 305	78 513	21 716	17 614	11 890	1 038 927
Secondary — full time	no.	250 515	196 353	162 129	85 032	49 887	17 535	14 765	7 894	784 110
— part time	no.	1 357	1 525	2 577	946	1 281	348	30	105	8 169
— FTE of part time students	no.	843	735	871	249	581	226	16	61	3 582
— FTE total	no.	251 358	197 088	163 000	85 281	50 468	17 761	14 781	7 955	787 692
Primary and secondary — full time total	no.	576 740	446 826	381 842	197 324	128 397	39 246	32 357	19 777	1 822 509
Primary and secondary — FTE total	no.	577 587	447 669	383 081	197 586	128 980	39 476	32 395	19 846	1 826 620

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	34	431	2 814	100	29	24	47	25	3 504
— FTE of part time students	no.	16	209	757	40	12	11	22	11	1 079
— 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
— part time	no.	1 145	1 042	2 008	655	1 016	544	39	113	6 562
— FTE of part time students	no.	710	496	738	283	496	357	21	50	3 151
— 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
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
— part time	no.	13	230	1 730	35	11	18	30	22	2 089
— FTE of part time students	no.	7	114	437	18	1	8	15	10	611
— 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
— part time	no.	1 438	1 447	2 242	905	1 353	669	56	71	8 181
— FTE of part time students	no.	847	693	793	281	630	427	41	31	3 744
— 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

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	40	447	2 922	108	37	48	67	21	3 690
— FTE of part time students	no.	22	224	831	51	16	23	32	10	1 209
— 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
— part time	no.	1 202	1 115	2 008	699	1 063	554	51	73	6 765
— FTE of part time students	no.	727	521	756	290	499	342	31	28	3 193
— 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
— part time	no.	27	233	1 606	42	18	11	51	16	2 004
— FTE of part time students	no.	14	117	408	23	7	5	28	8	610
— 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
— part time	no.	1 429	1 493	2 415	959	1 387	654	47	71	8 455
— FTE of part time students	no.	845	684	898	285	642	404	33	31	3 821
— 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

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	41	471	3 079	140	55	40	17	24	3 867
— FTE of part time students	no.	22	233	885	72	35	20	10	12	1 289
— FTE total	no.	326 822	245 276	239 280	124 528	81 301	22 384	16 957	12 244	1 068 792
Secondary — full time	no.	254 234	196 846	144 107	67 060	50 657	18 560	14 727	8 158	754 349
— part time	no.	1 252	1 072	1 828	755	1 264	1 110	37	95	7 413
— FTE of part time students	no.	780	466	659	313	629	599	14	35	3 494
— 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
— part time	no.	24	218	1 846	95	31	18	24	18	2 274
— FTE of part time students	no.	14	107	458	64	24	8	14	8	696
— 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
— part time	no.	1 398	1 444	2 226	1 125	1 752	1 280	24	118	9 367
— FTE of part time students	no.	824	669	783	324	823	726	12	49	4 208
— 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

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	50	494	2 412	169	61	40	40	48	3 314
— FTE of part time students	no.	29	245	804	96	40	19	26	24	1 283
— 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
— part time	no.	1 034	995	1 686	828	1 580	1 168	27	128	7 446
— FTE of part time students	no.	664	458	620	365	758	648	12	44	3 569
— 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
— part time	no.	21	225	1 159	99	35	20	42	18	1 619
— FTE of part time students	no.	13	110	351	61	24	8	25	8	600
— 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
— part time	no.	1 234	1 396	1 865	1 186	2 742	1 343	28	104	9 898
— FTE of part time students	no.	727	661	687	371	1 273	759	16	42	4 535
— 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

FTE = Full time equivalent.

TABLE 4A.4

Table 4A.4 **All schools: students time series, by sex**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.									

– Nil or rounded to zero.

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 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>
Primary students as a proportion of the population									
Government schools	6.1	5.9	6.7	6.4	6.3	6.3	5.7	7.6	6.2
Non-government schools	2.7	2.8	2.7	2.5	3.2	2.3	3.5	2.3	2.7
All schools	8.8	8.7	9.5	8.9	9.5	8.6	9.3	9.9	9.0
Secondary students as a proportion of the population									
Government schools	4.0	3.8	4.2	3.9	3.6	4.6	4.1	4.1	4.0
Non-government schools	2.7	2.9	2.7	2.8	2.4	2.3	3.5	2.5	2.7
All schools	6.7	6.7	7.0	6.7	5.9	6.9	7.6	6.6	6.7
All students as a proportion of the population									
Government schools	10.1	9.7	10.9	10.3	9.9	10.9	9.9	11.8	10.2
Non-government schools	5.4	5.7	5.5	5.3	5.6	4.7	7.0	4.8	5.5
All schools	15.5	15.4	16.4	15.6	15.4	15.5	16.9	16.5	15.7

(a) Full time students as a proportion of the total population. Population is as at 30 June 2015, using preliminary ERP.

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

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; ABS 2015, *Australian Demographic Statistics*, June 2015, 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.)									
2014-15	767 838	570 848	521 521	263 298	167 315	56 565	38 001	29 188	2 414 574
2013-14	759 522	559 823	513 875	256 568	166 903	56 562	36 840	29 468	2 379 560
2012-13	751 790	550 546	505 149	249 729	167 047	57 097	35 998	29 443	2 346 798
2011-12	746 887	543 761	496 203	241 312	166 189	58 077	35 114	29 305	2 316 848
2010-11	743 841	540 220	489 921	235 764	165 877	58 480	34 554	29 133	2 297 790
2009-10	739 394	538 956	487 433	234 175	165 709	58 584	34 411	28 858	2 287 520
2008-09	736 213	537 565	484 301	232 689	165 434	58 899	34 181	28 966	2 278 247
2007-08	737 207	536 793	481 315	230 814	166 100	59 502	34 335	29 278	2 275 344
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 481
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 261	28 991	2 256 572
Average FTE student population in non-government schools (no.)									
2014-15	407 125	335 985	259 993	135 248	94 828	24 089	27 291	11 463	1 296 021
2013-14	401 718	330 799	256 294	132 521	94 764	23 991	27 097	11 150	1 278 334
2012-13	394 785	324 962	252 237	130 630	94 359	23 797	26 747	10 781	1 258 298
2011-12	387 483	319 235	247 088	128 482	93 522	23 692	26 401	10 385	1 236 287
2010-11	381 249	314 042	241 833	126 109	92 578	23 624	26 066	10 252	1 215 753
2009-10	376 905	309 437	236 450	123 652	91 679	23 488	25 710	10 135	1 197 456
2008-09	374 846	305 355	230 191	120 746	90 316	23 380	25 389	9 959	1 180 182
2007-08	372 996	300 859	223 002	117 078	88 652	23 137	25 041	9 636	1 160 401
2006-07	370 861	296 119	211 008	113 928	87 152	22 703	24 694	9 234	1 135 699
2005-06	368 688	291 782	199 606	111 192	85 704	22 187	24 458	8 963	1 112 581
Average FTE student population in all schools (no.)									
2014-15	1 174 963	906 833	781 514	398 546	262 143	80 654	65 293	40 651	3 710 596

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>
2013-14	1 161 240	890 622	770 169	389 088	261 667	80 553	63 937	40 617	3 657 894
2012-13	1 146 575	875 508	757 385	380 360	261 406	80 894	62 744	40 224	3 605 096
2011-12	1 134 370	862 996	743 290	369 794	259 712	81 769	61 515	39 690	3 553 136
2010-11	1 125 089	854 262	731 754	361 873	258 455	82 104	60 620	39 385	3 513 543
2009-10	1 116 299	848 393	723 883	357 826	257 388	82 072	60 121	38 993	3 484 976
2008-09	1 111 059	842 920	714 492	353 435	255 750	82 279	59 569	38 925	3 458 429
2007-08	1 110 204	837 652	704 316	347 891	254 752	82 639	59 377	38 913	3 435 745
2006-07	1 110 387	833 513	679 793	344 452	254 011	83 124	59 568	38 334	3 403 180
2005-06	1 109 685	829 736	654 303	341 334	252 939	83 484	59 719	37 954	3 369 153

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2014-15 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)									
2014-15	1 644 501	1 255 082	1 161 125	520 055	385 499	159 753	78 724	182 858	5 387 597
2013-14	1 552 436	1 129 760	1 044 691	501 119	373 293	135 728	72 461	139 634	4 949 122
2012-13	1 516 223	1 034 373	936 462	456 631	349 782	126 335	64 371	116 724	4 600 899
2011-12	1 575 688	1 068 202	953 448	469 635	360 204	136 514	66 919	128 933	4 759 543
2010-11	1 388 299	919 270	832 917	402 488	318 804	115 396	58 669	117 589	4 153 432
2009-10	1 331 709	897 670	767 593	391 759	306 809	111 175	56 658	115 970	3 979 344
2008-09	1 284 301	926 889	792 318	397 285	298 109	104 150	60 515	86 811	3 950 378
2007-08	963 354	669 684	624 455	291 190	221 408	77 471	39 892	75 303	2 962 756
2006-07	980 486	656 548	594 975	302 857	219 959	76 763	41 663	71 047	2 944 298
2005-06	972 370	647 646	586 468	316 760	210 960	78 149	40 827	67 852	2 921 032
State and Territory government recurrent expenditure (j)									
2014-15	11 374 727	7 085 884	7 286 719	4 678 746	2 394 579	812 484	701 536	529 164	34 863 839
2013-14	11 067 259	6 743 892	7 033 600	4 542 549	2 450 416	819 789	713 145	562 171	33 932 821
2012-13	10 338 014	6 734 792	7 097 322	4 368 010	2 418 553	821 267	711 782	629 732	33 119 472
2011-12	10 627 238	6 732 501	7 054 846	4 228 910	2 459 716	825 023	692 505	595 705	33 216 443
2010-11	10 020 567	6 793 462	6 892 136	4 227 765	2 425 710	824 430	670 226	585 296	32 439 593
2009-10	10 336 104	6 931 299	6 937 440	4 279 722	2 268 479	821 643	635 546	563 930	32 774 163
2008-09	9 923 292	6 714 758	6 565 415	4 137 696	2 138 230	792 417	623 759	580 302	31 475 867
2007-08	9 865 065	6 650 867	6 504 043	4 070 171	2 245 051	799 505	617 411	561 437	31 313 550
2006-07	9 806 226	6 488 268	6 315 240	3 716 471	2 223 376	810 456	558 038	541 666	30 459 742
2005-06	9 797 612	6 528 875	5 884 149	3 393 916	2 237 832	819 262	557 402	554 056	29 773 105
Australian, State and Territory government recurrent expenditure									
2014-15	13 019 228	8 340 966	8 447 844	5 198 801	2 780 078	972 237	780 260	712 022	40 251 436

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2014-15 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>
2013-14	12 619 695	7 873 652	8 078 291	5 043 669	2 823 709	955 517	785 606	701 805	38 881 943
2012-13	11 854 237	7 769 165	8 033 784	4 824 641	2 768 335	947 602	776 153	746 455	37 720 371
2011-12	12 202 926	7 800 703	8 008 294	4 698 545	2 819 920	961 536	759 424	724 638	37 975 985
2010-11	11 408 866	7 712 731	7 725 053	4 630 254	2 744 514	939 826	728 895	702 885	36 593 025
2009-10	11 667 814	7 828 969	7 705 033	4 671 481	2 575 288	932 818	692 204	679 900	36 753 507
2008-09	11 207 592	7 641 646	7 357 733	4 534 980	2 436 339	896 568	684 274	667 113	35 426 245
2007-08	10 828 419	7 320 552	7 128 498	4 361 360	2 466 459	876 976	657 303	636 740	34 276 306
2006-07	10 786 712	7 144 817	6 910 215	4 019 328	2 443 335	887 219	599 700	612 713	33 404 040
2005-06	10 769 982	7 176 521	6 470 617	3 710 677	2 448 792	897 411	598 229	621 908	32 694 137
Non-government schools (excluding user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (f), (g), (h), (i)									
2014-15	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 984
2013-14	2 775 474	2 256 057	1 818 760	901 712	688 490	179 875	165 423	121 017	8 906 807
2012-13	2 580 335	2 121 894	1 688 959	838 054	654 449	167 301	146 860	89 225	8 287 077
2011-12	2 478 186	2 075 427	1 629 928	817 888	650 579	165 626	151 647	87 898	8 057 179
2010-11	2 344 941	1 936 101	1 532 593	768 945	604 990	158 084	143 306	87 694	7 576 654
2009-10	2 255 008	1 877 457	1 448 960	744 559	568 575	153 417	137 715	87 694	7 273 384
2008-09	2 093 017	1 671 152	1 315 365	694 803	525 038	138 674	125 209	80 439	6 643 696
2007-08	2 094 608	1 707 133	1 284 574	658 365	518 911	138 590	127 260	63 007	6 592 448
2006-07	2 133 650	1 685 555	1 275 382	642 716	519 042	135 216	130 141	53 895	6 575 597
2005-06	2 087 924	1 678 822	1 247 515	645 856	503 723	134 250	127 008	68 076	6 493 174
State and Territory government recurrent expenditure									
2014-15	1 052 299	662 499	715 083	447 682	184 552	58 107	59 361	67 536	3 247 119
2013-14	987 923	649 909	715 745	428 404	176 294	59 484	58 005	61 493	3 137 259
2012-13	957 164	646 170	652 771	425 806	174 223	56 625	54 402	64 673	3 031 834

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2014-15 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>
2011-12	934 652	603 115	623 685	434 172	171 038	56 553	51 390	52 531	2 927 135
2010-11	905 049	576 673	636 598	406 470	167 122	56 774	50 651	68 986	2 868 325
2009-10	907 803	531 192	578 095	343 305	160 834	53 386	53 738	36 439	2 664 792
2008-09	915 400	539 792	570 482	319 554	156 549	52 772	51 034	35 487	2 641 070
2007-08	925 277	474 406	547 813	305 539	156 120	51 736	51 330	34 128	2 546 349
2006-07	912 761	450 837	539 344	286 937	151 215	50 491	49 283	59 034	2 499 903
2005-06	898 390	431 418	633 659	274 186	140 889	47 686	51 063	42 176	2 519 468
Australian, State and Territory government recurrent expenditure									
2014-15	3 985 567	3 108 145	2 657 997	1 427 474	889 188	254 249	235 330	199 153	12 757 103
2013-14	3 763 397	2 905 966	2 534 505	1 330 116	864 784	239 359	223 429	182 510	12 044 066
2012-13	3 537 498	2 768 064	2 341 730	1 263 860	828 673	223 926	201 262	153 898	11 318 911
2011-12	3 412 838	2 678 542	2 253 613	1 252 060	821 617	222 179	203 036	140 429	10 984 314
2010-11	3 249 989	2 512 774	2 169 191	1 175 415	772 113	214 858	193 957	156 681	10 444 978
2009-10	3 162 811	2 408 649	2 027 055	1 087 863	729 410	206 803	191 453	124 132	9 938 176
2008-09	3 008 417	2 210 944	1 885 847	1 014 357	681 587	191 446	176 243	115 925	9 284 765
2007-08	3 019 884	2 181 540	1 832 388	963 904	675 031	190 326	178 590	97 135	9 138 798
2006-07	3 046 411	2 136 392	1 814 727	929 653	670 257	185 707	179 424	112 929	9 075 500
2005-06	2 986 314	2 110 240	1 881 174	920 042	644 612	181 936	178 071	110 252	9 012 642
All schools (including user cost of capital for government schools)									
Australian Government specific purpose payments, excluding joint programs (excluding capital grants) (f), (g), (h), (i)									
2014-15	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 581
2013-14	4 327 910	3 385 816	2 863 451	1 402 831	1 061 783	315 603	237 884	260 652	13 855 929
2012-13	4 096 558	3 156 266	2 625 421	1 294 685	1 004 231	293 636	211 230	205 949	12 887 975
2011-12	4 053 874	3 143 629	2 583 376	1 287 523	1 010 783	302 139	218 565	216 832	12 816 721
2010-11	3 733 240	2 855 370	2 365 511	1 171 433	923 794	273 480	201 975	205 283	11 730 086

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2014-15 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>
2009-10	3 586 717	2 775 127	2 216 553	1 136 317	875 384	264 592	194 373	203 664	11 252 728
2008-09	3 377 318	2 598 040	2 107 683	1 092 087	823 147	242 824	185 724	167 249	10 594 073
2007-08	3 057 962	2 376 818	1 909 030	949 554	740 318	216 061	167 151	138 310	9 555 204
2006-07	3 114 136	2 342 103	1 870 357	945 573	739 001	211 979	171 804	124 942	9 519 895
2005-06	3 060 294	2 326 468	1 833 983	962 616	714 683	212 399	167 835	135 928	9 414 206
State and Territory government recurrent expenditure									
2014-15	12 427 026	7 748 383	8 001 802	5 126 428	2 579 132	870 591	760 897	596 700	38 110 958
2013-14	12 055 182	7 393 801	7 749 345	4 970 954	2 626 710	879 273	771 151	623 663	37 070 080
2012-13	11 295 178	7 380 962	7 750 093	4 793 816	2 592 776	877 893	766 184	694 405	36 151 306
2011-12	11 561 890	7 335 616	7 678 531	4 663 081	2 630 754	881 576	743 895	648 236	36 143 578
2010-11	10 925 616	7 370 135	7 528 734	4 634 236	2 592 832	881 204	720 877	654 283	35 307 918
2009-10	11 243 907	7 462 491	7 515 535	4 623 027	2 429 313	875 029	689 284	600 369	35 438 955
2008-09	10 838 691	7 254 550	7 135 896	4 457 250	2 294 778	845 189	674 793	615 789	34 116 937
2007-08	10 790 341	7 125 274	7 051 856	4 375 710	2 401 171	851 241	668 741	595 565	33 859 900
2006-07	10 718 986	6 939 106	6 854 584	4 003 408	2 374 591	860 947	607 321	600 700	32 959 645
2005-06	10 696 003	6 960 293	6 517 808	3 668 103	2 378 721	866 948	608 465	596 232	32 292 572
Australian, State and Territory government recurrent expenditure									
2014-15	17 004 795	11 449 111	11 105 841	6 626 275	3 669 267	1 226 486	1 015 590	911 175	53 008 539
2013-14	16 383 092	10 779 617	10 612 796	6 373 785	3 688 493	1 194 876	1 009 035	884 315	50 926 009
2012-13	15 391 736	10 537 228	10 375 514	6 088 501	3 597 007	1 171 528	977 414	900 353	49 039 281
2011-12	15 615 764	10 479 245	10 261 907	5 950 604	3 641 537	1 183 716	962 460	865 067	48 960 299
2010-11	14 658 855	10 225 506	9 894 244	5 805 669	3 516 626	1 154 684	922 852	859 566	47 038 004
2009-10	14 830 625	10 237 618	9 732 088	5 759 344	3 304 698	1 139 621	883 657	804 033	46 691 683
2008-09	14 216 009	9 852 590	9 243 580	5 549 337	3 117 925	1 088 013	860 517	783 038	44 711 010
2007-08	13 848 303	9 502 092	8 960 886	5 325 264	3 141 490	1 067 302	835 893	733 875	43 415 104

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2014-15 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	13 833 123	9 281 209	8 724 942	4 948 982	3 113 592	1 072 926	779 125	725 642	42 479 540
2005-06	13 756 296	9 286 761	8 351 791	4 630 719	3 093 404	1 079 348	776 300	732 160	41 706 778

- (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 2014-15 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2014-15 = 100) (table 4A.139). See table 2A.48 and chapter 2 for more information.
- (d) 2014-15 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$35.3m) and Build Queensland Future Schools Fund (\$18.8m).
- (e) In relation to Northern Territory funding for non-government schools:
- In 2013-14, the decrease in recurrent expenditure on non-government schools is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output.
 - From 2011-12, school transport costs relating to non-government school students have been included. These were \$10.7m in 2014-15.
 - In 2010-11, the NT figures include an early payment of 2011 Semester 2 grants of \$9.7m.
 - From 2010-11, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included.
 - In 2007-08, the reduction in expenditure is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007.
 - 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.

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2014-15 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>
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- 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.
- (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, these 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.
- (h) For the purpose of the Report, Australian Government allocations to State and Territory governments (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. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.
- (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 2A.48.

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)									
2014-15	1 644 501	1 255 082	1 161 125	520 055	385 499	159 753	78 724	182 858	5 387 597
2013-14	1 536 912	1 118 462	1 034 244	496 108	369 560	134 371	71 736	138 238	4 899 631
2012-13	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
2009-10	1 191 880	803 415	686 996	350 624	274 594	99 502	50 709	103 793	3 561 513
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
2005-06	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
State and Territory government recurrent expenditure (i)									
2014-15	11 374 727	7 085 884	7 286 719	4 678 746	2 394 579	812 484	701 536	529 164	34 863 839
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
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
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
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
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
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
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
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
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
Australian, State and Territory government recurrent expenditure									
2014-15	13 019 228	8 340 966	8 447 844	5 198 801	2 780 078	972 237	780 260	712 022	40 251 436

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>
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
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
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
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
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
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
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
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
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
Non-government schools (excluding user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2014-15	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 984
2013-14	2 747 719	2 233 496	1 800 572	892 695	681 605	178 076	163 769	119 807	8 817 739
2012-13	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208
2009-10	2 018 232	1 680 324	1 296 819	666 380	508 875	137 308	123 255	78 486	6 509 679
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
2005-06	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
State and Territory government recurrent expenditure									
2014-15	1 052 299	662 499	715 083	447 682	184 552	58 107	59 361	67 536	3 247 119
2013-14	978 044	643 410	708 588	424 120	174 531	58 890	57 425	60 878	3 105 886
2012-13	935 149	631 308	637 757	416 012	170 216	55 323	53 151	63 185	2 962 102

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	899 135	580 197	599 985	417 673	164 538	54 404	49 437	50 535	2 815 904
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	47 714	64 985	2 701 962
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	48 095	32 613	2 384 989
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	44 451	30 909	2 300 372
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	43 066	28 634	2 136 387
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	39 722	47 582	2 014 922
2005-06	697 151	334 780	491 719	212 769	109 330	37 005	39 625	32 729	1 955 107
Australian, State and Territory government recurrent expenditure									
2014-15	3 985 567	3 108 145	2 657 997	1 427 474	889 188	254 249	235 330	199 153	12 757 103
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
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
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
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
2009-10	2 830 716	2 155 741	1 814 214	973 638	652 822	185 088	171 350	111 099	8 894 668
2008-09	2 620 331	1 925 732	1 642 573	883 505	593 662	166 749	153 508	100 971	8 087 031
2007-08	2 533 683	1 830 312	1 537 373	808 715	566 351	159 683	149 837	81 497	7 667 451
2006-07	2 455 407	1 721 932	1 462 670	749 300	540 227	149 680	144 616	91 021	7 314 853
2005-06	2 317 380	1 637 546	1 459 791	713 953	500 219	141 183	138 183	85 556	6 993 810
All schools (including UCC for government schools)									
Australian Government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2014-15	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 581
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
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
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
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>
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
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
2005-06	2 374 788	1 805 339	1 423 171	746 990	554 594	164 822	130 240	105 480	7 305 424
State and Territory government recurrent expenditure									
2014-15	12 427 026	7 748 383	8 001 802	5 126 428	2 579 132	870 591	760 897	596 700	38 110 958
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
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
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
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
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
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
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
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
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
Australian, State and Territory government recurrent expenditure									
2014-15	17 004 795	11 449 111	11 105 841	6 626 275	3 669 267	1 226 486	1 015 590	911 175	53 008 539
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
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
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
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
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
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
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

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>
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
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

- (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) 2014-15 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$35.3m) and Build Queensland Future Schools Fund (\$18.8m).
- (d) In relation to Northern Territory funding for non-government schools:
- In 2013-14, the decrease in recurrent expenditure on non-government schools is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output.
 - From 2011-12, school transport costs relating to non-government school students have been included. These were \$10.7m in 2014-15.
 - In 2010-11, the NT figures include an early payment of 2011 Semester 2 grants of \$9.7m.
 - From 2010-11, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included.
 - In 2007-08, the reduction in expenditure is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007.
 - 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 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.

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>
(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, these payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(f)	Includes recurrent, targetted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(g)	For the purpose of the Report, Australian Government allocations to State and Territory governments (see table 4A.9) are regarded as being expended in the year of allocation.								
(h)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.								
(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 NSSC (unpublished); State and Territory governments (unpublished).

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2014-15 (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>
Government schools										
Recurrent expenditure										
Students First funding (c)	\$'000	1 613 533	1 235 299	1 130 323	506 739	374 452	156 422	76 998	140 003	5 233 769
National Partnership payments										
Independent Public Schools	\$'000	9 750	–	5 520	3 450	1 580	600	260	460	21 620
More support for students with disabilities	\$'000	14 498	11 089	10 031	4 599	3 600	1 157	802	581	46 357
National School Chaplaincy Programme (e)	\$'000	6 720	8 694	15 251	5 267	5 867	1 574	664	223	44 260
Stronger Futures in the Northern Territory (e)	\$'000	–	–	–	–	–	–	–	41 591	41 591
Total recurrent	\$'000	1 644 501	1 255 082	1 161 125	520 055	385 499	159 753	78 724	182 858	5 387 597
Capital expenditure (f)										
National Partnership payments										
Trade Training centres in schools	\$'000	21 717	8 300	18 694	5 332	649	1 774	2 881	10 594	69 941
Total capital	\$'000	21 717	8 300	18 694	5 332	649	1 774	2 881	10 594	69 941
Total recurrent and capital	\$'000	1 666 218	1 263 382	1 179 819	525 387	386 148	161 527	81 605	193 452	5 457 538
Non-government schools										
Recurrent expenditure										
National Schools SPP (c), (d)	\$'000	25	43	12	17	–	–	27	14	138
Students First funding (c)	\$'000	2 924 929	2 438 774	1 937 982	976 082	702 346	195 324	175 446	122 751	9 473 634
National Partnership payments										
More support for students with disabilities	\$'000	3 921	2 909	2 069	1 333	668	200	194	75	11 369
National School Chaplaincy Programme (e)	\$'000	4 393	3 920	2 851	2 360	1 622	618	302	260	16 326
Stronger Futures in the Northern Territory (e)	\$'000	–	–	–	–	–	–	–	8 517	8 517
Total recurrent	\$'000	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 984

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2014-15 (a), (b), (c), (d)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Capital expenditure (f)										
National Partnership payments										
Trade Training centres in schools	\$'000	10 864	16 393	7 537	1 814	3 838	–	1 158	4 035	45 639
Total capital	\$'000	10 864	16 393	7 537	1 814	3 838	–	1 158	4 035	45 639
Total recurrent and capital	\$'000	2 944 132	2 462 039	1 950 451	981 606	708 474	196 142	177 127	135 652	9 555 623
All schools										
Total recurrent (g)	\$'000	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 581
Total recurrent and capital	\$'000	4 610 350	3 725 421	3 130 270	1 506 993	1 094 622	357 669	258 732	329 104	15 013 161

- (a) Includes payments provided under the following: *Australian Education Act 2013*; *Schools Assistance Act 2008*; National Education Agreement; *Federal Financial Relations Act 2009*; *Annual Appropriations Act Bill No.2*; Partnership Arrangements Between the Commonwealth and State and Territory governments. It is based on Australian Government Final Budget Outcomes with some additional information provided by States and Territory governments. Some additional Australian Government funding is provided through annual appropriations.
- (b) For the purpose of the Report, Australian Government allocations to State and Territory governments (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 (SPP) 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) Although National Schools SPP funding ceased in December 2013, payments were made during the 2014-15 financial year to reflect revisions to some States and Territories' entitlements from the 2013-14 financial year.
- (e) The allocation of *National School Chaplaincy Programme* and *Stronger Futures in the Northern Territory* funding between the government and non-government sectors for 2014-15 has been provided by State and Territory governments.
- (f) 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.
- (g) 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, 2014-15 (\$'000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<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>Total employee related expenditure</i>	8 292 167	5 263 280	5 501 568	3 111 901	1 897 795	653 346	484 630	406 324	25 611 011
Total expenditure	13 019 228	8 340 966	8 447 844	5 198 801	2 780 078	972 237	780 260	712 022	40 251 436
In-school primary									
<i>Total employee related expenditure</i>	4 372 608	2 834 879	3 002 974	1 849 663	1 086 076	340 152	245 218	220 854	13 952 424
Teachers	3 570 327	2 392 845	2 340 978	1 417 625	855 063	261 981	186 143	180 416	11 205 378
Other staff (f)	802 282	442 034	661 996	432 038	231 013	78 170	59 075	40 438	2 747 046
Other operating expenses (g)	1 355 738	647 461	523 340	378 137	234 767	90 188	46 665	103 261	3 379 557
User cost of capital (h)	975 621	767 590	761 586	538 756	187 714	44 406	67 513	48 268	3 391 453
Depreciation	286 770	160 827	238 854	148 288	55 190	21 489	28 155	19 737	959 310
Total	6 990 737	4 410 757	4 526 754	2 914 844	1 563 747	496 235	387 550	392 120	21 682 745
In-school secondary									
<i>Total employee related expenditure</i>	3 684 569	2 320 205	2 211 834	1 127 817	685 908	292 029	218 765	146 613	10 687 740
Teachers	3 109 409	1 942 529	1 777 321	863 194	550 099	219 754	166 062	118 791	8 747 159
Other staff (f)	575 160	377 676	434 513	264 623	135 809	72 275	52 703	27 822	1 940 581
Other operating expenses (g)	1 106 541	624 053	421 717	302 295	180 055	87 605	42 465	71 742	2 836 472
User cost of capital (h)	704 318	569 936	496 674	527 255	110 606	45 804	65 598	26 919	2 547 110
Depreciation	244 579	140 166	219 779	106 462	40 999	20 331	27 355	11 461	811 132
Total	5 740 007	3 654 360	3 350 004	2 063 829	1 017 567	445 769	354 182	256 735	16 882 454
Out of school									
<i>Total employee related expenditure</i>	234 990	108 196	286 760	134 421	125 811	21 166	20 647	38 857	970 847
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f)	234 990	108 196	286 760	134 421	125 811	21 166	20 647	38 857	970 847
Other operating expenses (g)	17 490	142 012	276 733	83 577	66 806	7 409	14 839	24 120	632 987
User cost of capital (h)	24 474	8 886	3 292	1 610	5 139	717	2 146	–	46 264

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2014-15 (\$'000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Depreciation	11 530	16 753	4 301	520	1 008	943	895	190	36 140
Total	288 484	275 848	571 086	220 128	198 764	30 234	38 528	63 167	1 686 238

(a) Accrual accounting figures used. Accounting treatments for the following items may differ between jurisdictions:

- A notional payroll tax is imputed for WA, Tasmania and the ACT, which are payroll tax exempt.
- Umbrella department costs are apportioned within each jurisdiction according student numbers and/or other cost drivers. Umbrella department costs are apportioned: per FTE student in NSW and Tasmania, per student in SA, and according to a formula in other jurisdictions [based on: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT].

(b) Expenditure on special schools is allocated to either primary or secondary schools.

(c) Expenditure 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; and staff allowances for accommodation.

(d) Expenditure 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.

(e) For NSW 2014-15 data, a change in methodology was applied from previous years to identify in-school and out-of-school employee related expenditure.

(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 2014-15.

– Nil or rounded to zero.

Source: Education Council NSSC (unpublished).

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</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									
2014-15	2 142	2 199	2 226	1 975	2 304	2 824	2 072	6 265	2 231
2013-14	2 044	2 018	2 033	1 953	2 237	2 400	1 967	4 739	2 080
2012-13	2 017	1 879	1 854	1 829	2 094	2 213	1 788	3 964	1 961
2011-12	2 110	1 964	1 921	1 946	2 167	2 351	1 906	4 400	2 054
2010-11	1 866	1 702	1 700	1 707	1 922	1 973	1 698	4 036	1 808
2009-10	1 801	1 666	1 575	1 673	1 851	1 898	1 646	4 019	1 740
2008-09	1 744	1 724	1 636	1 707	1 802	1 768	1 770	2 997	1 734
2007-08	1 307	1 248	1 297	1 262	1 333	1 302	1 162	2 572	1 302
2006-07	1 326	1 222	1 269	1 314	1 318	1 270	1 195	2 441	1 298
2005-06	1 312	1 204	1 290	1 376	1 261	1 275	1 158	2 340	1 294
State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15	14 814	12 413	13 972	17 770	14 312	14 364	18 461	18 130	14 439
2013-14	14 571	12 046	13 687	17 705	14 682	14 494	19 358	19 078	14 260
2012-13	13 751	12 233	14 050	17 491	14 478	14 384	19 773	21 388	14 113
2011-12	14 229	12 381	14 218	17 525	14 801	14 206	19 722	20 328	14 337
2010-11	13 471	12 575	14 068	17 932	14 624	14 098	19 396	20 090	14 118
2009-10	13 979	12 861	14 233	18 276	13 690	14 025	18 469	19 542	14 327
2008-09	13 479	12 491	13 556	17 782	12 925	13 454	18 249	20 034	13 816
2007-08	13 382	12 390	13 513	17 634	13 516	13 437	17 982	19 176	13 762
2006-07	13 260	12 074	13 472	16 122	13 325	13 414	16 002	18 614	13 433
2005-06	13 222	12 137	12 941	14 747	13 381	13 366	15 808	19 112	13 194

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15									
In-school primary	15 100	12 811	13 700	16 837	14 738	15 290	17 663	20 859	14 551
In-school secondary	18 828	16 131	17 530	22 887	16 623	18 489	22 054	24 711	18 262
Out-of-school	376	483	1 095	836	1 188	535	1 014	2 164	698
Total primary	15 475	13 294	14 795	17 673	15 926	15 824	18 677	23 023	15 249
Total secondary	19 204	16 614	18 625	23 723	17 811	19 024	23 067	26 876	18 960
Total	16 956	14 612	16 198	19 745	16 616	17 188	20 532	24 394	16 670
2013-14									
In-school primary	14 958	12 252	13 449	16 364	14 943	15 055	18 629	20 129	14 291
In-school secondary	18 009	15 572	16 711	24 457	16 862	18 029	22 382	24 738	17 785
Out-of-school	428	480	1 136	812	1 271	552	1 082	2 033	727
Total primary	15 386	12 731	14 586	17 177	16 215	15 605	19 711	22 163	15 018
Total secondary	18 437	16 052	17 847	25 270	18 132	18 581	23 464	26 773	18 512
Total	16 615	14 065	15 720	19 659	16 918	16 893	21 325	23 816	16 340
2012-13									
In-school primary	14 271	12 209	13 655	16 221	14 564	14 999	18 550	21 266	14 087
In-school secondary	16 731	15 523	16 846	23 507	16 417	17 389	22 450	26 719	17 249
Out-of-school	492	553	1 128	850	1 327	540	1 308	2 120	775
Total primary	14 764	12 762	14 783	17 071	15 890	15 539	19 858	23 385	14 862
Total secondary	17 223	16 076	17 974	24 356	17 743	17 929	23 758	28 838	18 023
Total	15 768	14 112	15 904	19 319	16 572	16 597	21 561	25 352	16 073
2011-12									
In-school primary	14 681	12 228	13 817	16 188	15 072	14 787	18 605	20 777	14 277

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary	17 411	15 626	17 453	23 611	16 765	17 433	22 448	25 900	17 635
Out-of-school	529	713	1 033	971	1 267	585	1 312	2 093	812
Total primary	15 210	12 941	14 850	17 159	16 339	15 372	19 917	22 869	15 088
Total secondary	17 940	16 340	18 485	24 582	18 032	18 019	23 760	27 993	18 447
Total	16 339	14 346	16 139	19 471	16 968	16 556	21 620	24 728	16 391
2010-11									
In-school primary	13 837	12 123	13 774	16 540	14 883	14 269	18 531	19 939	13 982
In-school secondary	16 313	15 529	16 876	23 015	16 268	16 967	21 279	24 787	16 981
Out-of-school	469	729	882	1 058	1 143	599	1 321	2 421	769
Total primary	14 305	12 852	14 656	17 599	16 026	14 868	19 852	22 361	14 750
Total secondary	16 783	16 259	17 759	24 073	17 411	17 567	22 600	27 208	17 749
Total	15 338	14 277	15 768	19 639	16 546	16 071	21 086	24 126	15 926
2009-10									
In-school primary	14 011	12 328	13 960	16 455	13 639	14 224	17 456	19 386	13 991
In-school secondary	16 912	15 781	16 670	23 689	15 687	16 673	20 652	23 888	17 222
Out-of-school	561	747	872	1 084	1 137	617	1 217	2 532	802
Total primary	14 572	13 075	14 832	17 539	14 776	14 841	18 674	21 918	14 793
Total secondary	17 473	16 528	17 541	24 772	16 824	17 290	21 869	26 420	18 024
Total	15 780	14 526	15 807	19 949	15 541	15 923	20 116	23 560	16 067
2008-09									
In-school primary	13 308	12 052	13 471	16 162	12 735	13 226	17 475	18 598	13 456
In-school secondary	16 640	15 442	15 885	22 920	15 207	16 119	20 716	24 408	16 810
Out-of-school	531	739	855	971	1 083	734	1 076	2 300	770
Total primary	13 839	12 791	14 326	17 133	13 818	13 960	18 552	20 898	14 226

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total secondary	17 172	16 181	16 740	23 891	16 290	16 853	21 792	26 708	17 580
Total	15 223	14 215	15 192	19 489	14 727	15 222	20 019	23 031	15 550
2007-08									
In-school primary	12 780	11 475	13 060	16 103	12 804	12 753	16 950	17 448	13 034
In-school secondary	16 151	14 927	15 707	21 396	15 533	15 268	19 822	23 889	16 310
Out-of-school	508	713	806	952	1 053	894	886	2 138	741
Total primary	13 287	12 188	13 866	17 055	13 858	13 647	17 836	19 586	13 775
Total secondary	16 659	15 640	16 513	22 347	16 586	16 162	20 708	26 027	17 051
Total	14 688	13 638	14 810	18 896	14 849	14 739	19 144	21 748	15 064
2006-07									
In-school primary	12 684	11 259	13 089	15 123	12 784	12 480	15 130	16 896	12 813
In-school secondary	16 017	14 361	15 271	19 078	15 219	15 222	17 928	23 210	15 762
Out-of-school	521	737	862	933	980	1 021	796	2 222	758
Total primary	13 205	11 996	13 951	16 056	13 764	13 502	15 926	19 118	13 571
Total secondary	16 537	15 098	16 133	20 011	16 199	16 243	18 723	25 432	16 520
Total	14 586	13 295	14 741	17 436	14 643	14 684	17 196	21 056	14 732
2005-06									
In-school primary	12 589	11 297	12 640	13 768	12 543	12 255	14 050	16 581	12 499
In-school secondary	15 976	14 600	14 949	17 696	15 486	15 305	18 421	23 072	15 655
Out-of-school	549	668	745	984	1 043	1 082	939	2 842	748
Total primary	13 138	11 965	13 385	14 752	13 587	13 337	14 990	19 423	13 247
Total secondary	16 525	15 268	15 694	18 679	16 529	16 387	19 360	25 914	16 403
Total	14 534	13 340	14 231	16 123	14 643	14 641	16 966	21 452	14 488

(a) This table integrates information from tables 4A.6 and 4A.7 and other Education Council NSSC financial data.

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) 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 2A.48). See chapter 2 for more information.									
(c) For NSW from 2014-15, a change in methodology was applied to identify in-school and out-of-school employee related expenditure.									
(d) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.									

Source: Education Council NSSC (unpublished); tables 4A.6-7.

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</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									
2014-15	2 142	2 199	2 226	1 975	2 304	2 824	2 072	6 265	2 231
2013-14	2 024	1 998	2 013	1 934	2 214	2 376	1 947	4 691	2 059
2012-13	1 970	1 836	1 811	1 786	2 046	2 162	1 747	3 873	1 915
2011-12	2 030	1 890	1 848	1 872	2 085	2 261	1 833	4 232	1 976
2010-11	1 758	1 603	1 601	1 608	1 810	1 859	1 599	3 802	1 703
2009-10	1 612	1 491	1 409	1 497	1 657	1 698	1 474	3 597	1 557
2008-09	1 519	1 502	1 425	1 487	1 570	1 540	1 542	2 610	1 510
2007-08	1 096	1 047	1 089	1 058	1 118	1 092	975	2 158	1 092
2006-07	1 069	985	1 023	1 059	1 062	1 024	963	1 968	1 047
2005-06	1 018	934	1 001	1 068	979	989	898	1 816	1 004
State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15	14 814	12 413	13 972	17 770	14 312	14 364	18 461	18 130	14 439
2013-14	14 426	11 926	13 550	17 528	14 535	14 349	19 164	18 887	14 118
2012-13	13 435	11 952	13 727	17 089	14 145	14 053	19 318	20 896	13 788
2011-12	13 688	11 911	13 677	16 859	14 238	13 666	18 972	19 555	13 792
2010-11	12 690	11 846	13 252	16 892	13 775	13 280	18 271	18 925	13 299
2009-10	12 511	11 510	12 738	16 357	12 252	12 552	16 530	17 490	12 823
2008-09	11 740	10 880	11 808	15 488	11 258	11 718	15 895	17 450	12 034
2007-08	11 227	10 395	11 337	14 795	11 340	11 273	15 087	16 089	11 546
2006-07	10 688	9 731	10 858	12 994	10 740	10 811	12 897	15 003	10 827
2005-06	10 260	9 418	10 042	11 444	10 384	10 372	12 267	14 831	10 239

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15									
In-school primary	15 100	12 811	13 700	16 837	14 738	15 290	17 663	20 859	14 551
In-school secondary	18 828	16 131	17 530	22 887	16 623	18 489	22 054	24 711	18 262
Out-of-school	376	483	1 095	836	1 188	535	1 014	2 164	698
Total primary	15 475	13 294	14 795	17 673	15 926	15 824	18 677	23 023	15 249
Total secondary	19 204	16 614	18 625	23 723	17 811	19 024	23 067	26 876	18 960
Total	16 956	14 612	16 198	19 745	16 616	17 188	20 532	24 394	16 670
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
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
2011-12									
In-school primary	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out-of-school	509	686	994	934	1 219	563	1 262	2 013	781
Total primary	14 632	12 449	14 286	16 507	15 718	14 788	19 160	22 000	14 515
Total secondary	17 258	15 719	17 783	23 648	17 347	17 334	22 857	26 929	17 746
Total	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768
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
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
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

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2007-08									
In-school primary	10 722	9 627	10 957	13 510	10 743	10 700	14 221	14 639	10 936
In-school secondary	13 551	12 524	13 178	17 951	13 032	12 810	16 631	20 043	13 684
Out-of-school	426	598	676	799	884	750	743	1 794	622
Total primary	11 148	10 225	11 633	14 309	11 627	11 450	14 964	16 432	11 557
Total secondary	13 977	13 122	13 855	18 749	13 916	13 560	17 374	21 837	14 306
Total	12 324	11 442	12 426	15 853	12 458	12 366	16 061	18 247	12 639
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
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

(a) This table integrates information from tables 4A.6 and 4A.8 and other Education Council NSSC financial data.

Table 4A.12 Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) For NSW from 2014-15 data onwards, a change in methodology was applied to identify in-school and out-of-school employee related expenditure.

(c) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.

Source : Education Council NSSC (unpublished); tables 4A.6 and 4A.8.

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure per student on government schools, 2014-15**
(\$ per FTE student) (a), (b), (c), (d), (e)

	NSW (f)	Vic	Qld (g)	WA (g)	SA	Tas	ACT	NT	Aust
<i>Total employee related expenditure</i>	10 799	9 220	10 549	11 819	11 343	11 550	12 753	13 921	10 607
Total expenditure	16 956	14 612	16 198	19 745	16 616	17 188	20 532	24 394	16 670
In-school primary									
<i>Total employee related expenditure</i>	9 445	8 234	9 088	10 684	10 236	10 481	11 176	11 748	9 363
Teachers	7 712	6 950	7 085	8 189	8 059	8 072	8 484	9 597	7 520
Other staff (h)	1 733	1 284	2 003	2 496	2 177	2 409	2 692	2 151	1 844
Other operating expenses (i)	2 928	1 881	1 584	2 184	2 213	2 779	2 127	5 493	2 268
User cost of capital (j)	2 107	2 229	2 305	3 112	1 769	1 368	3 077	2 568	2 276
Depreciation	619	467	723	857	520	662	1 283	1 050	644
Total	15 100	12 811	13 700	16 837	14 738	15 290	17 663	20 859	14 551
In-school secondary									
<i>Total employee related expenditure</i>	12 086	10 242	11 574	12 507	11 205	12 113	13 622	14 112	11 561
Teachers	10 199	8 574	9 301	9 572	8 987	9 115	10 340	11 434	9 462
Other staff (h)	1 887	1 667	2 274	2 935	2 219	2 998	3 282	2 678	2 099
Other operating expenses (i)	3 630	2 755	2 207	3 352	2 941	3 634	2 644	6 905	3 068
User cost of capital (j)	2 310	2 516	2 599	5 847	1 807	1 900	4 085	2 591	2 755
Depreciation	802	619	1 150	1 181	670	843	1 703	1 103	877
Total	18 828	16 131	17 530	22 887	16 623	18 489	22 054	24 711	18 262
Out of school									
<i>Total employee related expenditure</i>	306	190	550	511	752	374	543	1 331	402
Teachers	–	–	–	–	–	–	–	–	–
Other staff (h)	306	190	550	511	752	374	543	1 331	402
Other operating expenses (i)	23	249	531	317	399	131	391	826	262
User cost of capital (j)	32	16	6	6	31	13	56	–	19

Table 4A.13 Australian, State and Territory government recurrent expenditure per student on government schools, 2014-15 (\$ per FTE student) (a), (b), (c), (d), (e)

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Depreciation	15	29	8	2	6	17	24	7	15
Total	376	483	1 095	836	1 188	535	1 014	2 164	698

- (a) Accrual accounting figures used. Accounting treatments for the following items may differ between jurisdictions:
- A notional payroll tax is imputed for WA, Tasmania and the ACT, which are payroll tax exempt.
 - Umbrella department costs are apportioned within each jurisdiction according student numbers and/or other cost drivers. Umbrella department costs are apportioned: per FTE student in NSW and Tasmania, per student in SA, and according to a formula in other jurisdictions [based on: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT].
- (b) Expenditure on special schools is allocated to either primary or secondary schools.
- (c) Expenditure 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; and staff allowances for accommodation.
- (d) Expenditure 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.
- (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) For NSW from 2014-15, a change in methodology was applied to identify in-school and out-of-school employee related expenditure.
- (g) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.
- (h) Includes redundancy payments.
- (i) Includes grants and subsidies.
- (j) 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 2014-15.
- Nil or rounded to zero.

Source: Education Council NSSC (unpublished); tables 4A.6 and 4A.10.

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2014-15 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									
2014-15	7 205	7 279	7 473	7 244	7 431	8 142	6 448	11 482	7 338
2013-14	6 909	6 820	7 096	6 804	7 265	7 498	6 105	10 854	6 968
2012-13	6 536	6 530	6 696	6 415	6 936	7 030	5 491	8 276	6 586
2011-12	6 396	6 501	6 597	6 366	6 956	6 991	5 744	8 464	6 517
2010-11	6 151	6 165	6 337	6 097	6 535	6 692	5 498	8 554	6 232
2009-10	5 983	6 067	6 128	6 021	6 202	6 532	5 356	8 653	6 074
2008-09	5 584	5 473	5 714	5 754	5 813	5 931	4 932	8 077	5 629
2007-08	5 616	5 674	5 760	5 623	5 853	5 990	5 082	6 539	5 681
2006-07	5 753	5 692	6 044	5 641	5 956	5 956	5 270	5 837	5 790
2005-06	5 663	5 754	6 250	5 808	5 877	6 051	5 193	7 595	5 836
State and territory government recurrent expenditure per FTE student									
2014-15	2 585	1 972	2 750	3 310	1 946	2 412	2 175	5 892	2 505
2013-14	2 459	1 965	2 793	3 233	1 860	2 479	2 141	5 515	2 454
2012-13	2 425	1 988	2 588	3 260	1 846	2 380	2 034	5 999	2 409
2011-12	2 412	1 889	2 524	3 379	1 829	2 387	1 946	5 058	2 368
2010-11	2 374	1 836	2 632	3 223	1 805	2 403	1 943	6 729	2 359
2009-10	2 409	1 717	2 445	2 776	1 754	2 273	2 090	3 595	2 225
2008-09	2 442	1 768	2 478	2 647	1 733	2 257	2 010	3 563	2 238
2007-08	2 481	1 577	2 457	2 610	1 761	2 236	2 050	3 542	2 194
2006-07	2 461	1 522	2 556	2 519	1 735	2 224	1 996	6 393	2 201
2005-06	2 437	1 479	3 175	2 466	1 644	2 149	2 088	4 705	2 265
Australian, State and Territory government recurrent expenditure per FTE student									
2014-15	9 790	9 251	10 223	10 555	9 377	10 555	8 623	17 373	9 843

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2014-15 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>
2013-14	9 368	8 785	9 889	10 037	9 126	9 977	8 246	16 369	9 422
2012-13	8 961	8 518	9 284	9 675	8 782	9 410	7 525	14 275	8 995
2011-12	8 808	8 391	9 121	9 745	8 785	9 378	7 690	13 522	8 885
2010-11	8 525	8 001	8 970	9 321	8 340	9 095	7 441	15 283	8 591
2009-10	8 392	7 784	8 573	8 798	7 956	8 805	7 447	12 248	8 299
2008-09	8 026	7 241	8 193	8 401	7 547	8 188	6 942	11 640	7 867
2007-08	8 096	7 251	8 217	8 233	7 614	8 226	7 132	10 081	7 876
2006-07	8 214	7 215	8 600	8 160	7 691	8 180	7 266	12 230	7 991
2005-06	8 100	7 232	9 424	8 274	7 521	8 200	7 281	12 301	8 101

- (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 (2014-15 = 100) (table 2A.48). See chapter 2 for more information.

Source: Tables 4A.6-7.

TABLE 4A.15

Table 4A.15 **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									
2014-15	7 205	7 279	7 473	7 244	7 431	8 142	6 448	11 482	7 338
2013-14	6 840	6 752	7 025	6 736	7 193	7 423	6 044	10 745	6 898
2012-13	6 386	6 379	6 542	6 268	6 776	6 869	5 364	8 086	6 434
2011-12	6 153	6 254	6 346	6 124	6 692	6 725	5 526	8 142	6 270
2010-11	5 794	5 808	5 970	5 744	6 156	6 303	5 179	8 058	5 871
2009-10	5 355	5 430	5 485	5 389	5 551	5 846	4 794	7 744	5 436
2008-09	4 863	4 767	4 977	5 012	5 063	5 166	4 296	7 035	4 903
2007-08	4 712	4 761	4 833	4 718	4 911	5 026	4 264	5 486	4 767
2006-07	4 637	4 588	4 872	4 547	4 800	4 800	4 248	4 704	4 667
2005-06	4 395	4 465	4 850	4 507	4 561	4 695	4 030	5 894	4 529
State and Territory government recurrent expenditure per FTE student									
2014-15	2 585	1 972	2 750	3 310	1 946	2 412	2 175	5 892	2 505
2013-14	2 435	1 945	2 765	3 200	1 842	2 455	2 119	5 460	2 430
2012-13	2 369	1 943	2 528	3 185	1 804	2 325	1 987	5 861	2 354
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 873	4 866	2 278
2010-11	2 236	1 730	2 480	3 036	1 701	2 264	1 830	6 339	2 222
2009-10	2 156	1 536	2 188	2 485	1 570	2 034	1 871	3 218	1 992
2008-09	2 127	1 540	2 159	2 305	1 510	1 966	1 751	3 104	1 949
2007-08	2 081	1 323	2 061	2 190	1 478	1 876	1 720	2 972	1 841
2006-07	1 984	1 227	2 060	2 030	1 398	1 793	1 609	5 153	1 774
2005-06	1 891	1 147	2 463	1 914	1 276	1 668	1 620	3 651	1 757
Australian, State and Territory government recurrent expenditure per FTE student									
2014-15	9 790	9 251	10 223	10 555	9 377	10 555	8 623	17 373	9 843

TABLE 4A.15

Table 4A.15 **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>
2013-14	9 275	8 697	9 790	9 937	9 034	9 877	8 163	16 205	9 327
2012-13	8 754	8 322	9 070	9 453	8 580	9 194	7 352	13 947	8 789
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 398	13 008	8 547
2010-11	8 030	7 537	8 450	8 780	7 856	8 567	7 009	14 397	8 093
2009-10	7 510	6 967	7 673	7 874	7 121	7 880	6 665	10 962	7 428
2008-09	6 990	6 307	7 136	7 317	6 573	7 132	6 046	10 139	6 852
2007-08	6 793	6 084	6 894	6 908	6 388	6 902	5 984	8 458	6 608
2006-07	6 621	5 815	6 932	6 577	6 199	6 593	5 856	9 857	6 441
2005-06	6 285	5 612	7 313	6 421	5 837	6 363	5 650	9 545	6 286

(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.16

Table 4A.16 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2014-15 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									
2014-15	3 896	4 081	3 972	3 763	4 159	4 413	3 901	7 736	4 015
2013-14	3 727	3 802	3 718	3 605	4 058	3 918	3 721	6 417	3 788
2012-13	3 573	3 605	3 466	3 404	3 842	3 630	3 367	5 120	3 575
2011-12	3 574	3 643	3 476	3 482	3 892	3 695	3 553	5 463	3 607
2010-11	3 318	3 343	3 233	3 237	3 574	3 331	3 332	5 212	3 339
2009-10	3 213	3 271	3 062	3 176	3 401	3 224	3 233	5 223	3 229
2008-09	3 040	3 082	2 950	3 090	3 219	2 951	3 118	4 297	3 063
2007-08	2 754	2 837	2 710	2 729	2 906	2 615	2 815	3 554	2 781
2006-07	2 805	2 810	2 751	2 745	2 909	2 550	2 884	3 259	2 797
2005-06	2 758	2 804	2 803	2 820	2 826	2 544	2 810	3 581	2 794
State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	10 577	8 544	10 239	12 863	9 839	10 794	11 654	14 679	10 271
2013-14	10 381	8 302	10 062	12 776	10 038	10 915	12 061	15 355	10 134
2012-13	9 851	8 430	10 233	12 603	9 919	10 852	12 211	17 263	10 028
2011-12	10 192	8 500	10 330	12 610	10 130	10 781	12 093	16 332	10 172
2010-11	9 711	8 627	10 289	12 806	10 032	10 733	11 892	16 612	10 049
2009-10	10 072	8 796	10 382	12 920	9 438	10 662	11 465	15 397	10 169
2008-09	9 755	8 606	9 987	12 611	8 973	10 272	11 328	15 820	9 865
2007-08	9 719	8 506	10 012	12 578	9 426	10 301	11 263	15 305	9 855
2006-07	9 653	8 325	10 083	11 623	9 348	10 357	10 195	15 670	9 685
2005-06	9 639	8 389	9 961	10 746	9 404	10 385	10 189	15 709	9 585
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	14 473	12 625	14 211	16 626	13 997	15 207	15 554	22 415	14 286

Table 4A.16 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2014-15 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>
2013-14	14 108	12 103	13 780	16 381	14 096	14 833	15 782	21 772	13 922
2012-13	13 424	12 036	13 699	16 007	13 760	14 482	15 578	22 383	13 603
2011-12	13 766	12 143	13 806	16 092	14 021	14 476	15 646	21 795	13 779
2010-11	13 029	11 970	13 521	16 043	13 606	14 064	15 223	21 825	13 388
2009-10	13 286	12 067	13 444	16 095	12 839	13 886	14 698	20 620	13 398
2008-09	12 795	11 689	12 937	15 701	12 191	13 223	14 446	20 117	12 928
2007-08	12 474	11 344	12 723	15 307	12 332	12 915	14 078	18 859	12 636
2006-07	12 458	11 135	12 835	14 368	12 258	12 908	13 080	18 930	12 482
2005-06	12 397	11 192	12 764	13 567	12 230	12 929	12 999	19 291	12 379

- (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 (2014-15 = 100) (table 2A.48). See chapter 2 for more information.

Source: Tables 4A.6-7.

TABLE 4A.17

Table 4A.17 **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									
2014-15	3 896	4 081	3 972	3 763	4 159	4 413	3 901	7 736	4 015
2013-14	3 690	3 764	3 681	3 569	4 017	3 879	3 683	6 353	3 750
2012-13	3 491	3 522	3 387	3 326	3 753	3 546	3 289	5 002	3 493
2011-12	3 438	3 504	3 344	3 349	3 744	3 555	3 418	5 255	3 470
2010-11	3 126	3 149	3 045	3 049	3 367	3 138	3 139	4 910	3 145
2009-10	2 876	2 928	2 741	2 842	3 044	2 885	2 894	4 675	2 890
2008-09	2 648	2 685	2 569	2 691	2 803	2 571	2 716	3 742	2 668
2007-08	2 311	2 381	2 274	2 290	2 438	2 194	2 362	2 982	2 333
2006-07	2 260	2 265	2 218	2 213	2 345	2 055	2 325	2 627	2 255
2005-06	2 140	2 176	2 175	2 188	2 193	1 974	2 181	2 779	2 168
State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	10 577	8 544	10 239	12 863	9 839	10 794	11 654	14 679	10 271
2013-14	10 277	8 219	9 961	12 648	9 938	10 806	11 941	15 201	10 033
2012-13	9 625	8 237	9 997	12 314	9 690	10 603	11 930	16 866	9 797
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 633	15 712	9 786
2010-11	9 148	8 127	9 692	12 063	9 450	10 110	11 202	15 649	9 466
2009-10	9 015	7 872	9 292	11 563	8 447	9 542	10 261	13 780	9 101
2008-09	8 497	7 496	8 699	10 984	7 815	8 947	9 867	13 779	8 592
2007-08	8 154	7 137	8 400	10 553	7 908	8 642	9 449	12 841	8 269
2006-07	7 781	6 710	8 127	9 368	7 535	8 348	8 218	12 630	7 806
2005-06	7 480	6 510	7 730	8 339	7 298	8 058	7 906	12 190	7 438
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	14 473	12 625	14 211	16 626	13 997	15 207	15 554	22 415	14 286

TABLE 4A.17

Table 4A.17 **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>
2013-14	13 967	11 982	13 642	16 218	13 955	14 685	15 624	21 554	13 783
2012-13	13 115	11 759	13 384	15 639	13 444	14 149	15 219	21 869	13 290
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 051	20 967	13 256
2010-11	12 273	11 276	12 737	15 113	12 817	13 248	14 340	20 559	12 611
2009-10	11 891	10 800	12 033	14 405	11 491	12 428	13 155	18 455	11 991
2008-09	11 144	10 181	11 268	13 676	10 619	11 518	12 582	17 522	11 260
2007-08	10 465	9 517	10 674	12 843	10 346	10 836	11 811	15 823	10 602
2006-07	10 041	8 975	10 345	11 580	9 880	10 404	10 542	15 257	10 061
2005-06	9 620	8 685	9 905	10 528	9 490	10 033	10 087	14 970	9 606

- (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.18

Table 4A.18 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>
2014-15									
Total assets (gross)	35 223 158	18 008 848	22 494 012	13 732 663	7 290 187	2 234 932	1 813 871	1 678 398	102 476 069
Less accumulated depreciation	13 872 116	1 178 697	6 435 340	387 395	3 675 588	1 098 341	123 168	738 559	27 509 204
Total assets (WDV) (d)	21 031 750	16 830 151	15 769 404	13 345 268	3 614 599	1 136 591	1 690 703	939 839	74 358 305
Land (e)	7 536 624	7 895 733	4 591 547	3 893 283	1 235 392	177 302	298 431	102 997	25 731 309
Buildings, equipment and other (e)	13 495 126	8 934 418	11 177 857	9 451 985	2 379 207	959 289	1 392 272	836 842	48 626 996
User cost of capital (f)	1 682 540	1 346 412	1 261 552	1 067 621	289 168	90 927	135 256	75 187	5 948 664
Annual depreciation (g)	537 636	317 747	462 934	255 270	95 288	42 762	56 405	31 204	1 799 246
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	320 594	299 258	72 809	23 914 934
Buildings, equipment and other (e)	13 715 387	7 614 236	10 970 171	9 140 194	2 379 207	899 709	1 397 037	881 288	46 997 229
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
2012-13									
Total assets (gross)	34 142 828	14 790 898	21 860 034	11 532 214	7 056 479	1 335 889	2 029 188	1 569 677	94 317 208
Less accumulated depreciation	12 860 447	604 540	5 961 871	141 475	3 334 661	115 586	146 016	632 356	23 796 951
Total assets (WDV) (d)	20 963 884	14 186 358	15 898 163	11 390 739	3 721 818	1 220 303	1 883 172	937 321	69 995 966
Land (e)	6 881 491	7 148 760	4 642 120	3 169 878	1 221 004	436 634	264 258	71 366	23 835 511
Buildings, equipment and other (e)	14 082 393	7 037 598	11 050 249	8 220 861	2 500 815	783 669	1 618 914	865 955	46 160 454
User cost of capital (f)	1 677 111	1 134 909	1 271 853	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
2011-12									

TABLE 4A.18

Table 4A.18 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>
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
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
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
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
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

TABLE 4A.18

Table 4A.18 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	10 354 718	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
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563
Less accumulated depreciation	10 051 402	487 974	5 258 311	96 363	2 740 412	42 018	24 382	281 197	18 982 059
Total assets (WDV) (d)	13 650 408	11 472 192	13 431 552	9 677 488	2 494 512	784 434	1 298 084	597 109	53 405 779
Land (e)	5 877 390	6 414 062	4 585 737	3 514 038	1 019 580	307 367	212 881	37 976	21 969 031
Buildings, equipment and other (e)	7 896 743	5 058 130	8 845 815	6 163 450	1 474 932	477 067	1 085 203	559 132	31 560 472
User cost of capital (f)	1 092 033	917 775	1 074 524	774 199	199 561	62 755	103 847	47 769	4 272 462
Annual depreciation (g)	308 781	216 848	240 595	157 556	57 017	26 437	26 235	17 550	1 051 019
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
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

Table 4A.18 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>
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

(a) Table 4A.20 contains information on the treatment of assets.

(b) The value of capital stock is consistent with the written down value treatment of capital assets.

(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.20).

(e) The value of land, plus the value of buildings, equipment and other = the total WDV of assets (plus Public Private Leaseholds for NSW 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.19

Table 4A.19 Notional user cost of capital per FTE student, government schools (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Nominal user cost of capital per FTE student, (\$ per FTE student)</i>									
2014-15	2 191	2 359	2 419	4 055	1 728	1 607	3 559	2 576	2 464
2013-14	2 173	2 100	2 433	3 889	1 733	1 794	3 684	2 590	2 386
2012-13	2 231	2 061	2 518	3 649	1 782	1 710	4 185	2 547	2 386
2011-12	2 424	2 008	2 549	3 643	1 788	1 765	4 143	2 598	2 439
2010-11	1 962	2 061	2 431	3 633	1 759	1 418	4 149	2 242	2 265
2009-10	1 733	1 865	2 558	3 328	1 329	1 340	3 267	1 873	2 089
2008-09	1 519	1 710	2 449	3 441	1 232	1 096	3 149	1 710	1 953
2007-08	1 481	1 710	2 232	3 354	1 201	1 055	3 024	1 632	1 878
2006-07	1 463	1 378	2 090	2 718	1 007	993	1 296	1 530	1 652
2005-06	1 400	1 362	1 850	1 877	936	925	1 182	1 514	1 481
<i>Real user cost of capital per FTE student, (\$ per FTE student) (d)</i>									
2014-15	2 191	2 359	2 419	4 055	1 728	1 607	3 559	2 576	2 464
2013-14	2 195	2 122	2 458	3 928	1 750	1 812	3 721	2 616	2 410
2012-13	2 283	2 110	2 577	3 735	1 824	1 750	4 284	2 607	2 442
2011-12	2 520	2 087	2 649	3 786	1 858	1 835	4 307	2 701	2 536
2010-11	2 082	2 188	2 581	3 857	1 867	1 505	4 405	2 380	2 404
2009-10	1 936	2 084	2 858	3 719	1 485	1 497	3 650	2 093	2 334
2008-09	1 744	1 963	2 812	3 951	1 415	1 258	3 616	1 963	2 243
2007-08	1 766	2 038	2 661	3 998	1 432	1 257	3 605	1 945	2 238
2006-07	1 815	1 709	2 593	3 373	1 249	1 232	1 607	1 899	2 050
2005-06	1 804	1 755	2 384	2 419	1 206	1 192	1 523	1 951	1 909

(a) This table integrates information from tables 4A.6 and 4A.18.

(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.18) and is applied to data for all jurisdictions.

Table 4A.19 **Notional user cost of capital 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>
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(c) The data in this table may be affected by the revaluation schedule of assets and the most recent year of revaluation (table 4A.20).

(d) 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 2A.48). See chapter 2 for more information.

Source: Tables 4A.6 and 4A.18.

TABLE 4A.20

Table 4A.20 Treatment of assets by school education agencies (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (b)</i>	<i>ACT</i>	<i>NT</i>
<i>Depreciation method</i>	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line
<i>Revaluation method</i>								
• <i>Land</i>	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value
• <i>Buildings</i>	Fair value	Fair value	Fair value	Fair value	Depreciated replacement cost	Fair value	Fair value	Fair value
• <i>Other assets</i>	Fair value	Fair value	Fair value/ historic cost	Cost	• Depreciated replacement cost; • Historical cost less accumulated depreciation (for IT, FF&E and Leasehold Improvements).	Historic cost	Cost	Historic cost
<i>Frequency of revaluations</i>								
• <i>Land, buildings</i>	5 years	5 years	5 years	Annual	Land annual/ buildings 3 years	5 years	3 years	5 years
• <i>Other assets</i>	Not revalued	5 years	na	As required	3 years	na	..	na
<i>Year of most recent revaluation (c)</i>								
	2013	2012-13	2009-10	2014-15	• 30 June 2013 - Land; • 30 June 2012 - Swim Pools/Buses; • 30 June 2011 - Buildings/paved areas	30 June 2015	2010-11	2010-11
<i>Useful asset lives</i>								
• <i>Buildings (d)</i>	50-80 years, longer in some cases	60 years	32-80 years	16-40 years	10-170 years	25-60 years	50 years	50 years
• <i>Specialist equipment</i>	3-30 years	na	5-20 years	8-12 years	na	na	5-20 years	na

Table 4A.20 Treatment of assets by school education agencies (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (b)</i>	<i>ACT</i>	<i>NT</i>
• <i>IT equipment</i>	3-15 years	3-10 years	5 years	4 years	3-20 years	3-10 years	3-8 years	3-6 years
• <i>Other vehicles</i>	5-15 years	na	5-10 years	5-10 years	12-20 years	3-10 years	6 years	5 years
• <i>Office equipment (e)</i>	3-30 years	3-10 years	5-10 years	8-10 years	3-20 years	3-30 years	5-10 years	4-10 years
• <i>Other equipment (f)</i>	3-30 years	3-10 years	5-10 years	5 years	3-20 years	3-30 years	na	na
<i>Threshold capitalisation levels</i>								
• <i>Buildings</i>	\$ 5 000	\$ 5 000	\$ 10 000	\$ 5 000	\$ 5 000	\$ 150 000	\$ 5 000	\$ 10 000
• <i>IT equipment</i>	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 10 000	\$ 5 000	\$ 10 000
• <i>Other assets (g)</i>	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 10 000	\$ 5 000	\$ 10 000

(a) Asset lives for some assets have been grouped with other classifications.

(b) Tasmania takes into account consideration of current and maximum enrolments that can be accommodated and discounts the valuation by a factor based on this.

(c) Queensland has a rolling revaluation process. One quarter of assetst were revalued in 2009-10. NT assets are revalued on a rolling basis, therefore, not all assets were revalued in this year.

(d) In Victoria, the asset life for relocatable and other improvements on buildings is 40 years.

(e) For some jurisdictions, office equipment includes furniture and fittings.

(f) For some jurisdictions, other equipment includes information technology.

(g) 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.21

Table 4A.21 **Students-to-staff ratios, 2015 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Teaching staff (c)									
Primary schools	15.8	15.3	14.8	15.7	14.9	15.4	14.6	13.0	15.3
Secondary schools	12.5	12.6	12.7	13.4	13.2	13.4	11.6	11.9	12.7
All schools	14.3	14.1	13.9	14.8	14.2	14.5	13.1	12.6	14.2
Non-teaching school staff (d), (e)									
Primary schools	46.4	40.6	31.5	25.8	30.9	32.3	45.4	23.9	36.2
Secondary schools	43.2	33.6	31.0	25.6	31.1	30.1	32.4	24.1	33.8
All schools	45.1	37.5	31.3	25.7	31.0	31.3	38.8	24.0	35.2
All school staff (f)									
Primary schools	11.8	11.1	10.1	9.8	10.0	10.4	11.0	8.4	10.8
Secondary schools	9.7	9.2	9.0	8.8	9.3	9.3	8.5	8.0	9.2
All schools	10.8	10.3	9.6	9.4	9.7	9.9	9.8	8.3	10.1
Non-government schools									
Teaching staff (c)									
Primary schools	16.3	14.5	16.5	15.5	16.2	15.5	16.1	15.5	15.7
Secondary schools	11.7	11.1	12.4	12.1	11.5	11.4	12.1	10.5	11.7
All schools	13.6	12.5	14.2	13.5	13.8	13.1	13.9	12.5	13.4
Non-teaching school staff (d), (e)									
Primary schools	43.9	39.9	28.0	23.1	36.4	28.6	52.1	16.9	34.7
Secondary schools	30.7	24.1	22.7	24.8	24.8	22.8	29.8	15.2	25.6
All schools	36.1	29.9	25.1	24.0	30.3	25.4	38.0	16.0	29.4
All school staff (f)									
Primary schools	11.9	10.6	10.4	9.3	11.2	10.1	12.3	8.1	10.8
Secondary schools	8.5	7.6	8.0	8.1	7.8	7.6	8.6	6.2	8.0

TABLE 4A.21

Table 4A.21 **Students-to-staff ratios, 2015 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	9.9	8.8	9.1	8.6	9.5	8.6	10.2	7.0	9.2
All schools									
Teaching staff (c)									
Primary schools	15.9	15.1	15.2	15.7	15.3	15.5	15.1	13.5	15.4
Secondary schools	12.1	11.9	12.6	12.8	12.5	12.6	11.8	11.4	12.3
All schools	14.0	13.5	14.0	14.3	14.1	14.1	13.4	12.6	13.9
Non-teaching school staff (d), (e)									
Primary schools	45.6	40.4	30.4	25.0	32.5	31.2	47.7	21.8	35.7
Secondary schools	37.1	28.7	27.1	25.2	28.2	27.2	31.1	19.8	29.9
All schools	41.5	34.3	28.9	25.1	30.7	29.3	38.5	21.0	32.9
All school staff (f)									
Primary schools	11.8	11.0	10.1	9.6	10.4	10.3	11.5	8.3	10.8
Secondary schools	9.1	8.4	8.6	8.5	8.7	8.6	8.6	7.2	8.7
All schools	10.5	9.7	9.4	9.1	9.6	9.5	10.0	7.8	9.8

FTE= Full time equivalent.

(a) FTE students and FTE staff.

(b) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.

(c) 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.

(d) 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).

Table 4A.21 **Students-to-staff ratios, 2015 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by:									
• 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.									
(f) 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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools									
Government schools									
2015	15.8	15.3	14.8	15.7	14.9	15.4	14.6	13.0	15.3
2014	15.6	15.3	15.3	16.2	14.9	14.8	13.3	12.2	15.4
2013	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4
2012	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
2011	15.5	15.4	15.3	15.6	14.9	14.3	13.7	11.8	15.3
2010	15.7	15.6	15.4	15.4	15.3	14.3	13.5	12.2	15.4
2009	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
2008	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
2007	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
2006	16.2	15.9	15.5	16.2	15.7	15.8	13.8	13.3	15.8
Non-government schools									
2015	16.3	14.5	16.5	15.5	16.2	15.5	16.1	15.5	15.7
2014	16.6	14.6	17.4	16.8	16.1	16.0	16.5	15.3	16.2
2013	16.4	14.6	17.4	16.9	15.8	15.9	16.9	15.5	16.1
2012	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
2011	16.6	14.9	17.5	17.1	16.1	16.1	17.3	15.5	16.4
2010	16.7	15.0	17.5	17.4	16.3	16.3	17.1	15.8	16.5
2009	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
2008	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
2007	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
2006	16.9	15.7	15.9	17.0	16.4	17.0	17.5	17.4	16.4
All schools									
2015	15.9	15.1	15.2	15.7	15.3	15.5	15.1	13.5	15.4

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014	15.9	15.1	15.9	16.4	15.3	15.1	14.4	12.8	15.6
2013	15.7	15.1	16.2	16.1	15.2	14.9	14.4	12.7	15.6
2012	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
2011	15.9	15.2	15.9	16.0	15.3	14.7	15.0	12.4	15.6
2010	16.0	15.4	16.0	16.0	15.6	14.7	14.8	12.8	15.7
2009	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
2008	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
2007	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
2006	16.4	15.8	15.6	16.4	15.9	16.1	15.0	14.0	16.0
Secondary schools									
Government schools									
2015	12.5	12.6	12.7	13.4	13.2	13.4	11.6	11.9	12.7
2014	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
2013	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4
2012	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3
2011	12.5	11.7	12.5	11.4	13.4	13.0	11.8	10.5	12.2
2010	12.5	11.8	12.6	11.2	13.0	13.1	11.5	11.0	12.3
2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3
2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3
2007	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3
2006	12.4	11.9	13.0	12.5	12.5	13.2	11.9	11.2	12.4
Non-government schools									
2015	11.7	11.1	12.4	12.1	11.5	11.4	12.1	10.5	11.7
2014	11.8	11.1	12.2	10.7	11.7	11.5	12.2	10.5	11.5
2013	11.8	11.1	12.2	10.7	11.6	11.5	12.6	10.9	11.5

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5
2011	11.8	11.1	12.2	10.9	11.7	11.5	12.7	10.5	11.6
2010	11.9	11.3	12.4	11.0	11.7	11.9	13.2	10.5	11.7
2009	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7
2008	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6
2007	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7
2006	11.7	11.5	12.5	12.0	11.8	12.2	12.8	10.5	11.8
All schools									
2015	12.1	11.9	12.6	12.8	12.5	12.6	11.8	11.4	12.3
2014	12.2	11.9	12.4	11.7	12.5	12.5	12.1	11.1	12.1
2013	12.1	11.7	12.4	11.5	12.5	12.6	12.2	11.0	12.0
2012	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0
2011	12.2	11.5	12.4	11.2	12.7	12.5	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
2009	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0
2008	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0
2007	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1
2006	12.1	11.7	12.8	12.3	12.2	12.8	12.3	11.0	12.2
All schools									
Government schools									
2015	14.3	14.1	13.9	14.8	14.2	14.5	13.1	12.6	14.2
2014	14.2	14.0	14.2	14.9	14.2	14.0	12.7	11.9	14.2
2013	14.0	13.9	14.5	14.4	14.2	14.0	12.6	11.7	14.1
2012	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9
2011	14.1	13.6	14.2	14.0	14.3	13.7	12.8	11.3	13.9

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010	14.2	13.8	14.3	13.8	14.4	13.7	12.5	11.7	14.0
2009	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0
2008	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1
2007	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2
2006	14.4	13.9	14.4	14.7	14.3	14.6	12.8	12.5	14.3
Non-government schools									
2015	13.6	12.5	14.2	13.5	13.8	13.1	13.9	12.5	13.4
2014	13.8	12.6	14.6	13.5	13.9	13.3	14.1	12.4	13.6
2013	13.7	12.6	14.7	13.6	13.7	13.3	14.4	12.7	13.6
2012	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
2011	13.8	12.7	14.7	13.8	13.8	13.3	14.6	12.5	13.6
2010	13.9	12.8	14.8	13.8	13.9	13.7	14.9	12.6	13.7
2009	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
2008	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
2007	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
2006	13.8	13.2	14.0	14.2	14.1	14.1	14.7	13.7	13.8
All schools									
2015	14.0	13.5	14.0	14.3	14.1	14.1	13.4	12.6	13.9
2014	14.0	13.5	14.3	14.4	14.1	13.8	13.3	12.1	13.9
2013	13.9	13.4	14.5	14.1	14.0	13.8	13.3	12.0	13.9
2012	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8
2011	14.0	13.3	14.4	13.9	14.1	13.6	13.5	11.6	13.8
2010	14.1	13.4	14.4	13.8	14.2	13.7	13.4	11.9	13.9
2009	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9
2008	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0
2006	14.2	13.7	14.3	14.5	14.2	14.4	13.6	12.8	14.1

- (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.
- (c) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

Table 4A.23 **Aboriginal and Torres Strait Islander full time students, 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>
Total Aboriginal and Torres Strait Islander students (b)										
Government schools	no.	53 990	11 801	49 323	21 683	10 342	5 367	1 385	12 961	166 852
Non-government schools	no.	9 865	2 048	9 588	4 102	1 326	1 224	420	3 374	31 947
All schools	no.	63 855	13 849	58 911	25 785	11 668	6 591	1 805	16 335	198 799
Total students										
Government schools	no.	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
Non-government schools	no.	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
All schools	no.	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694
Aboriginal and Torres Strait Islander students as a proportion of all students										
Government schools	%	7.0	2.1	9.4	8.1	6.2	9.6	3.6	45.1	6.9
Non-government schools	%	2.4	0.6	3.7	3.0	1.4	5.1	1.5	28.9	2.4
All schools	%	5.4	1.5	7.5	6.4	4.4	8.2	2.7	40.4	5.3

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.24

Table 4A.24 **Students from language backgrounds other than English (LBOTE) 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>	<i>Aust</i>
Government schools									
2011	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5	20.4
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1	18.3
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1	na
Non-government schools									
2011	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8	24.1
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9	23.8
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5	na
All schools									
2011	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6	21.7
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8	20.1
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8	na

- (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 LBOTE students 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.

Table 4A.24 **Students from language backgrounds other than English (LBOTE) 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>	<i>Aust</i>
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(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 Aboriginal and Torres Strait Islander students whose main language spoken at home is not English.

na Not available.

Source: Department of Education and Training (unpublished) based on the ABS (2001, 2006, 2011) *Census of Population and Housing*.

TABLE 4A.25

Table 4A.25 **Funded students with disability, 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>
Total students with disability (c)										
Government schools	no.	50 447	32 577	29 500	11 490	15 147	4 692	2 099	1 698	147 650
Non-government schools	no.	20 068	13 058	8 926	3 611	4 092	1 112	821	830	52 518
All schools	no.	70 515	45 635	38 426	15 101	19 239	5 804	2 920	2 528	200 168
Total students (d)										
Government schools	no.	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
Non-government schools	no.	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
All schools	no.	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694
Students with disability as a proportion of all students										
Government schools	%	6.5	5.7	5.6	4.3	9.0	8.4	5.4	5.9	6.1
Non-government schools	%	4.9	3.9	3.4	2.6	4.3	4.6	3.0	7.1	4.0
All schools	%	6.0	5.0	4.9	3.7	7.3	7.2	4.4	6.3	5.4

- (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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.26

Table 4A.26 **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>
2015									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	7.0	2.1	9.4	8.1	6.2	9.6	3.6	45.1	6.9
Students with disabilities (b)	6.5	5.7	5.6	4.3	9.0	8.4	5.4	5.9	6.1
Seniority profile (c)	11.2	11.9	12.6	11.5	14.3	12.6	15.9	9.1	12.0
Government students as % of all students (d)	65.3	63.0	66.6	66.0	63.9	69.9	58.6	71.1	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
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
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

TABLE 4A.26

Table 4A.26 **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>
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

(a) Refer to footnotes for table 4A.24. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.25.

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.27

Table 4A.27 **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>
2015									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	2.4	0.6	3.7	3.0	1.4	5.1	1.5	28.9	2.4
Students with disabilities (b)	4.9	3.9	3.4	2.6	4.3	4.6	3.0	7.1	4.0
Seniority profile (c)	14.7	15.6	17.0	16.0	16.7	13.0	13.9	11.6	15.6
Non-government students as % of all students	34.7	37.0	33.4	34.0	36.1	30.1	41.4	28.9	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	34.7	37.2	33.3	34.0	36.5	30.1	42.3	27.7	35.0
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	34.6	37.2	33.4	34.2	36.2	30.0	42.6	27.3	35.0
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	34.3	37.1	33.4	34.6	36.2	29.5	42.7	26.4	34.9

TABLE 4A.27

Table 4A.27 **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>
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	34.0	36.9	33.3	35.0	36.1	29.3	43.1	26.1	34.8

(a) Refer to footnotes for table 4A.24. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.25.

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.28

Table 4A.28 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>
2015									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	5.4	1.5	7.5	6.4	4.4	8.2	2.7	40.4	5.3
Students with disabilities (b)	6.0	5.0	4.9	3.7	7.3	7.2	4.4	6.3	5.4
Seniority profile (c)	12.4	13.3	14.1	13.0	15.2	12.7	15.0	9.9	13.3
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
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
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
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

Table 4A.28 **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>
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(a) Refer to footnotes for table 4A.24. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.25.

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.29

Table 4A.29 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2015 (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Metropolitan zone									
Primary									
Government schools	76.4	76.3	68.1	71.3	69.2	42.2	99.8	..	72.1
Non-government schools	77.8	77.9	74.2	75.8	78.7	54.2	100.0	..	76.3
All schools	76.8	76.8	69.9	72.6	72.4	45.5	99.9	..	73.4
Secondary									
Government schools	74.3	75.3	67.9	70.7	69.3	41.5	100.0	..	71.3
Non-government schools	80.9	78.9	76.8	81.4	82.5	56.4	100.0	..	78.9
All schools	77.0	76.9	71.4	75.2	74.5	46.5	100.0	..	74.4
All school levels									
Government schools	75.6	75.9	68.0	71.1	69.2	41.9	99.9	..	71.8
Non-government schools	79.3	78.4	75.5	78.8	80.3	55.3	100.0	..	77.6
All schools	76.9	76.9	70.5	73.7	73.2	45.9	99.9	..	73.8
Provincial zone									
Primary									
Government schools	23.1	23.6	28.1	20.3	26.1	56.3	0.2	51.9	24.9
Non-government schools	21.7	22.1	24.2	20.1	19.5	44.9	..	59.3	22.3
All schools	22.7	23.1	27.0	20.3	23.9	53.3	0.1	53.6	24.1
Secondary									
Government schools	25.2	24.5	29.7	22.2	26.6	57.6	..	60.8	26.5
Non-government schools	19.1	21.1	22.7	16.7	16.2	43.6	..	60.1	20.3
All schools	22.7	23.1	27.0	19.9	22.5	52.9	..	60.5	24.0
All school levels									
Government schools	23.9	24.0	28.7	21.0	26.3	56.9	0.1	55.0	25.6

TABLE 4A.29

Table 4A.29 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2015 (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-government schools	20.4	21.6	23.5	18.3	18.1	44.3	..	59.7	21.3
All schools	22.7	23.1	27.0	20.1	23.4	53.1	0.1	56.4	24.1
Remote zone									
Remote areas									
Primary									
Government schools	0.4	0.1	2.1	5.4	3.4	0.9	..	17.6	1.7
Non-government schools	0.4	..	1.1	2.4	1.7	0.9	..	24.6	1.0
All schools	0.4	0.1	1.8	4.6	2.8	0.9	..	19.2	1.5
Secondary									
Government schools	0.5	0.1	1.3	4.7	3.1	0.6	..	14.6	1.3
Non-government schools	..	..	0.5	1.4	1.2	–	..	29.2	0.6
All schools	0.3	0.1	1.0	3.4	2.4	0.4	..	20.0	1.0
All school levels									
Government schools	0.4	0.1	1.8	5.2	3.3	0.8	..	16.5	1.6
Non-government schools	0.2	..	0.8	1.9	1.5	0.4	..	27.0	0.8
All schools	0.4	0.1	1.5	4.1	2.7	0.7	..	19.5	1.3
Very remote areas									
Primary									
Government schools	0.1	..	1.7	2.9	1.3	0.5	..	30.6	1.2
Non-government schools	0.1	..	0.5	1.7	0.1	..	..	16.1	0.4
All schools	0.1	..	1.3	2.6	0.9	0.3	..	27.2	1.0
Secondary									
Government schools	0.1	..	1.1	2.3	0.9	0.3	..	24.6	0.8
Non-government schools	..	..	..	0.5	0.1	..	..	10.7	0.2

Table 4A.29 Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2015 (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (f)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	..	..	0.7	1.6	0.6	0.2	..	19.4	0.6
All school levels									
Government schools	0.1	..	1.5	2.7	1.2	0.4	..	28.5	1.1
Non-government schools	..	..	0.3	1.0	0.1	..	..	13.3	0.3
All schools	0.1	..	1.1	2.1	0.8	0.3	..	24.1	0.8

- (a) Geographic categorisation for this table is based on the agreed MCEEDYA Geographic Location Classification. Geographic categorisation from the 2016 year are reported on the ARIA+ remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 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.
- (f) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.
- .. Not applicable. – Nil or rounded to zero.

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

TABLE 4A.30

Table 4A.30 School participation rates by age and sex of students, all schools, 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 (d)</i>	<i>NT</i>	<i>Aust</i>
15–19 year olds									
Male	56.0	61.4	51.1	51.4	62.9	60.7	70.9	43.4	57.1
Female	57.2	62.2	50.8	53.0	63.3	63.6	70.6	48.1	58.1
All students	56.6	61.8	50.9	52.1	63.1	62.1	70.8	45.6	57.6
14 year olds									
Male	98.7	101.0	98.8	97.7	99.8	97.9	116.9	85.3	99.5
Female	98.5	101.3	100.7	95.7	100.9	97.3	112.7	85.1	99.7
All students	98.6	101.1	99.7	96.8	100.3	97.6	114.8	85.2	99.6
15 year olds									
Male	98.3	100.8	99.1	96.8	101.5	99.0	115.3	82.8	99.6
Female	98.8	101.1	99.4	95.8	100.8	99.9	112.1	86.0	99.8
All students	98.5	100.9	99.2	96.3	101.2	99.4	113.7	84.3	99.7
16 year olds									
Male	90.8	95.9	92.3	85.9	101.5	94.3	114.6	73.0	93.6
Female	93.4	98.0	94.9	87.8	101.5	96.8	116.7	74.1	96.2
All students	92.0	96.9	93.6	86.8	101.5	95.5	115.7	73.5	94.9
17 year olds									
Male	75.9	84.3	59.6	73.6	88.2	75.7	103.7	52.5	76.5
Female	81.2	89.7	57.3	78.0	93.2	84.3	108.2	60.9	80.5
All students	78.5	86.9	58.5	75.7	90.7	79.9	106.0	56.3	78.4
18 year olds									
Male	20.5	32.7	6.5	5.5	24.7	35.4	31.0	11.5	20.4
Female	17.4	29.1	5.1	4.4	21.6	35.2	26.9	13.2	17.8
All students	19.0	30.9	5.8	5.0	23.2	35.3	29.0	12.3	19.1

Table 4A.30 **School participation rates by age and sex of students, all schools, 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 (d)</i>	<i>NT</i>	<i>Aust</i>
19 year olds									
Male	1.1	2.6	0.9	1.1	5.2	1.8	2.5	1.7	1.9
Female	1.0	2.1	0.8	0.9	4.8	2.3	2.3	2.6	1.7
All students	1.1	2.4	0.9	1.0	5.0	2.0	2.4	2.1	1.8

(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 2015. 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) Age at 1 July.

(c) Different school commencement ages across some state and territories may affect comparisons between jurisdictions.

(d) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.31

Table 4A.31 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 (d)</i>	<i>NT</i>	<i>Aust</i>
2015									
15–19 year olds	56.6	61.8	50.9	52.1	63.1	62.1	70.8	45.6	57.6
14 year olds	98.6	101.1	99.7	96.8	100.3	97.6	114.8	85.2	99.6
15 year olds	98.5	100.9	99.2	96.3	101.2	99.4	113.7	84.3	99.7
16 year olds	92.0	96.9	93.6	86.8	101.5	95.5	115.7	73.5	94.9
17 year olds	78.5	86.9	58.5	75.7	90.7	79.9	106.0	56.3	78.4
18 year olds	19.0	30.9	5.8	5.0	23.2	35.3	29.0	12.3	19.1
19 year olds	1.1	2.4	0.9	1.0	5.0	2.0	2.4	2.1	1.8
2014									
15–19 year olds	56.4	61.1	50.2	47.1	62.2	62.0	69.9	44.5	55.9
14 year olds	99.1	101.4	101.0	98.1	100.4	99.0	113.5	90.2	100.2
15 year olds	98.5	100.9	98.9	95.9	101.6	100.9	115.6	83.5	99.2
16 year olds	92.3	96.0	93.0	88.9	101.4	94.7	114.2	73.8	93.8
17 year olds	78.2	86.0	57.2	49.2	87.6	79.7	103.6	54.9	73.4
18 year olds	18.5	30.0	5.7	4.5	22.2	35.0	28.2	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
2013									
15–19 year olds	56.2	60.7	49.8	46.1	61.7	61.0	68.4	44.0	55.4
14 year olds	99.2	101.6	100.8	98.5	100.8	100.9	115.9	90.6	100.3
15 year olds	98.9	100.1	98.8	96.9	102.3	99.2	115.4	84.0	99.2
16 year olds	91.2	95.1	91.2	85.6	100.1	93.4	113.6	72.6	92.3
17 year olds	76.7	84.4	56.0	46.9	85.2	77.1	100.0	51.4	71.6
18 year olds	18.2	29.5	5.6	4.6	21.6	33.3	28.2	12.7	17.5
19 year olds	1.2	2.3	0.8	1.2	4.7	3.3	2.0	2.1	1.7

TABLE 4A.31

Table 4A.31 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 (d)</i>	<i>NT</i>	<i>Aust</i>
2012									
15–19 year olds	55.8	60.5	49.3	45.2	61.4	65.4	65.8	43.8	55.1
14 year olds	99.6	101.3	101.2	99.3	101.7	98.9	114.5	90.4	100.5
15 year olds	98.0	99.9	97.3	94.7	101.5	99.8	115.0	84.0	98.3
16 year olds	90.0	94.2	89.8	83.1	99.3	94.9	108.4	70.7	91.1
17 year olds	74.9	83.3	54.6	45.7	84.5	81.1	98.2	51.3	70.4
18 year olds	18.0	28.8	5.6	4.4	21.0	40.8	28.4	11.7	17.5
19 year olds	1.3	2.3	0.9	1.3	4.7	8.1	2.4	2.0	1.9
2011									
15–19 year olds	55.7	60.2	49.1	45.3	59.9	65.0	62.0	43.8	54.8
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
2010									
15–19 year olds	54.6	59.7	48.8	45.1	59.4	61.6	61.3	42.2	54.1
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

TABLE 4A.31

Table 4A.31 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 (d)</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
2008									
15–19 year olds	51.8	58.7	45.8	44.0	56.1	57.3	66.3	42.4	52.1
14 year olds	97.8	99.6	98.3	98.7	100.3	99.7	113.5	88.9	98.8
15 year olds	93.9	97.2	93.0	93.9	98.7	100.2	111.0	78.6	95.1
16 year olds	79.8	89.4	82.1	80.4	90.6	88.5	103.4	70.0	83.9
17 year olds	67.9	78.5	48.0	41.8	71.8	65.0	91.3	48.3	64.1
18 year olds	16.0	25.8	5.2	3.4	15.2	29.0	23.2	11.7	15.3
19 year olds	1.6	2.6	0.9	0.7	4.2	3.7	2.5	3.4	1.9
2007									
15–19 year olds	51.7	58.2	46.0	43.7	55.5	57.3	65.8	44.1	51.8
14 year olds	97.8	99.4	97.7	98.0	99.3	99.6	113.1	85.9	98.4
15 year olds	93.1	96.3	92.8	94.1	97.5	100.8	109.4	83.9	94.5
16 year olds	79.9	90.0	82.8	79.5	90.5	86.6	104.0	71.6	84.1
17 year olds	68.0	79.3	48.6	40.5	70.8	67.5	90.7	48.8	64.3
18 year olds	15.9	23.0	5.1	3.5	14.5	28.1	23.0	13.5	14.5
19 year olds	1.6	2.3	0.8	0.8	4.0	3.7	1.6	2.7	1.8

TABLE 4A.31

Table 4A.31 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (d)	<i>NT</i>	<i>Aust</i>
2006									
15–19 year olds	51.9	57.9	46.1	44.3	54.6	57.2	65.9	45.1	51.9
14 year olds	97.0	98.8	97.1	98.4	98.6	100.4	110.9	90.1	97.9
15 year olds	93.3	96.1	92.3	95.3	96.2	98.6	109.8	84.5	94.5
16 year olds	80.0	89.9	82.3	80.1	88.3	87.3	102.4	72.6	83.9
17 year olds	68.6	78.7	49.5	41.5	70.3	67.9	91.5	51.3	64.7
18 year olds	15.8	22.8	5.3	4.0	14.5	28.1	23.5	13.0	14.5
19 year olds	1.8	2.2	0.9	0.9	3.6	3.9	2.1	4.0	1.9

- (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) Age at 1 July.
- (d) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.
- (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.

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.32

Table 4A.32 **15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
2015										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	118.8	137.2	108.6	66.6	27.4	7.3	6.9	2.7	476.4
15 to 19-year-old population	('000)	469.1	360.6	309.4	160.3	104.4	33.5	23.1	16.0	1 476.5
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	25.3	38.0	35.1	41.6	26.2	21.8	29.9	16.8	32.3
2014										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	134.2	147.5	106.4	57.3	28.8	7.0	7.3	2.7	491.9
15 to 19-year-old population	('000)	467.4	357.9	309.8	161.3	104.8	33.8	23.0	16.4	1 474.5
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	28.7	41.2	34.4	35.5	27.5	20.7	31.8	16.4	33.4
2013										
Number of 15 to 19-year-olds that successfully completed 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 that successfully completed 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
2012										
Number of 15 to 19-year-olds that successfully completed 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 that successfully completed 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

TABLE 4A.32

Table 4A.32 **15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
2011										
Number of 15 to 19-year-olds that successfully completed 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 that successfully completed 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

- (a) From 2014, this table provides data on 'total VET activity', which includes all activity government VET providers (TAFEs and other government providers), community education providers, and other registered providers. For 2013 and prior years, the table reflects government funded activity only (which excludes the fee-for-service activity of Community education providers and other registered providers).
- (b) This table presents the number of units of competency completed annually from 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection. Final figures will be released by NCVET in July 2017.
- (c) From 2014, the Australia total includes unit of competency data where the state or territory is recorded as 'not known' or 'multiple states'.

Source: Source: NCVET, National VET Provider Collection (various years); NCVET, National VET in Schools Collection (various years); ABS 2016, *Australian Demographic Statistics, December 2015*, Cat. no. 3101.0, Canberra.

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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>
Government schools									
All students									
Year 1	93.9	93.5	92.5	92.4	92.0	92.9	93.0	81.7	93.0
Year 2	94.1	93.8	92.7	92.7	92.0	93.2	93.2	83.7	93.2
Year 3	94.2	93.9	92.9	93.0	92.3	93.4	93.5	84.4	93.4
Year 4	93.9	93.8	92.8	92.9	92.0	93.1	93.2	84.1	93.2
Year 5	93.9	93.7	92.8	92.9	92.0	93.2	93.3	83.9	93.2
Year 6	93.4	93.5	92.5	92.6	91.8	92.6	92.5	82.2	92.9
Year 7	92.8	93.6	91.8	91.0	91.4	90.7	91.4	79.7	92.2
Year 8	90.5	91.4	89.7	88.1	90.3	88.2	89.5	76.5	90.0
Year 9	89.1	90.6	88.6	86.6	88.0	86.6	88.3	74.2	88.8
Year 10	87.6	90.8	88.2	85.5	87.8	85.1	87.0	74.7	88.1
Primary ungraded	90.2	84.9	na	na	89.3	na	na	na	88.0
Secondary ungraded	83.3	86.5	94.2	96.4	88.1	na	na	91.4	85.2
Aboriginal and Torres Strait Islander students									
Year 1	90.1	89.4	86.1	80.0	82.4	90.4	86.1	69.3	85.3
Year 2	90.2	89.6	86.5	81.0	82.9	90.5	87.6	73.3	86.0
Year 3	90.5	89.8	87.0	81.3	82.5	91.8	88.4	73.7	86.4
Year 4	90.1	89.2	87.2	81.5	82.6	90.7	85.1	74.9	86.2
Year 5	90.0	89.3	87.4	82.0	81.8	91.7	87.6	73.2	86.2
Year 6	89.7	89.4	86.7	80.7	81.5	89.6	86.7	72.2	85.5
Year 7	86.6	87.0	84.8	75.0	81.8	86.5	83.5	67.7	82.8

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 8	81.8	83.2	81.7	68.6	76.7	82.8	78.6	63.2	78.3
Year 9	79.2	82.8	79.1	63.4	74.3	79.3	80.5	58.5	75.2
Year 10	74.9	82.0	79.1	61.7	74.7	78.4	76.0	55.8	73.8
Primary ungraded	87.9	82.0	na	na	81.1	na	na	na	86.0
Secondary ungraded	76.4	77.0	na	na	77.9	na	na	na	76.6
Non-Indigenous students									
Year 1	94.2	93.6	93.2	93.5	92.7	93.2	93.2	92.2	93.6
Year 2	94.4	93.8	93.4	93.8	92.7	93.5	93.4	92.8	93.8
Year 3	94.4	94.0	93.6	94.0	93.0	93.6	93.7	92.6	94.0
Year 4	94.2	93.9	93.4	93.9	92.6	93.4	93.5	92.5	93.8
Year 5	94.2	93.8	93.3	93.9	92.7	93.3	93.6	93.1	93.8
Year 6	93.7	93.6	93.2	93.8	92.5	93.0	92.8	92.5	93.5
Year 7	93.3	93.7	92.6	92.5	92.0	91.1	91.8	91.7	93.0
Year 8	91.2	91.6	90.6	90.2	91.3	88.8	89.9	89.7	91.0
Year 9	90.0	90.8	89.7	89.0	88.9	87.4	88.7	87.8	89.8
Year 10	88.6	90.9	89.1	87.7	88.7	85.8	87.5	87.8	89.1
Primary ungraded	90.6	85.0	na	na	90.0	na	na	na	88.2
Secondary ungraded	84.7	86.9	94.2	96.4	88.8	na	na	92.2	86.3
Non-government schools									
All students									
Year 1	94.3	94.1	94.2	93.1	93.4	94.2	94.2	87.4	94.0
Year 2	94.4	94.4	94.4	93.4	93.7	94.4	94.7	87.9	94.2

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 3	94.6	94.5	94.6	93.9	94.0	94.7	94.5	89.4	94.4
Year 4	94.4	94.5	94.5	93.9	94.0	94.7	94.6	87.7	94.3
Year 5	94.4	94.5	94.5	93.9	93.9	94.4	94.4	87.2	94.3
Year 6	94.1	94.4	94.5	93.9	93.9	94.2	94.1	88.6	94.2
Year 7	94.5	94.8	94.6	94.5	93.7	93.7	93.8	83.8	94.4
Year 8	93.1	93.6	93.5	93.2	93.4	92.6	92.2	81.9	93.2
Year 9	92.3	93.2	93.0	92.7	92.4	92.1	91.7	81.4	92.6
Year 10	91.2	92.8	92.4	91.9	92.0	91.5	90.8	80.3	91.9
Primary ungraded	93.2	92.7	93.1	na	90.5	92.3	na	na	92.5
Secondary ungraded	92.7	72.4	65.8	27.9	91.1	95.9	na	na	69.8
Aboriginal and Torres Strait Islander students									
Year 1	91.3	91.8	89.7	79.3	86.4	93.0	88.6	69.6	87.6
Year 2	91.2	89.9	91.1	80.0	88.1	90.8	93.7	71.5	88.0
Year 3	91.7	90.2	90.7	80.7	89.6	92.8	92.2	73.3	88.8
Year 4	91.2	91.3	90.7	79.8	89.9	90.6	93.9	68.3	88.1
Year 5	90.9	90.6	89.8	79.6	87.4	93.6	90.0	70.4	87.2
Year 6	90.6	90.8	91.2	78.0	90.6	91.6	91.8	73.6	88.0
Year 7	90.3	89.9	88.2	82.6	86.6	90.8	87.8	65.9	85.5
Year 8	88.6	85.0	88.0	80.0	88.0	89.3	88.1	60.1	83.6
Year 9	84.0	82.8	86.2	76.7	85.8	90.6	87.2	59.6	80.9
Year 10	79.3	86.3	84.5	73.3	83.3	87.5	77.4	59.6	79.0

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 ungraded	na	na	na	na	na	na	na	na	na
Secondary ungraded	na	55.8	52.9	23.3	na	na	na	na	37.4
Non-Indigenous students									
Year 1	94.4	94.1	94.4	93.5	93.5	94.3	94.3	92.5	94.1
Year 2	94.5	94.4	94.6	93.8	93.8	94.7	94.7	93.3	94.4
Year 3	94.7	94.5	94.7	94.3	94.0	94.9	94.6	93.3	94.6
Year 4	94.5	94.5	94.7	94.3	94.1	94.9	94.6	93.2	94.5
Year 5	94.5	94.6	94.7	94.3	94.0	94.5	94.4	93.1	94.5
Year 6	94.2	94.4	94.6	94.4	93.9	94.3	94.1	92.9	94.3
Year 7	94.6	94.8	94.9	94.8	93.8	93.8	93.9	92.0	94.6
Year 8	93.2	93.6	93.7	93.6	93.5	92.8	92.3	91.5	93.4
Year 9	92.5	93.3	93.3	93.2	92.5	92.1	91.8	91.2	92.9
Year 10	91.5	92.8	92.7	92.6	92.2	91.7	91.0	90.4	92.2
Primary ungraded	93.3	92.9	93.8	na	90.4	92.3	na	na	92.7
Secondary ungraded	92.7	73.1	67.0	30.3	91.1	95.9	na	na	72.4
All schools									
All students									
Year 1	94.0	93.7	93.0	92.5	92.5	93.2	93.4	82.9	93.3
Year 2	94.2	93.9	93.2	92.9	92.5	93.5	93.7	84.6	93.5
Year 3	94.3	94.1	93.4	93.2	92.9	93.8	93.9	85.5	93.7
Year 4	94.1	94.0	93.3	93.1	92.7	93.5	93.7	84.8	93.6
Year 5	94.1	94.0	93.3	93.2	92.6	93.5	93.7	84.6	93.6

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 6	93.6	93.8	93.1	93.0	92.5	93.1	93.2	83.7	93.3
Year 7	93.5	94.1	92.8	92.4	92.3	91.7	92.6	81.2	93.1
Year 8	91.6	92.3	91.1	90.1	91.6	89.6	90.8	78.5	91.3
Year 9	90.4	91.6	90.4	89.0	89.8	88.4	90.0	76.8	90.3
Year 10	89.0	91.6	89.8	88.1	89.5	87.1	88.8	76.4	89.6
Primary ungraded	90.2	85.0	93.1	na	89.4	92.3	na	na	88.1
Secondary ungraded	83.3	85.7	87.7	64.3	88.3	95.9	na	91.4	84.6
Aboriginal and Torres Strait Islander students									
Year 1	90.3	89.6	86.5	79.9	82.8	90.8	86.4	69.3	85.6
Year 2	90.4	89.6	87.1	80.9	83.4	90.5	88.4	73.0	86.2
Year 3	90.7	89.8	87.4	81.3	83.2	92.0	89.2	73.7	86.7
Year 4	90.2	89.4	87.6	81.3	83.3	90.7	87.0	74.2	86.4
Year 5	90.2	89.4	87.7	81.8	82.4	92.1	88.1	72.8	86.4
Year 6	89.8	89.5	87.2	80.3	82.5	90.0	88.1	72.4	85.8
Year 7	87.2	87.4	85.5	76.3	82.3	87.4	84.4	67.2	83.3
Year 8	83.1	83.5	82.9	70.5	78.2	84.0	82.1	62.4	79.3
Year 9	80.1	82.8	80.7	65.7	75.9	81.7	82.2	58.8	76.3
Year 10	75.7	82.8	80.3	64.0	75.9	79.6	76.3	56.8	74.8
Primary ungraded	87.9	82.0	na	na	81.1	na	na	na	86.0
Secondary ungraded	76.4	76.0	57.2	23.3	77.9	na	na	na	75.5

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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>
Non-Indigenous students									
Year 1	94.3	93.7	93.6	93.5	92.9	93.4	93.6	92.3	93.8
Year 2	94.4	94.0	93.7	93.8	93.0	93.8	93.9	92.9	94.0
Year 3	94.5	94.2	93.9	94.1	93.3	93.9	94.0	92.8	94.1
Year 4	94.3	94.1	93.8	94.0	93.1	93.8	94.0	92.7	94.0
Year 5	94.3	94.1	93.7	94.0	93.1	93.7	93.9	93.1	94.0
Year 6	93.9	93.9	93.6	94.0	93.0	93.4	93.3	92.6	93.7
Year 7	93.9	94.2	93.5	93.5	92.7	92.1	92.8	91.8	93.7
Year 8	92.1	92.4	91.8	91.6	92.2	90.2	91.1	90.5	92.0
Year 9	91.0	91.8	91.2	90.7	90.4	89.0	90.2	89.2	91.1
Year 10	89.8	91.7	90.5	89.7	90.1	87.8	89.1	88.7	90.4
Primary ungraded	90.6	85.1	93.8	na	90.0	92.3	na	na	88.3
Secondary ungraded	84.8	86.2	88.3	72.2	88.9	95.9	na	92.2	85.7

(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) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.

na Not available.

Source: ACARA (unpublished).

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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>
Government schools									
All students									
Year 1	93.8	93.6	92.2	92.5	91.7	92.6	93.3	82.6	92.9
Year 2	94.0	93.9	92.5	92.8	92.1	93.2	93.5	84.4	93.3
Year 3	94.1	94.1	92.7	93.1	92.3	93.4	93.7	84.7	93.4
Year 4	94.0	94.0	92.7	93.1	92.1	93.4	93.7	84.0	93.3
Year 5	94.0	94.0	92.6	93.0	92.1	93.4	93.4	83.0	93.3
Year 6	93.5	93.8	92.5	93.0	91.9	93.0	92.8	83.3	93.0
Year 7	92.7	93.6	91.6	90.6	91.4	90.9	91.7	80.0	92.1
Year 8	90.6	91.4	90.8	89.3	90.2	88.5	90.2	77.4	90.4
Year 9	89.3	90.7	89.0	86.7	88.1	86.5	87.7	75.0	89.0
Year 10	87.7	90.8	87.8	85.1	87.6	85.3	87.7	75.3	88.0
Primary ungraded	90.5	89.9	na	na	89.9	na	na	na	90.2
Secondary ungraded	83.5	87.8	94.3	96.3	88.8	na	na	94.3	86.1
Aboriginal and Torres Strait Islander students									
Year 1	90.2	89.1	86.0	80.5	83.5	90.3	86.7	71.5	85.6
Year 2	90.6	89.9	86.5	81.2	82.6	91.5	88.4	73.6	86.3
Year 3	90.4	89.5	87.1	82.0	83.9	91.3	88.0	75.2	86.4
Year 4	90.4	89.3	87.2	82.9	83.3	92.8	88.9	73.7	86.5
Year 5	90.2	89.5	86.8	81.9	82.8	91.7	88.1	73.2	86.0
Year 6	89.9	89.0	86.7	81.4	82.9	90.4	88.7	73.1	85.8
Year 7	86.0	86.2	84.9	75.1	80.9	86.4	83.1	69.1	82.5

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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 8	82.6	82.3	82.9	70.5	76.8	82.6	83.2	64.8	78.9
Year 9	79.2	81.1	80.6	64.7	73.5	81.0	75.7	58.8	76.0
Year 10	74.4	83.0	78.4	60.3	73.3	78.0	77.3	55.9	73.4
Primary ungraded	87.8	84.4	na	na	83.2	na	na	na	86.7
Secondary ungraded	75.2	79.9	na	na	79.4	na	na	na	76.2
Non-Indigenous students									
Year 1	94.1	93.7	92.9	93.6	92.3	92.8	93.5	92.0	93.5
Year 2	94.3	94.0	93.2	93.8	92.8	93.4	93.7	92.5	93.8
Year 3	94.4	94.2	93.3	94.1	92.8	93.6	93.9	93.3	93.9
Year 4	94.3	94.1	93.3	94.1	92.6	93.5	93.9	93.1	93.8
Year 5	94.3	94.1	93.2	94.0	92.7	93.5	93.6	92.7	93.8
Year 6	93.8	93.9	93.1	94.1	92.4	93.2	93.0	92.9	93.6
Year 7	93.3	93.8	92.4	92.3	92.1	91.5	92.0	92.5	93.0
Year 8	91.3	91.6	91.7	91.3	91.1	89.2	90.5	89.9	91.4
Year 9	90.1	90.9	89.8	88.8	89.1	87.1	88.2	89.8	89.9
Year 10	88.7	91.0	88.7	87.3	88.6	86.1	88.1	88.2	89.1
Primary ungraded	91.0	90.2	na	na	90.3	na	na	na	90.5
Secondary ungraded	85.2	88.1	94.3	96.3	89.3	na	na	94.3	87.2
Non-government schools									
All students									
Year 1	93.9	94.1	93.9	93.1	93.6	94.0	94.6	88.5	93.8
Year 2	94.3	94.4	94.2	93.7	94.0	94.5	94.2	90.2	94.2

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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 3	94.5	94.6	94.3	93.8	94.2	94.7	94.8	88.8	94.4
Year 4	94.3	94.5	94.4	94.0	93.9	94.5	94.4	88.7	94.2
Year 5	94.3	94.6	94.4	93.9	94.2	94.4	94.6	89.2	94.3
Year 6	93.9	94.4	94.3	94.0	93.9	94.1	93.9	87.9	94.1
Year 7	94.4	95.1	94.5	94.4	93.6	93.8	93.9	89.7	94.5
Year 8	93.1	93.8	93.9	93.4	93.6	92.6	93.4	87.7	93.4
Year 9	92.4	93.6	93.0	92.9	92.7	92.0	92.2	87.7	92.8
Year 10	91.5	93.3	92.2	91.8	92.2	91.6	91.9	86.4	92.1
Primary ungraded	92.5	92.0	na	na	93.1	85.2	na	na	92.4
Secondary ungraded	93.5	90.7	49.2	na	95.9	85.1	na	na	90.3
Aboriginal and Torres Strait Islander students									
Year 1	90.6	92.6	90.5	76.1	89.4	92.9	90.8	73.2	87.7
Year 2	90.8	93.5	89.9	80.0	90.4	92.6	93.8	77.2	88.8
Year 3	91.3	93.3	91.0	76.8	89.7	93.9	93.2	71.3	88.4
Year 4	90.4	93.0	90.7	79.3	91.1	93.7	92.3	74.1	88.2
Year 5	89.9	93.4	91.1	79.6	91.6	93.7	90.8	75.5	88.3
Year 6	90.8	92.7	90.4	79.2	89.6	92.9	93.7	75.5	88.2
Year 7	90.5	93.0	91.3	83.3	90.5	91.2	91.5	77.2	88.7
Year 8	88.5	88.8	88.6	81.1	88.2	90.2	88.0	75.0	85.8
Year 9	87.3	90.1	87.1	78.8	85.2	87.6	87.0	76.8	85.1
Year 10	84.9	88.4	85.8	71.8	84.8	89.7	86.2	75.3	82.7

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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>
Primary ungraded	91.0	na	na	na	na	na	na	na	90.9
Secondary ungraded	na	na	na	na	na	na	na	na	68.7
Non-Indigenous students									
Year 1	93.9	94.1	94.1	93.6	93.6	94.0	94.6	93.8	94.0
Year 2	94.4	94.4	94.3	94.1	94.1	94.6	94.2	93.5	94.3
Year 3	94.6	94.6	94.4	94.4	94.2	94.8	94.8	94.0	94.5
Year 4	94.4	94.5	94.5	94.4	93.9	94.6	94.4	93.8	94.4
Year 5	94.4	94.7	94.5	94.4	94.2	94.4	94.7	93.9	94.5
Year 6	94.0	94.4	94.5	94.4	94.0	94.2	93.9	92.1	94.2
Year 7	94.5	95.1	94.6	94.7	93.7	93.9	93.9	93.6	94.6
Year 8	93.2	93.9	94.1	93.7	93.6	92.7	93.5	92.8	93.6
Year 9	92.5	93.6	93.2	93.3	92.8	92.2	92.2	91.5	93.0
Year 10	91.6	93.3	92.4	92.5	92.3	91.7	92.1	91.2	92.4
Primary ungraded	92.6	92.1	na	na	93.2	85.2	na	na	92.4
Secondary ungraded	93.5	90.9	45.8	na	95.9	85.1	na	na	90.7
All schools									
All students									
Year 1	93.8	93.8	92.7	92.6	92.3	92.9	93.7	84.0	93.2
Year 2	94.1	94.1	93.0	93.0	92.7	93.5	93.8	85.6	93.5
Year 3	94.2	94.2	93.1	93.3	92.9	93.8	94.1	85.5	93.7
Year 4	94.1	94.1	93.2	93.3	92.7	93.7	94.0	85.1	93.6
Year 5	94.1	94.2	93.1	93.2	92.8	93.6	93.9	84.4	93.6

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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 6	93.7	94.0	93.1	93.3	92.6	93.3	93.3	84.4	93.4
Year 7	93.4	94.2	92.7	92.2	92.2	91.9	92.8	83.6	93.1
Year 8	91.6	92.5	92.0	91.0	91.6	89.9	91.8	81.4	91.7
Year 9	90.5	91.9	90.5	89.2	90.0	88.2	89.9	80.0	90.5
Year 10	89.2	91.8	89.4	87.8	89.5	87.2	89.7	78.9	89.6
Primary ungraded	90.7	89.9	na	na	89.9	85.2	na	na	90.3
Secondary ungraded	83.7	87.8	92.2	96.3	89.0	85.1	na	94.3	86.1
Aboriginal and Torres Strait Islander students									
Year 1	90.3	89.8	86.6	80.0	84.0	90.7	87.4	71.8	85.9
Year 2	90.6	90.6	86.9	81.1	83.2	91.7	89.5	74.0	86.6
Year 3	90.5	90.3	87.5	81.4	84.4	91.7	89.2	74.7	86.7
Year 4	90.4	90.1	87.6	82.4	84.1	93.0	89.6	73.7	86.7
Year 5	90.1	90.3	87.4	81.6	83.6	92.1	88.8	73.5	86.3
Year 6	90.1	89.8	87.2	81.1	83.5	90.9	89.7	73.4	86.2
Year 7	86.9	87.1	86.0	76.4	81.9	87.2	86.0	70.8	83.5
Year 8	83.6	83.4	84.0	72.3	78.1	84.2	84.6	67.5	80.2
Year 9	80.6	82.5	82.0	67.2	75.0	81.9	78.5	63.4	77.7
Year 10	76.2	83.8	79.9	62.8	74.7	80.0	80.2	61.0	75.1
Primary ungraded	87.8	84.4	na	na	83.3	na	na	na	86.7
Secondary ungraded	75.2	79.8	na	na	79.4	na	na	na	76.2

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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>
Non-Indigenous students									
Year 1	94.0	93.8	93.2	93.6	92.7	93.1	93.9	92.5	93.7
Year 2	94.3	94.1	93.5	93.9	93.2	93.7	93.9	92.7	93.9
Year 3	94.4	94.3	93.6	94.2	93.3	93.9	94.3	93.5	94.1
Year 4	94.3	94.2	93.6	94.2	93.1	93.8	94.1	93.3	94.0
Year 5	94.3	94.3	93.6	94.1	93.3	93.8	94.0	93.1	94.0
Year 6	93.9	94.0	93.5	94.2	93.0	93.5	93.4	92.6	93.8
Year 7	93.8	94.4	93.3	93.3	92.7	92.3	93.0	93.0	93.6
Year 8	92.1	92.6	92.7	92.4	92.2	90.4	92.0	91.3	92.3
Year 9	91.1	92.1	91.2	90.7	90.7	88.8	90.2	90.6	91.2
Year 10	89.9	91.9	90.1	89.5	90.2	87.9	90.0	89.3	90.4
Primary ungraded	91.2	90.2	na	na	90.4	85.2	na	na	90.6
Secondary ungraded	85.3	88.2	92.5	96.3	89.5	85.1	na	94.3	87.2

(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) NSW data are not collected on a comparable basis with other jurisdictions. Therefore comparisons with other jurisdictions should be made with caution.

na Not available.

Source: ACARA (unpublished).

TABLE 4A.35

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Years 1-6									
All students									
2016	93.9	93.7	92.7	92.7	92.0	93.1	93.1	83.3	93.2
Major city	94.3	93.8	93.2	93.7	92.4	..	93.1	..	93.7
Inner regional	93.1	93.4	92.7	92.6	92.3	93.2	..	..	93.0
Outer regional	92.3	93.1	91.8	91.2	90.9	92.9	..	91.5	92.0
Remote	89.9	92.3	89.7	88.6	91.8	92.3	..	85.3	89.0
Very remote	88.1	..	84.2	79.8	79.7	92.0	..	67.6	77.4
2015	93.9	93.9	92.5	92.9	92.0	93.2	93.4	83.7	93.2
2014	94.8	93.2	92.4	92.4	92.3	93.3	93.3	82.2	93.2
Aboriginal and Torres Strait Islander students									
2016	90.1	89.4	86.8	81.1	82.3	90.8	86.8	72.7	85.9
Major city	90.8	89.7	88.8	85.5	83.9	..	86.7	..	88.6
Inner regional	90.2	90.1	89.3	87.7	87.5	90.3	..	..	89.7
Outer regional	89.0	87.4	86.0	83.1	81.7	91.5	..	86.3	86.5
Remote	87.3	..	82.7	76.2	85.5	90.4	..	78.7	80.1
Very remote	86.3	..	80.2	68.3	67.8	89.2	..	65.0	71.0
2015	90.3	89.4	86.7	81.6	83.2	91.3	88.1	73.4	86.1
2014	91.0	88.7	86.3	81.2	82.2	91.3	87.5	72.3	85.8
Non-Indigenous students									
2016	94.2	93.8	93.4	93.8	92.7	93.3	93.4	92.6	93.7
Major city	94.4	93.9	93.5	94.1	92.8	..	93.4	..	93.9
Inner regional	93.6	93.5	93.1	93.0	92.5	93.4	..	..	93.3
Outer regional	93.1	93.6	93.3	92.8	92.1	93.1	..	92.9	93.1

TABLE 4A.35

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Remote	92.1	92.2	92.8	93.2	92.4	92.6	..	92.0	92.7
Very remote	93.3	..	92.1	91.2	90.7	92.3	..	90.9	91.5
2015	94.2	94.0	93.2	93.9	92.6	93.4	93.6	92.7	93.7
2014	95.0	93.3	93.1	93.5	92.9	93.4	93.5	91.0	93.8
Years 7-10									
All students									
2016	90.0	91.6	89.7	87.8	89.4	87.6	89.1	76.3	89.8
Major city	90.9	92.2	90.5	89.3	89.9	..	89.1	..	90.9
Inner regional	87.8	89.7	89.0	87.7	89.8	87.1	..	..	88.6
Outer regional	86.9	90.6	88.8	85.0	88.2	88.4	..	87.3	88.1
Remote	83.4	90.6	84.4	80.9	88.2	83.5	..	77.6	82.9
Very remote	76.7	..	78.8	68.6	76.0	94.3	..	54.4	67.3
2015	90.0	91.6	89.7	87.9	89.3	87.7	89.3	77.0	89.8
2014	90.5	90.6	89.4	87.8	89.3	87.8	88.1	76.3	89.6
Aboriginal and Torres Strait Islander students									
2016	80.7	83.8	81.5	67.3	76.9	81.6	79.9	61.7	77.7
Major city	82.5	84.3	84.1	71.6	79.4	..	79.9	..	81.2
Inner regional	80.0	84.1	83.3	76.8	82.0	79.2	..	..	81.2
Outer regional	78.2	81.9	80.7	69.5	76.1	84.6	..	79.4	78.9
Remote	76.9	..	73.0	63.3	70.1	80.4	..	69.7	68.6
Very remote	73.6	..	71.1	53.2	61.5	0.0	..	51.8	57.7
2015	80.6	83.3	81.7	68.0	76.1	82.0	79.8	62.9	77.8
2014	81.3	82.2	81.2	69.3	76.6	82.0	76.6	63.8	77.9

TABLE 4A.35

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Non-Indigenous students									
2016	90.8	91.8	90.6	89.9	90.3	88.2	89.5	89.2	90.8
Major city	91.4	92.3	90.8	90.2	90.4	..	89.5	..	91.3
Inner regional	89.0	89.9	89.7	88.6	90.2	87.9	..	..	89.3
Outer regional	89.1	91.3	90.7	88.1	89.6	89.0	..	89.4	89.9
Remote	88.8	90.6	90.3	89.9	89.7	84.0	..	87.8	89.6
Very remote	91.2	..	90.1	90.0	89.6	94.7	..	89.6	90.1
2015	90.8	91.8	90.5	89.9	90.2	88.4	89.6	90.1	90.8
2014	91.2	90.8	90.2	89.6	90.2	88.4	88.6	87.8	90.5
Years 1-10									
All students									
2016	92.4	92.8	91.7	91.1	91.0	91.1	91.7	81.1	91.9
Major city	93.0	93.1	92.4	92.3	91.4	..	91.8	..	92.7
Inner regional	91.1	92.0	91.4	90.9	91.4	91.0	..	..	91.4
Outer regional	90.2	91.9	90.8	89.0	89.8	91.3	..	90.1	90.5
Remote	86.9	91.5	88.4	86.1	90.3	89.2	..	83.2	87.1
Very remote	84.0	..	82.7	76.3	78.4	92.7	..	63.4	74.4
2015	92.4	93.0	91.6	91.2	91.0	91.1	92.0	81.6	92.0
2014	93.1	92.2	91.4	90.9	91.2	91.2	91.5	80.3	91.9
Aboriginal and Torres Strait Islander students									
2016	86.5	87.0	85.1	76.4	80.3	87.5	84.4	69.2	83.1
Major city	87.5	87.3	87.2	81.1	82.2	..	84.2	..	86.0
Inner regional	86.3	87.6	87.3	83.7	85.5	86.4	..	..	86.6
Outer regional	84.9	84.8	84.2	78.5	79.7	88.9	..	84.1	83.8

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Remote	82.5	..	80.3	71.4	79.9	86.8	..	76.0	76.3
Very remote	81.4	..	78.0	63.1	65.5	89.2	..	60.7	66.9
2015	86.5	86.9	85.1	76.9	80.6	87.7	85.2	70.0	83.2
2014	87.1	86.2	84.6	77.0	80.1	87.6	83.6	69.5	83.0
Non-Indigenous students									
2016	92.9	92.9	92.5	92.5	91.7	91.5	92.0	91.5	92.6
Major city	93.3	93.2	92.6	92.9	91.9	..	92.0	..	93.0
Inner regional	91.8	92.2	92.0	91.5	91.6	91.5	..	..	91.9
Outer regional	91.5	92.5	92.4	91.2	91.1	91.6	..	91.7	91.9
Remote	90.8	91.5	92.3	92.2	91.3	89.6	..	90.9	91.8
Very remote	92.8	..	91.5	90.8	90.3	93.0	..	90.5	91.1
2015	92.9	93.1	92.3	92.6	91.7	91.5	92.2	91.9	92.7
2014	93.6	92.4	92.1	92.2	91.9	91.6	91.8	90.0	92.6

- (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) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (c) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.36

Table 4A.36 Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Years 1–6									
All students									
2016	94.4	94.4	94.5	93.7	93.8	94.4	94.4	88.0	94.2
Major city	94.6	94.6	94.7	94.3	94.0	..	94.4	..	94.5
Inner regional	93.7	93.9	94.2	93.3	93.4	94.7	..	..	93.9
Outer regional	94.0	93.2	94.2	92.9	93.3	93.5	..	92.6	93.7
Remote	91.7	96.3	91.2	89.4	91.1	93.4	..	88.9	90.4
Very remote	87.6	..	90.9	71.5	76.2	..	..	61.8	76.1
2015	94.2	94.4	94.2	93.8	94.0	94.4	94.4	88.9	94.2
2014	95.1	94.5	94.4	93.6	94.2	95.2	94.0	88.8	94.5
Aboriginal and Torres Strait Islander students									
2016	91.1	90.7	90.5	79.5	88.6	92.1	91.9	71.1	87.9
Major city	91.7	91.3	91.9	91.0	90.4	..	91.9	..	91.6
Inner regional	90.8	91.6	92.0	89.9	89.7	91.4	..	..	91.2
Outer regional	92.0	87.2	89.4	87.5	86.9	92.8	..	87.8	89.9
Remote	88.3	..	86.1	78.6	0.0	91.7	..	79.9	82.1
Very remote	84.8	..	87.4	68.9	74.6	0.0	..	52.9	67.7
2015	90.7	93.1	90.6	78.5	90.3	93.2	92.5	74.5	88.3
2014	91.7	92.2	90.0	79.5	89.5	93.4	92.8	73.7	88.2
Non-Indigenous students									
2016	94.5	94.4	94.6	94.1	93.9	94.6	94.4	93.0	94.4
Major city	94.6	94.6	94.7	94.3	94.1	..	94.4	..	94.5
Inner regional	93.9	93.9	94.3	93.3	93.5	94.9	..	..	94.0
Outer regional	94.1	93.4	94.6	93.2	93.5	93.7	..	93.0	94.0

TABLE 4A.36

Table 4A.36 Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Remote	92.7	96.3	92.4	93.2	91.2	93.5	..	93.1	92.6
Very remote	90.8	..	92.5	89.2	..	..	..	93.1	92.0
2015	94.3	94.4	94.4	94.2	94.0	94.4	94.5	93.5	94.3
2014	95.2	94.5	94.6	94.1	94.3	95.3	94.1	93.3	94.7
Years 7–10									
All students									
2016	92.8	93.6	93.4	93.1	92.9	92.5	92.1	82.0	93.0
Major city	93.1	93.9	93.7	93.4	93.0	..	92.2	..	93.4
Inner regional	91.4	92.5	93.2	93.4	92.9	92.6	..	..	92.3
Outer regional	92.0	92.4	92.6	92.1	91.9	91.6	..	90.0	92.1
Remote	..	..	86.7	89.8	92.2	..	..	77.7	83.9
Very remote	..	..	87.3	62.8	75.1	..	..	51.5	57.4
2015	92.8	94.0	93.3	93.1	93.0	92.5	92.9	88.0	93.2
2014	93.7	94.1	93.5	93.1	93.1	93.1	92.9	86.9	93.5
Aboriginal and Torres Strait Islander students									
2016	85.5	85.9	86.7	78.0	85.8	89.8	85.6	61.5	82.3
Major city	85.6	86.1	88.5	83.4	86.4	..	87.1	..	86.1
Inner regional	84.7	85.4	89.6	90.3	88.2	88.5	..	..	86.6
Outer regional	89.0	87.5	84.4	77.5	84.6	91.6	..	84.2	84.9
Remote	..	..	80.1	79.8	..	..	..	55.9	65.3
Very remote	..	..	..	61.5	74.8	..	..	46.7	53.8
2015	87.9	90.0	88.1	78.3	86.9	89.8	88.3	76.1	85.5
2014	88.1	88.7	87.1	79.9	87.3	91.3	88.1	74.3	85.2

TABLE 4A.36

Table 4A.36 Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Non-Indigenous students									
2016	93.0	93.6	93.7	93.6	93.0	92.6	92.3	91.4	93.3
Major city	93.3	94.0	93.8	93.6	93.1	..	92.3	..	93.5
Inner regional	91.8	92.6	93.4	93.5	92.9	92.8	..	..	92.5
Outer regional	92.3	92.5	93.7	92.8	92.1	91.6	..	91.1	92.8
Remote	..	..	91.1	91.9	92.2	..	..	92.1	91.9
Very remote	..	..	..	..	..	..	..	90.1	90.1
2015	93.0	94.0	93.6	93.6	93.1	92.6	92.9	92.4	93.4
2014	93.8	94.1	93.7	93.5	93.1	93.2	92.9	92.2	93.7
Years 1–10									
All students									
2016	93.7	94.0	94.0	93.4	93.4	93.6	93.4	85.1	93.7
Major city	93.9	94.2	94.2	93.8	93.5	..	93.4	..	94.0
Inner regional	92.7	93.3	93.8	93.4	93.2	93.8	57.7	..	93.2
Outer regional	93.4	92.9	93.6	92.5	92.8	92.9	..	91.4	93.1
Remote	91.7	96.3	89.5	89.6	91.5	93.4	..	82.9	87.9
Very remote	87.6	..	90.8	68.8	75.7	..	..	57.1	70.9
2015	93.6	94.2	93.9	93.5	93.5	93.6	93.7	88.5	93.7
2014	94.4	94.3	94.0	93.4	93.7	94.2	93.5	87.8	94.1
Aboriginal and Torres Strait Islander students									
2016	88.7	87.8	88.7	78.3	87.4	91.3	89.1	65.7	85.2
Major city	88.6	87.4	90.3	84.5	88.5	..	89.8	..	88.5
Inner regional	88.3	88.3	90.7	90.1	89.1	90.2	..	..	89.1
Outer regional	91.2	87.3	87.1	83.0	86.4	92.4	..	85.6	87.7

Table 4A.36 Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW	Vic (c)	Qld	WA	SA	Tas (c)	ACT (c)	NT (c)	Aust
Remote	88.3	..	82.7	78.9	..	91.7	..	65.7	74.1
Very remote	84.8	..	87.4	66.5	74.6	0.0	..	49.9	62.8
2015	89.5	92.2	89.4	78.4	88.8	92.0	90.6	75.3	87.1
2014	90.2	90.5	88.6	79.7	88.5	92.6	90.7	73.9	86.8
Non-Indigenous students									
2016	93.8	94.0	94.2	93.8	93.5	93.7	93.5	92.3	93.9
Major city	94.0	94.3	94.3	94.0	93.6	..	93.5	..	94.1
Inner regional	93.0	93.3	93.9	93.4	93.3	93.9	59.0	..	93.4
Outer regional	93.6	93.0	94.2	93.0	93.0	92.9	..	92.2	93.5
Remote	92.7	96.3	92.0	92.7	91.5	93.5	..	92.6	92.3
Very remote	90.8	..	92.5	89.2	..	..	..	92.3	91.9
2015	93.7	94.2	94.0	93.9	93.6	93.6	93.8	93.0	93.9
2014	94.6	94.3	94.2	93.8	93.8	94.3	93.6	92.8	94.3

(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) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.

(c) 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 inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.37

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Years 1–6									
All students									
2016	94.0	93.9	93.2	93.0	92.6	93.4	93.6	84.4	93.5
Major city	94.4	94.1	93.7	93.9	93.0	..	93.6	..	94.0
Inner regional	93.3	93.5	93.1	92.8	92.6	93.6	..	..	93.3
Outer regional	92.7	93.1	92.5	91.6	91.5	93.0	..	91.7	92.4
Remote	90.5	92.5	89.9	88.7	91.6	92.6	..	86.4	89.3
Very remote	88.0	..	85.0	78.5	79.6	92.0	..	67.0	77.3
2015	94.0	94.1	93.0	93.1	92.7	93.5	93.8	84.8	93.5
2014	94.9	93.7	93.0	92.8	92.9	93.8	93.6	83.6	93.6
Aboriginal and Torres Strait Islander students									
2016	90.3	89.6	87.2	80.9	83.0	91.0	87.8	72.5	86.2
Major city	90.9	89.8	89.2	85.9	84.7	..	87.8	..	89.0
Inner regional	90.2	90.3	89.6	87.7	87.8	90.5	..	..	89.9
Outer regional	89.4	87.4	86.4	83.5	82.2	91.8	..	86.5	86.9
Remote	87.5	..	83.1	76.5	85.5	90.6	..	79.0	80.4
Very remote	86.0	..	80.7	68.4	68.2	89.2	..	63.9	70.6
2015	90.3	90.2	87.2	81.3	83.8	91.7	89.1	73.5	86.4
2014	91.1	89.1	86.7	81.0	83.0	91.7	88.6	72.5	86.1
Non-Indigenous students									
2016	94.3	94.0	93.7	93.9	93.1	93.7	93.8	92.7	93.9
Major city	94.5	94.1	93.9	94.2	93.3	..	93.8	..	94.1
Inner regional	93.7	93.6	93.4	93.1	92.8	93.9	..	..	93.6
Outer regional	93.4	93.5	93.7	92.9	92.5	93.2	..	92.9	93.3

TABLE 4A.37

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Remote	92.3	92.4	92.7	93.2	92.1	92.9	..	92.4	92.7
Very remote	92.4	..	92.2	91.1	90.7	92.3	..	91.3	91.5
2015	94.2	94.1	93.5	94.0	93.1	93.6	93.9	93.0	93.9
2014	95.1	93.7	93.5	93.6	93.4	94.0	93.7	91.7	94.1
Years 7–10									
All students									
2016	91.1	92.4	91.1	89.9	90.8	89.2	90.5	78.3	91.1
Major city	91.9	92.9	91.8	91.1	91.3	..	90.6	..	92.0
Inner regional	89.2	90.8	90.5	89.2	90.6	89.3	57.7	..	90.0
Outer regional	87.8	91.0	90.0	87.3	89.0	89.0	..	88.3	89.2
Remote	83.4	90.6	85.1	82.1	88.9	83.5	..	77.7	83.2
Very remote	76.7	..	78.9	67.7	76.0	94.3	..	54.0	66.2
2015	91.2	92.6	91.1	90.0	90.8	89.3	91.0	81.1	91.2
2014	91.8	92.2	90.9	89.9	90.8	89.6	90.4	80.0	91.2
Aboriginal and Torres Strait Islander students									
2016	81.6	84.2	82.5	69.2	78.0	83.1	81.4	61.7	78.6
Major city	83.2	84.6	85.1	74.5	80.6	..	81.7	..	82.3
Inner regional	80.9	84.4	84.6	77.4	82.8	81.1	..	..	82.2
Outer regional	79.0	82.3	81.5	70.5	76.5	85.8	..	80.9	79.9
Remote	76.9	..	75.4	64.6	70.1	80.4	..	63.1	67.8
Very remote	73.6	..	71.1	55.2	62.7	..	..	51.0	57.2
2015	81.9	84.3	82.9	69.8	77.4	83.3	82.3	66.2	79.2
2014	82.5	83.4	82.3	71.2	78.0	83.7	79.7	66.5	79.3

TABLE 4A.37

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Non-Indigenous students									
2016	91.7	92.5	91.8	91.4	91.4	89.7	90.8	90.1	91.8
Major city	92.2	93.0	92.0	91.8	91.6	..	90.8	..	92.2
Inner regional	90.1	91.0	91.0	90.0	90.9	89.9	59.0	..	90.6
Outer regional	89.7	91.6	91.7	89.8	90.2	89.4	..	90.0	90.7
Remote	88.8	90.6	90.5	90.3	90.2	84.0	..	90.6	90.2
Very remote	91.2	..	90.1	90.0	89.6	94.7	..	89.7	90.1
2015	91.7	92.7	91.7	91.5	91.4	89.8	91.3	91.1	91.9
2014	92.3	92.3	91.6	91.2	91.4	90.1	90.6	89.6	91.9
Years 1–10									
All students									
2016	92.8	93.2	92.4	91.8	91.8	91.8	92.4	82.2	92.5
Major city	93.4	93.5	93.0	92.8	92.3	..	92.5	..	93.2
Inner regional	91.6	92.4	92.1	91.5	91.8	92.0	57.7	..	92.0
Outer regional	90.8	92.1	91.6	90.0	90.5	91.6	..	90.5	91.2
Remote	88.0	91.7	88.6	86.6	90.6	90.2	..	83.1	87.2
Very remote	84.6	..	83.5	75.2	78.3	92.7	..	62.7	74.0
2015	92.8	93.4	92.3	92.0	91.9	91.8	92.7	83.5	92.6
2014	93.6	93.0	92.2	91.7	92.1	92.1	92.3	82.3	92.7
Aboriginal and Torres Strait Islander students									
2016	86.8	87.1	85.6	76.6	81.1	88.2	85.4	68.6	83.4
Major city	87.7	87.4	87.7	81.5	83.0	..	85.5	..	86.3
Inner regional	86.6	87.7	87.8	83.9	85.9	87.1	..	..	86.9
Outer regional	85.5	84.9	84.7	78.9	80.2	89.6	..	84.4	84.3

TABLE 4A.37

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Remote	83.3	..	80.7	72.1	79.9	87.2	..	72.8	75.9
Very remote	81.8	..	78.5	63.9	66.2	89.2	..	59.5	66.4
2015	86.9	87.8	85.7	77.1	81.4	88.5	86.5	70.9	83.7
2014	87.5	86.8	85.2	77.4	81.1	88.5	85.2	70.2	83.5
Non-Indigenous students									
2016	93.2	93.3	93.0	92.9	92.4	92.2	92.6	91.8	93.1
Major city	93.6	93.5	93.2	93.2	92.6	..	92.7	..	93.4
Inner regional	92.2	92.6	92.6	92.0	92.1	92.3	59.0	..	92.4
Outer regional	92.0	92.7	93.0	91.7	91.6	91.8	..	91.8	92.3
Remote	91.3	91.6	92.2	92.3	91.4	90.5	..	91.7	91.9
Very remote	92.2	..	91.6	90.8	90.3	93.0	..	90.9	91.1
2015	93.2	93.5	92.9	93.1	92.4	92.1	92.9	92.3	93.1
2014	93.9	93.1	92.8	92.7	92.6	92.4	92.5	90.9	93.2

- (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) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (c) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of all school attendance rates across jurisdictions should be made with caution.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<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>
Government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	na	80.1	76.6	76.6	75.5	79.2	77.8	49.4	77.3
Year 2	na	81.4	77.4	77.6	76.0	80.3	78.9	51.7	78.3
Year 3	na	82.1	78.3	79.2	77.2	81.0	80.4	54.4	79.3
Year 4	na	81.4	77.6	78.5	75.8	79.9	78.9	51.7	78.5
Year 5	na	81.4	77.5	78.6	75.8	79.9	79.6	53.7	78.5
Year 6	na	80.6	77.1	78.2	75.5	78.0	76.0	50.2	77.8
Year 7	na	80.8	74.3	72.6	73.5	71.3	73.0	46.4	75.5
Year 8	na	72.6	66.6	63.9	70.6	65.2	66.1	42.0	68.1
Year 9	na	69.9	63.6	60.7	62.6	60.7	62.4	37.5	64.8
Year 10	na	70.8	62.0	57.4	61.9	58.2	58.4	39.3	63.7
Primary ungraded	na	65.0	na	na	66.8	na	na	na	65.6
Secondary ungraded	na	63.1	85.6	92.0	65.4	na	na	69.6	64.6
Aboriginal and Torres Strait Islander students									
Year 1	na	62.6	53.0	41.0	45.0	69.4	55.8	23.7	48.3
Year 2	na	64.0	54.3	43.1	47.3	69.6	58.9	26.2	49.9
Year 3	na	65.8	55.9	44.0	46.7	73.8	54.5	28.8	51.5
Year 4	na	62.8	57.2	44.5	48.1	71.1	48.6	28.8	51.3
Year 5	na	62.1	58.3	46.5	41.4	74.0	54.5	28.2	51.8
Year 6	na	63.5	58.5	44.8	44.5	68.1	52.3	27.6	51.5
Year 7	na	56.2	53.0	34.2	46.6	57.8	47.0	24.0	46.0

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<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 8	na	46.2	45.4	27.2	35.3	51.8	32.2	20.8	38.2
Year 9	na	47.5	41.6	23.2	31.8	45.3	40.2	17.0	34.2
Year 10	na	47.1	41.3	21.8	32.2	44.0	30.4	15.1	34.6
Primary ungraded	na	53.2	na	na	45.0	na	na	na	49.6
Secondary ungraded	na	44.3	na	na	41.9	na	na	na	44.0
Non-Indigenous students									
Year 1	na	80.5	79.2	79.7	77.5	80.4	78.6	71.0	79.5
Year 2	na	81.8	80.0	80.8	78.1	81.6	79.6	74.0	80.6
Year 3	na	82.5	80.8	82.4	79.2	81.8	81.4	73.9	81.5
Year 4	na	81.7	79.8	81.7	77.7	80.8	80.2	72.7	80.6
Year 5	na	81.8	79.6	81.6	78.0	80.5	80.5	76.0	80.6
Year 6	na	80.9	79.2	81.4	77.6	79.0	77.0	73.3	79.9
Year 7	na	81.3	76.6	76.4	75.2	72.8	74.2	68.8	77.9
Year 8	na	73.2	69.0	67.8	73.2	66.8	67.4	62.9	70.6
Year 9	na	70.4	66.0	64.6	64.7	62.5	63.3	55.4	67.0
Year 10	na	71.2	64.0	60.6	63.9	59.8	59.5	56.1	65.8
Primary ungraded	na	65.6	na	na	68.5	na	na	na	66.5
Secondary ungraded	na	64.1	85.5	92.0	66.9	na	na	72.7	65.7
Non-government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	84.1	83.3	84.3	79.1	79.0	82.4	83.6	66.2	82.9
Year 2	84.7	84.4	84.8	80.7	80.1	83.2	86.5	68.2	83.8

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<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 3	85.4	85.2	85.6	82.9	81.9	84.4	83.6	69.4	84.7
Year 4	84.4	85.1	85.4	82.9	82.1	85.4	85.6	68.1	84.4
Year 5	84.2	85.6	85.0	82.8	81.4	83.4	83.7	64.2	84.2
Year 6	83.0	84.7	84.8	83.0	81.1	82.0	82.7	66.0	83.5
Year 7	85.0	86.7	85.5	86.0	80.9	81.1	82.3	59.1	84.9
Year 8	78.5	81.1	81.1	80.8	79.8	74.8	74.2	56.6	79.6
Year 9	75.3	80.1	78.9	78.4	75.5	73.6	71.9	55.2	77.1
Year 10	71.7	78.7	77.1	76.2	75.5	71.2	69.3	53.0	75.0
Primary ungraded	80.2	72.9	79.2	na	64.8	66.5	na	na	74.6
Secondary ungraded	78.3	40.8	22.4	1.0	71.5	76.3	na	na	39.9
Aboriginal and Torres Strait Islander students									
Year 1	71.3	73.9	64.3	46.1	48.2	78.9	60.0	31.3	62.4
Year 2	69.7	65.4	71.3	45.6	58.6	62.2	85.0	32.1	63.2
Year 3	71.8	70.1	69.5	47.6	62.0	79.8	78.0	32.1	65.7
Year 4	69.6	71.5	71.2	45.8	60.4	64.7	84.0	30.9	64.2
Year 5	67.4	66.6	69.2	45.9	56.9	80.6	61.2	29.5	61.7
Year 6	66.2	58.4	72.7	45.2	69.2	67.4	70.9	29.9	62.7
Year 7	67.5	69.6	64.7	51.2	44.3	70.7	62.4	29.7	59.4
Year 8	60.0	57.4	64.2	44.1	60.6	55.8	54.5	25.9	54.8
Year 9	49.8	53.7	60.3	41.0	52.2	66.6	55.3	23.4	49.1
Year 10	44.8	56.6	56.0	37.4	45.3	50.4	34.4	21.4	45.8

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<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>
Primary ungraded	na	na	na	na	na	na	na	na	na
Secondary ungraded	na	na	na	1.3	na	na	na	na	0.7
Non-Indigenous students									
Year 1	84.4	83.3	85.0	80.1	79.5	82.6	83.8	76.1	83.4
Year 2	85.1	84.5	85.3	81.8	80.5	84.8	86.5	79.9	84.3
Year 3	85.8	85.3	86.2	83.9	82.2	84.8	83.7	78.5	85.2
Year 4	84.8	85.2	85.9	84.0	82.4	86.5	85.6	78.6	84.9
Year 5	84.7	85.7	85.6	83.9	81.8	83.6	84.1	76.4	84.7
Year 6	83.4	84.8	85.2	84.2	81.2	82.9	82.9	76.3	84.0
Year 7	85.4	86.8	86.4	87.0	81.4	81.7	82.5	72.5	85.6
Year 8	79.0	81.2	81.8	81.9	80.0	75.7	74.7	70.3	80.2
Year 9	76.0	80.3	79.7	79.5	75.9	74.0	72.1	69.5	77.9
Year 10	72.5	78.9	78.0	77.5	75.9	72.0	69.7	68.5	75.8
Primary ungraded	81.2	73.6	79.8	na	64.1	66.5	na	na	75.0
Secondary ungraded	77.5	42.6	24.5	0.8	71.5	76.3	na	na	43.0

- (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) Attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) For government schools, NSW data are not available for for this measure. Australian totals for government schools do not include NSW. For non-government schools, NSW data are available on a comparable basis. Australian totals for non-government schools include NSW.

na Not available.

Source: ACARA (unpublished).

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	<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>
Government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	na	81.2	74.9	76.7	74.5	77.0	79.5	51.0	77.1
Year 2	na	82.3	76.3	78.4	77.0	79.7	80.7	53.7	78.6
Year 3	na	83.0	77.0	79.5	76.3	80.6	81.8	56.4	79.3
Year 4	na	82.4	76.9	79.6	76.1	80.8	81.1	55.4	79.0
Year 5	na	82.7	76.7	79.2	76.7	80.2	80.1	52.9	78.9
Year 6	na	81.8	76.4	79.8	75.2	79.5	77.1	54.2	78.4
Year 7	na	81.9	73.0	71.1	73.9	73.0	74.5	48.2	75.4
Year 8	na	73.6	70.0	67.8	70.7	65.8	68.7	43.4	70.3
Year 9	na	71.5	63.4	59.9	63.1	61.3	61.8	41.6	65.2
Year 10	na	72.2	60.3	56.6	61.7	59.3	61.0	42.6	63.7
Primary ungraded	na	67.6	..	..	68.3	..	..	..	67.8
Secondary ungraded	na	64.6	83.0	92.5	66.8	..	..	79.9	66.1
Aboriginal and Torres Strait Islander students									
Year 1	na	63.7	52.1	41.1	46.7	66.6	55.8	26.6	48.5
Year 2	na	66.2	53.1	42.9	46.8	70.1	63.9	27.9	50.0
Year 3	na	64.1	55.3	44.3	48.9	70.3	59.4	32.6	51.2
Year 4	na	64.1	56.4	46.9	46.8	77.1	55.7	30.4	52.2
Year 5	na	65.4	55.6	46.0	45.5	74.4	55.7	31.0	51.4
Year 6	na	64.2	57.3	46.4	47.4	67.8	51.7	31.7	52.2
Year 7	na	57.5	52.2	34.4	46.0	62.5	44.7	25.9	46.0

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	<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 8	na	48.1	48.1	28.7	35.9	53.5	44.8	22.6	39.3
Year 9	na	46.9	42.2	22.3	29.7	49.1	31.7	17.2	35.1
Year 10	na	49.4	37.6	20.7	32.3	46.6	29.3	16.9	33.7
Primary ungraded	na	52.2	..	..	52.2	..	..	..	52.2
Secondary ungraded	na	45.9	..	..	46.9	..	..	..	46.1
Non-Indigenous students									
Year 1	na	81.6	77.5	80.0	76.5	78.3	80.3	72.0	79.3
Year 2	na	82.7	78.9	81.6	79.0	80.7	81.3	73.3	80.8
Year 3	na	83.4	79.3	82.7	78.1	81.7	82.6	78.0	81.4
Year 4	na	82.8	79.0	82.7	78.0	81.2	82.1	77.4	81.0
Year 5	na	83.0	79.0	82.3	78.8	80.8	81.0	74.5	81.0
Year 6	na	82.1	78.4	82.9	76.9	80.6	78.3	75.3	80.3
Year 7	na	82.5	75.4	75.0	75.8	74.2	75.6	73.7	77.9
Year 8	na	74.2	72.4	72.0	73.0	67.2	69.7	64.1	72.8
Year 9	na	72.0	65.6	63.6	65.5	62.6	63.1	64.1	67.4
Year 10	na	72.6	62.5	59.9	63.7	60.7	62.1	59.6	65.8
Primary ungraded	na	68.3	..	..	69.3	..	..	..	68.6
Secondary ungraded	na	65.4	83.0	92.5	68.0	..	..	80.2	67.0
Non-government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	82.3	82.8	82.3	78.7	79.4	83.0	84.7	66.7	81.8
Year 2	83.4	84.2	83.3	80.9	81.9	84.9	84.3	69.2	83.2

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	<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 3	84.1	84.7	84.2	82.4	82.5	85.6	86.2	69.3	83.9
Year 4	83.4	84.5	84.1	82.1	81.4	83.0	84.1	67.3	83.4
Year 5	83.3	85.4	84.3	82.8	82.6	82.2	85.3	66.5	83.8
Year 6	82.0	84.6	83.8	83.3	81.8	83.4	82.3	62.2	83.0
Year 7	84.0	87.8	84.9	84.7	80.6	81.3	82.3	67.7	84.7
Year 8	78.1	82.2	82.2	80.7	80.4	75.1	78.3	60.6	80.1
Year 9	75.1	81.4	78.5	79.1	75.9	73.8	71.8	58.8	77.6
Year 10	72.0	80.4	75.7	75.9	74.5	69.4	69.9	54.1	75.2
Primary ungraded	74.1	68.7	..	..	75.1	88.9	..	..	73.9
Secondary ungraded	75.0	76.1	19.0	..	85.3	83.3	..	..	74.3
Aboriginal and Torres Strait Islander students									
Year 1	65.3	77.8	66.3	36.9	65.6	76.7	69.2	32.6	61.5
Year 2	65.0	79.3	62.8	42.1	65.8	79.8	81.2	35.2	62.3
Year 3	68.8	81.3	66.2	41.5	61.4	81.2	74.4	28.6	63.8
Year 4	63.6	77.2	66.5	40.8	63.3	73.3	84.8	33.4	61.3
Year 5	61.8	77.4	67.3	48.2	65.9	74.7	74.7	29.0	61.4
Year 6	65.7	80.1	64.3	47.4	53.0	74.7	80.7	30.0	61.5
Year 7	66.7	74.0	68.3	49.5	61.3	67.4	67.5	39.1	62.4
Year 8	56.0	57.0	62.7	43.1	58.1	73.6	63.2	32.2	53.7
Year 9	54.3	69.3	58.3	42.5	55.3	51.4	51.4	34.7	52.8
Year 10	48.7	64.4	57.2	34.4	41.4	65.3	51.2	32.0	48.8

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	NSW (c)	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary ungraded	55.6	..	..	..	..	..	..	..	55.1
Secondary ungraded	..	..	..	..	..	..	..	..	45.4
Non-Indigenous students									
Year 1	82.8	82.8	82.9	80.1	79.6	83.4	84.9	79.1	82.4
Year 2	83.9	84.2	84.1	82.2	82.1	85.3	84.4	79.4	83.7
Year 3	84.6	84.7	84.8	83.8	82.8	85.8	86.5	82.2	84.5
Year 4	83.9	84.6	84.6	83.5	81.7	83.6	84.1	79.5	84.0
Year 5	83.9	85.5	84.9	84.0	82.8	82.6	85.5	80.4	84.4
Year 6	82.4	84.6	84.4	84.4	82.2	84.0	82.3	74.2	83.5
Year 7	84.4	87.8	85.5	85.8	80.9	82.0	82.6	78.4	85.3
Year 8	78.7	82.4	83.0	81.9	80.7	75.2	78.6	74.2	80.8
Year 9	75.7	81.5	79.4	80.3	76.2	74.7	72.1	69.4	78.3
Year 10	72.6	80.4	76.5	77.5	75.0	69.7	70.3	66.5	76.0
Primary ungraded	74.4	69.7	..	..	74.3	88.9	..	..	74.2
Secondary ungraded	74.6	76.6	17.6	..	85.3	83.3	..	..	74.9

- (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) In 2015, government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) For government schools, NSW data are not available for for this measure. Australian totals for government schools do not include NSW. For non-government schools, NSW data are available on a comparable basis. Australian totals for non-government schools include NSW.

na Not available. .. Not applicable

Source: ACARA (unpublished).

TABLE 4A.40

Table 4A.40 Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i> (e)	<i>NT</i> (e)	<i>Aust</i>
Years 1–6 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	na	81.1	77.4	78.1	76.0	79.8	78.6	51.9	78.3
Major city	na	81.6	79.5	81.3	77.3	..	78.7	..	80.4
Inner regional	na	79.8	76.5	76.2	77.0	80.3	..	..	78.2
Outer regional	na	79.1	74.4	71.4	71.5	78.7	..	69.7	74.3
Remote	na	76.2	66.3	66.5	74.8	76.0	..	52.6	65.9
Very remote	na	..	53.2	43.3	45.2	81.9	..	19.4	38.7
2015	na	82.2	76.3	78.8	76.0	79.6	80.1	53.9	78.5
Aboriginal and Torres Strait Islander students									
2016	na	63.5	56.1	44.0	45.6	71.0	54.1	27.2	50.7
Major city	na	64.1	61.4	53.6	48.6	..	54.2	..	57.8
Inner regional	na	66.0	61.6	57.5	55.7	69.9	..	..	62.9
Outer regional	na	56.1	53.9	45.1	44.3	72.7	..	51.8	53.3
Remote	na	..	44.0	34.3	57.2	67.9	..	35.0	38.6
Very remote	na	..	43.8	19.1	15.8	59.3	..	14.1	24.4
2015	na	64.6	54.9	44.5	47.0	70.9	57.0	30.0	50.8
Non-Indigenous students									
2016	na	81.5	79.8	81.3	78.0	80.7	79.6	73.4	80.4
Major city	na	81.9	80.5	82.7	78.7	..	79.6	..	81.2
Inner regional	na	80.3	78.3	77.6	78.0	81.3	..	..	79.4
Outer regional	na	81.2	79.6	76.8	75.1	79.6	..	74.5	78.5
Remote	na	75.8	76.5	78.3	76.6	77.3	..	70.8	76.7
Very remote	na	..	72.1	67.0	72.5	83.9	..	65.8	69.7

TABLE 4A.40

Table 4A.40 Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i> (e)	<i>NT</i> (e)	<i>Aust</i>
2015	na	82.6	78.7	82.0	77.9	80.5	81.0	75.0	80.6
Years 7–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	na	73.5	66.9	63.7	67.2	63.7	65.0	41.4	68.1
Major city	na	75.6	69.0	67.2	68.3	..	65.0	..	71.1
Inner regional	na	66.6	63.8	61.0	68.2	62.2	..	..	64.7
Outer regional	na	70.5	66.3	55.9	64.1	66.3	..	56.5	64.6
Remote	na	69.1	53.9	49.6	63.2	51.9	..	41.1	52.6
Very remote	na	..	45.6	32.7	43.4	90.6	..	12.5	30.2
2015	na	74.7	66.3	63.8	67.3	64.7	66.4	44.1	68.5
Aboriginal and Torres Strait Islander students									
2016	na	49.4	45.8	26.7	36.4	49.5	38.0	19.6	38.5
Major city	na	50.7	49.8	32.0	38.7	..	38.0	..	43.6
Inner regional	na	48.6	47.4	36.9	44.9	45.2	..	..	46.2
Outer regional	na	47.2	46.0	26.8	36.1	55.3	..	38.5	42.7
Remote	na	..	32.0	22.4	30.0	33.1	..	28.4	26.3
Very remote	na	..	33.2	12.4	17.6	..	..	8.8	15.7
2015	na	50.7	44.9	26.8	35.9	52.9	37.6	21.2	38.7
Non-Indigenous students									
2016	na	74.0	69.2	67.4	69.3	65.3	66.1	60.7	70.4
Major city	na	75.9	70.0	69.0	69.9	..	66.1	..	72.1
Inner regional	na	67.3	65.9	63.1	69.3	63.9	..	..	66.2
Outer regional	na	72.3	71.0	61.7	67.4	67.9	..	61.2	68.6
Remote	na	69.0	65.5	63.5	66.1	55.1	..	57.3	64.1

TABLE 4A.40

Table 4A.40 Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	NSW (d)	Vic (e)	Qld	WA	SA	Tas (e)	ACT (e)	NT (e)	Aust
Very remote	na	..	64.0	61.0	67.4	93.2	..	60.3	64.0
2015	na	75.3	68.5	67.5	69.5	66.0	67.5	65.2	70.8
Years 1–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	na	78.2	74.0	73.4	72.6	74.0	74.0	48.6	74.8
Major city	na	79.2	76.1	76.7	73.9	..	74.0	..	77.1
Inner regional	na	75.1	72.3	70.9	73.7	74.0	..	..	73.5
Outer regional	na	75.3	71.6	66.0	68.4	74.1	..	65.3	70.8
Remote	na	73.1	63.4	61.1	70.3	67.7	..	49.4	61.8
Very remote	na	..	51.2	40.0	44.5	84.7	..	17.2	36.1
2015	na	79.3	73.0	73.9	72.7	74.1	75.3	50.9	75.0
Aboriginal and Torres Strait Islander students									
2016	na	57.9	52.8	38.0	42.3	63.3	48.4	24.7	46.6
Major city	na	58.8	57.5	46.7	45.0	..	48.3	..	52.9
Inner regional	na	59.5	56.9	49.9	52.1	61.2	..	..	57.1
Outer regional	na	51.9	51.3	38.9	41.0	66.3	..	47.5	49.6
Remote	na	..	41.0	29.9	47.5	55.1	..	33.0	34.6
Very remote	na	..	41.2	16.8	16.6	59.2	..	12.4	21.7
2015	na	58.9	51.6	38.3	43.1	64.0	50.2	27.2	46.7
Non-Indigenous students									
2016	na	78.6	76.3	76.7	74.7	75.2	75.0	69.4	76.9
Major city	na	79.5	77.1	78.2	75.3	..	75.0	..	78.0
Inner regional	na	75.7	74.2	72.6	74.7	75.2	..	..	74.8
Outer regional	na	77.4	76.6	71.5	71.9	75.3	..	70.1	74.8

Table 4A.40 **Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (e)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i> (e)	<i>NT</i> (e)	<i>Aust</i>
Remote	na	72.8	74.0	73.9	72.5	69.7	..	67.4	72.8
Very remote	na	..	69.6	65.4	70.6	86.9	..	64.4	68.0
2015	na	79.7	75.3	77.2	74.6	75.2	76.3	72.0	77.2

- (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) Government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (d) For government schools, NSW data are not available for for this measure. Australian totals for government schools do not include NSW.
- (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 inner regional areas in the NT.

na Not available. .. Not applicable

Source: ACARA (unpublished).

TABLE 4A.41

Table 4A.41 Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Years 1–6 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	84.3	84.7	85.0	81.9	80.9	83.5	84.3	67.0	83.9
Major city	85.1	85.6	86.0	83.9	81.6	..	84.3	..	84.9
Inner regional	81.9	82.2	83.9	78.8	80.1	84.4	..	..	82.4
Outer regional	82.6	79.6	83.9	77.2	79.0	80.2	..	75.8	81.4
Remote	72.0	100.0	69.5	69.2	68.0	84.7	..	65.2	69.0
Very remote	63.8	..	67.5	31.1	29.8	..	..	23.7	42.6
2015	83.1	84.4	83.7	81.7	81.6	83.7	84.5	66.8	83.2
Aboriginal and Torres Strait Islander students									
2016	69.4	67.5	69.7	46.0	58.9	72.6	73.8	30.9	63.3
Major city	69.9	67.3	72.9	68.1	63.8	..	73.8	..	70.1
Inner regional	68.7	72.1	74.1	64.6	66.3	69.6	..	..	70.3
Outer regional	74.8	57.2	68.4	53.3	49.6	75.5	..	55.0	67.1
Remote	59.0	..	54.3	44.5	..	83.3	..	37.7	46.2
Very remote	52.7	..	55.3	27.4	26.3	..	..	10.1	27.6
2015	65.1	78.8	65.6	42.8	62.7	76.8	77.6	31.4	62.0
Non-Indigenous students									
2016	84.7	84.8	85.5	83.0	81.3	84.2	84.4	77.6	84.4
Major city	85.3	85.6	86.2	84.0	81.8	..	84.4	..	85.1
Inner regional	82.7	82.4	84.3	78.9	80.4	85.0	..	..	82.8
Outer regional	83.3	80.3	85.2	78.4	80.0	81.0	..	77.8	82.5
Remote	75.8	100.0	73.4	77.7	68.2	85.8	..	77.9	75.1

TABLE 4A.41

Table 4A.41 Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Very remote	76.4	..	73.3	56.1	..	..	..	72.2	71.3
2015	83.6	84.4	84.3	83.0	81.9	84.1	84.6	79.0	83.8
Years 7–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	77.7	81.6	80.8	80.4	77.8	75.2	74.5	56.2	79.2
Major city	79.1	82.9	81.6	81.2	78.3	..	74.7	..	80.5
Inner regional	72.7	77.5	79.6	80.7	77.8	75.9	7.4	..	76.1
Outer regional	72.6	77.1	79.7	77.6	73.2	71.8	..	65.0	75.9
Remote	..	..	59.0	67.7	74.6	..	..	53.6	60.4
Very remote	..	..	43.6	26.2	25.2	..	..	16.3	20.9
2015	77.4	83.0	80.1	80.1	77.7	74.9	75.6	60.8	79.4
Aboriginal and Torres Strait Islander students									
2016	55.5	59.1	61.3	43.2	50.8	62.2	52.2	25.4	52.3
Major city	56.1	63.1	64.1	49.2	52.5	..	53.7	..	57.1
Inner regional	53.6	56.9	64.3	62.2	57.0	56.8	..	..	57.4
Outer regional	61.2	50.2	59.5	45.8	45.0	69.8	..	45.6	56.4
Remote	..	..	48.0	41.5	..	..	..	22.1	31.4
Very remote	..	..	..	23.7	26.1	..	..	9.9	16.1
2015	56.7	65.7	61.4	41.9	53.5	65.5	58.8	34.5	54.4
Non-Indigenous students									
2016	78.3	81.8	81.6	81.5	78.2	75.9	74.8	70.3	79.9
Major city	79.5	83.0	81.9	81.8	78.6	..	75.0	..	80.9
Inner regional	73.7	77.8	80.4	80.9	78.2	76.5	5.1	..	76.9

TABLE 4A.41

Table 4A.41 Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Outer regional	73.5	77.6	82.2	79.3	74.0	72.1	..	68.7	77.8
Remote	..	..	65.7	73.4	74.4	..	..	74.4	72.7
Very remote	..	..	..	..	..	..	..	68.0	68.0
2015	77.9	83.1	80.9	81.4	78.1	75.4	75.9	72.7	80.1
Years 1–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	81.3	83.3	83.2	81.1	79.6	79.9	79.9	61.8	81.8
Major city	82.3	84.4	84.0	82.5	80.1	..	80.0	..	82.9
Inner regional	77.9	80.1	82.0	79.5	79.3	80.5	7.4	..	79.7
Outer regional	79.6	78.6	82.3	77.4	76.9	77.2	..	70.9	79.3
Remote	72.0	100.0	65.5	68.7	70.4	84.7	..	59.0	65.7
Very remote	63.8	..	66.9	29.6	27.8	..	..	20.4	36.6
2015	80.5	83.7	82.2	80.9	79.9	79.9	80.5	63.8	81.5
Aboriginal and Torres Strait Islander students									
2016	63.4	62.4	65.7	44.3	55.4	68.8	64.1	27.8	58.1
Major city	62.9	63.1	68.7	54.2	58.4	..	64.9	..	63.1
Inner regional	62.5	64.0	69.2	63.4	62.5	64.4	..	..	64.6
Outer regional	71.2	55.0	64.3	49.9	48.6	73.5	..	49.3	62.5
Remote	59.0	..	50.7	43.7	..	83.3	..	28.5	39.2
Very remote	52.7	..	55.3	26.2	26.2	..	..	10.0	23.6
2015	61.5	75.0	63.6	42.4	58.6	72.6	69.1	33.0	58.7
Non-Indigenous students									
2016	81.8	83.5	83.9	82.3	80.0	80.6	80.2	74.3	82.4

TABLE 4A.41

Table 4A.41 **Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Major city	82.6	84.4	84.3	82.9	80.4	..	80.3	..	83.2
Inner regional	78.8	80.4	82.6	79.7	79.6	81.1	5.1	..	80.3
Outer regional	80.4	79.2	84.1	78.8	77.8	77.8	..	73.8	80.7
Remote	75.8	100.0	71.0	76.0	70.5	85.8	..	76.1	74.2
Very remote	76.4	..	73.3	56.1	..	..	..	71.0	71.1
2015	81.0	83.8	82.9	82.2	80.2	80.3	80.7	76.0	82.1

- (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) From 2016, non-government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) Student remoteness for this table is based on the ARIA+. ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.42

Table 4A.42 **Apparent retention rates of full time secondary students from year 7/8, 2015 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d) (e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
All students (f)									
Government schools									
To year 10	103.6	107.9	103.6	101.3	105.3	101.4	108.6	83.2	104.2
To year 11	92.2	101.5	97.3	99.0	114.2	92.7	136.6	75.5	98.2
To year 12 (total)	74.1	84.8	84.8	83.3	96.2	74.1	118.6	52.9	81.8
To year 12 (male)	69.7	80.1	82.3	78.9	90.8	70.6	108.6	47.2	77.7
To year 12 (female)	78.7	90.0	87.5	88.3	101.9	77.8	129.1	59.2	86.3
All schools									
To year 10	101.8	103.8	101.6	99.0	103.3	100.0	102.9	83.4	101.8
To year 11	91.5	98.5	97.9	94.5	108.6	84.9	108.0	73.5	96.0
To year 12 (total)	78.2	86.4	88.4	82.8	95.7	71.7	96.6	53.7	84.0
To year 12 (male)	74.6	82.4	87.0	79.4	91.6	68.0	94.0	50.2	80.7
To year 12 (female)	82.1	90.6	89.9	86.5	99.9	75.5	99.2	57.6	87.4
Aboriginal and Torres Strait Islander students (e), (f)									
Government schools									
To year 10	103.4	103.7	100.1	87.5	102.2	105.4	107.6	64.9	96.9
To year 11	76.6	88.0	81.8	63.5	111.2	80.5	144.3	47.9	77.2
To year 12 (total)	46.5	66.9	64.9	44.0	87.2	52.0	89.5	30.0	54.3
To year 12 (male)	41.1	58.1	61.0	42.2	76.8	48.1	74.0	22.8	48.9
To year 12 (female)	52.2	75.2	69.1	46.2	97.1	56.3	111.1	37.8	60.1
All schools									
To year 10	106.9	103.8	100.9	89.3	100.8	106.0	112.5	73.6	98.9
To year 11	79.2	91.0	87.6	69.5	110.4	78.8	129.0	53.4	80.8
To year 12 (total)	52.1	69.7	72.7	50.4	85.9	54.0	88.2	31.6	59.4
To year 12 (male)	46.7	65.1	70.0	48.8	76.8	48.8	77.6	27.0	54.9

TABLE 4A.42

Table 4A.42 **Apparent retention rates of full time secondary students from year 7/8, 2015 (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>
To year 12 (female)	57.8	73.8	75.4	52.3	94.4	59.6	100.0	36.6	64.1
Non-Indigenous students (f)									
Government schools									
To year 10	103.6	108.0	103.9	102.7	105.5	100.9	108.7	100.2	104.8
To year 11	93.3	101.8	98.8	102.6	114.4	94.0	136.3	101.5	99.8
To year 12 (total)	76.0	85.1	86.8	87.2	96.7	76.4	119.7	74.4	83.8
To year 12 (male)	71.7	80.4	84.4	82.7	91.6	73.0	110.0	69.6	79.7
To year 12 (female)	80.5	90.3	89.3	92.2	102.3	80.1	129.7	79.9	88.2
All schools									
To year 10	101.6	103.8	101.6	99.7	103.4	99.5	102.7	90.9	102.0
To year 11	92.1	98.6	98.6	96.3	108.6	85.4	107.5	88.2	96.8
To year 12 (total)	79.5	86.6	89.6	84.9	96.1	73.1	96.8	69.7	85.2
To year 12 (male)	75.9	82.6	88.2	81.5	92.2	69.6	94.4	66.9	82.0
To year 12 (female)	83.2	90.8	91.0	88.7	100.1	76.7	99.1	72.8	88.6

(a) The apparent retention rate from year 7/8 is the percentage of full time students who remained in school at years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:

- year 7 for all jurisdictions other than SA
- year 8 in SA.

Prior to 2015, apparent retention rates for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

- (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.

Table 4A.42 **Apparent retention rates of full time secondary students from year 7/8, 2015 (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>
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(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.43

Table 4A.43 Apparent retention rates of secondary students from year 10 to year 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>
2015									
Full time secondary students									
Government schools	72.6	81.2	82.1	79.0	91.1	73.8	111.3	62.5	79.2
Non-government schools	85.0	89.7	94.1	83.8	93.8	68.7	77.5	66.3	88.0
All schools	77.5	84.8	86.7	81.0	92.2	72.1	95.1	63.8	82.7
Full time and part time secondary students									
Government schools	75.3	84.1	84.3	80.5	100.0	82.2	113.2	64.0	82.3
Non-government schools	85.2	89.9	94.5	83.8	95.4	68.6	77.5	66.3	88.3
All schools	79.1	86.5	88.2	81.9	98.1	77.7	96.1	64.8	84.7
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
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

TABLE 4A.43

Table 4A.43 Apparent retention rates of secondary students from year 10 to year 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>
Non-government schools	83.6	89.3	93.4	83.3	95.2	66.8	77.6	56.4	87.1
All schools	77.3	84.8	85.6	81.7	93.4	76.9	91.5	62.6	82.6
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
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
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

TABLE 4A.43

Table 4A.43 Apparent retention rates of secondary students from year 10 to year 12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d) (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2009									
Full time secondary students									
Government schools	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
Non-government schools	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
All schools	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
Full time and part time secondary students									
Government schools	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
Non-government schools	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
All schools	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5
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
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

TABLE 4A.43

Table 4A.43 Apparent retention rates of secondary students from year 10 to year 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>
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
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

- (a) The apparent rate is the percentage of full time students who remained in school at 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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.44

Table 4A.44 **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 7/8 to year 10									
All students									
2015	101.8	103.8	101.6	99.0	103.3	100.0	102.9	83.4	101.8
2014	101.6	103.3	101.5	99.7	103.2	99.3	101.9	88.3	101.7
2013	101.0	101.9	102.0	102.2	103.8	99.4	101.5	84.2	101.5
2012	100.8	101.3	101.4	104.0	103.5	98.6	102.5	87.4	101.3
2011	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
2010	99.3	101.2	101.8	102.2	102.9	100.7	100.5	89.4	100.8
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
2006	96.4	98.2	100.7	102.0	100.1	99.9	98.6	90.4	98.6
Aboriginal and Torres Strait Islander students									
2015	106.9	103.9	100.9	89.3	100.7	106.0	112.1	73.6	98.9
2014	106.6	98.5	100.0	86.9	101.3	105.7	102.6	78.1	98.2
2013	105.6	104.3	100.4	89.8	98.1	102.6	100.9	74.9	98.1
2012	106.6	100.2	97.9	90.9	101.1	101.1	96.3	75.9	98.4
2011	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
2010	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
2006	83.7	91.1	96.9	96.6	82.0	100.7	88.9	89.4	91.3

TABLE 4A.44

Table 4A.44 **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>
Non-Indigenous students									
2015	101.5	103.8	101.6	99.7	103.4	99.5	102.7	90.9	101.9
2014	101.3	103.4	101.6	100.6	103.2	98.9	101.9	95.9	101.9
2013	100.8	101.9	102.1	103.0	104.0	99.2	101.5	91.0	101.7
2012	100.5	101.3	101.7	104.8	103.6	98.5	102.6	94.8	101.4
2011	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
2010	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
2006	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
Year 7/8 to year 12									
All students									
2015	78.2	86.4	88.4	82.8	95.7	71.7	96.6	53.7	84.0
2014	78.1	85.2	87.1	89.3	93.0	68.4	94.6	59.6	83.6
2013	76.7	83.7	85.2	82.2	90.6	68.7	91.6	55.8	81.6
2012	75.0	82.2	83.7	79.5	88.8	67.6	89.8	55.6	79.9
2011	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
2010	72.5	81.1	82.5	78.3	81.9	71.0	90.8	53.0	78.0
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3
2006	70.5	79.9	78.8	71.8	71.5	64.8	88.7	58.4	74.7

TABLE 4A.44

Table 4A.44 **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									
2015	52.1	69.7	72.7	50.4	85.9	54.0	88.2	31.6	59.4
2014	52.1	60.5	69.0	56.1	85.1	57.0	76.6	36.4	59.4
2013	49.5	55.1	65.3	49.5	76.9	54.7	68.5	36.1	55.1
2012	47.2	51.1	62.1	41.2	69.4	45.7	63.1	32.7	51.1
2011	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
2010	38.6	41.8	62.3	42.9	62.1	43.4	58.8	29.8	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
2006	30.6	38.4	54.3	31.3	37.5	40.1	59.1	40.5	40.1
Non-Indigenous students									
2015	79.5	86.6	89.6	84.9	96.1	73.1	96.8	69.7	85.2
2014	79.3	85.5	88.5	91.4	93.3	69.2	95.0	74.5	84.8
2013	77.9	84.0	86.6	84.4	91.1	69.6	92.0	69.6	82.9
2012	76.2	82.5	85.2	82.1	89.5	69.2	90.4	71.5	81.3
2011	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
2010	73.9	81.5	83.8	80.7	82.6	73.0	91.4	69.3	79.4
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6
2006	71.8	80.2	80.2	74.2	72.4	66.3	89.2	66.0	76.0

TABLE 4A.44

Table 4A.44 **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 10 to year 12									
All students									
2015	77.5	84.8	86.7	81.0	92.2	72.1	95.1	63.8	82.7
2014	77.5	84.1	85.9	85.9	89.9	69.4	92.4	68.1	82.5
2013	75.8	83.1	84.0	81.0	87.8	67.8	90.4	62.9	80.7
2012	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3
2011	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
2010	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
2006	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
Aboriginal and Torres Strait Islander students									
2015	49.3	66.8	72.4	56.1	87.6	52.6	87.4	42.1	60.6
2014	48.9	60.3	70.5	61.7	84.2	56.3	79.6	48.0	60.4
2013	46.7	58.0	67.0	53.5	75.4	47.5	64.2	43.4	55.8
2012	48.1	56.3	62.4	45.4	70.0	41.2	65.4	40.3	53.3
2011	49.0	58.3	61.8	44.2	69.8	41.6	78.4	43.8	53.5
2010	45.3	51.2	64.0	45.4	64.9	41.9	75.0	41.4	52.5
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
2006	37.7	47.4	60.2	34.6	45.7	37.5	60.0	58.8	46.8

Table 4A.44 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA (d)	SA	Tas (e)	ACT	NT	Aust
Non-Indigenous students									
2015	78.9	85.0	87.7	82.5	92.4	73.7	95.3	76.6	83.8
2014	78.9	84.4	87.0	87.2	90.1	70.3	92.6	78.5	83.6
2013	77.2	83.4	85.2	82.6	88.3	69.4	90.9	75.3	81.9
2012	76.6	81.5	83.6	79.7	86.9	69.2	89.8	75.1	80.4
2011	77.7	82.2	83.1	78.4	84.3	72.2	90.2	73.1	80.6
2010	75.5	82.3	82.0	78.4	81.1	72.9	92.1	71.9	79.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2006	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1

(a) The *apparent retention rate from year 7/8 to year 10* and *apparent retention rate from year 7/8 to year 12* is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:

- year 7 for all jurisdictions other than SA
- year 8 in SA.

Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

The *apparent retention rate from year 10 to year 12* is the percentage of full time students who continued to year 12 from the respective cohort group 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. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.44 **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>
(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.45

Table 4A.45 **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 7/8 to year 10									
All students									
2015	103.6	107.9	103.5	101.3	105.3	101.4	108.6	83.1	104.2
2014	103.1	106.9	103.1	102.2	104.6	101.0	106.2	89.0	103.8
2013	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2
2012	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1
2011	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
2010	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
2006	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
Aboriginal and Torres Strait Islander students									
2015	103.4	103.8	100.1	87.5	102.1	105.4	104.9	64.7	96.9
2014	103.7	97.2	97.7	84.9	99.6	103.9	103.7	71.6	95.8
2013	103.7	101.9	97.4	85.7	99.6	102.0	97.7	66.8	95.4
2012	106.3	93.8	96.9	85.7	100.8	100.8	94.9	67.2	96.5
2011	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
2010	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
2006	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1

TABLE 4A.45

Table 4A.45 **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>
Non-Indigenous students									
2015	103.6	108.0	103.9	102.7	105.5	101.0	108.7	100.2	104.7
2014	103.1	107.1	103.6	104.0	104.9	100.7	106.3	105.3	104.4
2013	101.9	104.4	103.9	107.4	105.9	100.3	106.8	101.3	103.8
2012	101.8	103.6	103.4	112.5	105.1	98.6	105.0	107.6	103.5
2011	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
2010	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
2006	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
Year 7/8 to year 12									
All students									
2015	74.1	84.8	84.8	83.3	96.2	74.1	118.6	52.9	81.8
2014	74.0	82.5	82.9	95.8	90.9	69.2	112.6	61.3	81.0
2013	72.7	80.4	80.2	82.1	87.4	69.8	104.4	56.5	78.3
2012	70.5	77.2	78.5	77.1	84.2	67.8	104.7	62.1	75.8
2011	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
2010	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3
2006	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5

TABLE 4A.45

Table 4A.45 **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									
2015	46.5	66.9	64.9	44.0	87.2	52.0	89.5	30.0	54.3
2014	48.4	56.0	62.3	49.2	83.5	53.5	81.0	33.6	54.8
2013	45.4	49.8	56.5	43.9	75.6	53.9	65.2	33.7	49.7
2012	43.0	44.9	54.9	34.6	67.4	44.4	78.4	35.3	46.6
2011	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
2010	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
2006	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
Non-Indigenous students									
2015	76.0	85.1	86.8	87.2	96.7	76.4	119.7	74.4	83.8
2014	75.7	83.0	84.9	100.4	91.3	70.7	113.7	84.9	82.7
2013	74.5	80.9	82.3	85.9	88.1	71.2	105.5	78.8	80.3
2012	72.2	77.7	80.6	81.3	85.1	69.8	105.5	84.4	77.7
2011	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
2010	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9
2006	66.8	73.0	73.2	68.1	63.0	65.2	103.8	83.2	70.1

TABLE 4A.45

Table 4A.45 **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 10 to year 12									
All students									
2015	72.6	81.2	82.1	79.0	91.1	73.8	111.3	62.5	79.2
2014	72.5	79.8	80.6	87.0	86.6	70.1	107.6	68.8	78.6
2013	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7
2012	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8
2011	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
2010	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
2006	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Aboriginal and Torres Strait Islander students									
2015	44.9	65.7	66.7	51.4	87.6	51.0	91.7	44.8	56.9
2014	45.6	59.7	64.3	57.4	82.9	53.1	85.3	49.9	56.8
2013	43.4	58.2	60.0	48.3	73.4	45.3	64.3	50.9	52.3
2012	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2
2011	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4
2010	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
2006	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3

Table 4A.45 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA (d)	SA	Tas (e)	ACT	NT	Aust
Non-Indigenous students									
2015	74.6	81.5	83.5	81.2	91.3	76.2	112.0	73.4	80.7
2014	74.3	80.1	82.1	89.2	86.9	71.7	108.3	78.9	79.9
2013	72.9	79.2	80.2	82.0	84.4	70.7	103.8	77.2	78.2
2012	72.2	76.1	78.3	77.9	82.9	70.0	101.5	79.7	76.2
2011	74.3	77.3	76.4	75.0	79.7	73.5	102.3	77.2	76.4
2010	72.2	77.1	76.2	74.8	75.3	76.0	108.8	78.4	75.4
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2006	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0

(a) The *apparent retention rate from year 7/8 to year 10* and *apparent retention rate from year 7/8 to year 12* is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:

- year 7 for all jurisdictions other than SA
- year 8 in SA.

Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

The *apparent retention rate from year 10 to year 12* is the percentage of full time students who continued to year 12 from the respective cohort group 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. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.45 **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>
(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.46

Table 4A.46 **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 7/8 to year 10									
All students									
2015	99.3	98.7	98.5	96.1	100.5	97.3	97.2	84.1	98.5
2014	99.3	98.8	99.1	96.3	101.2	96.3	97.6	87.0	98.7
2013	99.5	98.8	100.0	98.0	101.2	97.4	96.6	83.6	99.1
2012	98.7	98.4	99.2	97.3	101.5	98.4	100.3	84.1	98.7
2011	99.2	99.1	100.5	98.9	101.6	99.5	101.0	97.7	99.6
2010	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
2006	97.8	100.3	102.9	103.8	103.5	101.3	97.8	90.1	100.5
Aboriginal and Torres Strait Islander students									
2015	124.1	104.5	103.9	96.3	92.7	108.8	129.4	97.8	107.1
2014	122.5	103.8	108.6	96.3	112.7	116.7	100.0	97.0	108.8
2013	116.4	115.7	112.6	108.1	89.7	106.2	112.5	100.6	110.2
2012	108.3	135.2	101.8	108.0	104.0	103.2	100.0	109.2	107.0
2011	117.1	165.1	111.4	99.1	95.7	97.2	125.0	157.5	117.2
2010	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
2006	117.9	140.7	103.5	119.1	96.8	108.2	93.3	104.9	110.5

TABLE 4A.46

Table 4A.46 **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>
Non-Indigenous students									
2015	98.8	98.7	98.3	96.1	100.7	96.8	96.8	77.3	98.3
2014	98.8	98.8	98.7	96.3	101.0	95.7	97.6	82.5	98.5
2013	99.1	98.7	99.5	97.7	101.4	97.1	96.4	76.6	98.8
2012	98.6	98.2	99.1	97.0	101.4	98.2	100.3	75.6	98.6
2011	98.9	98.9	100.1	98.9	101.7	99.6	100.8	79.1	99.3
2010	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
2006	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
Year 7/8 to year 12									
All students									
2015	84.6	88.6	94.1	82.1	95.0	66.9	74.9	55.5	87.2
2014	84.4	88.8	93.9	82.3	96.1	66.8	77.2	56.0	87.5
2013	83.0	88.3	93.6	82.3	95.4	66.3	78.3	54.4	86.6
2012	82.3	89.3	92.7	82.9	95.9	67.3	74.0	42.8	86.4
2011	81.5	90.0	94.6	83.4	94.2	70.2	77.7	40.1	86.7
2010	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4
2006	79.8	91.4	92.3	83.1	88.9	68.7	72.6	31.8	85.3

TABLE 4A.46

Table 4A.46 **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									
2015	83.1	82.8	103.5	78.7	78.6	66.2	83.3	36.6	82.4
2014	72.1	84.8	94.5	78.8	98.7	77.8	64.3	47.5	80.3
2013	78.1	94.2	101.8	74.0	85.9	59.2	80.0	46.7	82.6
2012	77.0	100.0	91.9	75.8	86.5	51.9	32.4	25.5	73.3
2011	70.3	57.8	99.1	58.2	101.5	65.3	58.8	22.5	69.9
2010	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
2006	50.0	78.9	72.6	45.6	68.0	54.8	23.5	23.6	55.0
Non-Indigenous students									
2015	84.6	88.6	93.8	82.2	95.2	67.0	74.8	63.2	87.3
2014	84.6	88.8	93.9	82.4	96.1	66.5	77.3	58.8	87.6
2013	83.1	88.3	93.3	82.5	95.5	66.6	78.3	56.8	86.7
2012	82.4	89.3	92.7	83.1	96.0	67.8	74.7	51.1	86.6
2011	81.7	90.1	94.4	84.0	94.1	70.3	77.8	48.4	87.0
2010	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8
2006	80.0	91.4	92.9	84.0	89.0	68.9	72.9	34.9	85.8

TABLE 4A.46

Table 4A.46 **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 10 to year 12									
All students									
2015	85.0	89.7	94.1	83.8	93.8	68.7	77.5	66.3	88.0
2014	85.5	90.2	94.7	84.5	94.7	67.9	76.9	66.6	88.6
2013	83.7	89.1	93.1	83.2	93.9	66.7	77.6	55.7	87.0
2012	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4
2011	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
2010	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
2006	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
Aboriginal and Torres Strait Islander students									
2015	71.4	71.6	91.9	72.9	87.6	62.3	74.1	36.4	74.8
2014	66.6	62.7	92.9	73.0	94.9	75.4	64.3	43.5	75.1
2013	66.7	57.0	91.3	74.6	89.8	60.9	64.0	29.6	70.5
2012	64.9	78.3	81.8	67.8	83.1	56.2	40.0	25.0	66.1
2011	61.8	71.3	86.0	61.7	75.0	53.3	50.0	30.3	67.6
2010	58.5	52.6	85.8	65.1	89.7	44.6	36.0	26.4	65.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
2006	52.9	66.7	70.5	42.6	65.4	38.6	33.3	74.3	59.8

Table 4A.46 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA (d)	SA	Tas (e)	ACT	NT	Aust
Non-Indigenous students									
2015	85.3	89.8	94.2	84.1	93.9	68.9	77.6	82.4	88.3
2014	85.9	90.4	94.7	84.9	94.7	67.7	77.1	77.8	88.9
2013	84.0	89.3	93.2	83.5	93.9	66.8	77.7	71.9	87.3
2012	83.8	89.2	92.3	82.1	92.7	67.6	76.9	65.3	86.8
2011	83.1	89.2	94.6	82.9	91.3	69.5	77.8	64.1	87.0
2010	80.9	89.8	91.8	83.5	90.0	66.5	74.3	58.9	85.8
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2006	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4

(a) The *apparent retention rate from year 7/8 to year 10* and *apparent retention rate from year 7/8 to year 12* is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:

- year 7 for all jurisdictions other than SA
- year 8 in SA.

Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

The *apparent retention rate from year 10 to year 12* is the percentage of full time students who continued to year 12 from the respective cohort group 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. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.46 **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>
(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.47

Table 4A.47 Participation rate in NAPLAN assessment, by Indigenous status, 2016 (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									
Reading									
Aboriginal and Torres Strait Islander students	94.8	87.8	87.7	84.2	84.7	93.0	84.5	80.4	88.9
Non-Indigenous students	97.2	94.8	93.9	96.3	93.7	95.9	94.1	95.7	95.5
All year 3 students	97.0	94.6	93.2	95.3	93.3	94.5	93.1	89.8	95.0
Writing									
Aboriginal and Torres Strait Islander students	94.6	87.0	87.5	85.9	83.7	92.9	83.8	83.4	89.1
Non-Indigenous students	97.2	94.5	93.7	96.3	93.6	96.0	93.8	96.1	95.3
All year 3 students	96.9	94.3	93.0	95.4	93.1	94.5	92.8	91.1	94.9
Numeracy									
Aboriginal and Torres Strait Islander students	93.8	86.5	86.8	82.7	83.7	93.5	83.1	79.7	87.9
Non-Indigenous students	97.0	94.6	93.7	96.0	93.7	95.7	94.1	95.4	95.3
All year 3 students	96.7	94.4	93.0	94.9	93.2	94.4	93.0	89.3	94.7
Year 5									
Reading									
Aboriginal and Torres Strait Islander students	93.9	88.3	87.7	86.0	81.2	95.9	83.7	79.9	88.7
Non-Indigenous students	97.5	95.5	93.9	96.8	94.6	96.6	94.7	96.5	95.9
All year 5 students	97.2	95.3	93.3	95.8	93.9	95.4	94.2	89.6	95.4
Writing									
Aboriginal and Torres Strait Islander students	93.9	87.4	87.5	86.2	80.4	96.2	82.2	80.0	88.6
Non-Indigenous students	97.5	95.2	93.8	96.7	94.5	96.2	94.6	96.5	95.7
All year 5 students	97.2	95.0	93.2	95.8	93.9	95.2	94.1	89.6	95.2
Numeracy									
Aboriginal and Torres Strait Islander students	93.0	87.8	86.7	84.0	79.7	95.3	81.5	77.8	87.5

TABLE 4A.47

Table 4A.47 Participation rate in NAPLAN assessment, by Indigenous status, 2016 (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>
Non-Indigenous students	97.2	95.2	93.6	96.3	94.2	95.6	94.4	96.4	95.5
All year 5 students	96.9	95.0	92.9	95.2	93.5	94.5	93.9	88.6	95.0
Year 7									
Reading									
Aboriginal and Torres Strait Islander students	90.8	86.0	83.5	79.0	82.5	90.9	83.8	75.8	85.0
Non-Indigenous students	97.0	95.0	92.1	96.7	94.6	95.6	94.5	95.8	95.2
All year 7 students	96.6	94.7	91.4	95.5	94.0	94.2	94.0	87.0	94.5
Writing									
Aboriginal and Torres Strait Islander students	91.1	87.2	84.2	78.9	82.4	92.6	84.5	71.8	85.0
Non-Indigenous students	97.1	95.1	92.3	96.9	94.5	95.8	94.8	96.0	95.3
All year 7 students	96.7	94.8	91.6	95.7	93.9	94.5	94.2	85.4	94.6
Numeracy									
Aboriginal and Torres Strait Islander students	89.7	86.4	83.6	78.2	81.4	91.5	83.8	69.1	83.9
Non-Indigenous students	96.4	94.8	91.8	96.3	94.4	95.3	94.4	95.0	94.8
All year 7 students	96.0	94.6	91.1	95.1	93.8	93.9	93.9	83.7	94.1
Year 9									
Reading									
Aboriginal and Torres Strait Islander students	80.8	73.5	75.2	68.2	70.6	82.9	78.4	62.5	74.9
Non-Indigenous students	94.4	91.0	88.3	95.8	90.5	91.9	91.4	93.3	92.2
All year 9 students	93.5	90.6	87.2	93.7	89.5	90.5	90.9	80.6	91.2
Writing									
Aboriginal and Torres Strait Islander students	81.4	75.0	75.7	69.1	71.7	83.7	76.3	65.7	75.9
Non-Indigenous students	94.6	91.3	88.5	96.1	91.0	92.5	92.0	94.8	92.5
All year 9 students	93.8	90.9	87.4	94.0	90.1	91.0	91.5	82.8	91.5

TABLE 4A.47

Table 4A.47 Participation rate in NAPLAN assessment, by Indigenous status, 2016 (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>
Numeracy									
Aboriginal and Torres Strait Islander students	79.5	74.9	74.3	67.7	68.7	81.5	77.0	62.1	74.1
Non-Indigenous students	93.6	90.8	87.8	95.6	89.9	91.5	91.3	93.4	91.8
All year 9 students	92.8	90.4	86.7	93.4	88.9	89.9	90.8	80.4	90.7

- (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 2010–2015 were included in earlier Reports.

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAPLAN Reading

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
<i>Average age</i>	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
<i>Years of schooling</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>	<i>3 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	90.2 ± 1.4	88.3 ± 3.0	89.1 ± 2.1	82.0 ± 3.8	79.5 ± 4.7	..	84.0 ±10.7	..	87.5 ± 1.0
Inner Regional	87.8 ± 1.8	87.7 ± 3.6	89.6 ± 2.2	80.7 ± 9.2	84.0 ±12.9	91.9 ± 3.6	np	..	88.2 ± 1.3
Outer Regional	83.0 ± 4.1	83.5 ± 8.4	85.0 ± 3.2	77.0 ± 6.7	72.5 ± 9.9	90.2 ± 4.2	..	72.2 ± 8.9	82.2 ± 2.1
Remote	75.7 ±10.6	np	73.4 ± 8.1	62.3 ± 7.0	73.1 ±18.1	np	..	49.7 ±12.8	64.0 ± 5.0
Very remote	76.2 ± 9.4	..	69.7 ±11.3	48.8 ± 7.2	42.6 ±20.1	..	..	26.2 ± 6.5	46.9 ± 6.2
Total	87.6 ± 1.2	87.3 ± 2.4	85.2 ± 1.9	71.3 ± 3.1	74.7 ± 4.5	91.1 ± 2.9	84.2 ±10.5	42.2 ± 6.7	80.6 ± 1.3
Non-Indigenous students									
Major cities	96.6 ± 0.3	96.2 ± 0.4	96.6 ± 0.4	95.8 ± 0.5	94.8 ± 0.8	..	96.7 ± 0.9	..	96.3 ± 0.2
Inner Regional	95.7 ± 0.5	95.6 ± 0.7	95.5 ± 0.7	94.8 ± 1.3	94.8 ± 1.6	94.6 ± 1.1	np	..	95.5 ± 0.3
Outer Regional	95.2 ± 0.8	95.8 ± 1.1	96.1 ± 0.7	94.2 ± 1.5	92.4 ± 1.7	93.3 ± 1.9	..	93.1 ± 2.3	94.9 ± 0.5
Remote	93.3 ± 4.7	96.7 ± 5.4	96.4 ± 2.0	94.5 ± 2.0	94.0 ± 3.5	90.4 ± 7.2	..	95.1 ± 3.4	94.8 ± 1.1
Very remote	91.9 ± 8.5	..	94.8 ± 2.7	95.9 ± 2.8	93.0 ± 7.4	..	..	92.6 ± 7.1	94.5 ± 1.9
Total	96.4 ± 0.2	96.0 ± 0.3	96.3 ± 0.3	95.5 ± 0.4	94.5 ± 0.7	94.2 ± 1.0	96.7 ± 0.9	93.4 ± 1.9	96.0 ± 0.1
All year 3 students									
Major cities	96.4 ± 0.3	96.0 ± 0.4	96.3 ± 0.4	95.2 ± 0.5	94.1 ± 0.9	..	96.3 ± 0.9	..	96.0 ± 0.2
Inner Regional	94.8 ± 0.6	95.4 ± 0.7	94.9 ± 0.7	94.0 ± 1.5	94.4 ± 1.6	94.6 ± 1.2	np	..	94.9 ± 0.3
Outer Regional	93.0 ± 1.1	94.8 ± 1.5	94.3 ± 1.0	91.7 ± 2.1	90.3 ± 2.4	92.9 ± 1.7	..	89.7 ± 3.3	93.1 ± 0.7
Remote	86.7 ± 7.6	96.8 ± 5.4	90.2 ± 4.0	86.2 ± 3.9	92.9 ± 3.9	90.2 ± 7.4	..	76.4 ±10.2	86.7 ± 2.5
Very remote	83.9 ± 7.1	..	79.5 ± 8.0	68.5 ± 7.8	68.8 ±18.6	..	..	34.7 ±10.4	62.9 ± 5.6
Total	95.8 ± 0.3	95.8 ± 0.4	95.4 ± 0.4	93.8 ± 0.6	93.4 ± 0.8	94.0 ± 1.0	96.3 ± 0.9	73.8 ± 5.7	95.1 ± 0.2

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	■	↑	↑	↑	■	▲
	<i>Vic</i>	■	..	■	↑	↑	↑	■	▲
	<i>Qld</i>	■	■	..	■	↑	■	■	▲
	<i>WA</i>	↓	↓	■	..	■	■	↓	▲
	<i>SA</i>	↓	↓	↓	■	..	■	↓	▲
	<i>Tas</i>	↓	↓	■	■	■	..	↓	▲
	<i>ACT</i>	■	■	■	↑	↑	↑	..	▲
	<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Year 5

<i>Average age</i>	<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 7 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
<i>Years of schooling</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>	<i>5 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	82.5 ± 2.1	87.1 ± 3.7	86.3 ± 2.6	69.4 ± 3.5	74.2 ± 4.7	..	81.9 ± 10.0	..	81.2 ± 1.4
Inner Regional	78.9 ± 2.4	84.7 ± 4.1	82.3 ± 3.4	71.4 ± 10.2	79.7 ± 9.3	83.1 ± 4.7	np	..	80.4 ± 1.7
Outer Regional	74.1 ± 4.0	77.7 ± 7.9	76.8 ± 3.6	63.3 ± 7.8	62.6 ± 8.3	82.3 ± 5.5	..	59.5 ± 11.4	72.9 ± 2.4
Remote	64.5 ± 9.3	np	56.8 ± 10.7	50.9 ± 9.0	78.4 ± 13.6	np	..	38.3 ± 14.5	52.0 ± 6.3
Very remote	55.6 ± 15.3	..	50.9 ± 8.6	24.4 ± 6.6	28.5 ± 17.2	..	..	8.9 ± 3.5	26.1 ± 4.9
Total	79.1 ± 1.5	84.5 ± 2.7	77.2 ± 2.3	56.5 ± 3.9	67.2 ± 4.6	82.8 ± 3.5	82.5 ± 9.4	26.7 ± 6.2	70.8 ± 1.6

Non-Indigenous students

Major cities	94.9 ± 0.4	95.2 ± 0.5	95.2 ± 0.6	94.6 ± 0.6	93.3 ± 1.0	–	95.8 ± 1.0	..	94.9 ± 0.2
Inner Regional	93.5 ± 0.7	94.3 ± 0.8	93.9 ± 0.8	93.3 ± 1.5	92.8 ± 2.0	92.0 ± 1.6	np	..	93.7 ± 0.4

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer Regional	91.0 ± 1.5	93.4 ± 1.7	94.1 ± 0.9	91.6 ± 1.9	89.5 ± 1.9	90.0 ± 2.2	..	91.0 ± 3.1	92.2 ± 0.6
Remote	87.8 ± 5.0	93.7 ± 9.0	93.4 ± 1.9	92.2 ± 2.5	93.0 ± 3.0	91.6 ± 10.4	..	92.9 ± 4.0	92.4 ± 1.3
Very remote	np	..	89.5 ± 4.6	90.9 ± 3.6	91.4 ± 8.5	..	..	94.1 ± 5.6	90.7 ± 2.5
Total	94.4 ± 0.3	94.9 ± 0.4	94.7 ± 0.4	94.1 ± 0.5	92.7 ± 0.8	91.4 ± 1.3	95.8 ± 1.0	91.5 ± 2.5	94.4 ± 0.2
All year 5 students									
Major cities	94.5 ± 0.4	95.0 ± 0.5	94.9 ± 0.6	93.6 ± 0.7	92.6 ± 1.0	..	95.4 ± 1.1	..	94.5 ± 0.2
Inner Regional	91.9 ± 0.8	93.9 ± 0.9	92.9 ± 0.9	91.9 ± 1.8	92.3 ± 2.2	91.6 ± 1.7	np	..	92.7 ± 0.5
Outer Regional	88.1 ± 1.6	92.2 ± 2.1	91.5 ± 1.2	87.7 ± 2.9	87.1 ± 2.2	88.9 ± 2.2	..	85.2 ± 5.2	89.5 ± 0.8
Remote	79.2 ± 6.9	93.8 ± 8.7	83.0 ± 5.8	81.7 ± 5.2	92.0 ± 3.5	91.6 ± 10.6	..	69.3 ± 13.9	81.4 ± 3.4
Very remote	71.4 ± 12.7	..	66.1 ± 7.6	50.0 ± 11.6	52.6 ± 22.2	..	..	18.5 ± 10.3	46.0 ± 6.3
Total	93.5 ± 0.4	94.6 ± 0.4	93.4 ± 0.5	91.4 ± 0.8	91.5 ± 0.9	90.8 ± 1.3	95.4 ± 1.1	64.4 ± 7.5	93.0 ± 0.2

Statistical significance of the proportion students at and above the national minimum standard, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	↑	↓	▲
<i>Vic</i>	■	..	■	↑	↑	↑	■	▲
<i>Qld</i>	■	■	..	■	■	↑	↓	▲
<i>WA</i>	■	↓	■	..	■	■	↓	▲
<i>SA</i>	■	↓	■	■	..	■	↓	▲
<i>Tas</i>	↓	↓	↓	■	■	..	↓	▲
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
<i>Average age</i>	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 5 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 10 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 7 m</i>
<i>Years of schooling</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	87.7 ± 1.8	86.0 ± 3.8	87.3 ± 2.3	79.6 ± 4.8	84.4 ± 4.6	..	90.0 ± 6.3	..	86.2 ± 1.3
Inner Regional	85.0 ± 2.9	85.0 ± 4.3	86.3 ± 3.1	76.5 ± 10.0	77.6 ± 12.8	85.4 ± 5.4	np	..	84.9 ± 1.7
Outer Regional	78.8 ± 4.3	80.4 ± 11.4	78.4 ± 3.3	72.0 ± 8.5	78.8 ± 6.9	86.6 ± 7.4	..	68.3 ± 8.2	77.5 ± 2.3
Remote	68.5 ± 12.3	np	65.5 ± 14.4	63.3 ± 7.7	np	np	..	37.3 ± 14.5	56.5 ± 8.1
Very remote	70.5 ± 18.1	..	60.0 ± 11.8	45.4 ± 9.9	46.5 ± 17.3	..	..	21.9 ± 5.8	37.7 ± 6.8
Total	84.9 ± 1.6	84.7 ± 3.5	81.6 ± 2.1	68.9 ± 3.9	78.7 ± 4.6	86.0 ± 4.4	90.0 ± 6.3	37.4 ± 8.0	77.4 ± 1.6
Non-Indigenous students									
Major cities	96.1 ± 0.5	95.7 ± 0.6	96.1 ± 0.7	96.0 ± 0.8	95.0 ± 0.9	–	96.4 ± 1.2	..	95.9 ± 0.3
Inner Regional	95.1 ± 0.7	95.3 ± 1.0	94.7 ± 1.0	94.8 ± 1.8	96.2 ± 1.3	94.4 ± 1.8	np	..	95.0 ± 0.5
Outer Regional	93.4 ± 1.3	94.3 ± 2.0	95.2 ± 1.1	93.6 ± 2.1	93.5 ± 1.7	93.7 ± 1.8	..	92.7 ± 3.1	94.2 ± 0.6
Remote	91.8 ± 5.5	99.2 ± 3.2	94.2 ± 2.3	95.1 ± 1.6	96.6 ± 2.3	np	..	92.6 ± 4.9	94.7 ± 1.3
Very remote	np	..	92.5 ± 3.9	94.1 ± 4.3	90.1 ± 6.2	..	..	94.6 ± 7.4	92.8 ± 2.6
Total	95.8 ± 0.4	95.6 ± 0.5	95.7 ± 0.5	95.7 ± 0.7	95.0 ± 0.7	94.2 ± 1.4	96.4 ± 1.2	92.7 ± 2.6	95.6 ± 0.2
All year 7 students									
Major cities	95.8 ± 0.5	95.5 ± 0.6	95.8 ± 0.7	95.4 ± 0.9	94.7 ± 0.9	..	96.2 ± 1.2	..	95.6 ± 0.3
Inner Regional	94.1 ± 0.8	95.0 ± 1.1	93.9 ± 1.1	93.5 ± 2.4	95.7 ± 1.4	94.1 ± 1.8	np	..	94.3 ± 0.5
Outer Regional	90.7 ± 1.7	93.3 ± 2.7	92.5 ± 1.5	90.9 ± 3.3	92.1 ± 2.0	92.6 ± 2.2	..	87.6 ± 4.8	91.7 ± 0.9
Remote	81.0 ± 8.9	98.8 ± 3.6	83.9 ± 7.8	85.1 ± 4.5	95.6 ± 2.7	87.6 ± 8.7	..	64.4 ± 16.1	82.2 ± 4.4
Very remote	81.1 ± 16.8	..	73.9 ± 9.8	63.1 ± 12.4	67.0 ± 16.3	..	..	28.5 ± 9.2	54.1 ± 7.6
Total	95.2 ± 0.4	95.3 ± 0.5	94.6 ± 0.6	93.8 ± 1.0	94.2 ± 0.7	93.7 ± 1.5	96.2 ± 1.2	68.4 ± 9.0	94.6 ± 0.3

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9

<i>Average age</i>	<i>14 y 7 m</i>	<i>14 y 9 m</i>	<i>14 y 4 m</i>	<i>14 y 5 m</i>	<i>14 y 7 m</i>	<i>14 y 11 m</i>	<i>14 y 8 m</i>	<i>14 y 6 m</i>	<i>14 y 7 m</i>
<i>Years of schooling</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>8 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	84.2 ± 2.1	80.1 ± 5.4	84.5 ± 3.5	77.8 ± 4.4	76.2 ± 6.0	..	81.4 ± 8.4	..	82.1 ± 1.4
Inner Regional	79.1 ± 3.1	84.1 ± 5.0	80.9 ± 4.6	79.4 ± 9.0	86.1 ± 9.1	86.7 ± 5.6	np	..	80.9 ± 2.1
Outer Regional	75.2 ± 4.4	79.7 ± 6.8	71.4 ± 4.4	72.5 ± 7.7	72.9 ± 6.1	85.7 ± 5.8	..	56.8 ± 10.6	72.3 ± 2.9
Remote	55.8 ± 18.2	np	54.7 ± 16.8	65.7 ± 8.3	np	np	..	39.6 ± 17.2	55.1 ± 8.8
Very remote	57.8 ± 21.0	..	50.8 ± 13.2	45.5 ± 12.4	np	..	..	17.4 ± 7.5	33.9 ± 7.4
Total	80.2 ± 1.6	81.6 ± 3.3	75.9 ± 3.0	69.4 ± 3.8	74.4 ± 4.2	86.4 ± 4.5	81.4 ± 8.4	34.2 ± 8.1	73.6 ± 1.7

Non-Indigenous students

Major cities	94.3 ± 0.6	93.8 ± 0.8	94.5 ± 0.9	96.2 ± 0.8	92.8 ± 1.9	–	95.5 ± 1.7	..	94.3 ± 0.4
Inner Regional	93.0 ± 1.0	93.2 ± 1.2	92.4 ± 1.3	95.8 ± 1.5	93.2 ± 2.4	93.6 ± 1.9	np	..	93.2 ± 0.6

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer Regional	91.7 ± 1.3	93.9 ± 2.2	92.4 ± 1.6	95.4 ± 1.9	92.2 ± 2.0	92.4 ± 2.1	..	92.0 ± 3.9	92.8 ± 0.8
Remote	88.8 ± 6.6	99.1 ± 2.8	92.0 ± 4.5	95.2 ± 2.7	93.8 ± 2.8	np	..	94.4 ± 5.4	94.3 ± 1.8
Very remote	np	..	88.7 ± 5.8	89.9 ± 7.2	95.7 ± 6.1	..	..	95.6 ± 9.0	91.1 ± 3.9
Total	94.0 ± 0.5	93.7 ± 0.6	93.8 ± 0.7	96.0 ± 0.6	92.8 ± 1.4	93.3 ± 1.6	95.5 ± 1.7	92.6 ± 3.3	94.0 ± 0.3
All year 9 students									
Major cities	93.9 ± 0.6	93.6 ± 0.8	94.1 ± 0.9	95.3 ± 0.9	92.2 ± 1.9	..	95.2 ± 1.8	..	93.9 ± 0.4
Inner Regional	91.6 ± 1.1	92.8 ± 1.3	91.4 ± 1.4	94.6 ± 1.9	92.8 ± 2.4	93.2 ± 2.0	np	..	92.3 ± 0.7
Outer Regional	88.6 ± 1.8	93.1 ± 2.4	88.9 ± 2.1	92.0 ± 3.0	90.6 ± 2.3	91.3 ± 2.3	..	84.5 ± 6.7	89.8 ± 1.1
Remote	72.2 ± 13.6	98.2 ± 4.6	79.0 ± 10.6	85.4 ± 5.4	92.4 ± 4.6	np	..	68.6 ± 19.1	82.0 ± 5.0
Very remote	71.7 ± 19.3	..	66.1 ± 11.4	61.1 ± 13.4	73.4 ± 15.2	..	..	23.6 ± 11.1	49.7 ± 8.7
Total	93.1 ± 0.5	93.4 ± 0.7	92.4 ± 0.8	94.0 ± 0.9	91.9 ± 1.5	92.7 ± 1.6	95.2 ± 1.8	68.3 ± 9.5	92.8 ± 0.3

Statistical significance of the proportion students at and above the national minimum standard, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	▲
<i>Vic</i>	■	..	■	■	■	■	■	▲
<i>Qld</i>	■	■	..	■	■	■	↓	▲
<i>WA</i>	■	■	■	..	■	■	■	▲
<i>SA</i>	■	■	■	■	..	■	↓	▲
<i>Tas</i>	■	■	■	■	■	..	■	▲
<i>ACT</i>	↑	■	↑	■	↑	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Nature of differences. Percentage of students at or above NMS is:

- ▲ substantially higher than and is statistically significantly different from the comparison State/Territory
- ↑ higher than and is statistically significantly different from the the comparison State/Territory
- is close to or not statistically different from the comparison State/Territory
- ↓ is lower than and is statistically significantly different from the comparison State/Territory
- ▼ is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2016). See chapter 2 (Statistical context) 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) Data for years 2008–2015 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be '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 extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (g) Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.
- (h) Insufficient students in an area of geographic classification are tabulated as not published (np).

.. Not applicable. **np** Not published.

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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									
Aboriginal and Torres Strait Islander students									
Major cities	375.0 ± 4.0	388.8 ± 7.8	373.2 ± 5.9	346.6 ± 7.7	352.1 ±10.9	..	369.1 ±19.6	..	369.8 ± 2.8
Inner Regional	360.6 ± 5.1	378.9 ± 8.9	370.3 ± 5.8	339.9 ±18.0	364.1 ±29.2	375.0 ±11.2	np	..	365.6 ± 3.5
Outer Regional	348.4 ± 7.7	367.0 ±14.4	350.9 ± 6.4	327.9 ±14.2	329.7 ±19.8	374.0 ±10.9	..	329.1 ±17.7	347.2 ± 4.3
Remote	337.8 ±20.5	np	322.0 ±17.5	301.7 ±14.3	335.1 ±30.5	np	..	265.3 ±36.8	303.7 ±12.8
Very remote	317.1 ±14.1	..	303.4 ±26.8	267.6 ±14.7	240.7 ±35.0	..	..	197.5 ±24.5	251.7 ±16.3
Total	363.7 ± 3.1	381.8 ± 5.8	355.8 ± 5.1	319.9 ± 6.6	336.9 ±10.8	374.8 ± 7.8	368.6 ±18.7	242.6 ±20.6	346.5 ± 3.5
Non-Indigenous students									
Major cities	438.7 ± 2.4	442.9 ± 2.4	430.7 ± 3.3	429.0 ± 3.3	422.7 ± 4.3	..	442.8 ± 6.3	..	436.2 ± 1.3
Inner Regional	417.3 ± 2.8	426.3 ± 3.0	414.9 ± 3.9	404.1 ± 6.0	412.2 ± 6.6	423.6 ± 7.4	np	..	418.7 ± 1.7
Outer Regional	405.4 ± 4.2	424.5 ± 5.5	417.3 ± 4.3	403.1 ± 7.0	397.0 ± 5.6	403.0 ± 6.9	..	408.5 ±10.1	411.0 ± 2.4
Remote	403.0 ±17.0	418.8 ±16.9	411.5 ± 8.8	403.7 ± 6.2	401.4 ±14.6	394.3 ±16.5	..	415.9 ±18.3	406.7 ± 5.0
Very remote	417.2 ±39.2	..	406.7 ±12.9	392.4 ±10.6	425.7 ±35.3	..	..	404.3 ±27.5	403.2 ± 8.4
Total	433.0 ± 2.0	438.9 ± 1.9	425.3 ± 2.3	423.2 ± 2.9	417.9 ± 3.5	417.1 ± 5.7	442.8 ± 6.3	409.7 ± 8.6	430.5 ± 1.1
All year 3 students									
Major cities	436.4 ± 2.4	442.1 ± 2.4	428.5 ± 3.3	425.8 ± 3.5	420.5 ± 4.4	..	441.0 ± 6.4	..	434.2 ± 1.4
Inner Regional	411.0 ± 3.1	424.7 ± 3.1	410.8 ± 3.9	400.3 ± 6.5	410.2 ± 7.1	421.6 ± 7.9	np	..	414.6 ± 1.8
Outer Regional	395.7 ± 4.7	420.8 ± 5.8	406.9 ± 5.0	392.5 ± 8.4	389.8 ± 6.9	399.0 ± 6.7	..	395.8 ±11.8	401.9 ± 2.7
Remote	379.7 ±20.5	419.3 ±16.3	387.7 ±14.3	376.7 ±11.3	398.1 ±16.3	391.9 ±17.4	..	355.7 ±34.4	379.8 ± 8.0
Very remote	365.4 ±34.8	..	343.9 ±22.7	319.7 ±19.8	335.6 ±54.0	..	..	224.1 ±34.6	303.0 ±16.2
Total	428.8 ± 2.1	437.7 ± 2.0	419.8 ± 2.5	415.9 ± 3.1	414.1 ± 3.7	414.5 ± 6.0	440.8 ± 6.4	346.2 ±18.5	425.6 ± 1.1

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	■	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5**Aboriginal and Torres Strait Islander students**

Major cities	450.3 ± 4.2	469.9 ± 6.4	457.1 ± 4.7	417.9 ± 6.7	433.4 ± 8.9	..	466.5 ± 19.2	..	447.9 ± 2.7
Inner Regional	438.5 ± 4.9	458.3 ± 8.5	449.9 ± 5.7	420.6 ± 16.7	437.2 ± 19.1	454.1 ± 11.9	np	..	443.7 ± 3.3
Outer Regional	424.5 ± 6.7	444.0 ± 12.7	432.9 ± 6.9	400.4 ± 11.6	408.4 ± 13.7	457.1 ± 10.9	..	412.1 ± 22.3	426.9 ± 4.4
Remote	403.4 ± 14.2	np	395.4 ± 19.4	381.7 ± 18.0	426.7 ± 23.1	np	..	353.6 ± 30.6	382.4 ± 12.6
Very remote	385.7 ± 20.0	..	381.5 ± 12.9	325.5 ± 19.0	318.9 ± 40.4	..	..	258.8 ± 19.0	314.1 ± 14.7
Total	439.9 ± 3.0	461.0 ± 5.1	436.9 ± 4.4	390.6 ± 8.2	414.9 ± 10.3	455.3 ± 8.2	464.6 ± 18.4	312.4 ± 19.3	422.1 ± 3.9

Non-Indigenous students

Major cities	511.3 ± 2.4	515.8 ± 2.1	509.7 ± 2.8	506.2 ± 3.0	498.5 ± 3.9	..	515.1 ± 5.3	..	510.8 ± 1.2
Inner Regional	494.3 ± 2.6	501.0 ± 2.6	497.4 ± 3.2	490.8 ± 5.7	491.8 ± 5.9	504.3 ± 7.4	np	..	497.3 ± 1.5
Outer Regional	482.3 ± 4.4	497.6 ± 4.8	497.7 ± 3.6	483.4 ± 6.8	476.3 ± 5.7	484.8 ± 6.4	..	497.9 ± 11.5	490.3 ± 2.2
Remote	477.7 ± 17.2	473.8 ± 20.0	488.6 ± 6.5	483.6 ± 5.1	480.2 ± 8.2	484.4 ± 27.2	..	504.3 ± 15.6	486.3 ± 4.0

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	480.8 ±14.3	472.0 ± 8.4	484.1 ±23.6	..	..	491.3 ±20.4	479.8 ± 7.4
Total	506.5 ± 1.9	512.1 ± 1.7	505.1 ± 2.0	501.7 ± 2.6	494.4 ± 3.1	498.3 ± 5.7	515.1 ± 5.3	498.8 ± 9.3	506.2 ± 0.9
All year 5 students									
Major cities	509.3 ± 2.4	515.2 ± 2.1	507.8 ± 2.9	502.8 ± 3.2	496.3 ± 4.0	..	514.1 ± 5.4	..	509.0 ± 1.2
Inner Regional	488.5 ± 2.9	499.7 ± 2.7	493.4 ± 3.4	486.0 ± 6.1	489.7 ± 6.2	502.1 ± 7.9	np	..	493.4 ± 1.6
Outer Regional	472.5 ± 4.7	493.6 ± 5.4	488.0 ± 4.4	471.8 ± 8.4	470.2 ± 6.4	481.0 ± 6.3	..	482.8 ±14.9	481.5 ± 2.6
Remote	449.3 ±19.4	475.0 ±19.6	463.1 ±14.1	457.5 ±12.2	476.8 ± 9.5	481.7 ±25.2	..	440.2 ±35.5	458.4 ± 8.2
Very remote	434.7 ±28.3	..	420.8 ±16.1	381.8 ±27.5	383.7 ±55.7	..	..	285.4 ±32.5	365.5 ±17.2
Total	502.7 ± 2.0	511.1 ± 1.7	500.1 ± 2.2	493.7 ± 3.0	490.6 ± 3.3	495.5 ± 6.0	514.0 ± 5.4	421.5 ±22.1	501.5 ± 1.0

Statistical significance of the mean scale scores, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	■	▲
<i>Vic</i>	■	..	■	↑	↑	↑	■	▲
<i>Qld</i>	■	■	..	■	■	■	■	▲
<i>WA</i>	■	↓	■	..	■	■	↓	▲
<i>SA</i>	■	↓	■	■	..	■	↓	▲
<i>Tas</i>	■	↓	■	■	■	..	↓	▲
<i>ACT</i>	■	■	■	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 7									
Aboriginal and Torres Strait Islander students									
Major cities	498.2 ± 3.9	509.1 ± 8.6	500.4 ± 5.2	477.8 ± 7.6	491.8 ± 6.9	..	507.7 ±13.2	..	496.8 ± 2.7
Inner Regional	488.9 ± 4.7	497.8 ± 7.7	493.6 ± 5.5	471.9 ±14.9	482.1 ±14.5	495.4 ± 9.8	np	..	490.9 ± 3.2
Outer Regional	469.9 ± 6.3	488.8 ±17.2	474.8 ± 6.0	461.6 ±13.6	477.0 ± 8.8	491.6 ±14.5	..	465.0 ±14.6	473.5 ± 3.9
Remote	460.8 ±18.0	np	456.4 ±21.2	445.0 ±10.3	np	np	..	383.6 ±41.3	430.4 ±17.7
Very remote	454.8 ±16.6	..	439.6 ±19.8	416.5 ±21.2	416.8 ±21.4	..	..	363.7 ±15.7	396.6 ±13.3
Total	489.6 ± 2.9	501.5 ± 5.9	485.1 ± 4.1	457.4 ± 6.9	479.5 ± 6.6	493.3 ± 8.4	507.7 ±13.2	393.8 ±17.9	476.2 ± 3.2
Non-Indigenous students									
Major cities	549.2 ± 3.6	549.6 ± 3.1	547.8 ± 4.3	546.9 ± 5.6	544.1 ± 3.6	..	558.9 ± 8.2	..	548.7 ± 1.8
Inner Regional	533.7 ± 3.4	536.7 ± 3.9	533.2 ± 3.7	530.7 ± 8.7	538.5 ± 6.0	544.7 ± 9.6	np	..	535.3 ± 2.0
Outer Regional	522.3 ± 4.0	533.0 ± 5.3	534.5 ± 4.7	527.9 ± 9.3	525.0 ± 4.5	524.1 ± 8.4	..	534.1 ±13.9	529.9 ± 2.6
Remote	519.0 ±15.3	550.7 ±23.1	527.4 ± 9.6	527.6 ± 6.3	530.8 ± 5.4	np	..	533.1 ±22.7	528.7 ± 5.0
Very remote	np	..	516.6 ±13.0	523.8 ±14.6	506.7 ±17.9	..	..	535.8 ±16.4	520.0 ± 8.5
Total	545.2 ± 2.9	546.5 ± 2.6	542.8 ± 3.1	543.3 ± 4.7	540.5 ± 2.9	539.0 ± 7.8	558.9 ± 8.2	534.0 ±11.6	544.6 ± 1.4
All year 7 students									
Major cities	547.4 ± 3.6	549.0 ± 3.1	546.0 ± 4.4	544.7 ± 5.7	542.4 ± 3.7	..	557.9 ± 8.1	..	547.2 ± 1.8
Inner Regional	529.7 ± 3.7	535.4 ± 4.0	529.5 ± 3.8	527.1 ± 9.6	536.9 ± 6.2	544.8 ±10.3	–	..	532.5 ± 2.2
Outer Regional	512.7 ± 4.8	529.9 ± 6.3	525.0 ± 5.7	519.3 ±12.1	520.6 ± 4.9	520.1 ± 9.2	..	520.2 ±16.3	521.7 ± 3.1
Remote	492.1 ±16.3	548.7 ±23.9	502.0 ±17.6	502.0 ±10.2	527.8 ± 6.5	492.8 ±21.4	..	458.4 ±46.3	497.1 ±10.8
Very remote	485.1 ±35.3	..	473.2 ±20.2	455.7 ±27.5	459.3 ±26.3	..	..	379.6 ±22.2	433.8 ±16.1
Total	542.1 ± 2.9	545.6 ± 2.6	538.5 ± 3.2	537.6 ± 4.9	537.8 ± 3.0	538.0 ± 8.3	557.9 ± 8.1	472.9 ±22.7	540.8 ± 1.5

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	↓	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9**Aboriginal and Torres Strait Islander students**

Major cities	540.5 ± 3.6	542.1 ± 7.3	541.3 ± 5.5	525.9 ± 7.2	526.8 ± 8.0	..	552.3 ±15.1	..	537.7 ± 2.6
Inner Regional	530.8 ± 5.4	542.0 ± 7.8	532.2 ± 6.3	526.6 ±16.5	544.3 ±20.5	549.2 ±10.2	np	..	534.1 ± 3.7
Outer Regional	519.2 ± 6.5	528.6 ±10.0	514.3 ± 7.3	514.6 ±12.4	516.7 ± 9.6	545.9 ± 9.7	..	497.1 ±22.8	516.8 ± 5.0
Remote	496.6 ±22.6	np	491.3 ±20.1	505.0 ±11.2	np	np	..	440.7 ±60.8	482.4 ±22.7
Very remote	492.9 ±16.8	..	483.5 ±18.6	468.9 ±17.7	np	..	..	409.2 ±19.6	444.5 ±14.6
Total	532.7 ± 3.0	540.2 ± 5.0	524.5 ± 4.6	510.6 ± 5.8	521.8 ± 6.5	548.1 ± 7.1	552.3 ±15.1	441.4 ±21.3	520.2 ± 3.4

Non-Indigenous students

Major cities	588.6 ± 3.5	587.3 ± 3.5	585.4 ± 4.6	593.9 ± 5.4	579.9 ± 6.0	..	601.8 ± 8.4	..	588.1 ± 1.9
Inner Regional	575.4 ± 3.5	576.0 ± 3.9	569.9 ± 4.1	579.4 ± 8.9	573.5 ± 6.3	586.0 ± 8.1	np	..	575.7 ± 2.1
Outer Regional	563.4 ± 4.1	577.3 ± 8.1	569.4 ± 5.2	577.8 ± 9.0	566.9 ± 6.3	567.1 ± 6.9	..	572.3 ±12.5	570.2 ± 2.7
Remote	551.2 ±17.8	615.4 ±24.8	557.9 ±12.0	577.6 ± 6.8	567.8 ±12.0	np	..	591.1 ±24.6	575.4 ± 8.3

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	550.5 ±11.0	560.1 ±13.5	576.5 ±23.8	..	..	575.0 ±38.4	563.4 ±10.1
Total	585.0 ± 2.9	584.7 ± 2.8	579.9 ± 3.4	590.7 ± 4.6	577.2 ± 4.6	581.1 ± 6.5	601.8 ± 8.4	575.9 ±11.9	584.3 ± 1.5
All year 9 students									
Major cities	586.5 ± 3.5	586.8 ± 3.5	583.6 ± 4.6	591.3 ± 5.6	578.7 ± 6.3	..	600.8 ± 8.5	..	586.5 ± 1.9
Inner Regional	570.9 ± 3.7	574.9 ± 3.9	566.8 ± 4.2	575.7 ± 9.3	572.1 ± 6.8	584.0 ± 8.2	np	..	572.8 ± 2.2
Outer Regional	555.5 ± 4.7	574.6 ± 8.6	560.2 ± 6.0	568.8 ±10.9	562.9 ± 7.1	564.0 ± 7.1	..	556.8 ±16.0	562.6 ± 3.1
Remote	525.3 ±23.1	613.1 ±27.1	534.7 ±19.3	553.7 ±11.8	563.9 ±16.4	np	..	521.2 ±58.2	546.7 ±13.2
Very remote	521.4 ±26.2	..	510.9 ±17.7	500.0 ±22.1	529.1 ±32.1	..	..	422.5 ±25.2	477.0 ±17.0
Total	581.7 ± 2.8	583.9 ± 2.8	575.8 ± 3.4	584.9 ± 4.8	575.2 ± 4.9	578.6 ± 6.6	600.8 ± 8.5	520.5 ±22.2	580.8 ± 1.5

Statistical significance of the mean scale scores, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	▲
<i>Vic</i>	■	..	■	■	■	■	↓	▲
<i>Qld</i>	■	■	..	■	■	■	↓	▲
<i>WA</i>	■	■	■	..	■	■	↓	▲
<i>SA</i>	■	■	■	■	..	■	↓	▲
<i>Tas</i>	■	■	■	■	■	..	↓	▲
<i>ACT</i>	↑	↑	↑	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Nature of differences. The mean scale score is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	is substantially lower than 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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(e)	Geolocation data are based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								
Source :	ACARA 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.								

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	97.8 ± 0.3	98.4 ± 0.2	97.8 ± 0.4	97.7 ± 0.5	98.0 ± 0.9	97.4 ± 0.8	94.7 ± 2.1	98.1 ± 0.1
Advanced diploma/diploma	97.0 ± 0.4	96.4 ± 0.4	97.0 ± 0.6	96.0 ± 0.6	95.4 ± 1.0	95.7 ± 1.8	96.4 ± 1.7	90.6 ± 3.6	96.5 ± 0.2
Certificate I to IV (e)	94.8 ± 0.4	94.9 ± 0.5	95.2 ± 0.5	93.9 ± 0.7	93.0 ± 1.1	94.1 ± 1.2	95.5 ± 2.4	84.3 ± 4.0	94.6 ± 0.2
Year 12 or equivalent	93.6 ± 0.8	94.5 ± 0.8	93.7 ± 0.8	92.5 ± 1.4	92.2 ± 1.8	92.5 ± 2.5	94.2 ± 4.4	78.6 ± 8.1	93.5 ± 0.4
Year 11 or equivalent or below	87.9 ± 0.9	88.4 ± 1.2	87.7 ± 1.4	83.1 ± 2.0	84.1 ± 2.5	86.7 ± 2.8	86.3 ± 7.1	47.0 ± 8.1	86.2 ± 0.7
Not stated (f)	92.7 ± 1.3	93.5 ± 1.5	90.2 ± 1.6	87.8 ± 2.1	87.1 ± 3.0	93.7 ± 2.5	94.5 ± 3.5	41.8 ± 13.4	88.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.4 ± 0.2	98.5 ± 0.3	98.5 ± 0.2	97.9 ± 0.4	97.6 ± 0.5	97.7 ± 1.0	97.4 ± 1.0	94.5 ± 2.2	98.3 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.5 ± 0.3	97.8 ± 0.4	96.8 ± 0.5	96.7 ± 0.7	96.6 ± 1.2	97.9 ± 1.0	93.3 ± 2.4	97.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.3	96.5 ± 0.4	96.1 ± 0.4	94.8 ± 0.7	95.1 ± 0.9	95.2 ± 1.4	96.0 ± 1.8	86.6 ± 3.5	95.9 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.2 ± 0.6	93.7 ± 0.7	93.4 ± 0.8	91.2 ± 1.2	92.2 ± 1.4	92.3 ± 2.2	95.4 ± 3.5	68.1 ± 8.2	92.8 ± 0.3
Not in paid work in previous 12 months	88.2 ± 0.9	88.5 ± 1.2	86.9 ± 1.3	83.4 ± 2.5	85.5 ± 2.9	84.5 ± 3.6	87.4 ± 6.6	44.3 ± 9.8	86.8 ± 0.6
Not stated (h)	93.0 ± 1.0	92.8 ± 1.7	91.8 ± 1.0	88.9 ± 1.5	85.7 ± 2.4	92.7 ± 2.3	93.2 ± 2.6	39.3 ± 8.5	89.7 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.8 ± 0.3	98.0 ± 0.3	97.7 ± 0.4	97.3 ± 0.5	97.9 ± 0.8	97.0 ± 0.9	92.0 ± 3.5	97.8 ± 0.1
Advanced diploma/diploma	95.3 ± 0.5	95.7 ± 0.5	95.8 ± 0.5	94.6 ± 0.8	95.2 ± 1.0	94.2 ± 2.1	95.7 ± 2.0	87.2 ± 4.1	95.4 ± 0.3

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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)	91.8 ± 0.6	93.3 ± 0.6	93.0 ± 0.6	91.4 ± 1.0	91.3 ± 1.1	90.0 ± 1.6	92.6 ± 2.3	78.6 ± 5.5	92.2 ± 0.3
Year 12 or equivalent	90.2 ± 1.0	92.7 ± 0.9	91.6 ± 0.9	90.9 ± 1.4	90.0 ± 2.3	86.3 ± 4.5	92.3 ± 3.8	72.6 ± 8.6	91.1 ± 0.5
Year 11 or equivalent or below	80.4 ± 1.1	84.5 ± 1.5	82.0 ± 1.5	76.9 ± 2.3	79.4 ± 2.1	80.1 ± 3.5	86.3 ± 5.5	31.6 ± 8.2	80.2 ± 0.8
Not stated (f)	90.7 ± 1.7	92.6 ± 1.9	87.7 ± 1.7	81.9 ± 3.2	82.6 ± 3.3	90.3 ± 3.8	96.6 ± 2.6	32.4 ± 17.0	85.4 ± 1.4
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.3	98.5 ± 0.3	98.1 ± 0.3	97.7 ± 0.5	97.7 ± 0.6	97.2 ± 1.0	97.1 ± 1.0	92.6 ± 2.9	98.0 ± 0.1
Other business managers and associate professionals	96.8 ± 0.3	97.4 ± 0.3	96.7 ± 0.5	95.7 ± 0.8	96.1 ± 0.7	95.6 ± 1.5	96.5 ± 1.2	88.7 ± 4.6	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	93.6 ± 0.5	95.5 ± 0.5	94.7 ± 0.5	93.0 ± 0.8	93.7 ± 1.2	92.3 ± 1.7	94.8 ± 2.1	80.9 ± 4.9	94.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.9 ± 0.7	91.2 ± 0.8	89.2 ± 0.9	87.4 ± 1.7	88.5 ± 1.4	85.5 ± 2.7	89.7 ± 5.0	51.4 ± 10.4	89.0 ± 0.5
Not in paid work in previous 12 months	80.3 ± 1.3	84.4 ± 1.4	81.5 ± 1.7	75.0 ± 2.8	80.3 ± 2.8	77.5 ± 4.4	83.0 ± 6.1	29.8 ± 8.9	80.5 ± 0.8
Not stated (h)	90.8 ± 1.3	91.7 ± 2.1	88.3 ± 1.2	84.4 ± 2.2	82.0 ± 2.3	87.4 ± 4.1	95.2 ± 2.6	29.1 ± 10.1	86.2 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.3	98.0 ± 0.4	98.4 ± 0.4	98.4 ± 0.4	98.2 ± 0.5	98.5 ± 0.8	98.1 ± 0.8	93.6 ± 3.0	98.2 ± 0.2
Advanced diploma/diploma	96.7 ± 0.4	96.3 ± 0.6	96.0 ± 0.6	96.3 ± 0.9	96.4 ± 1.1	95.8 ± 2.0	96.2 ± 1.9	86.8 ± 6.2	96.3 ± 0.3
Certificate I to IV (e)	93.7 ± 0.6	94.0 ± 0.8	94.4 ± 0.6	94.1 ± 0.9	94.3 ± 0.8	93.9 ± 1.5	93.8 ± 2.5	81.8 ± 5.8	93.9 ± 0.3
Year 12 or equivalent	93.6 ± 1.1	93.6 ± 1.1	93.1 ± 1.1	91.4 ± 1.7	94.5 ± 1.5	91.4 ± 4.2	93.8 ± 3.7	83.8 ± 9.4	93.2 ± 0.5
Year 11 or equivalent or below	85.7 ± 1.4	87.4 ± 1.4	85.7 ± 1.6	82.0 ± 2.7	87.0 ± 2.0	85.6 ± 3.1	86.1 ± 5.5	46.4 ± 11.7	85.0 ± 0.8
Not stated (f)	94.4 ± 1.2	95.6 ± 1.3	90.0 ± 1.8	88.7 ± 3.9	87.7 ± 2.6	93.7 ± 3.7	95.0 ± 4.6	38.1 ± 14.8	89.6 ± 1.3

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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	98.5 ± 0.3	98.7 ± 0.3	98.6 ± 0.4	98.4 ± 0.4	98.3 ± 0.5	98.0 ± 1.2	97.9 ± 0.9	94.0 ± 2.7	98.5 ± 0.2
Other business managers and associate professionals	97.6 ± 0.3	97.5 ± 0.4	97.2 ± 0.4	97.1 ± 0.7	97.4 ± 0.6	97.0 ± 1.2	97.3 ± 1.2	90.8 ± 4.7	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.3 ± 0.5	96.0 ± 0.5	95.2 ± 0.6	95.0 ± 0.9	95.8 ± 0.9	94.0 ± 2.0	95.4 ± 2.1	84.6 ± 4.8	95.3 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.7	92.4 ± 1.1	91.4 ± 1.0	90.1 ± 1.5	92.6 ± 1.3	89.6 ± 2.4	90.2 ± 6.3	59.5 ± 12.2	91.2 ± 0.5
Not in paid work in previous 12 months	85.1 ± 1.4	85.2 ± 1.7	83.3 ± 2.1	78.4 ± 3.4	85.2 ± 2.8	85.4 ± 4.1	89.7 ± 4.1	40.9 ± 14.8	83.7 ± 0.9
Not stated (h)	94.4 ± 1.0	95.0 ± 1.5	89.7 ± 1.4	87.6 ± 3.5	88.0 ± 1.9	93.0 ± 3.3	94.0 ± 3.8	35.6 ± 9.3	89.4 ± 1.0
Year 9									
Parental education (d)									
Bachelor degree or above	97.7 ± 0.3	97.4 ± 0.4	97.7 ± 0.5	98.6 ± 0.4	97.5 ± 0.7	98.6 ± 0.7	98.6 ± 0.8	95.4 ± 2.6	97.7 ± 0.2
Advanced diploma/diploma	95.3 ± 0.5	94.6 ± 0.7	95.1 ± 0.8	97.0 ± 0.7	94.5 ± 1.3	96.4 ± 2.1	94.8 ± 2.5	90.3 ± 4.5	95.2 ± 0.3
Certificate I to IV (e)	91.7 ± 0.6	92.5 ± 0.8	92.1 ± 0.8	94.8 ± 0.8	93.1 ± 1.2	92.7 ± 1.6	91.6 ± 2.8	81.1 ± 6.3	92.3 ± 0.4
Year 12 or equivalent	91.4 ± 1.1	91.2 ± 1.2	90.3 ± 1.5	92.9 ± 1.5	91.4 ± 2.0	90.0 ± 4.1	90.2 ± 4.7	82.2 ± 11.2	91.2 ± 0.6
Year 11 or equivalent or below	81.4 ± 1.3	83.9 ± 1.6	80.4 ± 2.1	83.3 ± 2.2	81.4 ± 2.3	84.2 ± 3.1	79.8 ± 8.0	41.5 ± 11.9	81.5 ± 0.8
Not stated (f)	89.6 ± 1.8	91.3 ± 2.4	87.4 ± 2.1	87.0 ± 4.4	83.3 ± 8.3	91.0 ± 4.3	93.1 ± 5.6	37.3 ± 19.3	86.5 ± 1.7
Parental occupation (g)									
Senior management and qualified professionals	97.9 ± 0.3	98.0 ± 0.4	98.0 ± 0.5	98.5 ± 0.4	97.5 ± 0.7	98.5 ± 0.8	98.3 ± 0.9	94.6 ± 3.1	98.0 ± 0.2
Other business managers and associate professionals	96.3 ± 0.4	96.8 ± 0.4	96.0 ± 0.5	97.3 ± 0.6	95.9 ± 0.8	96.4 ± 1.3	97.7 ± 1.4	92.3 ± 4.7	96.5 ± 0.2

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	93.1 ± 0.6	94.4 ± 0.6	93.2 ± 0.8	95.7 ± 0.8	94.3 ± 1.0	93.8 ± 1.8	94.8 ± 2.9	83.5 ± 5.5	93.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.5 ± 0.8	89.5 ± 1.1	87.2 ± 1.4	90.6 ± 1.4	89.7 ± 1.6	88.6 ± 2.6	80.9 ± 6.7	59.4 ± 12.6	88.6 ± 0.6
Not in paid work in previous 12 months	80.6 ± 1.3	80.7 ± 1.8	77.5 ± 2.9	79.9 ± 3.5	82.7 ± 3.2	80.2 ± 4.8	84.2 ± 8.4	34.2 ± 11.9	79.7 ± 1.0
Not stated (h)	89.9 ± 1.5	90.4 ± 2.6	87.0 ± 1.7	86.9 ± 3.5	81.9 ± 5.4	90.8 ± 3.9	90.4 ± 5.6	34.0 ± 11.3	86.2 ± 1.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	467.0 ± 1.8	467.8 ± 1.8	460.1 ± 2.5	456.1 ± 2.6	452.1 ± 3.4	465.6 ± 5.7	459.6 ± 5.8	429.7 ± 8.7	463.5 ± 1.0
Advanced diploma/diploma	423.4 ± 1.8	427.5 ± 1.9	419.8 ± 2.2	416.5 ± 3.2	414.0 ± 3.8	420.3 ± 7.5	429.6 ± 6.6	386.0 ±12.2	422.1 ± 1.0
Certificate I to IV (e)	399.8 ± 1.6	412.0 ± 1.7	403.2 ± 1.9	397.0 ± 2.7	397.4 ± 3.1	399.7 ± 4.8	404.9 ± 7.5	365.2 ±10.8	402.5 ± 0.9
Year 12 or equivalent	400.5 ± 2.9	413.6 ± 2.6	394.8 ± 2.9	396.8 ± 4.0	397.1 ± 8.0	392.5 ± 9.1	406.5 ±10.6	344.8 ±21.9	400.9 ± 1.5
Year 11 or equivalent or below	363.2 ± 2.3	383.6 ± 2.9	365.6 ± 3.3	352.5 ± 5.1	360.4 ± 5.4	362.0 ± 6.4	364.3 ±16.2	256.1 ±23.7	364.5 ± 1.7
Not stated (f)	414.5 ± 5.4	443.6 ± 8.3	393.2 ± 6.1	390.5 ± 8.6	391.6 ± 8.2	419.0 ±17.8	441.4 ±29.2	252.0 ±49.5	399.1 ± 4.2
Parental occupation (g)									
Senior management and qualified professionals	467.9 ± 2.0	472.4 ± 1.9	460.5 ± 2.6	455.6 ± 3.0	451.6 ± 3.9	457.9 ± 6.2	462.0 ± 6.6	423.6 ± 9.7	464.4 ± 1.1
Other business managers and associate professionals	442.7 ± 1.8	448.1 ± 1.9	434.3 ± 2.3	428.6 ± 3.0	426.0 ± 3.5	430.3 ± 6.6	446.9 ± 6.5	404.3 ±11.5	439.7 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	413.6 ± 1.7	426.2 ± 1.8	410.9 ± 2.1	404.8 ± 3.0	407.9 ± 3.4	408.8 ± 5.8	415.7 ± 7.6	373.5 ±10.4	414.4 ± 1.0
Machine operators, hospitality staff, assistants, labourers	392.8 ± 2.3	407.7 ± 2.4	391.0 ± 2.6	388.3 ± 3.6	392.0 ± 3.9	386.3 ± 6.3	404.0 ±12.5	320.1 ±22.0	395.2 ± 1.3
Not in paid work in previous 12 months	370.9 ± 2.5	393.0 ± 2.9	368.9 ± 3.9	360.0 ± 5.8	377.8 ± 6.2	360.7 ± 7.1	375.9 ±16.4	249.7 ±29.9	375.1 ± 1.8
Not stated (h)	408.9 ± 4.1	443.8 ± 8.8	395.0 ± 3.8	392.5 ± 5.8	380.3 ± 5.9	408.8 ±16.0	417.6 ±10.5	239.1 ±30.3	395.7 ± 2.7
Year 5									
Parental education (d)									
Bachelor degree or above	539.6 ± 2.0	538.9 ± 1.7	536.3 ± 2.0	531.6 ± 2.4	525.2 ± 3.0	546.7 ± 5.1	534.2 ± 4.2	511.1 ± 9.2	536.9 ± 1.0
Advanced diploma/diploma	501.5 ± 1.6	504.6 ± 1.7	502.0 ± 1.9	494.7 ± 2.7	493.4 ± 3.4	504.5 ± 7.0	492.9 ± 5.6	478.9 ±11.5	500.9 ± 0.9

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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)	477.5 ± 1.5	490.0 ± 1.5	486.4 ± 1.7	478.9 ± 2.5	478.2 ± 2.5	479.2 ± 4.4	484.0 ± 6.6	454.5 ±11.7	482.5 ± 0.8
Year 12 or equivalent	475.2 ± 2.5	491.5 ± 2.4	480.8 ± 2.6	480.7 ± 3.5	479.5 ± 7.6	468.2 ± 9.3	483.3 ± 9.4	440.4 ±20.6	481.4 ± 1.4
Year 11 or equivalent or below	441.9 ± 2.2	463.0 ± 2.6	450.0 ± 3.0	436.9 ± 4.7	445.0 ± 4.2	443.8 ± 6.3	454.8 ±10.1	327.9 ±21.9	445.6 ± 1.6
Not stated (f)	493.9 ± 6.9	516.9 ± 6.5	477.0 ± 4.8	467.4 ±10.1	465.7 ± 8.8	502.1 ±20.7	513.8 ±14.1	330.5 ±59.0	478.0 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	539.9 ± 2.1	542.9 ± 1.8	535.8 ± 2.1	530.2 ± 2.7	528.6 ± 3.4	541.6 ± 5.6	534.8 ± 5.1	510.7 ±12.7	537.6 ± 1.0
Other business managers and associate professionals	516.2 ± 1.7	521.0 ± 1.6	513.5 ± 1.9	506.9 ± 2.5	503.2 ± 3.1	512.8 ± 6.1	516.3 ± 5.8	489.3 ±13.0	514.9 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	487.8 ± 1.5	500.9 ± 1.5	493.4 ± 1.8	485.2 ± 2.6	486.0 ± 2.8	489.9 ± 5.5	495.0 ± 6.0	461.3 ±12.5	491.9 ± 0.8
Machine operators, hospitality staff, assistants, labourers	469.1 ± 2.0	484.6 ± 1.9	471.6 ± 2.4	466.9 ± 3.6	470.0 ± 3.4	458.5 ± 5.8	462.1 ±10.5	383.9 ±23.4	472.5 ± 1.1
Not in paid work in previous 12 months	448.2 ± 2.5	471.1 ± 2.6	452.7 ± 3.9	439.4 ± 6.1	451.5 ± 4.9	442.6 ± 7.8	468.4 ±14.1	323.2 ±25.6	453.5 ± 1.8
Not stated (h)	489.7 ± 5.4	513.1 ± 6.9	476.9 ± 3.3	471.4 ± 6.7	459.3 ± 5.7	490.2 ±17.8	500.7 ± 8.4	316.9 ±34.7	475.6 ± 2.9
Year 7									
Parental education (d)									
Bachelor degree or above	576.1 ± 3.4	572.7 ± 2.4	572.4 ± 3.4	571.6 ± 5.5	569.9 ± 3.1	581.3 ± 7.6	579.0 ± 6.7	548.9 ±12.3	573.6 ± 1.6
Advanced diploma/diploma	539.3 ± 1.9	539.4 ± 1.9	537.5 ± 2.3	537.3 ± 3.1	540.2 ± 2.9	544.8 ± 5.7	536.9 ± 5.1	509.9 ±12.8	538.6 ± 1.0
Certificate I to IV (e)	518.2 ± 1.6	525.3 ± 1.6	524.7 ± 1.7	521.3 ± 2.7	525.1 ± 2.2	525.1 ± 4.3	524.7 ± 6.0	496.2 ±10.6	522.1 ± 0.9
Year 12 or equivalent	522.2 ± 2.8	526.6 ± 3.1	522.0 ± 2.8	518.0 ± 4.3	531.3 ± 6.5	517.2 ± 9.9	528.7 ± 8.0	491.8 ±21.1	523.5 ± 1.5
Year 11 or equivalent or below	492.8 ± 2.3	506.3 ± 2.6	496.3 ± 2.7	486.1 ± 4.6	500.5 ± 3.5	491.3 ± 6.3	496.9 ±11.3	411.0 ±24.6	494.8 ± 1.5
Not stated (f)	542.0 ± 6.2	555.0 ± 6.6	521.5 ± 6.8	528.6 ±13.3	519.0 ± 5.8	552.3 ±30.0	566.6 ±20.9	403.3 ±43.9	529.9 ± 4.5

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	575.4 ± 3.3	575.9 ± 2.6	572.1 ± 3.6	570.0 ± 5.9	570.3 ± 3.6	578.3 ± 8.3	576.4 ± 8.4	547.5 ±13.8	573.8 ± 1.7
Other business managers and associate professionals	551.9 ± 2.4	552.9 ± 2.2	548.9 ± 2.4	546.1 ± 3.3	548.9 ± 2.5	550.1 ± 6.9	554.6 ± 6.7	527.2 ±12.4	550.6 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	527.9 ± 2.1	534.4 ± 1.9	528.3 ± 2.0	525.7 ± 3.3	531.2 ± 2.5	529.0 ± 5.2	535.3 ± 6.8	500.1 ± 8.7	529.4 ± 1.0
Machine operators, hospitality staff, assistants, labourers	510.2 ± 2.5	520.5 ± 2.2	511.5 ± 2.5	508.4 ± 3.7	518.6 ± 3.1	507.6 ± 5.3	514.4 ±11.5	449.5 ±21.7	513.1 ± 1.2
Not in paid work in previous 12 months	496.0 ± 2.6	506.2 ± 2.7	496.8 ± 3.6	484.5 ± 6.0	505.5 ± 4.6	490.7 ± 7.2	521.6 ±13.3	397.8 ±32.5	497.6 ± 1.7
Not stated (h)	539.9 ± 5.5	550.7 ± 7.3	518.2 ± 4.5	521.5 ±12.0	514.9 ± 4.9	541.2 ±21.9	550.9 ±12.5	391.6 ±25.0	524.6 ± 3.6
Year 9									
Parental education (d)									
Bachelor degree or above	616.8 ± 3.3	613.1 ± 3.1	610.3 ± 3.9	618.8 ± 5.2	606.2 ± 5.4	621.6 ± 4.7	623.1 ± 6.5	597.7 ±10.3	614.5 ± 1.7
Advanced diploma/diploma	582.0 ± 2.1	579.4 ± 2.0	578.1 ± 2.2	586.6 ± 3.3	576.7 ± 3.4	587.2 ± 5.2	583.5 ± 6.5	559.6 ±12.9	580.8 ± 1.1
Certificate I to IV (e)	561.7 ± 1.6	565.7 ± 1.7	562.1 ± 2.1	571.5 ± 2.8	565.3 ± 2.9	566.6 ± 4.2	568.3 ± 7.4	539.1 ±11.1	564.0 ± 0.9
Year 12 or equivalent	566.4 ± 2.9	567.8 ± 2.8	558.9 ± 3.3	568.4 ± 4.5	566.3 ± 7.6	561.7 ±10.4	571.3 ±11.3	539.4 ±14.2	565.4 ± 1.6
Year 11 or equivalent or below	535.8 ± 2.2	545.9 ± 2.7	534.5 ± 3.1	540.2 ± 3.9	538.1 ± 4.4	542.6 ± 4.4	543.0 ±12.9	461.8 ±24.9	538.0 ± 1.4
Not stated (f)	569.5 ± 6.0	591.6 ± 6.3	559.7 ± 7.5	571.2 ±13.6	565.5 ± 9.7	575.5 ±12.9	602.5 ±18.2	450.5 ±56.4	567.2 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	616.5 ± 3.2	615.8 ± 3.1	610.7 ± 3.9	616.6 ± 5.6	604.3 ± 5.5	613.8 ± 6.6	621.8 ± 8.3	591.7 ±12.2	614.5 ± 1.7

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	592.2 ± 2.4	592.4 ± 2.4	586.3 ± 2.6	592.0 ± 3.4	584.8 ± 3.4	590.9 ± 5.9	600.0 ± 5.4	573.3 ±13.1	590.7 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	568.9 ± 2.0	573.6 ± 2.0	566.9 ± 2.3	575.3 ± 3.1	570.0 ± 3.3	573.5 ± 4.9	585.5 ± 9.6	544.2 ±10.9	570.6 ± 1.1
Machine operators, hospitality staff, assistants, labourers	553.7 ± 2.6	559.1 ± 2.5	548.8 ± 2.8	558.5 ± 3.9	556.6 ± 3.6	553.7 ± 4.4	546.2 ±11.0	497.4 ±23.6	554.8 ± 1.3
Not in paid work in previous 12 months	537.9 ± 2.8	546.8 ± 3.1	532.2 ± 4.5	536.6 ± 6.1	546.1 ± 5.2	538.3 ± 7.2	563.0 ±15.8	454.0 ±24.1	539.6 ± 1.8
Not stated (h)	568.4 ± 5.2	586.5 ± 6.1	553.7 ± 3.9	567.4 ±11.2	552.4 ± 8.5	571.6 ±10.4	583.7 ±16.0	434.3 ±32.5	561.3 ± 3.7

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.52

Table 4A.52 **NAPLAN reading, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

				<i>Nature of differences</i>	
				<i>2008 to 2016</i>	<i>2015 to 2016</i>
		<i>2008</i>	<i>2015</i>	<i>2016</i>	
Year 3					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	83.5 ± 1.8	86.6 ± 1.3	87.6 ± 1.2	↑ ■
Mean scale score	no.	347.5 ± 3.6	362.5 ± 3.2	363.7 ± 3.1	↑ ■
Non-Indigenous students					
At or above national minimum standard	%	95.7 ± 0.2	95.9 ± 0.3	96.4 ± 0.2	■ ■
Mean scale score	no.	414.9 ± 1.7	433.6 ± 2.0	433.0 ± 2.0	↑ ■
All students					
At or above national minimum standard	%	95.1 ± 0.3	95.3 ± 0.3	95.8 ± 0.3	■ ■
Mean scale score	no.	412.3 ± 1.8	429.5 ± 2.1	428.8 ± 2.1	↑ ■
Year 5					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	77.6 ± 2.0	81.2 ± 1.6	79.1 ± 1.5	■ ■
Mean scale score	no.	432.8 ± 3.5	440.5 ± 2.8	439.9 ± 3.0	■ ■
Non-Indigenous students					
At or above national minimum standard	%	94.4 ± 0.3	94.6 ± 0.3	94.4 ± 0.3	■ ■
Mean scale score	no.	497.4 ± 1.8	504.6 ± 2.1	506.5 ± 1.9	■ ■
All students					
At or above national minimum standard	%	93.5 ± 0.4	93.8 ± 0.4	93.5 ± 0.4	■ ■
Mean scale score	no.	494.7 ± 1.9	501.0 ± 2.1	502.7 ± 2.0	■ ■

TABLE 4A.52

Table 4A.52 **NAPLAN reading, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

					<i>Nature of differences</i>	
		<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	82.4 ± 1.8	87.3 ± 1.5	84.9 ± 1.6	■	■
Mean scale score	no.	486.5 ± 3.5	496.8 ± 3.2	489.6 ± 2.9	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.1 ± 0.4	96.5 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	544.9 ± 2.9	551.0 ± 2.9	545.2 ± 2.9	■	■
All students						
At or above national minimum standard	%	95.4 ± 0.4	95.9 ± 0.4	95.2 ± 0.4	■	■
Mean scale score	no.	542.5 ± 3.0	548.2 ± 2.9	542.1 ± 2.9	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	82.3 ± 2.2	76.7 ± 1.8	80.2 ± 1.6	■	■
Mean scale score	no.	531.7 ± 3.6	526.9 ± 3.1	532.7 ± 3.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.1 ± 0.4	93.5 ± 0.5	94.0 ± 0.5	■	■
Mean scale score	no.	585.5 ± 2.8	585.3 ± 3.0	585.0 ± 2.9	■	■
All students						
At or above national minimum standard	%	94.4 ± 0.5	92.6 ± 0.6	93.1 ± 0.5	■	■
Mean scale score	no.	583.1 ± 2.8	582.1 ± 3.0	581.7 ± 2.8	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.52 **NAPLAN reading, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 **NAPLAN reading, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	88.1 ± 2.8	85.6 ± 2.8	87.3 ± 2.4	■	■
Mean scale score	no.	368.9 ± 6.3	379.8 ± 6.1	381.8 ± 5.8	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.6 ± 0.3	95.8 ± 0.4	96.0 ± 0.3	■	■
Mean scale score	no.	420.6 ± 1.6	440.3 ± 2.0	438.9 ± 1.9	↑	■
All students						
At or above national minimum standard	%	95.2 ± 0.2	95.5 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	419.9 ± 1.6	439.3 ± 2.0	437.7 ± 2.0	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	83.0 ± 3.3	82.1 ± 2.9	84.5 ± 2.7	■	■
Mean scale score	no.	449.7 ± 6.3	456.1 ± 5.2	461.0 ± 5.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	94.0 ± 0.4	94.6 ± 0.4	94.9 ± 0.4	■	■
Mean scale score	no.	497.3 ± 1.6	509.1 ± 1.9	512.1 ± 1.7	↑	■
All students						
At or above national minimum standard	%	93.7 ± 0.3	94.3 ± 0.4	94.6 ± 0.4	■	■
Mean scale score	no.	496.7 ± 1.6	508.3 ± 1.9	511.1 ± 1.7	↑	■

TABLE 4A.53

Table 4A.53 **NAPLAN reading, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	85.5 ± 3.2	87.8 ± 2.6	84.7 ± 3.5	■	■
Mean scale score	no.	488.8 ± 5.5	503.5 ± 4.6	501.5 ± 5.9	↑	■
Non-Indigenous students						
At or above national minimum standard	%	96.1 ± 0.4	96.1 ± 0.5	95.6 ± 0.5	■	■
Mean scale score	no.	543.9 ± 2.6	551.9 ± 2.6	546.5 ± 2.6	■	■
All students						
At or above national minimum standard	%	95.8 ± 0.3	95.9 ± 0.5	95.3 ± 0.5	■	■
Mean scale score	no.	543.0 ± 2.6	551.1 ± 2.6	545.6 ± 2.6	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	79.9 ± 4.1	80.2 ± 3.8	81.6 ± 3.3	■	■
Mean scale score	no.	536.0 ± 6.0	543.3 ± 5.7	540.2 ± 5.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.0 ± 0.5	93.8 ± 0.6	93.7 ± 0.6	■	■
Mean scale score	no.	585.2 ± 2.9	586.9 ± 2.9	584.7 ± 2.8	■	■
All students						
At or above national minimum standard	%	94.7 ± 0.4	93.5 ± 0.7	93.4 ± 0.7	■	■
Mean scale score	no.	584.6 ± 3.0	586.2 ± 3.0	583.9 ± 2.8	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.53 **NAPLAN reading, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.54

Table 4A.54 **NAPLAN reading, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.2 ± 3.3	85.0 ± 1.8	85.2 ± 1.9	▲	■
Mean scale score	no.		309.5 ± 7.6	358.6 ± 4.3	355.8 ± 5.1	▲	■
Non-Indigenous students							
At or above national minimum standard	%		88.7 ± 0.6	95.9 ± 0.3	96.3 ± 0.3	▲	■
Mean scale score	no.		375.9 ± 2.4	424.0 ± 2.2	425.3 ± 2.3	▲	■
All students							
At or above national minimum standard	%		87.1 ± 0.7	95.0 ± 0.4	95.4 ± 0.4	▲	■
Mean scale score	no.		371.1 ± 2.6	418.4 ± 2.3	419.8 ± 2.5	▲	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		62.9 ± 3.2	79.2 ± 2.2	77.2 ± 2.3	↑	■
Mean scale score	no.		404.4 ± 6.4	435.9 ± 4.7	436.9 ± 4.4	↑	■
Non-Indigenous students							
At or above national minimum standard	%		88.8 ± 0.6	95.1 ± 0.4	94.7 ± 0.4	↑	■
Mean scale score	no.		470.9 ± 2.2	499.7 ± 2.1	505.1 ± 2.0	↑	■
All students							
At or above national minimum standard	%		86.9 ± 0.7	93.8 ± 0.5	93.4 ± 0.5	↑	■
Mean scale score	no.		466.1 ± 2.3	494.5 ± 2.2	500.1 ± 2.2	↑	■

TABLE 4A.54

Table 4A.54 **NAPLAN reading, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.8 ± 3.2	86.1 ± 1.7	81.6 ± 2.1	↑	↓
Mean scale score	no.		472.4 ± 7.6	493.2 ± 3.9	485.1 ± 4.1	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.3 ± 0.4	96.6 ± 0.4	95.7 ± 0.5	■	■
Mean scale score	no.		532.3 ± 2.0	547.4 ± 3.0	542.8 ± 3.1	■	■
All students							
At or above national minimum standard	%		92.9 ± 0.5	95.8 ± 0.5	94.6 ± 0.6	■	■
Mean scale score	no.		528.1 ± 2.1	543.0 ± 3.1	538.5 ± 3.2	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		70.0 ± 4.0	76.0 ± 2.6	75.9 ± 3.0	■	■
Mean scale score	no.		514.2 ± 9.3	524.7 ± 4.1	524.5 ± 4.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.0 ± 0.8	93.1 ± 0.7	93.8 ± 0.7	■	■
Mean scale score	no.		572.2 ± 3.1	576.2 ± 3.2	579.9 ± 3.4	■	■
All students							
At or above national minimum standard	%		90.5 ± 0.9	91.8 ± 0.7	92.4 ± 0.8	■	■
Mean scale score	no.		568.2 ± 3.3	572.2 ± 3.2	575.8 ± 3.4	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.54 **NAPLAN reading, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.55

Table 4A.55 **NAPLAN reading, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	57.3 ± 3.7	66.6 ± 3.4	71.3 ± 3.1	↑	■
Mean scale score	no.	292.7 ± 7.1	308.7 ± 8.4	319.9 ± 6.6	↑	■
Non-Indigenous students						
At or above national minimum standard	%	92.1 ± 0.6	95.1 ± 0.5	95.5 ± 0.4	↑	■
Mean scale score	no.	394.5 ± 2.7	421.0 ± 3.0	423.2 ± 2.9	↑	■
All students						
At or above national minimum standard	%	89.4 ± 0.8	93.0 ± 0.6	93.8 ± 0.6	↑	■
Mean scale score	no.	386.7 ± 3.1	412.5 ± 3.4	415.9 ± 3.1	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	51.8 ± 3.4	63.4 ± 3.7	56.5 ± 3.9	■	■
Mean scale score	no.	381.3 ± 5.8	401.6 ± 6.6	390.6 ± 8.2	■	■
Non-Indigenous students						
At or above national minimum standard	%	92.2 ± 0.6	94.2 ± 0.5	94.1 ± 0.5	■	■
Mean scale score	no.	481.4 ± 2.4	496.0 ± 2.7	501.7 ± 2.6	↑	■
All students						
At or above national minimum standard	%	89.1 ± 0.9	91.9 ± 0.7	91.4 ± 0.8	■	■
Mean scale score	no.	473.6 ± 2.8	488.9 ± 3.0	493.7 ± 3.0	↑	■

TABLE 4A.55

Table 4A.55 **NAPLAN reading, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		63.4 ± 3.7	74.3 ± 4.1	68.9 ± 3.9	■	■
Mean scale score	no.		450.0 ± 5.7	468.4 ± 5.6	457.4 ± 6.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.0 ± 0.5	96.3 ± 0.6	95.7 ± 0.7	■	■
Mean scale score	no.		533.2 ± 2.6	547.0 ± 4.6	543.3 ± 4.7	■	■
All students							
At or above national minimum standard	%		92.7 ± 0.8	94.7 ± 0.8	93.8 ± 1.0	■	■
Mean scale score	no.		527.0 ± 2.8	541.2 ± 4.9	537.6 ± 4.9	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		62.8 ± 3.9	66.9 ± 4.2	69.4 ± 3.8	■	■
Mean scale score	no.		498.3 ± 5.7	508.0 ± 6.2	510.6 ± 5.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.0 ± 0.9	95.1 ± 0.8	96.0 ± 0.6	↑	■
Mean scale score	no.		575.6 ± 4.4	591.0 ± 4.7	590.7 ± 4.6	↑	■
All students							
At or above national minimum standard	%		91.8 ± 1.1	93.2 ± 1.0	94.0 ± 0.9	↑	■
Mean scale score	no.		569.8 ± 4.6	585.1 ± 5.0	584.9 ± 4.8	↑	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.55 **NAPLAN reading, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.56

Table 4A.56 **NAPLAN reading, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		71.5 ± 4.4	73.4 ± 4.4	74.7 ± 4.5	■	■
Mean scale score	no.		329.7 ± 8.7	330.6 ± 9.2	336.9 ± 10.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.5 ± 0.9	94.5 ± 0.7	94.5 ± 0.7	↑	■
Mean scale score	no.		403.9 ± 3.1	418.9 ± 3.6	417.9 ± 3.5	■	■
All students							
At or above national minimum standard	%		91.5 ± 1.0	93.4 ± 0.8	93.4 ± 0.8	■	■
Mean scale score	no.		400.5 ± 3.3	414.8 ± 3.7	414.1 ± 3.7	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		60.6 ± 5.9	69.1 ± 4.2	67.2 ± 4.6	■	■
Mean scale score	no.		405.9 ± 9.8	414.3 ± 7.8	414.9 ± 10.3	■	■
Non-Indigenous students							
At or above national minimum standard	%		91.3 ± 1.0	92.9 ± 0.8	92.7 ± 0.8	■	■
Mean scale score	no.		481.0 ± 2.8	491.5 ± 3.3	494.4 ± 3.1	■	■
All students							
At or above national minimum standard	%		89.9 ± 1.1	91.7 ± 0.9	91.5 ± 0.9	■	■
Mean scale score	no.		477.9 ± 3.0	487.9 ± 3.5	490.6 ± 3.3	■	■

TABLE 4A.56

Table 4A.56 **NAPLAN reading, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		2008	2015	2016	<i>Nature of differences</i>	
					<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	69.6 ± 5.9	79.5 ± 4.9	78.7 ± 4.6	↑	■
Mean scale score	no.	464.9 ± 8.7	481.7 ± 7.2	479.5 ± 6.6	↑	■
Non-Indigenous students						
At or above national minimum standard	%	94.4 ± 0.7	95.8 ± 0.6	95.0 ± 0.7	■	■
Mean scale score	no.	536.4 ± 2.7	544.1 ± 2.8	540.5 ± 2.9	■	■
All students						
At or above national minimum standard	%	93.4 ± 0.8	95.0 ± 0.7	94.2 ± 0.7	■	■
Mean scale score	no.	533.5 ± 2.9	541.2 ± 2.9	537.8 ± 3.0	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	62.5 ± 6.5	75.0 ± 4.7	74.4 ± 4.2	↑	■
Mean scale score	no.	506.3 ± 10.1	522.7 ± 7.1	521.8 ± 6.5	↑	■
Non-Indigenous students						
At or above national minimum standard	%	93.5 ± 1.1	92.5 ± 1.2	92.8 ± 1.4	■	■
Mean scale score	no.	578.5 ± 4.6	576.3 ± 4.6	577.2 ± 4.6	■	■
All students						
At or above national minimum standard	%	91.7 ± 1.8	91.6 ± 1.3	91.9 ± 1.5	■	■
Mean scale score	no.	574.9 ± 5.0	574.0 ± 4.8	575.2 ± 4.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.56 **NAPLAN reading, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.57

Table 4A.57 **NAPLAN reading, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		88.4 ± 4.1	87.7 ± 3.3	91.1 ± 2.9	■	■
Mean scale score	no.		376.6 ± 9.4	372.5 ± 8.7	374.8 ± 7.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.0 ± 1.0	93.4 ± 1.2	94.2 ± 1.0	■	■
Mean scale score	no.		403.4 ± 5.2	421.5 ± 6.1	417.1 ± 5.7	■	■
All students							
At or above national minimum standard	%		92.8 ± 1.0	92.9 ± 1.2	94.0 ± 1.0	■	■
Mean scale score	no.		401.2 ± 4.9	418.5 ± 6.6	414.5 ± 6.0	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		84.5 ± 4.5	82.3 ± 4.1	82.8 ± 3.5	■	■
Mean scale score	no.		456.6 ± 9.8	447.9 ± 7.7	455.3 ± 8.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		90.7 ± 1.3	92.8 ± 1.1	91.4 ± 1.3	■	■
Mean scale score	no.		480.1 ± 4.9	496.0 ± 5.3	498.3 ± 5.7	↑	■
All students							
At or above national minimum standard	%		89.7 ± 1.4	92.1 ± 1.2	90.8 ± 1.3	■	■
Mean scale score	no.		476.4 ± 4.9	493.6 ± 6.1	495.5 ± 6.0	↑	■

TABLE 4A.57

Table 4A.57 **NAPLAN reading, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		89.0 ± 3.5	89.3 ± 3.6	86.0 ± 4.4	■	■
Mean scale score	no.		513.8 ± 8.3	504.7 ± 6.2	493.3 ± 8.4	↓	■
Non-Indigenous students							
At or above national minimum standard	%		94.4 ± 1.4	95.2 ± 1.1	94.2 ± 1.4	■	■
Mean scale score	no.		536.6 ± 7.5	542.8 ± 6.8	539.0 ± 7.8	■	■
All students							
At or above national minimum standard	%		93.9 ± 1.5	94.7 ± 1.2	93.7 ± 1.5	■	■
Mean scale score	no.		534.2 ± 7.2	540.4 ± 7.0	538.0 ± 8.3	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		90.7 ± 3.7	81.8 ± 4.4	86.4 ± 4.5	■	■
Mean scale score	no.		564.9 ± 9.4	540.0 ± 7.9	548.1 ± 7.1	↓	■
Non-Indigenous students							
At or above national minimum standard	%		93.5 ± 1.4	92.4 ± 1.5	93.3 ± 1.6	■	■
Mean scale score	no.		580.9 ± 7.4	576.4 ± 6.9	581.1 ± 6.5	■	■
All students							
At or above national minimum standard	%		93.0 ± 1.7	91.4 ± 1.7	92.7 ± 1.6	■	■
Mean scale score	no.		578.8 ± 7.3	573.6 ± 7.1	578.6 ± 6.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.57 **NAPLAN reading, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.58

Table 4A.58 **NAPLAN reading, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

					<i>Nature of differences</i>	
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	84.9 ± 8.1	85.2 ± 5.9	84.2 ± 10.5	■	■
Mean scale score	no.	359.5 ± 17.6	371.1 ± 14.2	368.6 ± 18.7	■	■
Non-Indigenous students						
At or above national minimum standard	%	94.8 ± 1.4	95.5 ± 1.1	96.7 ± 0.9	↑	■
Mean scale score	no.	422.8 ± 5.7	444.6 ± 6.3	442.8 ± 6.3	↑	■
All students						
At or above national minimum standard	%	94.4 ± 1.5	95.2 ± 1.2	96.3 ± 0.9	↑	■
Mean scale score	no.	421.0 ± 5.9	442.7 ± 6.3	440.8 ± 6.4	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	81.1 ± 8.0	84.9 ± 7.5	82.5 ± 9.4	■	■
Mean scale score	no.	441.9 ± 16.7	455.6 ± 15.6	464.6 ± 18.4	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.2 ± 1.1	95.5 ± 1.3	95.8 ± 1.0	■	■
Mean scale score	no.	504.9 ± 5.5	522.3 ± 6.9	515.1 ± 5.3	■	■
All students						
At or above national minimum standard	%	94.8 ± 1.2	95.2 ± 1.3	95.4 ± 1.1	■	■
Mean scale score	no.	503.3 ± 5.6	520.8 ± 6.9	514.0 ± 5.4	■	■

TABLE 4A.58

Table 4A.58 **NAPLAN reading, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		94.3 ± 4.8	88.3 ± 6.8	90.0 ± 6.3	■	■
Mean scale score	no.		519.4 ±16.5	519.3 ±12.3	507.7 ±13.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.4 ± 1.4	97.0 ± 1.2	96.4 ± 1.2	■	■
Mean scale score	no.		559.2 ±10.2	566.8 ± 8.2	558.9 ± 8.2	■	■
All students							
At or above national minimum standard	%		96.3 ± 1.4	96.8 ± 1.2	96.2 ± 1.2	■	■
Mean scale score	no.		558.2 ±10.1	566.1 ± 8.2	557.9 ± 8.1	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		84.2 ± 9.0	86.6 ± 7.9	81.4 ± 8.4	■	■
Mean scale score	no.		552.8 ±17.7	551.6 ±13.9	552.3 ±15.1	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.9 ± 1.1	94.2 ± 1.8	95.5 ± 1.7	■	■
Mean scale score	no.		603.1 ± 9.8	599.5 ± 8.6	601.8 ± 8.4	■	■
All students							
At or above national minimum standard	%		96.6 ± 1.3	94.0 ± 1.8	95.2 ± 1.8	■	■
Mean scale score	no.		601.9 ±10.0	598.7 ± 8.6	600.8 ± 8.5	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.58 **NAPLAN reading, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.59

Table 4A.59 **NAPLAN reading, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

				<i>Nature of differences</i>	
				<i>2008 to 2016</i>	<i>2015 to 2016</i>
		<i>2008</i>	<i>2015</i>	<i>2016</i>	
Year 3					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	30.4 ± 6.0	42.5 ± 5.8	42.2 ± 6.7	↑ ■
Mean scale score	no.	208.1 ±19.5	247.9 ±14.7	242.6 ±20.6	↑ ■
Non-Indigenous students					
At or above national minimum standard	%	88.2 ± 2.8	92.4 ± 1.8	93.4 ± 1.9	↑ ■
Mean scale score	no.	382.5 ± 8.1	401.4 ± 9.2	409.7 ± 8.6	↑ ■
All students					
At or above national minimum standard	%	62.7 ± 6.5	71.1 ± 5.7	73.8 ± 5.7	↑ ■
Mean scale score	no.	306.6 ±19.9	336.6 ±17.3	346.2 ±18.5	↑ ■
Year 5					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	25.8 ± 5.7	38.2 ± 6.8	26.7 ± 6.2	■ ↓
Mean scale score	no.	307.3 ±17.7	349.5 ±16.4	312.4 ±19.3	■ ↓
Non-Indigenous students					
At or above national minimum standard	%	88.9 ± 2.5	91.4 ± 2.6	91.5 ± 2.5	■ ■
Mean scale score	no.	474.5 ± 6.9	487.9 ± 9.2	498.8 ± 9.3	↑ ■
All students					
At or above national minimum standard	%	62.5 ± 6.6	67.7 ± 6.8	64.4 ± 7.5	■ ■
Mean scale score	no.	405.1 ±18.0	426.3 ±18.1	421.5 ±22.1	■ ■

TABLE 4A.59

Table 4A.59 **NAPLAN reading, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		32.4 ± 8.6	44.7 ± 7.8	37.4 ± 8.0	■	■
Mean scale score	no.		386.1 ±17.6	412.2 ±15.6	393.8 ±17.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.5 ± 2.8	94.4 ± 2.3	92.7 ± 2.6	■	■
Mean scale score	no.		531.0 ±10.8	539.4 ±10.1	534.0 ±11.6	■	■
All students							
At or above national minimum standard	%		67.1 ± 9.4	72.4 ± 8.4	68.4 ± 9.0	■	■
Mean scale score	no.		468.4 ±21.9	483.4 ±20.3	472.9 ±22.7	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		37.9 ± 9.6	32.9 ± 8.3	34.2 ± 8.1	■	■
Mean scale score	no.		446.5 ±23.3	448.7 ±16.4	441.4 ±21.3	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.2 ± 2.3	91.5 ± 3.3	92.6 ± 3.3	■	■
Mean scale score	no.		578.1 ± 9.7	572.7 ±10.6	575.9 ±11.9	■	■
All students							
At or above national minimum standard	%		69.9 ± 8.3	66.2 ± 9.3	68.3 ± 9.5	■	■
Mean scale score	no.		524.2 ±21.6	519.6 ±19.5	520.5 ±22.2	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.59 **NAPLAN reading, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.60

Table 4A.60 **NAPLAN reading, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		68.3 ± 2.0	78.7 ± 1.3	80.6 ± 1.3	↑	■
Mean scale score	no.		313.7 ± 4.9	343.4 ± 3.4	346.5 ± 3.5	↑	■
Non-Indigenous students							
At or above national minimum standard	%		93.5 ± 0.2	95.6 ± 0.2	96.0 ± 0.1	↑	■
Mean scale score	no.		405.0 ± 1.1	430.7 ± 1.1	430.5 ± 1.1	↑	■
All students							
At or above national minimum standard	%		92.1 ± 0.3	94.6 ± 0.2	95.1 ± 0.2	↑	■
Mean scale score	no.		400.5 ± 1.2	425.5 ± 1.1	425.6 ± 1.1	↑	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		63.4 ± 1.8	73.6 ± 1.6	70.8 ± 1.6	↑	■
Mean scale score	no.		403.4 ± 4.1	425.1 ± 3.3	422.1 ± 3.9	↑	■
Non-Indigenous students							
At or above national minimum standard	%		92.6 ± 0.2	94.5 ± 0.2	94.4 ± 0.2	■	■
Mean scale score	no.		488.7 ± 1.0	502.9 ± 1.0	506.2 ± 0.9	↑	■
All students							
At or above national minimum standard	%		91.0 ± 0.3	93.3 ± 0.2	93.0 ± 0.2	■	■
Mean scale score	no.		484.4 ± 1.1	498.5 ± 1.1	501.5 ± 1.0	↑	■

TABLE 4A.60

Table 4A.60 **NAPLAN reading, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		71.9 ± 2.0	80.8 ± 1.7	77.4 ± 1.6	■	■
Mean scale score	no.		466.5 ± 4.2	484.0 ± 3.3	476.2 ± 3.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.4 ± 0.2	96.3 ± 0.2	95.6 ± 0.2	■	■
Mean scale score	no.		540.2 ± 1.3	549.6 ± 1.4	544.6 ± 1.4	■	■
All students							
At or above national minimum standard	%		94.2 ± 0.3	95.4 ± 0.3	94.6 ± 0.3	■	■
Mean scale score	no.		536.5 ± 1.4	546.0 ± 1.5	540.8 ± 1.5	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		70.7 ± 2.1	71.7 ± 1.7	73.6 ± 1.7	■	■
Mean scale score	no.		513.8 ± 4.6	518.3 ± 3.0	520.2 ± 3.4	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.2 ± 0.3	93.6 ± 0.3	94.0 ± 0.3	■	■
Mean scale score	no.		581.3 ± 1.5	583.8 ± 1.5	584.3 ± 1.5	■	■
All students							
At or above national minimum standard	%		92.9 ± 0.4	92.3 ± 0.3	92.8 ± 0.3	■	■
Mean scale score	no.		578.0 ± 1.5	580.2 ± 1.6	580.8 ± 1.5	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.60 **NAPLAN reading, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAPLAN Writing

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
<i>Average age</i>	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
<i>Years of schooling</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>	<i>3 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	92.6 ± 1.3	91.5 ± 2.5	91.3 ± 2.1	87.0 ± 2.8	84.4 ± 3.9	..	89.1 ± 6.6	..	90.6 ± 0.9
Inner Regional	92.4 ± 1.4	89.3 ± 3.6	92.4 ± 1.5	87.0 ± 4.6	90.1 ± 6.7	94.1 ± 3.0	np	..	91.9 ± 1.0
Outer Regional	90.6 ± 2.8	88.7 ± 7.7	90.0 ± 2.3	86.7 ± 4.4	83.9 ± 5.9	94.1 ± 3.5	..	78.6 ± 8.5	88.6 ± 1.5
Remote	85.6 ± 11.7	np	79.8 ± 7.5	71.5 ± 9.0	np	np	..	54.4 ± 15.1	71.9 ± 6.0
Very remote	90.5 ± 4.5	..	79.1 ± 12.6	57.6 ± 8.4	52.9 ± 22.4	..	..	25.0 ± 6.4	52.1 ± 6.7
Total	92.0 ± 1.0	90.2 ± 2.1	89.3 ± 1.8	78.6 ± 3.2	82.5 ± 3.6	93.9 ± 2.4	89.4 ± 6.5	44.1 ± 7.1	85.1 ± 1.3
Non-Indigenous students									
Major cities	97.6 ± 0.2	96.9 ± 0.4	97.1 ± 0.4	97.2 ± 0.4	96.2 ± 0.7	..	97.4 ± 0.7	..	97.2 ± 0.2
Inner Regional	97.1 ± 0.4	96.8 ± 0.6	96.4 ± 0.6	97.1 ± 0.9	95.6 ± 1.7	96.3 ± 0.9	np	..	96.8 ± 0.3
Outer Regional	97.3 ± 0.6	96.9 ± 1.1	97.0 ± 0.6	97.0 ± 1.2	95.1 ± 1.6	96.1 ± 1.7	..	95.6 ± 1.9	96.7 ± 0.4
Remote	96.6 ± 3.0	96.3 ± 4.9	97.7 ± 1.2	96.5 ± 1.4	96.1 ± 2.6	96.5 ± 3.5	..	97.2 ± 2.2	96.8 ± 0.8
Very remote	96.7 ± 5.5	..	95.5 ± 2.5	97.8 ± 2.1	94.4 ± 6.5	..	..	95.5 ± 4.0	96.2 ± 1.5
Total	97.5 ± 0.2	96.9 ± 0.3	97.0 ± 0.3	97.2 ± 0.4	96.0 ± 0.6	96.2 ± 0.8	97.4 ± 0.7	95.9 ± 1.6	97.1 ± 0.1
All year 3 students									
Major cities	97.4 ± 0.2	96.8 ± 0.4	96.9 ± 0.4	96.8 ± 0.5	95.7 ± 0.8	..	97.2 ± 0.7	..	96.9 ± 0.2
Inner Regional	96.6 ± 0.4	96.6 ± 0.6	96.0 ± 0.6	96.4 ± 1.1	95.4 ± 1.6	96.2 ± 0.9	np	..	96.4 ± 0.3
Outer Regional	96.2 ± 0.8	96.2 ± 1.4	95.9 ± 0.8	95.5 ± 1.4	93.8 ± 1.8	95.8 ± 1.6	..	92.8 ± 2.9	95.5 ± 0.5
Remote	92.7 ± 5.8	96.4 ± 4.9	92.9 ± 3.0	90.2 ± 3.7	96.0 ± 2.8	96.2 ± 4.7	..	79.6 ± 10.4	90.3 ± 2.3
Very remote	92.9 ± 3.8	..	85.5 ± 8.4	74.3 ± 8.1	73.3 ± 17.4	..	..	34.1 ± 10.4	66.9 ± 5.8
Total	97.1 ± 0.2	96.7 ± 0.3	96.4 ± 0.3	95.8 ± 0.5	95.2 ± 0.7	96.1 ± 0.8	97.2 ± 0.7	76.0 ± 5.8	96.3 ± 0.2

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	■	■	↑	↑	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	↓	■	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	■	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5

<i>Average age</i>	<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 7 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
<i>Years of schooling</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>	<i>5 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	84.3 ± 1.9	87.7 ± 3.3	84.0 ± 2.4	74.8 ± 3.5	75.5 ± 5.8	..	79.4 ± 9.0	..	82.2 ± 1.2
Inner Regional	81.4 ± 2.5	85.9 ± 4.2	81.8 ± 2.9	76.0 ± 7.7	81.0 ± 10.6	85.0 ± 4.7	np	..	82.0 ± 1.7
Outer Regional	78.2 ± 4.0	80.9 ± 6.4	81.0 ± 2.8	71.0 ± 5.5	66.9 ± 9.0	87.3 ± 6.1	..	64.0 ± 10.0	77.4 ± 2.2
Remote	65.7 ± 10.6	np	58.6 ± 10.5	59.1 ± 7.7	77.3 ± 13.3	np	..	37.2 ± 13.0	55.1 ± 6.0
Very remote	65.8 ± 19.3	..	58.4 ± 10.1	32.6 ± 7.4	38.3 ± 16.4	..	..	11.9 ± 4.4	32.1 ± 5.6
Total	81.6 ± 1.7	85.8 ± 2.6	78.5 ± 2.1	63.2 ± 3.7	70.1 ± 4.7	86.2 ± 3.7	80.6 ± 8.7	29.2 ± 6.6	73.5 ± 1.6

Non-Indigenous students

Major cities	95.5 ± 0.4	95.6 ± 0.5	93.8 ± 0.6	95.7 ± 0.5	93.2 ± 1.0	..	94.6 ± 1.1	..	95.0 ± 0.2
Inner Regional	93.4 ± 0.6	94.2 ± 0.8	92.1 ± 0.9	93.9 ± 1.6	92.3 ± 2.0	93.4 ± 1.3	np	..	93.3 ± 0.4

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer Regional	92.1 ± 1.3	94.0 ± 1.6	92.7 ± 1.0	93.0 ± 1.4	90.7 ± 1.9	91.6 ± 1.9	..	90.6 ± 3.0	92.3 ± 0.6
Remote	88.4 ± 5.6	92.7 ± 9.3	91.7 ± 3.1	93.9 ± 1.8	94.6 ± 2.5	89.1 ± 9.3	..	90.9 ± 3.7	92.6 ± 1.2
Very remote	np	..	92.6 ± 3.8	90.6 ± 4.7	91.1 ± 9.1	..	..	91.1 ± 6.8	91.3 ± 2.8
Total	94.9 ± 0.3	95.2 ± 0.4	93.3 ± 0.5	95.2 ± 0.5	92.8 ± 0.8	92.8 ± 1.1	94.6 ± 1.1	90.7 ± 2.4	94.4 ± 0.2
All year 5 students									
Major cities	95.1 ± 0.4	95.4 ± 0.5	93.4 ± 0.6	94.9 ± 0.6	92.5 ± 1.0	..	94.2 ± 1.2	..	94.6 ± 0.2
Inner Regional	92.1 ± 0.7	93.9 ± 0.8	91.2 ± 1.0	92.8 ± 1.7	91.8 ± 2.1	93.0 ± 1.3	np	..	92.5 ± 0.4
Outer Regional	89.7 ± 1.4	93.0 ± 1.8	90.9 ± 1.2	89.9 ± 2.0	88.6 ± 2.2	90.9 ± 2.1	..	85.8 ± 4.6	90.2 ± 0.7
Remote	79.9 ± 7.6	92.9 ± 9.0	82.6 ± 5.9	84.7 ± 4.3	93.3 ± 3.1	90.4 ± 8.2	..	67.9 ± 13.1	82.4 ± 3.2
Very remote	78.1 ± 12.3	..	71.9 ± 7.8	54.9 ± 10.6	58.2 ± 19.7	..	..	20.7 ± 10.3	50.4 ± 6.4
Total	94.1 ± 0.4	95.0 ± 0.4	92.2 ± 0.5	92.9 ± 0.7	91.7 ± 0.9	92.3 ± 1.2	94.2 ± 1.2	65.0 ± 7.2	93.2 ± 0.2

Statistical significance of the proportion students at and above the national minimum standard, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	■	■	▲
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲
<i>Qld</i>	■	↓	..	■	■	■	↓	▲
<i>WA</i>	■	↓	■	..	■	■	■	▲
<i>SA</i>	↓	↓	■	■	..	■	↓	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	■	↑	■	↑	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
<i>Average age</i>	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 5 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 10 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 7 m</i>
<i>Years of schooling</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	75.7 ± 2.7	78.2 ± 4.2	75.0 ± 3.6	66.4 ± 5.3	75.2 ± 4.9	..	71.9 ± 8.2	..	74.4 ± 1.8
Inner Regional	70.9 ± 2.8	74.4 ± 5.3	72.1 ± 3.9	62.5 ±10.4	73.6 ±14.6	74.6 ± 7.3	np	..	71.6 ± 2.0
Outer Regional	61.2 ± 5.1	70.9 ±10.6	60.8 ± 4.9	53.5 ±10.4	61.9 ±11.1	76.4 ± 8.5	..	54.8 ± 9.7	61.2 ± 3.0
Remote	45.4 ±20.6	np	40.5 ±11.5	50.1 ± 8.9	np	np	..	26.9 ±12.7	40.3 ± 7.0
Very remote	57.5 ±21.7	..	41.5 ±12.2	29.4 ± 8.4	41.0 ±19.2	..	..	5.8 ± 3.4	21.8 ± 5.9
Total	71.1 ± 1.9	75.6 ± 3.3	66.3 ± 2.8	54.3 ± 4.2	67.3 ± 4.6	75.5 ± 5.9	71.9 ± 8.2	23.3 ± 7.5	63.5 ± 1.8
Non-Indigenous students									
Major cities	92.5 ± 0.7	93.8 ± 0.7	90.4 ± 1.1	92.5 ± 1.1	91.7 ± 1.1	–	92.1 ± 1.8	..	92.4 ± 0.4
Inner Regional	88.1 ± 1.2	91.2 ± 1.4	85.7 ± 1.6	89.8 ± 2.5	90.6 ± 2.4	89.7 ± 2.5	np	..	88.7 ± 0.8
Outer Regional	85.3 ± 1.8	90.5 ± 2.5	87.4 ± 1.8	86.2 ± 3.6	88.5 ± 2.1	86.8 ± 3.5	..	84.9 ± 5.2	87.2 ± 1.0
Remote	82.4 ± 8.3	95.5 ± 6.6	80.7 ± 5.3	89.7 ± 3.2	90.2 ± 2.9	np	..	88.3 ± 6.7	87.6 ± 2.3
Very remote	np	..	84.7 ± 7.2	89.1 ± 5.4	84.2 ± 8.2	..	..	84.0 ±12.5	85.9 ± 4.0
Total	91.4 ± 0.6	93.2 ± 0.6	89.0 ± 0.9	91.7 ± 1.0	91.1 ± 0.9	88.9 ± 2.1	92.1 ± 1.8	85.5 ± 4.3	91.3 ± 0.3
All year 7 students									
Major cities	91.9 ± 0.7	93.6 ± 0.7	89.9 ± 1.2	91.5 ± 1.3	91.2 ± 1.2	..	91.5 ± 2.0	..	91.8 ± 0.4
Inner Regional	86.5 ± 1.4	90.6 ± 1.5	84.5 ± 1.7	87.8 ± 3.3	90.1 ± 2.6	89.2 ± 2.6	np	..	87.5 ± 0.8
Outer Regional	80.9 ± 2.4	89.0 ± 3.3	83.0 ± 2.5	81.8 ± 5.4	86.2 ± 2.4	85.4 ± 3.7	..	78.7 ± 7.1	83.4 ± 1.4
Remote	65.4 ±13.6	94.4 ± 7.5	66.0 ±10.8	77.4 ± 5.0	87.7 ± 4.2	80.6 ± 6.4	..	57.0 ±17.3	72.1 ± 5.0
Very remote	69.0 ±22.7	..	60.0 ±11.5	51.3 ±14.8	60.5 ±16.7	..	..	12.8 ± 8.8	40.9 ± 8.3
Total	90.2 ± 0.7	92.8 ± 0.6	87.3 ± 1.0	89.1 ± 1.3	90.1 ± 1.0	88.2 ± 2.2	91.5 ± 2.0	58.1 ±10.2	89.7 ± 0.4

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	↓	■	■	■	■	■	▲	
	↑	..	↑	↑	↑	↑	■	▲	
	■	↓	..	■	■	■	↓	▲	
	■	↓	■	..	■	■	■	▲	
	■	↓	■	■	..	■	■	▲	
	■	↓	■	■	■	..	↓	▲	
	■	■	↑	■	■	↑	..	▲	
	▼	▼	▼	▼	▼	▼	▼	..	

Year 9

<i>Average age</i>	<i>14 y 7 m</i>	<i>14 y 9 m</i>	<i>14 y 4 m</i>	<i>14 y 5 m</i>	<i>14 y 7 m</i>	<i>14 y 11 m</i>	<i>14 y 8 m</i>	<i>14 y 6 m</i>	<i>14 y 7 m</i>
<i>Years of schooling</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>8 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	64.2 ± 2.6	68.2 ± 5.4	61.7 ± 4.5	59.8 ± 6.3	55.9 ± 6.4	..	65.6 ± 10.8	..	62.8 ± 2.1
Inner Regional	54.2 ± 3.8	69.2 ± 6.4	57.3 ± 5.1	57.8 ± 11.2	64.5 ± 16.8	68.6 ± 7.5	np	..	58.3 ± 2.7
Outer Regional	49.5 ± 5.7	66.2 ± 11.0	48.3 ± 6.7	46.9 ± 9.1	46.9 ± 9.3	70.3 ± 8.5	..	37.1 ± 10.4	49.6 ± 3.9
Remote	33.9 ± 11.4	np	26.3 ± 11.8	41.5 ± 12.2	np	np	..	21.9 ± 10.8	32.7 ± 7.4
Very remote	np	..	31.4 ± 12.4	23.4 ± 9.9	np	..	..	4.5 ± 3.8	16.6 ± 5.0
Total	57.6 ± 2.1	68.3 ± 3.8	52.8 ± 3.7	48.1 ± 4.5	52.1 ± 4.4	69.6 ± 5.2	65.6 ± 10.8	18.2 ± 6.0	52.7 ± 1.8

Non-Indigenous students

Major cities	85.7 ± 1.1	88.4 ± 1.0	83.0 ± 1.7	89.4 ± 1.4	84.0 ± 2.7	–	86.3 ± 3.4	..	86.4 ± 0.6
Inner Regional	78.4 ± 1.9	84.1 ± 1.9	76.8 ± 2.1	84.7 ± 3.8	80.2 ± 3.6	84.7 ± 3.0	np	..	80.8 ± 1.1

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer Regional	75.2 ± 3.0	86.5 ± 3.2	75.5 ± 2.9	82.2 ± 3.8	78.8 ± 3.7	79.6 ± 3.3	..	76.1 ± 7.1	78.7 ± 1.5
Remote	68.6 ±13.5	93.0 ±10.0	71.3 ± 9.0	82.3 ± 4.8	80.2 ± 6.7	np	..	76.9 ±13.1	79.3 ± 3.9
Very remote	np	..	61.8 ±11.7	78.7 ± 8.4	80.0 ±12.3	..	..	81.6 ±13.5	73.4 ± 6.2
Total	83.8 ± 0.9	87.5 ± 0.9	80.6 ± 1.3	88.2 ± 1.3	82.8 ± 2.1	83.3 ± 2.4	86.3 ± 3.4	76.4 ± 6.1	84.7 ± 0.5
All year 9 students									
Major cities	84.8 ± 1.1	88.1 ± 1.1	82.2 ± 1.8	88.1 ± 1.6	83.1 ± 2.8	..	85.7 ± 3.5	..	85.6 ± 0.7
Inner Regional	75.9 ± 2.1	83.6 ± 1.9	75.2 ± 2.2	82.8 ± 4.3	79.6 ± 4.0	84.0 ± 3.2	np	..	79.2 ± 1.2
Outer Regional	70.5 ± 2.9	85.3 ± 3.6	71.0 ± 3.5	77.1 ± 4.9	76.2 ± 4.2	78.3 ± 3.3	..	67.7 ± 8.8	74.5 ± 1.8
Remote	51.5 ±15.5	92.3 ±11.0	55.2 ±13.3	68.7 ± 8.6	78.4 ± 8.3	np	..	51.0 ±21.2	64.6 ± 6.4
Very remote	50.4 ±23.3	..	43.9 ±11.9	43.1 ±14.2	53.8 ±17.0	..	..	10.7 ± 8.9	32.5 ± 7.9
Total	82.2 ± 1.0	87.1 ± 0.9	78.6 ± 1.4	85.2 ± 1.6	81.5 ± 2.2	82.4 ± 2.6	85.7 ± 3.5	52.2 ± 9.8	82.9 ± 0.6

Statistical significance of the proportion students at and above the national minimum standard, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	↓	■	■	■	■	■	▲
<i>Vic</i>	↑	..	↑	■	↑	↑	■	▲
<i>Qld</i>	■	↓	..	↓	■	■	↓	▲
<i>WA</i>	■	■	↑	..	■	■	■	▲
<i>SA</i>	■	↓	■	■	..	■	■	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	■	↑	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Nature of differences. Percentage of students at or above NMS is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.								
(e)	A student is considered to be '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 extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(g)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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									
Aboriginal and Torres Strait Islander students									
Major cities	384.5 ± 3.4	401.5 ± 6.2	375.6 ± 4.8	361.3 ± 6.9	362.1 ± 8.8	..	366.9 ±14.3	..	378.2 ± 2.6
Inner Regional	376.0 ± 4.1	389.1 ± 7.0	376.1 ± 5.0	351.7 ±14.2	364.5 ±17.7	385.1 ±11.5	np	..	377.0 ± 2.9
Outer Regional	369.3 ± 6.6	390.1 ±13.5	365.8 ± 5.8	348.6 ±11.9	352.3 ±15.5	390.6 ± 9.0	..	337.6 ±16.7	364.5 ± 4.0
Remote	358.4 ±19.8	np	332.7 ±18.7	316.8 ±19.1	np	np	..	270.2 ±37.6	316.8 ±14.6
Very remote	347.5 ±14.6	..	327.2 ±27.6	276.7 ±15.0	270.6 ±41.7	..	..	197.0 ±15.6	262.7 ±15.5
Total	377.8 ± 2.5	395.1 ± 4.5	365.5 ± 4.7	334.3 ± 7.4	352.6 ± 8.5	386.7 ± 7.5	368.9 ±14.1	245.4 ±17.7	358.3 ± 3.4
Non-Indigenous students									
Major cities	431.4 ± 1.5	439.6 ± 1.5	417.0 ± 2.2	425.1 ± 2.2	419.3 ± 2.9	..	421.0 ± 3.9	..	429.1 ± 0.9
Inner Regional	413.6 ± 2.0	426.3 ± 2.1	405.8 ± 3.1	407.5 ± 4.5	407.6 ± 4.9	420.5 ± 5.0	np	..	415.3 ± 1.3
Outer Regional	407.7 ± 3.2	427.9 ± 4.0	410.6 ± 3.1	405.9 ± 5.0	400.2 ± 4.5	404.7 ± 5.4	..	406.2 ± 7.9	410.0 ± 1.7
Remote	407.1 ±14.3	408.2 ±19.3	403.2 ± 7.4	403.7 ± 5.9	402.5 ± 9.7	404.0 ±13.5	..	408.4 ±11.5	404.3 ± 3.8
Very remote	414.0 ±29.9	..	402.2 ± 9.1	397.9 ± 9.3	408.4 ±24.5	..	..	398.8 ±20.3	400.9 ± 5.9
Total	426.9 ± 1.3	436.5 ± 1.2	413.6 ± 1.6	420.8 ± 1.9	415.1 ± 2.4	415.5 ± 4.0	421.0 ± 3.9	406.2 ± 6.4	424.6 ± 0.7
All year 3 students									
Major cities	429.7 ± 1.5	439.1 ± 1.5	415.4 ± 2.3	422.6 ± 2.3	417.4 ± 3.1	..	419.9 ± 4.1	..	427.5 ± 0.9
Inner Regional	409.2 ± 2.2	425.0 ± 2.1	403.1 ± 3.1	404.0 ± 5.3	405.7 ± 5.3	418.6 ± 5.3	np	..	412.2 ± 1.4
Outer Regional	401.3 ± 3.4	425.4 ± 4.3	403.5 ± 3.6	397.7 ± 6.4	395.0 ± 5.6	402.5 ± 5.3	..	395.1 ± 9.5	403.4 ± 2.0
Remote	390.1 ±15.6	408.7 ±19.3	384.6 ±12.4	381.2 ±11.7	401.8 ± 9.5	400.7 ±14.4	..	353.1 ±31.7	381.7 ± 7.5
Very remote	380.8 ±24.8	..	356.5 ±21.0	327.5 ±20.7	340.2 ±44.1	..	..	223.1 ±28.8	309.6 ±15.3
Total	423.8 ± 1.3	435.7 ± 1.3	409.8 ± 1.7	414.7 ± 2.3	412.2 ± 2.6	413.4 ± 4.2	419.9 ± 4.0	345.0 ±17.1	420.7 ± 0.8

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	↓	↑	■	■	■	■	▲	
	↑	..	↑	↑	↑	↑	↑	▲	
	↓	↓	..	■	■	■	■	▲	
	■	↓	■	..	■	■	■	▲	
	■	↓	■	■	..	■	■	▲	
	■	↓	■	■	■	..	■	▲	
	■	↓	■	■	■	■	..	▲	
	▼	▼	▼	▼	▼	▼	▼	..	

Year 5**Aboriginal and Torres Strait Islander students**

Major cities	437.4 ± 3.5	457.7 ± 6.1	434.3 ± 4.4	414.6 ± 6.0	421.1 ± 9.1	..	434.4 ± 12.9	..	433.6 ± 2.3
Inner Regional	428.9 ± 4.3	445.5 ± 7.0	429.4 ± 4.8	414.1 ± 13.3	430.9 ± 19.3	442.8 ± 9.7	np	..	431.0 ± 2.8
Outer Regional	420.6 ± 6.6	438.7 ± 10.8	427.4 ± 5.7	402.3 ± 8.4	403.3 ± 13.4	439.9 ± 11.4	..	406.4 ± 16.2	421.7 ± 3.9
Remote	395.0 ± 19.6	np	386.4 ± 22.9	381.8 ± 14.9	411.4 ± 19.8	np	..	334.5 ± 42.1	373.8 ± 15.4
Very remote	396.0 ± 16.7	..	380.8 ± 18.1	324.1 ± 18.3	333.4 ± 30.4	..	..	260.2 ± 20.4	315.2 ± 16.4
Total	430.0 ± 2.7	449.8 ± 4.3	422.9 ± 4.1	388.8 ± 7.7	407.7 ± 8.4	441.3 ± 7.6	434.7 ± 12.2	308.1 ± 21.5	412.4 ± 3.9

Non-Indigenous students

Major cities	485.4 ± 1.5	495.7 ± 1.5	473.6 ± 2.2	480.5 ± 2.1	473.6 ± 3.1	..	475.5 ± 3.8	..	484.3 ± 0.9
Inner Regional	466.2 ± 2.0	478.4 ± 2.1	462.8 ± 2.7	465.8 ± 4.1	465.7 ± 4.5	478.8 ± 4.9	np	..	469.7 ± 1.2
Outer Regional	458.5 ± 3.2	478.3 ± 3.5	464.1 ± 2.9	461.5 ± 4.4	455.0 ± 4.6	463.3 ± 5.4	..	467.3 ± 9.2	463.7 ± 1.6
Remote	454.6 ± 15.7	458.4 ± 21.9	458.6 ± 7.3	462.2 ± 4.3	464.2 ± 7.4	442.8 ± 23.5	..	464.1 ± 9.1	460.9 ± 3.2
Very remote	np	..	455.9 ± 10.5	454.8 ± 9.6	446.3 ± 22.1	..	..	459.4 ± 20.0	454.9 ± 6.1

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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	480.3 ± 1.3	491.5 ± 1.3	469.8 ± 1.6	476.7 ± 1.8	470.0 ± 2.5	473.8 ± 4.0	475.5 ± 3.8	466.3 ± 7.4	479.5 ± 0.7
All year 5 students									
Major cities	483.7 ± 1.6	495.2 ± 1.5	472.1 ± 2.2	477.9 ± 2.2	471.8 ± 3.2	..	474.3 ± 3.8	..	482.7 ± 0.9
Inner Regional	462.2 ± 2.2	477.5 ± 2.1	459.9 ± 2.8	462.7 ± 4.4	464.0 ± 4.8	477.3 ± 5.3	np	..	466.8 ± 1.3
Outer Regional	452.1 ± 3.5	475.4 ± 3.9	458.6 ± 3.2	453.2 ± 5.5	450.5 ± 5.1	460.0 ± 5.6	..	456.6 ±10.9	457.8 ± 1.9
Remote	432.1 ±19.2	458.2 ±21.5	439.1 ±13.4	441.4 ± 9.8	460.4 ± 8.5	440.2 ±19.8	..	409.1 ±34.2	437.6 ± 7.6
Very remote	421.3 ±15.8	..	410.6 ±15.7	374.2 ±25.1	376.5 ±40.1	..	..	282.9 ±30.8	358.5 ±16.9
Total	477.3 ± 1.4	490.7 ± 1.3	466.3 ± 1.7	470.3 ± 2.2	467.0 ± 2.6	471.7 ± 4.3	474.3 ± 3.8	400.7 ±20.2	475.6 ± 0.8

Statistical significance of the mean scale scores, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	↓	■	■	■	■	■	▲
<i>Vic</i>	↑	..	↑	↑	↑	↑	↑	▲
<i>Qld</i>	■	↓	..	■	■	■	■	▲
<i>WA</i>	■	↓	■	..	■	■	■	▲
<i>SA</i>	■	↓	■	■	..	■	■	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	↓	■	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 7									
Aboriginal and Torres Strait Islander students									
Major cities	470.4 ± 5.1	489.3 ± 8.6	469.0 ± 6.8	451.5 ±10.4	474.5 ± 8.0	..	472.0 ±13.8	..	469.5 ± 3.3
Inner Regional	458.9 ± 5.2	474.0 ± 9.1	462.1 ± 5.7	437.9 ±22.4	468.8 ±16.5	472.4 ±14.3	np	..	461.6 ± 3.6
Outer Regional	435.7 ± 9.7	469.6 ±21.3	440.8 ± 8.4	422.5 ±17.5	447.6 ±11.8	471.4 ±15.1	..	433.1 ±19.7	441.1 ± 5.4
Remote	416.2 ±24.1	np	399.8 ±26.3	418.5 ±14.7	np	np	..	342.6 ±55.1	390.9 ±21.8
Very remote	427.8 ±31.7	..	406.0 ±28.7	368.4 ±22.6	377.8 ±45.5	..	..	269.4 ±20.8	330.0 ±23.0
Total	459.7 ± 3.6	480.3 ± 6.5	451.6 ± 5.1	424.3 ± 8.8	455.7 ± 8.7	472.1 ±10.2	472.0 ±13.8	328.0 ±28.9	442.7 ± 4.6
Non-Indigenous students									
Major cities	524.1 ± 2.9	535.2 ± 2.7	513.0 ± 3.8	522.9 ± 4.8	523.7 ± 3.5	..	520.5 ± 6.6	..	524.8 ± 1.6
Inner Regional	502.7 ± 3.4	516.8 ± 4.1	495.3 ± 4.0	505.4 ± 7.7	513.7 ± 7.6	520.5 ± 9.1	np	..	506.8 ± 2.3
Outer Regional	491.2 ± 4.4	515.7 ± 6.2	497.1 ± 4.9	497.1 ±10.3	502.0 ± 4.4	501.3 ± 9.5	..	505.8 ±13.3	499.9 ± 2.7
Remote	482.6 ±12.9	518.2 ±28.4	481.2 ± 9.6	503.4 ± 6.0	503.5 ± 7.5	np	..	507.9 ±24.2	499.0 ± 6.0
Very remote	np	..	485.0 ±12.5	498.3 ±11.1	492.9 ±20.1	..	..	495.4 ±26.1	492.4 ± 7.8
Total	518.7 ± 2.4	530.9 ± 2.3	507.0 ± 2.9	518.6 ± 4.1	519.2 ± 2.9	515.3 ± 7.4	520.5 ± 6.6	505.8 ±11.3	519.3 ± 1.3
All year 7 students									
Major cities	522.1 ± 2.9	534.6 ± 2.8	511.4 ± 3.9	520.5 ± 4.9	522.1 ± 3.5	..	519.4 ± 6.5	..	523.1 ± 1.6
Inner Regional	498.5 ± 3.6	515.4 ± 4.2	492.2 ± 4.1	500.8 ± 9.5	512.3 ± 7.7	519.8 ± 9.3	np	..	503.8 ± 2.4
Outer Regional	480.9 ± 5.5	512.5 ± 7.5	488.0 ± 5.8	487.1 ±13.6	497.4 ± 5.0	497.4 ±10.0	..	491.1 ±16.9	491.3 ± 3.3
Remote	453.0 ±16.5	516.4 ±28.9	451.6 ±21.3	477.4 ± 9.2	499.7 ± 9.4	470.9 ±12.6	..	425.2 ±55.1	464.4 ±12.7
Very remote	458.1 ±46.1	..	440.9 ±22.8	416.4 ±32.8	430.0 ±41.3	..	..	290.3 ±32.8	379.4 ±25.0
Total	515.2 ± 2.5	530.0 ± 2.4	502.9 ± 3.0	512.3 ± 4.6	516.3 ± 3.0	513.6 ± 7.7	519.4 ± 6.5	428.2 ±30.4	515.0 ± 1.4

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	↓	■	■	■	■	■	▲	
<i>Vic</i>	↑	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	↓	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	■	▲	
<i>SA</i>	■	↓	↑	■	..	■	■	▲	
<i>Tas</i>	■	↓	■	■	■	..	■	▲	
<i>ACT</i>	■	■	↑	■	■	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9**Aboriginal and Torres Strait Islander students**

Major cities	503.2 ± 4.8	514.4 ± 9.6	499.9 ± 6.9	494.6 ± 10.6	487.1 ± 10.0	..	506.2 ± 16.6	..	501.1 ± 3.4
Inner Regional	481.2 ± 7.1	513.7 ± 10.9	491.2 ± 7.8	483.7 ± 22.2	506.5 ± 23.7	513.1 ± 10.9	np	..	490.6 ± 4.9
Outer Regional	470.8 ± 8.8	504.5 ± 14.5	470.8 ± 13.7	471.0 ± 14.4	471.8 ± 14.6	518.0 ± 13.5	..	440.6 ± 30.1	472.8 ± 7.8
Remote	451.4 ± 25.6	np	431.8 ± 27.5	453.4 ± 26.7	np	np	..	366.4 ± 72.7	423.7 ± 30.1
Very remote	np	..	431.0 ± 38.4	398.1 ± 30.5	np	..	..	296.4 ± 27.7	358.5 ± 25.1
Total	489.3 ± 3.9	512.8 ± 6.2	481.0 ± 6.9	465.8 ± 10.2	479.4 ± 8.2	515.5 ± 8.4	506.2 ± 16.6	353.6 ± 30.9	474.3 ± 5.2

Non-Indigenous students

Major cities	556.3 ± 3.3	568.8 ± 3.5	546.1 ± 4.4	565.9 ± 5.2	553.3 ± 6.4	..	558.3 ± 9.2	..	559.4 ± 1.9
Inner Regional	533.2 ± 4.3	549.1 ± 4.6	527.9 ± 4.5	545.4 ± 9.3	537.6 ± 7.5	555.1 ± 8.3	np	..	539.7 ± 2.6
Outer Regional	521.0 ± 5.2	553.3 ± 8.5	524.6 ± 5.9	540.8 ± 8.5	532.6 ± 8.7	536.4 ± 7.0	..	535.2 ± 16.6	532.9 ± 3.4
Remote	511.9 ± 23.9	595.1 ± 36.7	513.8 ± 14.8	543.9 ± 9.8	533.8 ± 14.4	np	..	545.3 ± 33.9	538.5 ± 10.2

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	496.4 ±13.8	531.1 ±17.7	535.5 ±29.0	..	..	557.0 ±60.1	524.4 ±14.4
Total	550.4 ± 2.8	564.3 ± 2.9	539.3 ± 3.3	561.3 ± 4.5	548.3 ± 5.1	550.0 ± 6.7	558.3 ± 9.2	537.8 ±14.9	553.5 ± 1.6
All year 9 students									
Major cities	553.9 ± 3.4	568.1 ± 3.5	544.1 ± 4.5	563.1 ± 5.4	551.4 ± 6.7	..	556.9 ± 9.3	..	557.4 ± 1.9
Inner Regional	528.0 ± 4.7	547.9 ± 4.6	524.8 ± 4.6	541.1 ±10.0	536.2 ± 8.0	553.5 ± 8.6	np	..	536.3 ± 2.8
Outer Regional	511.9 ± 5.5	550.5 ± 9.1	515.8 ± 7.1	531.0 ±10.8	527.8 ± 9.5	533.9 ± 7.2	..	515.6 ±22.0	524.4 ± 4.0
Remote	483.7 ±27.9	593.3 ±38.3	484.8 ±24.2	514.2 ±18.5	529.1 ±17.8	np	..	462.3 ±72.9	503.1 ±17.5
Very remote	483.9 ±29.1	..	457.8 ±29.9	444.8 ±35.5	479.0 ±39.4	..	..	317.4 ±39.6	404.5 ±27.8
Total	546.5 ± 2.9	563.3 ± 3.0	534.9 ± 3.5	554.4 ± 4.9	545.5 ± 5.4	548.0 ± 6.8	556.9 ± 9.3	461.9 ±31.9	549.1 ± 1.7

Statistical significance of the mean scale scores, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	↓	■	■	■	■	■	▲
<i>Vic</i>	↑	..	↑	■	↑	↑	■	▲
<i>Qld</i>	■	↓	..	↓	■	■	↓	▲
<i>WA</i>	■	■	↑	..	■	■	■	▲
<i>SA</i>	■	↓	■	■	..	■	■	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	■	↑	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Nature of differences. The mean scale score is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	is substantially lower than 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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(e)	Geolocation data are based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.63

Table 4A.63 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.2	98.0 ± 0.3	98.5 ± 0.2	98.3 ± 0.3	98.1 ± 0.5	98.5 ± 0.7	98.0 ± 0.8	95.3 ± 2.1	98.3 ± 0.1
Advanced diploma/diploma	97.8 ± 0.3	97.4 ± 0.4	97.5 ± 0.4	97.5 ± 0.5	96.5 ± 0.9	97.1 ± 1.5	96.8 ± 1.6	92.0 ± 3.6	97.5 ± 0.2
Certificate I to IV (e)	96.7 ± 0.3	96.3 ± 0.5	96.3 ± 0.4	96.5 ± 0.5	95.0 ± 0.9	96.5 ± 1.0	96.4 ± 1.7	89.5 ± 3.5	96.3 ± 0.2
Year 12 or equivalent	96.1 ± 0.6	95.6 ± 0.7	95.4 ± 0.7	95.1 ± 1.2	94.9 ± 1.5	94.4 ± 2.4	95.9 ± 2.2	82.9 ± 7.6	95.4 ± 0.4
Year 11 or equivalent or below	92.4 ± 0.8	91.2 ± 1.1	90.9 ± 1.1	88.8 ± 1.8	89.2 ± 1.9	92.3 ± 2.0	91.3 ± 6.3	49.8 ± 8.2	90.3 ± 0.6
Not stated (f)	94.6 ± 1.0	94.2 ± 1.4	92.1 ± 1.5	90.8 ± 2.0	89.9 ± 2.7	94.8 ± 2.4	96.2 ± 2.7	42.2 ± 13.6	90.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.6 ± 0.2	98.7 ± 0.2	98.7 ± 0.2	98.5 ± 0.3	98.2 ± 0.5	98.4 ± 0.7	97.8 ± 1.0	95.8 ± 1.8	98.6 ± 0.1
Other business managers and associate professionals	98.3 ± 0.2	98.1 ± 0.3	98.0 ± 0.3	98.2 ± 0.4	98.0 ± 0.6	97.7 ± 0.9	98.1 ± 0.8	95.2 ± 2.0	98.1 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	97.4 ± 0.3	97.4 ± 0.4	97.0 ± 0.4	97.1 ± 0.5	96.4 ± 0.8	97.0 ± 1.3	97.0 ± 1.5	90.1 ± 3.5	97.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.7 ± 0.4	95.3 ± 0.6	95.0 ± 0.6	94.9 ± 1.1	95.1 ± 1.0	96.0 ± 1.3	95.5 ± 3.3	73.7 ± 8.5	95.1 ± 0.3
Not in paid work in previous 12 months	92.0 ± 0.8	90.9 ± 1.0	90.5 ± 1.3	87.5 ± 2.2	87.9 ± 2.6	89.3 ± 2.7	89.7 ± 5.3	46.1 ± 8.9	90.0 ± 0.6
Not stated (h)	95.1 ± 0.9	93.4 ± 1.6	93.4 ± 0.9	91.8 ± 1.5	89.1 ± 1.9	94.7 ± 2.0	96.3 ± 2.0	40.1 ± 8.8	91.8 ± 0.6
Year 5									
Parental education (d)									
Bachelor degree or above	97.7 ± 0.2	97.7 ± 0.3	97.0 ± 0.4	97.8 ± 0.4	97.0 ± 0.5	97.7 ± 0.8	96.0 ± 1.0	91.1 ± 3.4	97.5 ± 0.1
Advanced diploma/diploma	95.5 ± 0.5	95.9 ± 0.5	94.1 ± 0.7	95.5 ± 0.9	95.1 ± 1.0	95.4 ± 1.9	94.6 ± 2.2	86.6 ± 4.9	95.2 ± 0.3

TABLE 4A.63

Table 4A.63 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I to IV (e)	92.5 ± 0.5	93.6 ± 0.6	91.3 ± 0.7	93.2 ± 0.7	91.1 ± 1.1	91.5 ± 1.8	90.0 ± 2.6	78.1 ± 4.9	92.3 ± 0.3
Year 12 or equivalent	91.9 ± 0.9	93.0 ± 0.8	90.6 ± 1.0	92.8 ± 1.2	91.7 ± 1.7	91.2 ± 3.9	90.6 ± 4.5	74.7 ± 9.7	91.8 ± 0.5
Year 11 or equivalent or below	83.9 ± 1.4	86.8 ± 1.3	81.0 ± 1.6	81.0 ± 2.2	80.5 ± 2.4	83.9 ± 3.2	84.6 ± 5.4	36.1 ± 8.5	82.4 ± 0.9
Not stated (f)	91.1 ± 1.4	93.4 ± 1.8	86.6 ± 1.5	85.0 ± 2.9	83.4 ± 3.2	91.5 ± 3.5	97.1 ± 2.3	32.8 ± 16.8	86.0 ± 1.4
Parental occupation (g)									
Senior management and qualified professionals	97.8 ± 0.3	98.3 ± 0.3	97.1 ± 0.4	97.8 ± 0.4	97.1 ± 0.6	97.4 ± 1.0	96.0 ± 1.2	91.8 ± 3.2	97.6 ± 0.2
Other business managers and associate professionals	96.7 ± 0.3	97.3 ± 0.3	95.3 ± 0.5	96.6 ± 0.7	95.7 ± 0.7	96.0 ± 1.3	95.2 ± 1.5	87.6 ± 4.6	96.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.2 ± 0.5	95.7 ± 0.5	92.9 ± 0.7	94.3 ± 0.8	93.7 ± 1.1	94.1 ± 1.9	93.9 ± 2.6	81.5 ± 4.8	94.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.9 ± 0.7	92.4 ± 0.8	88.2 ± 1.0	89.9 ± 1.3	89.5 ± 1.7	88.2 ± 2.2	84.7 ± 5.3	54.2 ± 9.2	90.1 ± 0.5
Not in paid work in previous 12 months	83.0 ± 1.2	85.7 ± 1.3	81.6 ± 1.6	79.5 ± 2.5	80.6 ± 2.7	81.7 ± 4.3	82.2 ± 6.7	33.2 ± 9.1	82.4 ± 0.8
Not stated (h)	91.2 ± 1.2	92.4 ± 2.0	86.6 ± 1.2	87.0 ± 1.9	83.6 ± 2.2	89.3 ± 3.4	94.6 ± 2.2	29.7 ± 10.0	86.5 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	96.1 ± 0.4	96.7 ± 0.4	95.2 ± 0.6	96.4 ± 0.6	96.2 ± 0.7	96.6 ± 1.1	95.3 ± 1.1	87.1 ± 4.3	96.1 ± 0.2
Advanced diploma/diploma	92.3 ± 0.6	93.6 ± 0.6	89.2 ± 1.0	92.6 ± 1.0	92.9 ± 1.4	92.0 ± 2.4	90.0 ± 2.7	78.5 ± 7.4	91.9 ± 0.4
Certificate I to IV (e)	86.9 ± 0.8	90.4 ± 0.9	85.5 ± 1.0	88.3 ± 1.3	88.9 ± 1.2	87.5 ± 2.4	85.9 ± 3.8	75.1 ± 6.2	87.5 ± 0.4
Year 12 or equivalent	88.3 ± 1.2	90.9 ± 1.1	84.1 ± 1.6	85.9 ± 2.2	89.8 ± 2.0	85.2 ± 4.5	88.3 ± 4.2	70.2 ± 13.1	87.6 ± 0.7
Year 11 or equivalent or below	74.8 ± 1.6	82.8 ± 1.6	71.7 ± 2.0	71.4 ± 3.2	79.8 ± 2.5	74.7 ± 4.3	75.1 ± 7.8	30.8 ± 10.0	75.2 ± 1.0
Not stated (f)	88.8 ± 1.8	93.4 ± 1.7	80.4 ± 2.6	82.2 ± 5.3	83.4 ± 2.6	89.6 ± 4.0	89.7 ± 7.3	24.6 ± 16.5	83.3 ± 1.7

TABLE 4A.63

Table 4A.63 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	96.2 ± 0.4	97.4 ± 0.4	95.1 ± 0.6	96.1 ± 0.7	96.2 ± 0.8	95.9 ± 1.4	95.0 ± 1.4	88.0 ± 4.7	96.1 ± 0.2
Other business managers and associate professionals	93.9 ± 0.5	95.6 ± 0.5	91.7 ± 0.9	93.5 ± 0.9	94.3 ± 0.9	93.1 ± 1.6	93.0 ± 1.9	82.7 ± 4.9	93.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	89.8 ± 0.7	93.2 ± 0.6	86.9 ± 1.0	90.0 ± 1.3	91.6 ± 1.3	88.3 ± 2.2	88.5 ± 3.9	73.5 ± 6.1	89.9 ± 0.4
Machine operators, hospitality staff, assistants, labourers	83.9 ± 1.0	88.9 ± 1.0	81.0 ± 1.9	83.1 ± 2.0	87.1 ± 2.0	82.3 ± 3.9	80.3 ± 5.9	52.0 ±12.6	84.5 ± 0.7
Not in paid work in previous 12 months	73.5 ± 1.7	79.8 ± 1.7	69.9 ± 2.7	67.9 ± 3.9	78.4 ± 3.1	73.4 ± 4.5	78.5 ± 7.1	24.9 ±12.6	74.2 ± 1.1
Not stated (h)	88.8 ± 1.6	92.4 ± 1.9	79.4 ± 2.0	81.0 ± 4.6	82.0 ± 2.3	87.0 ± 4.1	88.9 ± 4.6	21.9 ± 9.2	82.2 ± 1.4
Year 9									
Parental education (d)									
Bachelor degree or above	92.4 ± 0.6	94.2 ± 0.6	90.0 ± 1.1	94.7 ± 0.8	91.8 ± 1.2	94.1 ± 1.8	92.6 ± 1.8	82.0 ± 5.1	92.7 ± 0.4
Advanced diploma/diploma	85.6 ± 1.0	88.0 ± 1.0	82.5 ± 1.4	88.8 ± 1.5	85.5 ± 1.9	88.3 ± 3.0	85.2 ± 3.5	72.7 ± 6.8	86.1 ± 0.5
Certificate I to IV (e)	77.2 ± 1.1	83.6 ± 1.1	75.6 ± 1.5	84.4 ± 1.5	80.6 ± 1.9	80.0 ± 2.8	75.2 ± 5.2	61.3 ± 8.1	79.4 ± 0.6
Year 12 or equivalent	79.6 ± 1.6	84.5 ± 1.5	73.7 ± 1.9	80.9 ± 2.6	80.7 ± 3.3	77.8 ± 5.7	78.5 ± 7.7	59.0 ± 9.3	79.9 ± 0.9
Year 11 or equivalent or below	62.3 ± 1.7	73.4 ± 1.9	58.2 ± 2.5	67.9 ± 2.9	64.2 ± 3.8	68.4 ± 3.2	60.8 ±11.7	25.6 ± 9.1	65.0 ± 1.1
Not stated (f)	77.0 ± 2.8	86.8 ± 2.9	71.1 ± 3.6	75.8 ± 6.2	71.5 ± 8.0	82.0 ± 6.0	83.4 ± 9.1	24.5 ±21.0	74.8 ± 2.2
Parental occupation (g)									
Senior management and qualified professionals	92.2 ± 0.7	95.1 ± 0.6	90.1 ± 1.2	94.2 ± 1.0	91.5 ± 1.3	92.6 ± 2.2	91.8 ± 2.3	79.0 ± 5.8	92.7 ± 0.4
Other business managers and associate professionals	88.1 ± 0.8	91.6 ± 0.7	84.9 ± 1.1	89.9 ± 1.2	87.7 ± 1.5	88.2 ± 2.7	89.0 ± 2.7	76.6 ± 7.2	88.6 ± 0.5

TABLE 4A.63

Table 4A.63 NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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	80.1 ± 1.1	87.0 ± 0.9	77.6 ± 1.4	86.1 ± 1.5	83.7 ± 1.8	82.8 ± 2.8	81.4 ± 6.4	63.5 ± 6.9	82.3 ± 0.6
Machine operators, hospitality staff, assistants, labourers	73.5 ± 1.4	80.8 ± 1.4	67.7 ± 2.3	77.6 ± 2.3	76.0 ± 2.3	74.5 ± 3.9	63.4 ± 10.3	45.9 ± 13.0	75.2 ± 0.8
Not in paid work in previous 12 months	60.9 ± 2.0	69.9 ± 2.0	55.9 ± 3.2	63.5 ± 4.8	65.7 ± 4.4	63.9 ± 4.6	69.8 ± 9.9	17.9 ± 7.7	63.5 ± 1.4
Not stated (h)	76.7 ± 2.5	85.6 ± 3.1	69.3 ± 2.6	75.1 ± 5.0	67.7 ± 5.5	80.2 ± 5.3	79.3 ± 8.5	19.1 ± 10.0	72.9 ± 1.8

- (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 (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.64

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	445.7 ± 1.2	452.3 ± 1.1	434.4 ± 1.5	439.7 ± 1.8	435.5 ± 2.3	443.6 ± 3.9	430.3 ± 3.5	412.2 ± 7.0	443.6 ± 0.7
Advanced diploma/diploma	422.8 ± 1.3	431.5 ± 1.5	411.3 ± 1.9	418.4 ± 2.2	414.9 ± 2.9	419.4 ± 5.0	413.9 ± 5.9	390.5 ±10.2	421.2 ± 0.8
Certificate I to IV (e)	407.3 ± 1.2	420.6 ± 1.4	400.3 ± 1.5	405.1 ± 2.2	402.5 ± 2.4	406.8 ± 3.8	400.9 ± 5.9	371.7 ± 8.9	407.6 ± 0.7
Year 12 or equivalent	410.7 ± 2.1	424.4 ± 1.9	395.7 ± 2.4	404.8 ± 3.1	405.8 ± 5.2	398.8 ± 7.7	396.0 ± 8.3	356.0 ±20.3	408.1 ± 1.2
Year 11 or equivalent or below	381.5 ± 2.0	403.4 ± 2.4	372.5 ± 2.8	370.3 ± 4.6	373.8 ± 4.5	379.5 ± 5.7	376.9 ±13.2	261.4 ±20.0	380.0 ± 1.5
Not stated (f)	412.2 ± 3.5	439.2 ± 4.6	391.6 ± 4.7	392.3 ± 6.9	394.1 ± 6.7	413.2 ±11.1	423.5 ±18.0	252.7 ±47.0	397.7 ± 3.4
Parental occupation (g)									
Senior management and qualified professionals	445.0 ± 1.3	453.9 ± 1.3	434.1 ± 1.6	438.7 ± 2.0	435.8 ± 2.5	440.0 ± 4.3	431.3 ± 4.3	409.3 ± 7.8	443.0 ± 0.8
Other business managers and associate professionals	432.8 ± 1.2	442.6 ± 1.3	420.7 ± 1.6	424.9 ± 2.0	421.8 ± 2.5	424.8 ± 5.0	421.7 ± 4.2	401.4 ± 8.0	431.1 ± 0.7
Tradespeople, clerks, skilled office, sales and service staff	417.1 ± 1.3	430.1 ± 1.4	406.0 ± 1.6	411.4 ± 2.2	410.1 ± 2.4	412.5 ± 4.6	409.6 ± 6.2	379.0 ±10.2	416.2 ± 0.8
Machine operators, hospitality staff, assistants, labourers	405.0 ± 1.8	420.5 ± 1.7	391.6 ± 2.0	399.3 ± 2.9	400.2 ± 3.1	396.8 ± 4.8	394.3 ±10.1	329.5 ±20.6	404.8 ± 1.1
Not in paid work in previous 12 months	385.7 ± 2.2	407.1 ± 2.2	373.4 ± 3.3	372.6 ± 5.7	381.2 ± 5.4	376.3 ± 6.1	377.4 ±12.6	254.1 ±21.1	387.1 ± 1.6
Not stated (h)	410.9 ± 2.7	439.5 ± 4.7	393.3 ± 3.0	396.1 ± 4.8	387.8 ± 4.8	407.2 ±10.1	410.3 ± 7.1	241.3 ±27.6	396.6 ± 2.2
Year 5									
Parental education (d)									
Bachelor degree or above	501.1 ± 1.4	509.3 ± 1.3	491.5 ± 1.6	495.4 ± 1.8	490.8 ± 2.6	504.4 ± 3.8	486.2 ± 3.2	473.7 ± 7.8	499.8 ± 0.8
Advanced diploma/diploma	476.7 ± 1.2	486.8 ± 1.3	468.2 ± 1.9	472.7 ± 2.0	470.0 ± 2.7	479.5 ± 5.8	466.1 ± 4.7	453.0 ± 9.7	476.3 ± 0.8

TABLE 4A.64

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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)	460.8 ± 1.2	475.2 ± 1.3	456.4 ± 1.4	462.0 ± 1.8	458.0 ± 2.4	461.6 ± 3.5	450.4 ± 5.8	432.2 ± 9.0	462.5 ± 0.7
Year 12 or equivalent	462.9 ± 2.0	479.1 ± 1.7	455.3 ± 2.0	462.9 ± 3.1	462.7 ± 4.9	457.8 ± 7.9	461.4 ± 8.3	426.9 ± 18.7	464.5 ± 1.1
Year 11 or equivalent or below	437.3 ± 2.2	459.1 ± 2.4	430.7 ± 2.7	429.1 ± 4.2	433.3 ± 3.7	435.9 ± 6.1	438.7 ± 10.8	333.4 ± 19.0	437.3 ± 1.5
Not stated (f)	469.2 ± 4.7	498.1 ± 4.5	449.0 ± 3.9	449.9 ± 8.1	448.8 ± 6.7	474.2 ± 15.5	476.6 ± 10.9	308.9 ± 56.8	454.9 ± 4.1
Parental occupation (g)									
Senior management and qualified professionals	500.4 ± 1.5	511.3 ± 1.4	491.2 ± 1.7	493.8 ± 2.0	491.0 ± 2.9	501.2 ± 4.2	486.6 ± 4.0	473.0 ± 10.4	499.2 ± 0.8
Other business managers and associate professionals	486.2 ± 1.2	496.7 ± 1.3	475.7 ± 1.6	480.3 ± 1.9	477.5 ± 2.5	483.4 ± 4.3	474.1 ± 4.5	455.4 ± 11.2	485.2 ± 0.7
Tradespeople, clerks, skilled office, sales and service staff	468.9 ± 1.2	484.7 ± 1.2	461.9 ± 1.6	465.8 ± 1.9	464.9 ± 2.6	470.4 ± 3.9	465.3 ± 5.8	442.3 ± 9.9	470.3 ± 0.8
Machine operators, hospitality staff, assistants, labourers	458.1 ± 1.7	475.1 ± 1.6	447.8 ± 2.0	454.7 ± 3.0	454.1 ± 3.3	448.4 ± 4.9	435.7 ± 9.6	380.1 ± 19.0	459.0 ± 1.0
Not in paid work in previous 12 months	439.2 ± 2.1	461.5 ± 2.2	434.2 ± 3.1	430.5 ± 5.2	436.6 ± 4.7	434.6 ± 7.1	443.7 ± 11.7	323.7 ± 27.6	442.5 ± 1.6
Not stated (h)	467.4 ± 3.6	497.0 ± 5.2	448.3 ± 2.7	454.0 ± 5.2	445.2 ± 4.5	465.8 ± 13.5	469.9 ± 5.8	300.7 ± 33.5	453.5 ± 2.5
Year 7									
Parental education (d)									
Bachelor degree or above	543.2 ± 2.7	552.6 ± 2.3	531.6 ± 3.0	542.5 ± 4.4	543.4 ± 3.2	551.6 ± 7.6	535.6 ± 4.9	514.7 ± 13.1	543.1 ± 1.4
Advanced diploma/diploma	515.1 ± 2.0	524.7 ± 2.0	503.9 ± 2.5	515.5 ± 3.3	522.3 ± 3.5	522.1 ± 6.4	504.9 ± 5.4	483.8 ± 14.9	515.4 ± 1.1
Certificate I to IV (e)	496.0 ± 1.9	512.4 ± 2.0	491.3 ± 2.1	499.7 ± 3.1	505.0 ± 2.5	503.7 ± 5.3	491.3 ± 7.0	474.3 ± 13.1	499.5 ± 1.1
Year 12 or equivalent	502.5 ± 2.7	517.5 ± 2.6	490.6 ± 3.0	497.8 ± 4.9	512.3 ± 5.0	498.9 ± 12.0	501.4 ± 7.5	469.4 ± 27.2	503.5 ± 1.6
Year 11 or equivalent or below	468.5 ± 2.8	495.7 ± 3.0	462.8 ± 3.6	460.9 ± 6.1	482.2 ± 4.6	471.6 ± 9.6	473.1 ± 11.8	351.1 ± 32.0	471.7 ± 2.0
Not stated (f)	512.9 ± 6.1	538.1 ± 5.6	487.0 ± 6.3	498.6 ± 13.2	499.1 ± 5.9	519.7 ± 16.4	525.2 ± 19.5	327.6 ± 58.8	500.2 ± 4.9

TABLE 4A.64

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	541.9 ± 2.7	553.8 ± 2.5	531.0 ± 3.3	540.5 ± 4.8	543.5 ± 3.4	549.2 ± 7.6	533.7 ± 6.6	514.1 ±14.0	542.1 ± 1.5
Other business managers and associate professionals	524.7 ± 2.2	536.9 ± 2.3	512.7 ± 2.4	521.6 ± 3.5	526.9 ± 2.8	526.1 ± 7.2	520.1 ± 5.6	498.4 ±13.1	525.0 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	505.3 ± 2.0	521.9 ± 2.0	495.5 ± 2.2	505.1 ± 3.2	512.9 ± 2.8	508.9 ± 5.9	503.2 ± 8.9	475.0 ±12.7	507.3 ± 1.2
Machine operators, hospitality staff, assistants, labourers	490.5 ± 2.6	510.4 ± 2.4	480.6 ± 2.9	488.4 ± 4.7	500.0 ± 3.4	486.4 ± 7.3	482.2 ± 9.6	411.0 ±29.4	493.6 ± 1.6
Not in paid work in previous 12 months	470.2 ± 3.2	493.4 ± 3.0	463.2 ± 4.5	456.4 ± 7.7	486.3 ± 6.0	471.7 ±10.1	483.8 ±12.0	330.4 ±45.9	474.3 ± 2.3
Not stated (h)	511.8 ± 5.4	535.7 ± 6.8	483.6 ± 4.6	493.5 ±11.6	494.7 ± 5.1	511.2 ±13.5	511.7 ± 7.2	319.7 ±35.0	495.3 ± 3.8
Year 9									
Parental education (d)									
Bachelor degree or above	579.4 ± 3.0	590.6 ± 3.1	566.5 ± 3.7	587.4 ± 5.1	575.5 ± 5.3	586.8 ± 5.7	576.7 ± 6.6	554.4 ±14.0	581.1 ± 1.7
Advanced diploma/diploma	549.3 ± 2.3	560.6 ± 2.4	539.0 ± 2.7	557.5 ± 3.7	550.1 ± 3.8	556.8 ± 5.6	545.3 ± 6.6	521.6 ±12.3	551.6 ± 1.3
Certificate I to IV (e)	527.3 ± 2.2	544.9 ± 2.4	522.6 ± 2.6	543.5 ± 3.2	535.9 ± 4.2	536.5 ± 5.6	525.3 ±11.9	494.8 ±18.2	533.1 ± 1.3
Year 12 or equivalent	535.8 ± 3.2	552.0 ± 3.0	521.9 ± 3.6	539.0 ± 5.2	540.2 ± 8.3	533.2 ±12.0	538.7 ±13.8	498.0 ±15.8	538.2 ± 1.9
Year 11 or equivalent or below	499.4 ± 3.1	526.5 ± 3.1	492.4 ± 4.2	508.0 ± 5.7	505.8 ± 6.1	512.9 ± 6.2	493.5 ±25.9	386.2 ±35.3	505.6 ± 2.1
Not stated (f)	533.4 ± 6.5	569.7 ± 6.4	518.9 ± 8.1	537.2 ±15.0	533.2 ±10.6	550.2 ±17.1	557.3 ±24.9	361.7 ±79.9	531.1 ± 5.6
Parental occupation (g)									
Senior management and qualified professionals	578.2 ± 3.1	592.6 ± 3.0	566.3 ± 3.9	585.0 ± 5.4	573.5 ± 5.5	581.4 ± 7.2	575.6 ± 8.7	547.6 ±15.9	580.2 ± 1.7

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	558.0 ± 2.5	571.8 ± 2.7	546.5 ± 2.8	562.0 ± 3.7	556.6 ± 4.1	560.7 ± 5.7	558.4 ± 6.8	537.1 ±18.9	560.2 ± 1.4
Tradespeople, clerks, skilled office, sales and service staff	535.7 ± 2.4	555.0 ± 2.6	527.9 ± 2.7	548.0 ± 3.5	543.1 ± 4.5	542.8 ± 5.4	543.0 ±14.5	500.0 ±15.2	541.2 ± 1.4
Machine operators, hospitality staff, assistants, labourers	521.8 ± 3.1	541.3 ± 2.9	509.5 ± 3.5	530.2 ± 4.8	529.3 ± 4.7	525.7 ± 6.5	500.2 ±24.4	447.4 ±36.2	526.6 ± 1.8
Not in paid work in previous 12 months	499.2 ± 3.4	524.1 ± 3.6	490.7 ± 5.6	501.8 ± 9.1	510.9 ± 7.1	501.7 ± 8.3	515.2 ±20.7	366.9 ±33.8	505.8 ± 2.4
Not stated (h)	532.4 ± 5.6	566.1 ± 6.4	513.1 ± 4.7	533.8 ±12.2	519.4 ± 9.2	543.9 ±13.5	542.4 ±14.6	342.4 ±45.8	525.0 ± 4.4

- (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 (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.65

Table 4A.65 **NAPLAN writing, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2011	2015	2016	2011 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		88.1 ± 1.3	89.5 ± 1.2	92.0 ± 1.0	↑	■
Mean scale score	no.		370.6 ± 4.0	370.5 ± 3.0	377.8 ± 2.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.9 ± 0.2	96.8 ± 0.2	97.5 ± 0.2	■	■
Mean scale score	no.		432.1 ± 1.4	425.7 ± 1.5	426.9 ± 1.3	■	■
All students							
At or above national minimum standard	%		96.5 ± 0.3	96.4 ± 0.2	97.1 ± 0.2	■	■
Mean scale score	no.		429.2 ± 1.5	422.5 ± 1.6	423.8 ± 1.3	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		81.8 ± 1.7	78.5 ± 1.7	81.6 ± 1.7	■	■
Mean scale score	no.		436.2 ± 3.5	429.6 ± 3.1	430.0 ± 2.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.7 ± 0.3	94.6 ± 0.3	94.9 ± 0.3	■	■
Mean scale score	no.		495.1 ± 1.5	486.2 ± 1.5	480.3 ± 1.3	↓	■
All students							
At or above national minimum standard	%		95.0 ± 0.3	93.6 ± 0.4	94.1 ± 0.4	■	■
Mean scale score	no.		492.6 ± 1.5	483.0 ± 1.6	477.3 ± 1.4	↓	■

TABLE 4A.65

Table 4A.65 **NAPLAN writing, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		72.5 ± 2.3	62.1 ± 2.6	71.1 ± 1.9	■	↑
Mean scale score	no.		464.0 ± 4.0	445.8 ± 4.7	459.7 ± 3.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.0 ± 0.5	89.2 ± 0.7	91.4 ± 0.6	■	■
Mean scale score	no.		530.4 ± 2.9	514.7 ± 2.8	518.7 ± 2.4	■	■
All students							
At or above national minimum standard	%		92.1 ± 0.6	87.7 ± 0.9	90.2 ± 0.7	■	■
Mean scale score	no.		527.5 ± 3.0	511.1 ± 2.9	515.2 ± 2.5	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		55.9 ± 2.5	48.7 ± 2.3	57.6 ± 2.1	■	↑
Mean scale score	no.		487.6 ± 4.6	468.9 ± 5.1	489.3 ± 3.9	■	↑
Non-Indigenous students							
At or above national minimum standard	%		86.3 ± 0.9	81.4 ± 1.1	83.8 ± 0.9	■	■
Mean scale score	no.		566.3 ± 3.5	548.7 ± 3.4	550.4 ± 2.8	↓	■
All students							
At or above national minimum standard	%		84.9 ± 1.0	79.6 ± 1.2	82.2 ± 1.0	■	■
Mean scale score	no.		562.8 ± 3.6	544.5 ± 3.5	546.5 ± 2.9	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.65 **NAPLAN writing, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.				

TABLE 4A.66

Table 4A.66 **NAPLAN writing, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	91.3 ± 2.3	89.2 ± 2.2	90.2 ± 2.1	■	■
Mean scale score	no.	380.0 ± 5.5	387.6 ± 4.6	395.1 ± 4.5	↑	■
Non-Indigenous students						
At or above national minimum standard	%	96.6 ± 0.3	96.7 ± 0.3	96.9 ± 0.3	■	■
Mean scale score	no.	424.5 ± 1.4	431.7 ± 1.4	436.5 ± 1.2	↑	■
All students						
At or above national minimum standard	%	96.2 ± 0.3	96.5 ± 0.3	96.7 ± 0.3	■	■
Mean scale score	no.	423.6 ± 1.4	431.0 ± 1.5	435.7 ± 1.3	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	83.3 ± 3.1	82.1 ± 2.7	85.8 ± 2.6	■	■
Mean scale score	no.	448.4 ± 5.5	446.8 ± 4.4	449.8 ± 4.3	■	■
Non-Indigenous students						
At or above national minimum standard	%	94.7 ± 0.4	95.0 ± 0.4	95.2 ± 0.4	■	■
Mean scale score	no.	493.6 ± 1.5	491.4 ± 1.3	491.5 ± 1.3	■	■
All students						
At or above national minimum standard	%	94.4 ± 0.4	94.7 ± 0.4	95.0 ± 0.4	■	■
Mean scale score	no.	492.8 ± 1.5	490.7 ± 1.3	490.7 ± 1.3	■	■

TABLE 4A.66

Table 4A.66 **NAPLAN writing, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.0 ± 3.7	71.7 ± 3.2	75.6 ± 3.3	■	■
Mean scale score	no.		474.1 ± 7.2	467.6 ± 6.0	480.3 ± 6.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.1 ± 0.7	91.3 ± 0.7	93.2 ± 0.6	■	■
Mean scale score	no.		534.3 ± 3.0	523.4 ± 2.6	530.9 ± 2.3	■	■
All students							
At or above national minimum standard	%		91.6 ± 0.7	90.9 ± 0.7	92.8 ± 0.6	■	■
Mean scale score	no.		533.3 ± 3.1	522.5 ± 2.6	530.0 ± 2.4	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.7 ± 4.6	58.4 ± 4.1	68.3 ± 3.8	■	↑
Mean scale score	no.		512.2 ± 7.0	498.9 ± 7.8	512.8 ± 6.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		88.0 ± 0.9	85.8 ± 1.0	87.5 ± 0.9	■	■
Mean scale score	no.		579.7 ± 3.8	561.2 ± 3.2	564.3 ± 2.9	↓	■
All students							
At or above national minimum standard	%		87.5 ± 0.9	85.3 ± 1.0	87.1 ± 0.9	■	■
Mean scale score	no.		578.5 ± 3.9	560.2 ± 3.3	563.3 ± 3.0	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.66 **NAPLAN writing, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.67

Table 4A.67 **NAPLAN writing, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	84.0 ± 1.8	85.8 ± 1.9	89.3 ± 1.8	↑	↑
Mean scale score	no.	349.9 ± 4.6	357.3 ± 4.4	365.5 ± 4.7	↑	■
Non-Indigenous students						
At or above national minimum standard	%	95.3 ± 0.4	96.0 ± 0.3	97.0 ± 0.3	↑	■
Mean scale score	no.	408.9 ± 1.9	410.5 ± 2.0	413.6 ± 1.6	■	■
All students						
At or above national minimum standard	%	94.3 ± 0.4	95.1 ± 0.4	96.4 ± 0.3	↑	↑
Mean scale score	no.	404.1 ± 2.1	405.8 ± 2.1	409.8 ± 1.7	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	72.1 ± 2.3	71.9 ± 2.7	78.5 ± 2.1	↑	↑
Mean scale score	no.	416.5 ± 4.9	417.9 ± 5.1	422.9 ± 4.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	91.7 ± 0.5	92.3 ± 0.6	93.3 ± 0.5	■	■
Mean scale score	no.	475.6 ± 1.9	475.1 ± 1.9	469.8 ± 1.6	■	■
All students						
At or above national minimum standard	%	90.2 ± 0.6	90.6 ± 0.6	92.2 ± 0.5	■	■
Mean scale score	no.	470.9 ± 2.0	470.2 ± 2.1	466.3 ± 1.7	■	■

TABLE 4A.67

Table 4A.67 **NAPLAN writing, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.0 ± 2.5	60.0 ± 2.8	66.3 ± 2.8	↓	■
Mean scale score	no.		474.1 ± 5.5	442.6 ± 6.2	451.6 ± 5.1	↓	■
Non-Indigenous students							
At or above national minimum standard	%		93.0 ± 0.4	87.3 ± 1.0	89.0 ± 0.9	↓	■
Mean scale score	no.		537.6 ± 2.0	510.0 ± 3.4	507.0 ± 2.9	↓	■
All students							
At or above national minimum standard	%		91.6 ± 0.5	85.1 ± 1.2	87.3 ± 1.0	↓	■
Mean scale score	no.		532.9 ± 2.2	504.6 ± 3.6	502.9 ± 3.0	↓	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		60.8 ± 3.1	50.8 ± 2.9	52.8 ± 3.7	■	■
Mean scale score	no.		498.2 ± 6.8	474.3 ± 6.1	481.0 ± 6.9	↓	■
Non-Indigenous students							
At or above national minimum standard	%		86.9 ± 1.0	80.0 ± 1.4	80.6 ± 1.3	↓	■
Mean scale score	no.		569.5 ± 3.7	543.0 ± 4.0	539.3 ± 3.3	↓	■
All students							
At or above national minimum standard	%		85.0 ± 1.1	77.7 ± 1.5	78.6 ± 1.4	↓	■
Mean scale score	no.		564.4 ± 3.9	537.6 ± 4.1	534.9 ± 3.5	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.67 **NAPLAN writing, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.				

TABLE 4A.68

Table 4A.68 **NAPLAN writing, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

				<i>Nature of differences</i>		
				<i>2011 to 2016</i>	<i>2015 to 2016</i>	
		<i>2011</i>	<i>2015</i>	<i>2016</i>		
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	74.6 ± 3.4	72.2 ± 3.4	78.6 ± 3.2	■	↑
Mean scale score	no.	321.9 ± 7.4	316.1 ± 8.4	334.3 ± 7.4	■	↑
Non-Indigenous students						
At or above national minimum standard	%	96.3 ± 0.4	96.4 ± 0.4	97.2 ± 0.4	■	■
Mean scale score	no.	410.3 ± 2.2	415.4 ± 2.4	420.8 ± 1.9	■	■
All students						
At or above national minimum standard	%	94.8 ± 0.6	94.6 ± 0.6	95.8 ± 0.5	■	■
Mean scale score	no.	403.9 ± 2.5	408.1 ± 2.8	414.7 ± 2.3	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	56.4 ± 4.0	57.9 ± 4.1	63.2 ± 3.7	■	■
Mean scale score	no.	379.8 ± 7.9	381.2 ± 8.1	388.8 ± 7.7	■	■
Non-Indigenous students						
At or above national minimum standard	%	93.0 ± 0.6	93.8 ± 0.5	95.2 ± 0.5	↑	■
Mean scale score	no.	479.3 ± 2.4	478.4 ± 2.2	476.7 ± 1.8	■	■
All students						
At or above national minimum standard	%	90.5 ± 0.8	91.1 ± 0.8	92.9 ± 0.7	■	■
Mean scale score	no.	472.2 ± 2.8	471.1 ± 2.6	470.3 ± 2.2	■	■

TABLE 4A.68

Table 4A.68 **NAPLAN writing, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	60.7 ± 4.1	44.6 ± 4.2	54.3 ± 4.2	■	↑
Mean scale score	no.	442.6 ± 8.1	407.9 ± 8.7	424.3 ± 8.8	↓	■
Non-Indigenous students						
At or above national minimum standard	%	93.5 ± 0.6	89.2 ± 1.2	91.7 ± 1.0	■	■
Mean scale score	no.	535.9 ± 3.0	513.5 ± 4.7	518.6 ± 4.1	↓	■
All students						
At or above national minimum standard	%	91.3 ± 0.9	86.0 ± 1.6	89.1 ± 1.3	■	■
Mean scale score	no.	529.5 ± 3.3	506.0 ± 5.2	512.3 ± 4.6	↓	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	47.4 ± 5.2	40.6 ± 4.2	48.1 ± 4.5	■	■
Mean scale score	no.	465.2 ± 12.1	446.4 ± 10.6	465.8 ± 10.2	■	↑
Non-Indigenous students						
At or above national minimum standard	%	85.4 ± 1.7	86.1 ± 1.6	88.2 ± 1.3	■	■
Mean scale score	no.	568.0 ± 6.1	561.0 ± 5.3	561.3 ± 4.5	■	■
All students						
At or above national minimum standard	%	83.1 ± 2.0	83.0 ± 1.9	85.2 ± 1.6	■	■
Mean scale score	no.	561.8 ± 6.6	553.0 ± 5.9	554.4 ± 4.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.68 **NAPLAN writing, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.69

Table 4A.69 **NAPLAN writing, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	77.5 ± 5.5	76.0 ± 4.4	82.5 ± 3.6	■	↑
Mean scale score	no.	335.3 ± 10.5	326.8 ± 9.5	352.6 ± 8.5	■	↑
Non-Indigenous students						
At or above national minimum standard	%	94.9 ± 0.7	94.9 ± 0.7	96.0 ± 0.6	■	■
Mean scale score	no.	402.6 ± 2.7	402.5 ± 3.1	415.1 ± 2.4	↑	↑
All students						
At or above national minimum standard	%	94.1 ± 0.7	94.0 ± 0.8	95.2 ± 0.7	■	■
Mean scale score	no.	400.1 ± 2.9	398.9 ± 3.2	412.2 ± 2.6	■	↑
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	65.5 ± 5.5	61.1 ± 5.0	70.1 ± 4.7	■	↑
Mean scale score	no.	399.2 ± 9.6	389.7 ± 11.1	407.7 ± 8.4	■	↑
Non-Indigenous students						
At or above national minimum standard	%	91.4 ± 0.9	91.2 ± 0.9	92.8 ± 0.8	■	■
Mean scale score	no.	472.2 ± 3.1	466.8 ± 2.9	470.0 ± 2.5	■	■
All students						
At or above national minimum standard	%	90.3 ± 1.0	89.7 ± 1.1	91.7 ± 0.9	■	■
Mean scale score	no.	469.7 ± 3.2	463.2 ± 3.1	467.0 ± 2.6	■	■

TABLE 4A.69

Table 4A.69 **NAPLAN writing, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		64.3 ± 5.5	57.5 ± 5.3	67.3 ± 4.6	■	↑
Mean scale score	no.		450.7 ± 11.9	427.8 ± 14.0	455.7 ± 8.7	■	↑
Non-Indigenous students							
At or above national minimum standard	%		92.4 ± 0.8	89.1 ± 1.0	91.1 ± 0.9	■	■
Mean scale score	no.		531.6 ± 3.4	513.6 ± 3.4	519.2 ± 2.9	■	■
All students							
At or above national minimum standard	%		91.2 ± 0.9	87.6 ± 1.1	90.1 ± 1.0	■	■
Mean scale score	no.		528.8 ± 3.6	509.5 ± 3.6	516.3 ± 3.0	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		48.7 ± 6.1	46.3 ± 6.1	52.1 ± 4.4	■	■
Mean scale score	no.		472.6 ± 11.4	463.9 ± 12.6	479.4 ± 8.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		83.3 ± 2.2	79.9 ± 2.4	82.8 ± 2.1	■	■
Mean scale score	no.		562.7 ± 6.9	544.5 ± 6.4	548.3 ± 5.1	■	■
All students							
At or above national minimum standard	%		82.2 ± 2.4	78.4 ± 2.6	81.5 ± 2.2	■	■
Mean scale score	no.		560.3 ± 7.1	541.0 ± 6.8	545.5 ± 5.4	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.69 **NAPLAN writing, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.70

Table 4A.70 **NAPLAN writing, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

				<i>Nature of differences</i>	
				<i>2011 to 2016</i>	<i>2015 to 2016</i>
		<i>2011</i>	<i>2015</i>	<i>2016</i>	
Year 3					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	90.4 ± 3.7	90.5 ± 3.0	93.9 ± 2.4	■
Mean scale score	no.	366.7 ± 9.7	375.1 ± 7.9	386.7 ± 7.5	↑
Non-Indigenous students					
At or above national minimum standard	%	95.6 ± 0.8	96.0 ± 0.8	96.2 ± 0.8	■
Mean scale score	no.	403.6 ± 4.5	410.5 ± 4.6	415.5 ± 4.0	■
All students					
At or above national minimum standard	%	95.2 ± 0.8	95.4 ± 0.9	96.1 ± 0.8	■
Mean scale score	no.	400.7 ± 4.5	407.6 ± 4.7	413.4 ± 4.2	↑
Year 5					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	79.6 ± 4.3	79.5 ± 4.6	86.2 ± 3.7	↑
Mean scale score	no.	433.6 ± 6.4	430.2 ± 9.0	441.3 ± 7.6	■
Non-Indigenous students					
At or above national minimum standard	%	91.1 ± 1.4	91.7 ± 1.3	92.8 ± 1.1	■
Mean scale score	no.	468.1 ± 4.9	471.6 ± 4.2	473.8 ± 4.0	■
All students					
At or above national minimum standard	%	90.3 ± 1.4	90.7 ± 1.4	92.3 ± 1.2	■
Mean scale score	no.	465.2 ± 4.8	468.5 ± 4.3	471.7 ± 4.3	■

TABLE 4A.70

Table 4A.70 **NAPLAN writing, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		69.5 ± 6.3	69.3 ± 5.3	75.5 ± 5.9	■	■
Mean scale score	no.		464.6 ±11.8	459.3 ± 8.6	472.1 ±10.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		86.1 ± 2.6	86.5 ± 2.3	88.9 ± 2.1	■	■
Mean scale score	no.		512.7 ± 8.3	505.8 ± 7.2	515.3 ± 7.4	■	■
All students							
At or above national minimum standard	%		84.3 ± 3.0	84.9 ± 2.5	88.2 ± 2.2	■	■
Mean scale score	no.		507.5 ± 9.0	501.7 ± 7.6	513.6 ± 7.7	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		60.0 ± 6.8	58.9 ± 5.7	69.6 ± 5.2	■	↑
Mean scale score	no.		499.7 ±12.3	495.8 ±10.3	515.5 ± 8.4	■	↑
Non-Indigenous students							
At or above national minimum standard	%		79.5 ± 3.5	80.2 ± 2.6	83.3 ± 2.4	■	■
Mean scale score	no.		552.0 ±10.3	541.1 ± 7.1	550.0 ± 6.7	■	■
All students							
At or above national minimum standard	%		77.0 ± 3.9	78.4 ± 2.8	82.4 ± 2.6	■	■
Mean scale score	no.		545.8 ±11.0	537.6 ± 7.5	548.0 ± 6.8	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.70 **NAPLAN writing, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.71

Table 4A.71 **NAPLAN writing, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

				<i>Nature of differences</i>	
				<i>2011 to 2016</i>	<i>2015 to 2016</i>
		<i>2011</i>	<i>2015</i>	<i>2016</i>	
Year 3					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	90.5 ± 5.3	85.9 ± 7.6	89.4 ± 6.5	■
Mean scale score	no.	366.1 ±17.7	367.9 ±13.8	368.9 ±14.1	■
Non-Indigenous students					
At or above national minimum standard	%	96.3 ± 1.1	96.1 ± 1.1	97.4 ± 0.7	■
Mean scale score	no.	420.9 ± 4.9	421.3 ± 5.3	421.0 ± 3.9	■
All students					
At or above national minimum standard	%	96.2 ± 1.1	95.9 ± 1.2	97.2 ± 0.7	■
Mean scale score	no.	419.7 ± 5.0	419.7 ± 5.3	419.9 ± 4.0	■
Year 5					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	87.0 ± 7.3	76.4 ± 8.1	80.6 ± 8.7	■
Mean scale score	no.	448.9 ±17.0	428.7 ±13.2	434.7 ±12.2	■
Non-Indigenous students					
At or above national minimum standard	%	93.9 ± 1.3	94.3 ± 1.5	94.6 ± 1.1	■
Mean scale score	no.	496.0 ± 5.6	487.1 ± 5.5	475.5 ± 3.8	↓
All students					
At or above national minimum standard	%	93.7 ± 1.4	93.8 ± 1.5	94.2 ± 1.2	■
Mean scale score	no.	495.0 ± 5.5	485.5 ± 5.6	474.3 ± 3.8	↓

TABLE 4A.71

Table 4A.71 **NAPLAN writing, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		69.3 ±11.6	73.8 ± 8.8	71.9 ± 8.2	■	■
Mean scale score	no.		478.9 ±21.8	472.9 ±15.5	472.0 ±13.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.4 ± 2.4	90.9 ± 2.4	92.1 ± 1.8	■	■
Mean scale score	no.		537.0 ± 9.8	522.8 ± 8.8	520.5 ± 6.6	↓	■
All students							
At or above national minimum standard	%		91.8 ± 2.5	90.5 ± 2.5	91.5 ± 2.0	■	■
Mean scale score	no.		535.7 ±10.0	521.9 ± 8.8	519.4 ± 6.5	↓	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		62.7 ±13.4	57.8 ±10.7	65.6 ±10.8	■	■
Mean scale score	no.		500.4 ±25.0	496.0 ±22.3	506.2 ±16.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		86.1 ± 3.3	84.1 ± 3.4	86.3 ± 3.4	■	■
Mean scale score	no.		576.9 ±12.2	560.4 ±10.2	558.3 ± 9.2	■	■
All students							
At or above national minimum standard	%		85.5 ± 3.4	83.5 ± 3.6	85.7 ± 3.5	■	■
Mean scale score	no.		574.9 ±12.5	559.0 ±10.3	556.9 ± 9.3	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

TABLE 4A.71

Table 4A.71 **NAPLAN writing, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.				

TABLE 4A.72

Table 4A.72 **NAPLAN writing, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		42.0 ± 6.5	43.2 ± 6.9	44.1 ± 7.1	■	■
Mean scale score	no.		250.9 ±14.2	239.3 ±18.7	245.4 ±17.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.6 ± 2.2	94.3 ± 1.7	95.9 ± 1.6	↑	■
Mean scale score	no.		393.4 ± 8.1	392.4 ± 8.3	406.2 ± 6.4	■	↑
All students							
At or above national minimum standard	%		70.4 ± 6.2	72.5 ± 6.2	76.0 ± 5.8	■	■
Mean scale score	no.		330.0 ±17.2	327.5 ±18.6	345.0 ±17.1	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		29.1 ± 6.2	26.2 ± 5.9	29.2 ± 6.6	■	■
Mean scale score	no.		314.3 ±16.0	299.7 ±18.9	308.1 ±21.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		88.7 ± 2.7	86.6 ± 3.3	90.7 ± 2.4	■	■
Mean scale score	no.		464.8 ± 6.6	456.2 ± 9.5	466.3 ± 7.4	■	■
All students							
At or above national minimum standard	%		61.7 ± 7.2	59.6 ± 7.4	65.0 ± 7.2	■	■
Mean scale score	no.		396.5 ±18.2	386.2 ±20.4	400.7 ±20.2	■	■

TABLE 4A.72

Table 4A.72 **NAPLAN writing, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		26.0 ± 7.5	16.2 ± 6.0	23.3 ± 7.5	■	■
Mean scale score	no.		350.6 ±21.5	306.4 ±27.2	328.0 ±28.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		84.8 ± 5.0	79.6 ± 4.0	85.5 ± 4.3	■	■
Mean scale score	no.		520.9 ±16.2	489.8 ±10.9	505.8 ±11.3	■	■
All students							
At or above national minimum standard	%		59.2 ± 9.4	51.6 ± 9.8	58.1 ±10.2	■	■
Mean scale score	no.		446.3 ±27.5	409.1 ±30.5	428.2 ±30.4	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		22.5 ± 6.7	13.7 ± 4.9	18.2 ± 6.0	■	■
Mean scale score	no.		384.5 ±24.6	333.9 ±26.8	353.6 ±30.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		79.6 ± 5.8	69.0 ± 6.2	76.4 ± 6.1	■	■
Mean scale score	no.		561.5 ±11.3	518.4 ±16.1	537.8 ±14.9	↓	■
All students							
At or above national minimum standard	%		57.5 ± 8.5	45.2 ± 8.7	52.2 ± 9.8	■	■
Mean scale score	no.		491.9 ±24.9	439.8 ±29.8	461.9 ±31.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.72 **NAPLAN writing, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data 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. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.73

Table 4A.73 **NAPLAN writing, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	79.9 ± 1.6	81.2 ± 1.4	85.1 ± 1.3	↑	■
Mean scale score	no.	343.5 ± 4.0	346.3 ± 3.9	358.3 ± 3.4	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.2 ± 0.2	96.4 ± 0.1	97.1 ± 0.1	■	■
Mean scale score	no.	420.1 ± 0.8	420.8 ± 0.9	424.6 ± 0.7	■	■
All students						
At or above national minimum standard	%	95.3 ± 0.2	95.5 ± 0.2	96.3 ± 0.2	■	■
Mean scale score	no.	415.9 ± 0.9	416.3 ± 1.0	420.7 ± 0.8	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	68.9 ± 1.8	68.2 ± 1.7	73.5 ± 1.6	■	■
Mean scale score	no.	408.1 ± 4.0	406.2 ± 4.2	412.4 ± 3.9	■	■
Non-Indigenous students						
At or above national minimum standard	%	93.9 ± 0.2	93.8 ± 0.2	94.4 ± 0.2	■	■
Mean scale score	no.	486.7 ± 0.9	482.6 ± 0.8	479.5 ± 0.7	■	■
All students						
At or above national minimum standard	%	92.5 ± 0.3	92.3 ± 0.3	93.2 ± 0.2	■	■
Mean scale score	no.	482.6 ± 1.0	478.1 ± 0.9	475.6 ± 0.8	■	■

TABLE 4A.73

Table 4A.73 **NAPLAN writing, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.9 ± 1.6	55.6 ± 1.9	63.5 ± 1.8	■	↑
Mean scale score	no.		454.5 ± 3.9	427.8 ± 5.6	442.7 ± 4.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.6 ± 0.3	89.2 ± 0.4	91.3 ± 0.3	■	■
Mean scale score	no.		533.2 ± 1.4	515.6 ± 1.5	519.3 ± 1.3	↓	■
All students							
At or above national minimum standard	%		91.1 ± 0.3	87.3 ± 0.5	89.7 ± 0.4	■	■
Mean scale score	no.		529.1 ± 1.4	510.6 ± 1.6	515.0 ± 1.4	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		55.0 ± 1.7	46.1 ± 1.7	52.7 ± 1.8	■	■
Mean scale score	no.		483.0 ± 4.0	458.2 ± 5.2	474.3 ± 5.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		86.4 ± 0.5	82.6 ± 0.6	84.7 ± 0.5	■	■
Mean scale score	no.		570.2 ± 1.9	551.6 ± 1.8	553.5 ± 1.6	↓	■
All students							
At or above national minimum standard	%		84.8 ± 0.6	80.5 ± 0.7	82.9 ± 0.6	■	■
Mean scale score	no.		565.9 ± 2.0	546.5 ± 1.9	549.1 ± 1.7	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.73 **NAPLAN writing, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAPLAN Numeracy

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
<i>Average age</i>	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
<i>Years of schooling</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>	<i>3 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	89.9 ± 1.5	88.6 ± 3.4	89.5 ± 2.0	84.5 ± 3.1	81.6 ± 4.0	..	87.2 ± 7.1	..	88.2 ± 1.0
Inner Regional	88.6 ± 2.1	88.5 ± 3.6	89.9 ± 1.9	84.8 ± 6.3	87.7 ± 8.7	95.2 ± 2.8	np	..	89.3 ± 1.2
Outer Regional	85.5 ± 4.0	83.0 ± 7.6	85.3 ± 2.5	81.7 ± 6.2	77.7 ± 7.0	92.2 ± 4.3	..	81.0 ± 6.3	84.5 ± 1.8
Remote	80.9 ± 9.1	np	75.7 ± 8.2	69.5 ± 7.9	80.6 ± 12.9	np	..	57.9 ± 13.5	70.1 ± 5.6
Very remote	84.6 ± 9.2	..	70.7 ± 12.6	57.0 ± 8.2	44.5 ± 19.6	..	..	33.5 ± 8.0	52.4 ± 6.1
Total	88.4 ± 1.2	87.7 ± 2.4	85.7 ± 2.0	76.2 ± 2.9	78.0 ± 4.1	94.0 ± 2.3	87.6 ± 6.8	50.0 ± 7.2	82.6 ± 1.2
Non-Indigenous students									
Major cities	96.6 ± 0.3	96.2 ± 0.4	97.1 ± 0.4	96.5 ± 0.5	95.3 ± 0.8	..	97.2 ± 0.8	..	96.5 ± 0.2
Inner Regional	95.7 ± 0.5	95.9 ± 0.7	96.5 ± 0.6	96.3 ± 1.1	95.6 ± 1.5	96.0 ± 1.1	np	..	96.0 ± 0.3
Outer Regional	96.0 ± 0.9	96.4 ± 1.1	96.5 ± 0.7	95.9 ± 1.6	93.8 ± 1.5	95.5 ± 1.6	..	95.1 ± 2.0	95.9 ± 0.4
Remote	96.5 ± 3.2	98.4 ± 4.8	96.8 ± 1.5	96.0 ± 1.6	94.7 ± 3.2	95.1 ± 4.5	..	96.0 ± 3.1	96.0 ± 1.1
Very remote	95.2 ± 5.8	..	96.4 ± 2.6	95.2 ± 2.7	93.3 ± 7.5	..	..	93.3 ± 7.7	95.3 ± 2.0
Total	96.4 ± 0.2	96.2 ± 0.3	96.9 ± 0.3	96.4 ± 0.4	95.1 ± 0.6	95.9 ± 1.0	97.2 ± 0.8	95.2 ± 1.8	96.4 ± 0.1
All year 3 students									
Major cities	96.4 ± 0.3	96.0 ± 0.4	96.8 ± 0.4	96.0 ± 0.5	94.7 ± 0.9	..	96.9 ± 0.8	..	96.2 ± 0.2
Inner Regional	94.9 ± 0.6	95.7 ± 0.7	95.9 ± 0.6	95.7 ± 1.2	95.3 ± 1.5	96.0 ± 1.0	np	..	95.5 ± 0.3
Outer Regional	94.2 ± 1.0	95.4 ± 1.5	94.7 ± 1.0	93.9 ± 1.8	92.1 ± 1.9	95.1 ± 1.6	..	92.8 ± 2.7	94.2 ± 0.6
Remote	90.7 ± 5.9	98.4 ± 4.7	91.2 ± 3.4	89.1 ± 3.3	93.8 ± 3.5	95.0 ± 5.5	..	80.4 ± 9.5	89.2 ± 2.2
Very remote	89.0 ± 6.1	..	80.7 ± 8.9	72.9 ± 7.1	69.7 ± 18.0	..	..	41.1 ± 10.8	66.8 ± 5.4
Total	95.9 ± 0.3	95.9 ± 0.4	96.0 ± 0.4	95.0 ± 0.5	94.2 ± 0.7	95.8 ± 0.9	96.9 ± 0.8	77.9 ± 5.4	95.5 ± 0.2

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	■	■	▲	
<i>Qld</i>	■	■	..	■	↑	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	↓	■	..	↓	↓	▲	
<i>Tas</i>	■	■	■	■	↑	..	■	▲	
<i>ACT</i>	■	■	■	↑	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5

<i>Average age</i>	<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 7 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
<i>Years of schooling</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>	<i>5 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	85.7 ± 1.9	87.5 ± 3.4	87.7 ± 2.0	76.9 ± 3.4	77.0 ± 4.4	..	83.0 ± 8.7	..	84.3 ± 1.1
Inner Regional	81.8 ± 2.6	86.2 ± 3.8	85.9 ± 3.0	75.8 ± 8.8	79.7 ± 9.2	89.8 ± 4.0	np	..	83.6 ± 1.7
Outer Regional	78.1 ± 4.0	83.3 ± 6.7	79.4 ± 3.3	73.5 ± 6.1	66.8 ± 8.2	89.1 ± 5.2	..	71.6 ± 10.5	78.0 ± 2.1
Remote	72.8 ± 8.4	np	58.9 ± 9.6	59.0 ± 10.9	78.9 ± 15.2	np	..	51.6 ± 11.5	59.7 ± 5.9
Very remote	72.2 ± 19.7	..	59.7 ± 7.6	39.6 ± 7.3	40.4 ± 18.5	..	..	29.4 ± 6.0	41.7 ± 4.7
Total	82.6 ± 1.5	86.3 ± 2.3	80.2 ± 2.1	65.8 ± 3.7	71.0 ± 4.4	89.6 ± 3.0	82.7 ± 8.8	43.8 ± 6.2	76.1 ± 1.4

Non-Indigenous students

Major cities	95.9 ± 0.3	95.7 ± 0.5	96.1 ± 0.5	95.9 ± 0.6	94.1 ± 1.0	..	96.6 ± 0.9	..	95.8 ± 0.2
Inner Regional	94.7 ± 0.6	95.0 ± 0.8	95.3 ± 0.7	94.7 ± 1.4	94.3 ± 1.9	94.3 ± 1.4	np	..	94.9 ± 0.4

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer Regional	92.9 ± 1.2	95.1 ± 1.6	95.5 ± 0.8	93.9 ± 1.6	92.2 ± 1.7	94.4 ± 1.6	..	94.6 ± 2.8	94.3 ± 0.5
Remote	91.3 ± 5.1	96.1 ± 7.5	94.6 ± 2.2	94.0 ± 1.9	95.0 ± 2.6	93.3 ± 9.9	..	95.4 ± 2.9	94.3 ± 1.1
Very remote	np	..	93.7 ± 3.9	93.5 ± 3.1	96.7 ± 5.7	..	..	96.6 ± 4.5	94.2 ± 2.1
Total	95.5 ± 0.3	95.5 ± 0.4	95.8 ± 0.4	95.5 ± 0.5	93.9 ± 0.8	94.3 ± 1.0	96.6 ± 0.9	94.9 ± 2.1	95.5 ± 0.2
All year 5 students									
Major cities	95.5 ± 0.4	95.5 ± 0.5	95.8 ± 0.5	95.1 ± 0.6	93.4 ± 1.1	..	96.3 ± 1.0	..	95.4 ± 0.2
Inner Regional	93.3 ± 0.7	94.7 ± 0.8	94.5 ± 0.8	93.5 ± 1.6	93.8 ± 2.0	94.2 ± 1.3	np	..	94.0 ± 0.4
Outer Regional	90.4 ± 1.4	94.1 ± 1.8	93.1 ± 1.3	91.0 ± 2.2	90.0 ± 2.0	93.6 ± 1.7	..	90.4 ± 4.5	92.0 ± 0.7
Remote	84.4 ± 5.6	96.2 ± 7.2	84.6 ± 5.6	85.1 ± 5.0	93.9 ± 3.1	94.3 ± 8.4	..	76.6 ± 10.8	85.0 ± 3.0
Very remote	81.4 ± 12.5	..	73.2 ± 6.5	60.3 ± 10.1	63.2 ± 20.2	..	..	36.9 ± 9.8	57.9 ± 5.5
Total	94.7 ± 0.3	95.3 ± 0.4	94.7 ± 0.5	93.4 ± 0.7	92.8 ± 0.9	94.0 ± 1.0	96.3 ± 1.0	73.5 ± 6.2	94.3 ± 0.2

Statistical significance of the proportion students at and above the national minimum standard, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	■	↓	▲
<i>Vic</i>	■	..	■	↑	↑	■	■	▲
<i>Qld</i>	■	■	..	■	↑	■	↓	▲
<i>WA</i>	■	↓	■	..	■	■	↓	▲
<i>SA</i>	↓	↓	↓	■	..	■	↓	▲
<i>Tas</i>	■	■	■	■	■	..	↓	▲
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
<i>Average age</i>	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 5 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 10 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 7 m</i>
<i>Years of schooling</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	87.6 ± 1.9	86.0 ± 3.6	88.3 ± 2.3	83.5 ± 3.8	85.5 ± 4.0	..	87.3 ± 8.1	..	86.9 ± 1.3
Inner Regional	85.8 ± 2.2	82.9 ± 4.3	88.1 ± 2.7	79.3 ± 9.6	78.3 ± 11.6	88.0 ± 4.6	np	..	85.9 ± 1.6
Outer Regional	78.2 ± 4.4	82.6 ± 10.6	79.5 ± 3.8	74.0 ± 8.7	79.5 ± 7.4	90.6 ± 7.3	..	77.1 ± 8.1	79.3 ± 2.3
Remote	73.1 ± 13.7	np	60.8 ± 15.2	69.9 ± 7.9	np	np	..	45.9 ± 14.2	61.2 ± 7.2
Very remote	70.5 ± 20.1	..	66.1 ± 12.4	53.4 ± 11.1	50.1 ± 14.4	..	..	32.9 ± 6.7	46.3 ± 6.4
Total	85.1 ± 1.4	84.3 ± 3.0	82.9 ± 2.1	73.6 ± 3.9	79.9 ± 4.0	89.3 ± 3.3	87.3 ± 8.1	47.3 ± 7.8	79.4 ± 1.4
Non-Indigenous students									
Major cities	96.8 ± 0.4	96.6 ± 0.5	97.0 ± 0.6	96.9 ± 0.7	95.9 ± 0.8	..	96.9 ± 1.1	..	96.7 ± 0.2
Inner Regional	95.4 ± 0.7	96.0 ± 1.0	95.8 ± 0.9	96.3 ± 1.4	96.9 ± 1.1	95.7 ± 1.4	np	..	95.8 ± 0.4
Outer Regional	94.8 ± 1.4	95.1 ± 2.1	96.5 ± 0.9	95.2 ± 1.6	95.0 ± 1.3	96.0 ± 1.4	..	95.3 ± 2.8	95.6 ± 0.6
Remote	91.9 ± 4.2	95.9 ± 7.4	95.2 ± 2.0	96.8 ± 1.6	97.1 ± 1.9	np	..	95.3 ± 4.7	96.0 ± 1.1
Very remote	np	..	95.0 ± 3.8	95.3 ± 3.1	96.9 ± 5.2	..	..	98.0 ± 3.9	95.7 ± 2.2
Total	96.4 ± 0.3	96.4 ± 0.5	96.7 ± 0.5	96.7 ± 0.6	95.9 ± 0.6	95.8 ± 1.1	96.9 ± 1.1	95.4 ± 2.3	96.5 ± 0.2
All year 7 students									
Major cities	96.5 ± 0.4	96.4 ± 0.6	96.6 ± 0.6	96.3 ± 0.8	95.5 ± 0.8	..	96.7 ± 1.2	..	96.4 ± 0.3
Inner Regional	94.5 ± 0.8	95.5 ± 1.0	95.1 ± 1.0	95.1 ± 2.1	96.4 ± 1.3	95.4 ± 1.5	np	..	95.1 ± 0.5
Outer Regional	91.7 ± 1.8	94.2 ± 2.8	93.7 ± 1.4	92.6 ± 2.9	93.6 ± 1.6	95.2 ± 1.7	..	91.6 ± 4.1	93.2 ± 0.8
Remote	83.5 ± 9.2	96.0 ± 7.3	82.9 ± 9.0	88.4 ± 4.0	96.2 ± 2.5	94.1 ± 6.4	..	70.1 ± 14.4	84.7 ± 4.0
Very remote	80.5 ± 17.2	..	78.4 ± 9.1	68.7 ± 11.6	72.3 ± 16.3	..	..	38.9 ± 8.9	61.0 ± 6.9
Total	95.8 ± 0.4	96.1 ± 0.5	95.6 ± 0.6	95.1 ± 0.8	95.2 ± 0.7	95.3 ± 1.2	96.7 ± 1.2	74.3 ± 8.2	95.5 ± 0.2

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	■	▲	
<i>ACT</i>	■	■	■	↑	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9

<i>Average age</i>	<i>14 y 7 m</i>	<i>14 y 9 m</i>	<i>14 y 4 m</i>	<i>14 y 5 m</i>	<i>14 y 7 m</i>	<i>14 y 11 m</i>	<i>14 y 8 m</i>	<i>14 y 6 m</i>	<i>14 y 7 m</i>
<i>Years of schooling</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>8 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	87.6 ± 2.1	83.9 ± 4.4	89.3 ± 3.2	84.3 ± 4.1	80.1 ± 5.7	..	84.3 ± 9.5	..	86.3 ± 1.6
Inner Regional	82.7 ± 2.7	86.0 ± 4.9	87.9 ± 4.1	86.3 ± 6.8	91.7 ± 8.8	90.3 ± 5.0	np	..	85.2 ± 2.0
Outer Regional	81.4 ± 4.3	83.6 ± 7.7	80.3 ± 5.0	80.6 ± 7.1	81.3 ± 6.6	91.8 ± 4.2	..	66.7 ± 10.5	80.1 ± 2.7
Remote	67.3 ± 16.3	np	63.8 ± 15.3	72.6 ± 7.3	np	np	..	49.8 ± 17.7	63.9 ± 8.1
Very remote	np	..	65.9 ± 14.7	59.5 ± 11.1	np	..	..	31.5 ± 9.4	47.8 ± 7.5
Total	84.4 ± 1.7	84.6 ± 3.0	83.4 ± 2.7	77.6 ± 3.4	80.1 ± 4.2	91.1 ± 3.5	84.3 ± 9.5	46.1 ± 8.3	79.7 ± 1.6

Non-Indigenous students

Major cities	96.6 ± 0.4	95.9 ± 0.7	96.8 ± 0.6	97.5 ± 0.6	95.0 ± 1.8	..	96.7 ± 1.5	..	96.4 ± 0.3
Inner Regional	94.6 ± 0.8	94.9 ± 1.1	95.2 ± 1.0	97.1 ± 1.3	94.8 ± 2.2	96.3 ± 1.2	np	..	95.1 ± 0.5

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer Regional	94.6 ± 1.2	95.8 ± 2.0	95.9 ± 1.0	97.4 ± 1.5	94.7 ± 1.9	95.9 ± 1.6	..	95.8 ± 2.9	95.7 ± 0.6
Remote	95.8 ± 3.9	99.8 ± 1.0	94.4 ± 3.8	97.7 ± 1.4	96.6 ± 2.1	np	..	96.2 ± 3.6	96.8 ± 1.1
Very remote	np	..	94.8 ± 5.1	95.8 ± 4.4	97.3 ± 3.4	..	..	98.4 ± 5.2	95.6 ± 2.5
Total	96.1 ± 0.4	95.7 ± 0.5	96.3 ± 0.5	97.4 ± 0.5	95.0 ± 1.3	96.2 ± 1.0	96.7 ± 1.5	96.0 ± 2.4	96.1 ± 0.2
All year 9 students									
Major cities	96.2 ± 0.5	95.7 ± 0.7	96.4 ± 0.7	96.8 ± 0.7	94.6 ± 1.8	..	96.4 ± 1.6	..	96.1 ± 0.3
Inner Regional	93.4 ± 1.0	94.5 ± 1.2	94.6 ± 1.1	96.3 ± 1.6	94.6 ± 2.2	95.9 ± 1.3	np	..	94.3 ± 0.6
Outer Regional	92.1 ± 1.5	95.1 ± 2.2	93.3 ± 1.5	94.9 ± 2.1	93.7 ± 2.1	95.4 ± 1.6	..	89.5 ± 5.5	93.4 ± 0.8
Remote	81.3 ± 12.3	99.8 ± 0.9	83.6 ± 9.2	89.3 ± 4.4	95.5 ± 3.2	np	..	74.2 ± 17.0	86.4 ± 4.3
Very remote	78.7 ± 15.7	..	77.6 ± 11.5	72.0 ± 11.1	80.2 ± 15.0	..	..	36.8 ± 11.4	61.0 ± 8.0
Total	95.4 ± 0.4	95.4 ± 0.6	95.3 ± 0.6	95.9 ± 0.7	94.4 ± 1.4	95.7 ± 1.1	96.4 ± 1.6	75.2 ± 8.4	95.2 ± 0.3

Statistical significance of the proportion students at and above the national minimum standard, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	■	▲
<i>Vic</i>	■	..	■	■	■	■	■	▲
<i>Qld</i>	■	■	..	■	■	■	■	▲
<i>WA</i>	■	■	■	..	■	■	■	▲
<i>SA</i>	■	■	■	■	..	■	■	▲
<i>Tas</i>	■	■	■	■	■	..	■	▲
<i>ACT</i>	■	■	■	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Nature of differences. Percentage of students at or above NMS is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.								
(e)	A student is considered to be '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 extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(g)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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									
Aboriginal and Torres Strait Islander students									
Major cities	356.7 ± 3.5	371.4 ± 7.5	355.7 ± 4.8	339.0 ± 5.8	335.0 ± 7.7	..	348.4 ±14.1	..	353.4 ± 2.3
Inner Regional	346.7 ± 4.3	363.9 ± 7.5	353.4 ± 5.3	340.4 ±13.6	350.9 ±24.0	362.5 ± 8.2	np	..	351.5 ± 2.8
Outer Regional	340.7 ± 6.2	356.9 ±12.6	334.0 ± 5.4	326.5 ±11.9	322.8 ±13.4	365.5 ±10.5	..	330.0 ±12.7	336.8 ± 3.5
Remote	333.6 ±15.5	np	314.4 ±12.6	305.4 ±11.8	324.9 ±28.2	np	..	281.5 ±25.2	306.3 ± 9.3
Very remote	323.5 ±13.4	..	299.8 ±22.1	278.2 ±11.7	258.9 ±24.1	..	..	233.2 ±16.0	268.1 ±11.4
Total	349.4 ± 2.6	366.4 ± 5.0	340.6 ± 4.3	319.4 ± 5.4	326.2 ± 7.3	364.3 ± 6.3	348.4 ±13.1	266.0 ±14.2	336.8 ± 2.6
Non-Indigenous students									
Major cities	413.8 ± 2.3	418.0 ± 2.3	405.7 ± 2.9	405.2 ± 3.0	391.0 ± 3.6	..	413.3 ± 5.3	..	410.8 ± 1.2
Inner Regional	394.2 ± 2.5	403.0 ± 2.8	393.5 ± 3.3	386.9 ± 4.4	386.0 ± 5.1	401.4 ± 6.3	np	..	396.2 ± 1.5
Outer Regional	387.8 ± 3.7	405.4 ± 4.9	392.7 ± 3.8	384.4 ± 5.8	375.1 ± 4.6	385.7 ± 5.9	..	386.9 ± 8.6	389.9 ± 2.1
Remote	392.8 ±12.1	389.9 ±11.7	386.8 ± 6.9	385.8 ± 5.6	371.9 ±12.5	381.6 ±16.5	..	390.9 ±15.2	385.0 ± 4.3
Very remote	394.0 ±33.4	..	387.9 ±11.0	374.4 ± 8.5	400.6 ±26.3	..	..	378.0 ±19.5	383.5 ± 6.6
Total	408.8 ± 1.9	414.5 ± 1.9	401.1 ± 2.1	400.8 ± 2.5	388.1 ± 2.9	396.5 ± 4.9	413.3 ± 5.3	387.2 ± 7.2	406.1 ± 1.0
All year 3 students									
Major cities	411.8 ± 2.4	417.4 ± 2.3	403.7 ± 3.0	402.7 ± 3.1	389.2 ± 3.7	..	412.0 ± 5.4	..	409.1 ± 1.3
Inner Regional	388.9 ± 2.7	401.6 ± 2.8	389.8 ± 3.3	384.0 ± 4.8	384.5 ± 5.5	399.8 ± 6.7	np	..	392.8 ± 1.6
Outer Regional	379.7 ± 3.9	402.3 ± 5.1	383.4 ± 4.4	376.3 ± 6.9	369.6 ± 5.3	383.0 ± 5.9	..	377.8 ± 9.5	382.3 ± 2.3
Remote	371.4 ±15.6	389.2 ±11.4	367.5 ±10.7	364.7 ± 9.6	369.6 ±13.7	381.1 ±17.2	..	347.1 ±25.0	364.4 ± 6.2
Very remote	360.7 ±32.1	..	334.2 ±18.9	318.4 ±15.0	331.1 ±40.7	..	..	251.8 ±23.7	307.3 ±11.9
Total	405.2 ± 1.9	413.6 ± 1.9	396.3 ± 2.2	395.0 ± 2.7	385.2 ± 3.0	394.6 ± 5.1	411.9 ± 5.4	341.2 ±13.6	402.0 ± 1.0

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5**Aboriginal and Torres Strait Islander students**

Major cities	447.1 ± 3.7	458.5 ± 6.1	449.7 ± 4.4	425.2 ± 5.6	425.8 ± 7.1	..	446.3 ± 16.4	..	443.7 ± 2.3
Inner Regional	435.6 ± 4.2	449.2 ± 6.6	443.9 ± 4.9	421.5 ± 14.5	426.7 ± 17.1	448.6 ± 8.8	np	..	439.2 ± 2.8
Outer Regional	425.9 ± 6.2	446.4 ± 8.9	427.7 ± 5.8	412.6 ± 10.0	407.7 ± 11.4	452.7 ± 8.4	..	420.6 ± 12.4	426.8 ± 3.4
Remote	411.8 ± 12.5	np	393.8 ± 14.8	393.3 ± 15.3	419.9 ± 21.3	np	..	382.3 ± 18.1	394.1 ± 8.6
Very remote	407.3 ± 20.9	..	392.4 ± 10.4	359.5 ± 14.8	355.0 ± 29.1	..	..	341.4 ± 10.7	361.9 ± 8.0
Total	438.1 ± 2.5	452.9 ± 4.3	432.7 ± 3.8	404.2 ± 6.3	413.6 ± 7.5	450.3 ± 6.0	443.6 ± 16.4	367.5 ± 10.4	426.0 ± 2.5

Non-Indigenous students

Major cities	507.9 ± 2.5	507.7 ± 2.2	497.3 ± 2.8	497.3 ± 2.9	482.6 ± 3.5	..	498.7 ± 5.1	..	502.6 ± 1.2
Inner Regional	483.6 ± 2.3	490.3 ± 2.6	485.2 ± 3.0	479.6 ± 5.2	476.0 ± 5.2	487.8 ± 6.1	np	..	485.6 ± 1.4
Outer Regional	475.6 ± 3.8	490.9 ± 4.5	484.3 ± 3.4	474.8 ± 5.6	465.5 ± 4.9	473.8 ± 5.0	..	483.8 ± 9.6	479.8 ± 2.0
Remote	477.8 ± 14.9	477.4 ± 13.3	475.4 ± 6.1	473.5 ± 4.7	471.2 ± 8.1	458.7 ± 21.2	..	483.8 ± 10.1	474.9 ± 3.3

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	–	..	473.6 ±12.2	469.3 ± 8.0	481.0 ±15.0	..	..	480.6 ±11.6	474.0 ± 6.2
Total	501.5 ± 2.0	503.5 ± 1.8	492.7 ± 2.0	492.6 ± 2.5	479.4 ± 2.8	483.4 ± 4.7	498.7 ± 5.1	483.6 ± 7.6	497.1 ± 1.0
All year 5 students									
Major cities	505.8 ± 2.5	507.0 ± 2.2	495.7 ± 2.8	494.4 ± 3.0	480.8 ± 3.6	..	497.3 ± 5.1	..	500.9 ± 1.3
Inner Regional	478.5 ± 2.6	489.0 ± 2.6	481.7 ± 3.1	475.7 ± 5.5	474.1 ± 5.4	486.3 ± 6.8	np	..	482.2 ± 1.5
Outer Regional	467.1 ± 4.1	487.5 ± 4.9	475.8 ± 4.1	466.0 ± 6.8	460.4 ± 5.4	470.8 ± 5.1	..	472.7 ±11.2	472.4 ± 2.2
Remote	452.7 ±17.4	477.0 ±13.0	453.0 ±11.8	453.0 ±10.0	467.8 ± 9.3	458.4 ±19.5	..	440.7 ±23.3	453.3 ± 6.2
Very remote	440.9 ±20.7	..	424.6 ±13.2	401.7 ±20.8	406.2 ±41.4	..	..	357.3 ±18.6	396.7 ±10.7
Total	497.8 ± 2.1	502.5 ± 1.8	488.3 ± 2.1	486.2 ± 2.8	476.3 ± 2.9	481.3 ± 5.1	497.2 ± 5.1	435.5 ±13.7	493.1 ± 1.0

Statistical significance of the mean scale scores, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	↑	■	▲
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲
<i>Qld</i>	■	↓	..	■	■	■	■	▲
<i>WA</i>	■	↓	■	..	■	■	■	▲
<i>SA</i>	↓	↓	■	■	..	■	↓	▲
<i>Tas</i>	↓	↓	■	■	■	..	↓	▲
<i>ACT</i>	■	■	■	■	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 7									
Aboriginal and Torres Strait Islander students									
Major cities	497.4 ± 4.0	508.3 ± 8.9	503.3 ± 5.3	482.6 ± 7.6	488.4 ± 7.3	..	499.9 ±12.5	..	497.4 ± 2.7
Inner Regional	487.3 ± 5.0	495.8 ± 7.9	497.2 ± 5.5	477.0 ±13.9	478.8 ±17.2	498.6 ± 9.6	np	..	491.3 ± 3.5
Outer Regional	469.0 ± 6.6	490.7 ±17.4	477.6 ± 6.2	465.6 ±13.3	474.8 ± 9.7	499.1 ±13.8	..	472.9 ±13.7	476.0 ± 4.1
Remote	461.9 ±19.3	np	455.1 ±20.4	455.2 ±11.5	np	np	..	407.5 ±34.4	441.7 ±14.4
Very remote	454.6 ±19.4	..	446.6 ±20.2	429.2 ±22.7	427.5 ±20.9	..	..	396.2 ±11.6	417.3 ±10.7
Total	488.5 ± 3.1	500.7 ± 5.9	488.3 ± 4.1	464.6 ± 6.7	478.1 ± 6.0	498.8 ± 7.8	499.9 ±12.5	418.1 ±14.0	479.8 ± 2.7
Non-Indigenous students									
Major cities	562.1 ± 4.3	561.5 ± 3.5	556.6 ± 4.9	558.7 ± 6.5	549.4 ± 4.1	..	557.0 ± 8.3	..	559.5 ± 2.1
Inner Regional	536.6 ± 3.6	541.6 ± 4.4	539.0 ± 4.1	540.0 ± 9.6	540.6 ± 6.4	545.9 ± 9.3	np	..	539.6 ± 2.2
Outer Regional	525.2 ± 4.2	543.0 ± 6.1	539.7 ± 5.2	534.2 ± 9.7	530.5 ± 4.7	528.7 ± 8.0	..	539.4 ±15.5	535.4 ± 2.8
Remote	527.3 ±10.8	560.9 ±23.1	530.0 ±10.7	532.9 ± 5.1	535.3 ± 8.2	np	..	534.6 ±21.6	533.3 ± 4.9
Very remote	np	..	524.1 ± 9.8	529.9 ±14.1	524.4 ±18.5	..	..	545.9 ±17.2	528.8 ± 7.7
Total	555.8 ± 3.5	557.0 ± 3.0	550.5 ± 3.5	554.2 ± 5.5	545.5 ± 3.3	541.2 ± 7.4	557.0 ± 8.3	538.8 ±12.7	553.7 ± 1.7
All year 7 students									
Major cities	559.8 ± 4.4	560.8 ± 3.6	554.7 ± 4.9	556.0 ± 6.6	547.5 ± 4.2	..	555.6 ± 8.3	..	557.7 ± 2.1
Inner Regional	532.2 ± 3.9	540.1 ± 4.5	535.2 ± 4.3	536.0 ±10.6	538.9 ± 6.7	545.0 ± 9.5	np	..	536.4 ± 2.3
Outer Regional	514.9 ± 5.2	539.4 ± 7.3	529.8 ± 6.1	525.2 ±12.5	525.5 ± 5.3	524.7 ± 8.5	..	525.9 ±17.2	526.8 ± 3.3
Remote	497.0 ±15.8	558.8 ±24.0	503.3 ±18.5	508.7 ± 9.3	532.4 ± 9.0	512.2 ±24.7	..	471.2 ±39.8	503.8 ± 9.6
Very remote	482.4 ±37.4	..	480.5 ±19.2	465.6 ±26.7	473.2 ±28.0	..	..	410.1 ±18.2	450.5 ±13.8
Total	552.0 ± 3.5	555.9 ± 3.0	545.9 ± 3.6	548.1 ± 5.7	542.6 ± 3.4	539.5 ± 7.6	555.6 ± 8.3	486.2 ±20.3	549.7 ± 1.7

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	↑	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	■	▲	
<i>SA</i>	■	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	■	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9**Aboriginal and Torres Strait Islander students**

Major cities	542.9 ± 3.8	544.0 ± 7.1	547.1 ± 5.0	533.8 ± 7.6	527.2 ± 8.1	..	550.9 ± 14.4	..	541.3 ± 2.7
Inner Regional	531.2 ± 5.6	540.7 ± 7.7	538.5 ± 5.8	534.0 ± 13.8	537.2 ± 16.4	549.0 ± 8.9	np	..	535.6 ± 3.6
Outer Regional	523.9 ± 5.5	532.5 ± 9.8	522.3 ± 7.0	523.7 ± 10.8	521.3 ± 9.1	548.8 ± 9.8	..	506.2 ± 17.3	523.5 ± 4.3
Remote	506.4 ± 18.0	np	503.3 ± 17.6	509.9 ± 10.8	np	np	..	460.7 ± 47.6	493.5 ± 18.1
Very remote	np	..	498.7 ± 17.7	492.3 ± 17.9	np	..	..	447.6 ± 15.0	472.6 ± 11.5
Total	534.9 ± 3.0	541.1 ± 5.0	532.0 ± 4.1	520.7 ± 5.4	523.7 ± 5.7	549.1 ± 6.7	550.9 ± 14.4	467.2 ± 15.9	526.6 ± 2.8

Non-Indigenous students

Major cities	602.4 ± 4.5	599.0 ± 4.4	592.0 ± 4.8	605.0 ± 6.5	582.7 ± 6.8	..	598.5 ± 8.6	..	598.7 ± 2.4
Inner Regional	575.3 ± 3.5	576.4 ± 4.3	574.6 ± 3.9	586.0 ± 9.2	570.9 ± 7.4	582.9 ± 7.5	np	..	576.6 ± 2.1
Outer Regional	566.7 ± 4.1	585.4 ± 10.4	574.5 ± 5.1	583.4 ± 8.7	567.7 ± 6.9	566.5 ± 6.6	..	576.1 ± 13.3	574.4 ± 3.0
Remote	560.1 ± 15.2	609.8 ± 19.1	565.1 ± 13.2	576.1 ± 6.1	568.0 ± 12.7	np	..	583.2 ± 24.1	574.5 ± 7.3

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	549.3 ±10.0	573.5 ±15.0	579.9 ±10.9	..	..	577.6 ±24.8	568.1 ± 9.0
Total	595.6 ± 3.7	593.9 ± 3.6	585.9 ± 3.5	600.7 ± 5.5	579.1 ± 5.3	578.6 ± 6.1	598.5 ± 8.6	577.5 ±11.7	592.5 ± 1.9
All year 9 students									
Major cities	599.9 ± 4.5	598.3 ± 4.4	590.2 ± 4.8	602.3 ± 6.6	581.5 ± 7.1	..	597.3 ± 8.6	..	596.9 ± 2.4
Inner Regional	570.9 ± 3.7	575.1 ± 4.3	571.5 ± 3.9	582.6 ± 9.9	569.4 ± 7.7	581.2 ± 7.7	np	..	573.7 ± 2.2
Outer Regional	558.9 ± 4.6	582.5 ±10.7	565.8 ± 5.7	575.0 ±10.5	564.0 ± 7.7	563.8 ± 6.7	..	561.5 ±15.7	567.2 ± 3.3
Remote	534.8 ±21.6	607.5 ±21.5	543.5 ±18.5	554.3 ±11.1	564.6 ±16.1	np	..	526.1 ±48.1	549.5 ±11.2
Very remote	525.0 ±27.6	..	519.5 ±15.0	519.7 ±20.2	537.1 ±26.1	..	..	458.0 ±19.4	498.7 ±13.5
Total	591.9 ± 3.6	592.9 ± 3.6	581.9 ± 3.5	594.9 ± 5.6	577.2 ± 5.5	576.5 ± 6.1	597.3 ± 8.6	531.9 ±18.4	588.9 ± 1.9

Statistical significance of the mean scale scores, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	↑	■	▲
<i>Vic</i>	■	..	■	■	↑	↑	■	▲
<i>Qld</i>	■	■	..	↓	■	■	↓	▲
<i>WA</i>	■	■	↑	..	↑	↑	■	▲
<i>SA</i>	↓	↓	■	↓	..	■	↓	▲
<i>Tas</i>	↓	↓	■	↓	■	..	↓	▲
<i>ACT</i>	■	■	↑	■	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Nature of differences. The mean scale score is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	is substantially lower than 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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(e)	Geolocation data are based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.76

Table 4A.76 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.2	98.0 ± 0.3	98.7 ± 0.2	98.2 ± 0.4	98.1 ± 0.5	98.5 ± 0.8	98.1 ± 0.8	95.5 ± 2.1	98.3 ± 0.1
Advanced diploma/diploma	96.9 ± 0.3	96.5 ± 0.4	97.5 ± 0.6	96.7 ± 0.6	95.7 ± 1.1	97.4 ± 1.6	96.5 ± 1.9	91.7 ± 4.0	96.8 ± 0.2
Certificate I to IV (e)	94.8 ± 0.4	95.0 ± 0.5	96.0 ± 0.5	95.3 ± 0.6	93.9 ± 1.0	96.3 ± 1.3	95.4 ± 1.9	89.1 ± 3.4	95.1 ± 0.2
Year 12 or equivalent	93.9 ± 0.7	94.5 ± 0.8	94.5 ± 0.9	93.7 ± 1.3	93.3 ± 1.5	93.6 ± 2.7	96.0 ± 2.5	83.2 ± 8.4	94.0 ± 0.4
Year 11 or equivalent or below	87.9 ± 0.9	88.7 ± 1.1	88.8 ± 1.3	86.4 ± 1.9	86.4 ± 2.2	90.3 ± 2.7	88.5 ± 7.0	54.9 ± 8.8	87.4 ± 0.6
Not stated (f)	92.9 ± 1.2	93.7 ± 1.5	91.0 ± 1.6	89.7 ± 2.0	87.3 ± 2.8	95.1 ± 2.1	95.4 ± 3.0	48.1 ± 13.0	89.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.6 ± 0.2	98.6 ± 0.2	98.8 ± 0.2	98.4 ± 0.3	98.1 ± 0.5	98.6 ± 0.6	97.8 ± 0.9	95.6 ± 2.2	98.5 ± 0.1
Other business managers and associate professionals	97.9 ± 0.2	97.8 ± 0.3	98.3 ± 0.3	97.5 ± 0.5	97.4 ± 0.6	97.9 ± 0.9	98.4 ± 0.8	95.3 ± 2.1	97.9 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.3	96.5 ± 0.4	96.8 ± 0.4	95.9 ± 0.6	95.7 ± 0.9	97.0 ± 1.3	96.0 ± 1.7	90.8 ± 3.4	96.3 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.1 ± 0.6	93.8 ± 0.7	94.0 ± 0.7	92.8 ± 1.2	92.8 ± 1.3	94.5 ± 1.9	96.6 ± 4.4	73.6 ± 7.5	93.3 ± 0.3
Not in paid work in previous 12 months	88.0 ± 0.9	88.5 ± 1.1	87.9 ± 1.5	86.2 ± 2.1	87.1 ± 2.8	88.6 ± 2.9	89.4 ± 4.9	51.3 ± 9.9	87.4 ± 0.6
Not stated (h)	93.3 ± 1.0	93.0 ± 1.6	92.6 ± 0.9	90.7 ± 1.4	86.9 ± 2.0	94.1 ± 2.0	94.8 ± 2.4	46.4 ± 9.3	90.8 ± 0.6
Year 5									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	98.1 ± 0.3	98.4 ± 0.3	98.2 ± 0.4	97.5 ± 0.5	98.2 ± 0.7	97.7 ± 0.8	94.4 ± 3.1	98.1 ± 0.1
Advanced diploma/diploma	96.3 ± 0.4	96.0 ± 0.5	96.8 ± 0.5	96.1 ± 0.7	95.8 ± 1.3	96.4 ± 1.5	96.4 ± 2.1	92.2 ± 3.6	96.2 ± 0.2

TABLE 4A.76

Table 4A.76 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I to IV (e)	93.3 ± 0.4	94.1 ± 0.6	94.5 ± 0.5	93.6 ± 0.9	93.0 ± 1.0	94.1 ± 1.4	93.8 ± 2.1	85.5 ± 4.3	93.7 ± 0.3
Year 12 or equivalent	92.2 ± 0.8	93.5 ± 0.8	93.2 ± 0.9	93.1 ± 1.2	92.1 ± 1.9	91.5 ± 2.8	94.3 ± 3.6	82.5 ± 7.5	92.8 ± 0.4
Year 11 or equivalent or below	84.2 ± 1.1	86.7 ± 1.3	85.0 ± 1.4	81.9 ± 2.2	81.0 ± 2.2	86.8 ± 3.0	85.7 ± 6.5	50.0 ± 7.7	83.8 ± 0.7
Not stated (f)	92.3 ± 1.3	93.5 ± 1.7	89.4 ± 1.4	85.3 ± 2.8	86.1 ± 3.0	92.7 ± 3.4	97.7 ± 2.4	45.5 ± 13.9	88.0 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.3 ± 0.2	98.6 ± 0.3	98.4 ± 0.3	98.2 ± 0.4	97.9 ± 0.5	98.2 ± 0.8	98.0 ± 0.8	95.5 ± 2.6	98.3 ± 0.1
Other business managers and associate professionals	97.5 ± 0.3	97.7 ± 0.3	97.7 ± 0.4	96.9 ± 0.6	96.7 ± 0.7	97.1 ± 1.5	97.3 ± 1.2	92.2 ± 3.9	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.9 ± 0.5	96.0 ± 0.4	95.9 ± 0.5	94.8 ± 0.8	95.0 ± 1.1	95.2 ± 1.5	95.4 ± 1.9	87.8 ± 4.4	95.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	91.4 ± 0.6	92.4 ± 0.9	91.0 ± 0.9	90.5 ± 1.5	90.9 ± 1.3	90.9 ± 2.4	92.1 ± 4.6	64.2 ± 9.4	91.2 ± 0.5
Not in paid work in previous 12 months	83.6 ± 1.1	86.4 ± 1.3	84.3 ± 1.6	80.5 ± 2.7	82.1 ± 3.2	86.7 ± 3.2	84.9 ± 6.0	49.9 ± 9.6	83.8 ± 0.7
Not stated (h)	92.3 ± 1.2	92.6 ± 1.9	90.0 ± 1.2	87.5 ± 2.0	84.5 ± 2.1	90.3 ± 3.5	95.7 ± 2.6	42.3 ± 8.9	88.4 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.3 ± 0.3	98.7 ± 0.3	98.7 ± 0.4	98.6 ± 0.4	98.6 ± 0.7	98.5 ± 0.7	95.3 ± 2.7	98.5 ± 0.1
Advanced diploma/diploma	97.2 ± 0.4	96.9 ± 0.5	96.9 ± 0.5	97.0 ± 0.7	96.9 ± 1.0	97.2 ± 1.6	96.8 ± 1.8	91.7 ± 4.5	97.0 ± 0.2
Certificate I to IV (e)	94.5 ± 0.6	95.0 ± 0.7	95.7 ± 0.6	95.9 ± 0.6	95.3 ± 0.8	95.9 ± 1.1	93.8 ± 2.7	87.5 ± 5.5	95.1 ± 0.3
Year 12 or equivalent	95.1 ± 0.8	95.0 ± 0.9	94.7 ± 0.9	93.9 ± 1.5	95.2 ± 1.2	93.9 ± 2.8	96.1 ± 2.5	88.3 ± 8.2	94.8 ± 0.4
Year 11 or equivalent or below	87.4 ± 1.2	89.5 ± 1.4	87.3 ± 1.6	84.8 ± 2.4	88.5 ± 1.9	88.8 ± 2.8	87.2 ± 5.6	53.8 ± 11.4	87.0 ± 0.8
Not stated (f)	95.0 ± 1.1	96.5 ± 1.1	91.7 ± 1.5	90.3 ± 3.6	90.2 ± 2.4	94.8 ± 3.2	94.5 ± 4.9	47.6 ± 12.9	91.3 ± 1.1

TABLE 4A.76

Table 4A.76 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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	98.6 ± 0.2	98.9 ± 0.3	98.8 ± 0.3	98.8 ± 0.3	98.5 ± 0.5	98.5 ± 0.9	98.3 ± 0.8	97.1 ± 1.7	98.7 ± 0.1
Other business managers and associate professionals	97.9 ± 0.3	98.0 ± 0.3	97.9 ± 0.4	97.7 ± 0.6	98.0 ± 0.6	98.3 ± 1.0	97.1 ± 1.4	93.2 ± 3.8	97.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.0 ± 0.5	96.9 ± 0.5	96.6 ± 0.5	96.6 ± 0.7	96.8 ± 0.8	96.4 ± 1.4	96.4 ± 2.0	89.8 ± 4.0	96.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.8 ± 0.7	93.8 ± 1.0	93.2 ± 0.9	92.4 ± 1.4	93.8 ± 1.2	91.6 ± 2.2	93.1 ± 4.1	67.2 ± 11.2	92.9 ± 0.4
Not in paid work in previous 12 months	86.2 ± 1.3	87.1 ± 1.7	84.3 ± 2.6	81.2 ± 3.2	87.6 ± 2.4	88.2 ± 3.3	90.6 ± 4.4	49.3 ± 15.1	85.4 ± 1.0
Not stated (h)	95.0 ± 0.9	96.1 ± 1.2	91.3 ± 1.3	89.7 ± 3.1	89.7 ± 1.8	94.5 ± 2.7	94.1 ± 3.9	44.8 ± 8.6	91.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.1 ± 0.4	98.5 ± 0.4	99.0 ± 0.3	98.4 ± 0.5	98.9 ± 0.6	98.7 ± 0.7	96.9 ± 2.5	98.4 ± 0.2
Advanced diploma/diploma	97.0 ± 0.4	96.2 ± 0.6	97.0 ± 0.7	98.1 ± 0.5	96.5 ± 1.1	97.8 ± 1.4	96.7 ± 2.1	94.1 ± 3.7	96.9 ± 0.3
Certificate I to IV (e)	94.5 ± 0.5	94.7 ± 0.8	95.4 ± 0.7	96.9 ± 0.6	95.0 ± 1.1	96.2 ± 1.2	93.7 ± 2.6	86.5 ± 5.6	94.9 ± 0.3
Year 12 or equivalent	94.7 ± 0.9	94.2 ± 1.0	94.5 ± 1.0	95.4 ± 1.2	94.6 ± 1.6	93.4 ± 3.2	93.7 ± 3.6	89.2 ± 6.6	94.5 ± 0.4
Year 11 or equivalent or below	87.3 ± 1.1	89.2 ± 1.5	87.3 ± 1.9	88.5 ± 1.8	87.2 ± 2.2	90.4 ± 2.6	83.5 ± 6.1	52.6 ± 12.7	87.4 ± 0.7
Not stated (f)	93.2 ± 1.7	93.6 ± 2.0	92.0 ± 1.6	90.2 ± 3.9	87.0 ± 8.4	94.9 ± 3.0	95.2 ± 4.9	48.6 ± 16.8	90.3 ± 1.5
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.3	98.5 ± 0.3	98.5 ± 0.4	99.0 ± 0.3	98.2 ± 0.7	99.0 ± 0.6	98.4 ± 0.8	96.4 ± 2.6	98.5 ± 0.2
Other business managers and associate professionals	97.6 ± 0.3	97.8 ± 0.4	97.7 ± 0.4	98.2 ± 0.4	97.5 ± 0.7	97.7 ± 1.1	97.9 ± 1.4	95.4 ± 3.1	97.7 ± 0.2

TABLE 4A.76

Table 4A.76 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	95.7 ± 0.5	96.3 ± 0.5	96.2 ± 0.7	97.4 ± 0.6	96.5 ± 0.9	96.6 ± 1.3	96.6 ± 1.9	89.1 ± 4.6	96.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	92.7 ± 0.7	92.9 ± 1.0	92.0 ± 1.2	94.2 ± 1.2	93.1 ± 1.8	93.7 ± 1.9	88.4 ± 5.3	70.8 ± 12.9	92.7 ± 0.5
Not in paid work in previous 12 months	86.4 ± 1.2	86.1 ± 1.8	85.8 ± 2.2	85.7 ± 2.8	85.9 ± 2.8	88.1 ± 3.5	86.5 ± 6.3	45.1 ± 12.5	85.6 ± 0.9
Not stated (h)	92.9 ± 1.5	93.3 ± 2.1	91.8 ± 1.3	90.3 ± 3.0	86.9 ± 5.4	94.6 ± 3.0	93.1 ± 4.7	45.3 ± 10.8	90.2 ± 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 (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	440.9 ± 1.8	441.2 ± 1.8	431.6 ± 2.2	429.0 ± 2.5	417.0 ± 2.8	436.5 ± 5.3	428.8 ± 5.0	399.9 ± 6.7	436.0 ± 1.0
Advanced diploma/diploma	397.7 ± 1.5	402.8 ± 1.7	395.3 ± 1.9	393.2 ± 2.4	383.8 ± 3.1	400.7 ± 5.6	395.9 ± 6.1	368.4 ± 8.8	397.0 ± 0.9
Certificate I to IV (e)	378.3 ± 1.4	389.9 ± 1.5	381.7 ± 1.7	379.1 ± 2.2	370.5 ± 2.5	383.4 ± 3.8	380.5 ± 6.0	355.8 ± 8.1	381.1 ± 0.8
Year 12 or equivalent	379.8 ± 2.5	391.2 ± 2.3	374.3 ± 2.5	378.2 ± 3.2	372.0 ± 7.2	369.3 ± 6.5	382.2 ± 8.3	337.1 ±15.7	379.8 ± 1.3
Year 11 or equivalent or below	346.8 ± 2.0	366.6 ± 2.7	350.1 ± 2.8	344.5 ± 3.9	343.8 ± 3.8	354.3 ± 5.2	354.2 ±11.3	275.9 ±16.6	350.2 ± 1.5
Not stated (f)	393.2 ± 4.8	419.3 ± 8.5	373.5 ± 5.3	374.4 ± 7.1	365.3 ± 6.3	395.7 ±16.7	414.6 ±20.2	276.5 ±38.7	380.0 ± 3.5
Parental occupation (g)									
Senior management and qualified professionals	440.9 ± 2.0	445.2 ± 1.9	431.6 ± 2.4	428.6 ± 2.7	416.5 ± 3.3	432.9 ± 5.6	430.0 ± 5.6	396.4 ± 8.5	436.3 ± 1.1
Other business managers and associate professionals	417.8 ± 1.7	422.8 ± 1.8	409.0 ± 2.1	405.8 ± 2.6	395.0 ± 2.7	404.5 ± 5.4	415.2 ± 5.2	385.8 ± 9.1	414.3 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	390.9 ± 1.5	402.4 ± 1.8	388.8 ± 1.9	385.4 ± 2.5	379.1 ± 2.7	391.6 ± 4.6	391.5 ± 5.7	362.2 ± 7.9	391.7 ± 0.9
Machine operators, hospitality staff, assistants, labourers	372.6 ± 2.0	386.2 ± 1.9	370.6 ± 2.2	370.1 ± 2.9	366.5 ± 3.0	370.3 ± 5.1	379.3 ± 8.4	315.7 ±15.2	374.7 ± 1.1
Not in paid work in previous 12 months	353.5 ± 2.2	374.6 ± 2.5	351.0 ± 3.2	350.3 ± 4.8	354.9 ± 4.8	353.5 ± 5.8	360.3 ±10.9	269.5 ±20.2	358.5 ± 1.5
Not stated (h)	387.8 ± 3.7	418.3 ± 8.9	375.1 ± 3.3	375.6 ± 4.8	358.5 ± 4.6	387.5 ±14.6	393.5 ± 8.4	266.4 ±22.1	376.5 ± 2.3
Year 5									
Parental education (d)									
Bachelor degree or above	535.3 ± 2.3	530.2 ± 1.8	522.1 ± 2.1	520.9 ± 2.6	506.6 ± 2.8	521.8 ± 4.7	516.8 ± 4.3	496.9 ± 6.3	527.4 ± 1.1
Advanced diploma/diploma	493.8 ± 1.6	494.3 ± 1.8	488.3 ± 1.8	484.5 ± 2.4	478.6 ± 2.9	488.2 ± 5.2	476.4 ± 5.3	468.2 ± 7.7	490.3 ± 0.9

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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)	471.4 ± 1.3	480.3 ± 1.4	475.1 ± 1.6	471.8 ± 2.2	464.6 ± 2.4	469.7 ± 3.6	467.2 ± 5.8	446.7 ± 7.2	473.5 ± 0.7
Year 12 or equivalent	472.3 ± 2.4	483.7 ± 2.2	470.9 ± 2.5	472.6 ± 3.1	467.6 ± 6.9	458.0 ± 7.2	472.9 ± 7.8	450.4 ± 13.5	474.0 ± 1.3
Year 11 or equivalent or below	441.8 ± 2.1	459.1 ± 2.3	444.0 ± 2.5	438.9 ± 3.9	435.4 ± 3.4	440.3 ± 4.7	438.3 ± 8.7	378.4 ± 11.8	443.9 ± 1.3
Not stated (f)	488.4 ± 7.2	512.2 ± 6.8	467.6 ± 4.4	464.1 ± 8.5	457.5 ± 6.5	483.7 ± 24.3	495.5 ± 10.4	381.7 ± 39.9	473.2 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	533.0 ± 2.3	532.6 ± 2.0	521.3 ± 2.3	519.1 ± 2.9	508.9 ± 3.2	520.0 ± 4.8	517.6 ± 5.0	494.5 ± 10.3	526.6 ± 1.2
Other business managers and associate professionals	509.9 ± 1.9	511.3 ± 1.8	500.8 ± 1.8	496.5 ± 2.5	487.9 ± 2.7	493.6 ± 4.9	497.3 ± 4.8	474.9 ± 9.4	504.9 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	483.3 ± 1.6	491.8 ± 1.5	481.2 ± 1.7	477.0 ± 2.2	472.0 ± 2.6	476.5 ± 4.5	476.3 ± 5.8	458.5 ± 7.5	483.1 ± 0.8
Machine operators, hospitality staff, assistants, labourers	467.8 ± 2.1	478.5 ± 1.9	462.1 ± 2.2	461.8 ± 3.1	458.8 ± 2.8	453.1 ± 4.4	453.8 ± 9.1	409.6 ± 13.9	467.3 ± 1.1
Not in paid work in previous 12 months	447.2 ± 2.3	465.4 ± 2.3	446.0 ± 3.3	442.8 ± 5.2	441.6 ± 4.1	440.5 ± 5.5	455.0 ± 11.4	377.8 ± 14.1	450.8 ± 1.4
Not stated (h)	484.6 ± 5.5	510.5 ± 7.4	467.4 ± 2.9	467.6 ± 5.7	449.5 ± 4.7	474.0 ± 19.6	486.7 ± 10.1	369.1 ± 20.3	469.7 ± 2.6
Year 7									
Parental education (d)									
Bachelor degree or above	590.4 ± 4.5	585.3 ± 3.1	580.7 ± 4.2	584.6 ± 6.7	575.5 ± 3.7	580.3 ± 6.9	576.9 ± 6.8	551.8 ± 14.7	584.9 ± 2.1
Advanced diploma/diploma	547.9 ± 2.3	548.3 ± 2.2	544.6 ± 2.6	545.7 ± 3.7	544.1 ± 2.9	544.8 ± 5.6	535.8 ± 6.1	518.4 ± 12.6	546.4 ± 1.2
Certificate I to IV (e)	524.5 ± 1.9	532.4 ± 1.8	531.2 ± 2.1	530.7 ± 3.0	529.7 ± 2.4	529.6 ± 4.4	521.7 ± 6.6	503.5 ± 9.2	528.7 ± 1.0
Year 12 or equivalent	533.9 ± 3.2	539.2 ± 3.2	530.6 ± 3.1	529.0 ± 5.0	537.2 ± 8.5	520.7 ± 9.2	530.8 ± 7.0	504.9 ± 19.5	533.7 ± 1.8
Year 11 or equivalent or below	497.3 ± 2.7	514.5 ± 3.0	501.8 ± 3.2	493.1 ± 4.9	502.9 ± 3.5	496.9 ± 5.4	492.7 ± 9.8	431.0 ± 19.8	500.8 ± 1.6
Not stated (f)	550.8 ± 7.0	568.0 ± 6.7	529.4 ± 7.1	539.1 ± 16.2	524.8 ± 6.1	545.0 ± 22.6	560.2 ± 19.2	429.2 ± 39.0	539.0 ± 4.8

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	587.1 ± 4.3	586.5 ± 3.4	579.8 ± 4.2	581.7 ± 7.2	574.7 ± 4.3	578.6 ± 7.6	572.8 ± 8.0	551.3 ±15.9	583.2 ± 2.1
Other business managers and associate professionals	562.2 ± 3.2	563.8 ± 2.8	556.7 ± 2.9	556.0 ± 4.0	554.5 ± 2.7	552.8 ± 5.8	552.2 ± 7.2	528.3 ±13.1	559.8 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	537.3 ± 2.7	544.2 ± 2.1	536.2 ± 2.3	536.2 ± 3.6	536.9 ± 2.7	533.9 ± 4.9	531.6 ± 6.4	512.0 ± 8.5	538.2 ± 1.2
Machine operators, hospitality staff, assistants, labourers	521.0 ± 3.4	531.4 ± 2.8	518.3 ± 2.8	518.2 ± 4.5	523.7 ± 3.1	511.6 ± 4.7	518.8 ±13.2	465.1 ±19.5	522.5 ± 1.6
Not in paid work in previous 12 months	500.7 ± 3.1	513.0 ± 3.0	500.8 ± 4.1	491.2 ± 6.8	507.0 ± 4.7	492.5 ± 5.9	517.3 ±13.2	421.4 ±26.4	503.0 ± 1.9
Not stated (h)	548.2 ± 6.2	564.9 ± 7.5	525.4 ± 4.9	532.3 ±14.1	519.2 ± 5.2	536.1 ±16.7	553.2 ±16.2	417.3 ±20.8	533.0 ± 3.9
Year 9									
Parental education (d)									
Bachelor degree or above	631.3 ± 4.8	623.7 ± 4.8	615.3 ± 4.4	631.8 ± 7.1	608.2 ± 6.8	612.9 ± 6.0	618.9 ± 6.8	592.2 ± 8.9	624.5 ± 2.5
Advanced diploma/diploma	589.6 ± 2.8	586.5 ± 2.5	580.6 ± 2.3	593.5 ± 3.9	577.5 ± 3.8	581.6 ± 4.8	582.2 ± 7.3	564.9 ±10.6	586.5 ± 1.4
Certificate I to IV (e)	567.1 ± 1.9	571.2 ± 1.8	568.1 ± 2.1	578.7 ± 3.2	564.8 ± 3.5	567.1 ± 4.0	565.0 ± 7.2	541.4 ± 9.5	569.0 ± 1.0
Year 12 or equivalent	579.8 ± 3.5	579.1 ± 3.0	567.3 ± 2.9	579.9 ± 5.0	571.7 ±10.0	559.3 ± 8.2	571.7 ± 9.5	548.4 ±12.6	575.8 ± 1.8
Year 11 or equivalent or below	545.6 ± 2.9	557.9 ± 2.9	544.5 ± 2.9	549.3 ± 4.1	542.0 ± 4.3	545.1 ± 4.4	540.6 ±12.2	484.7 ±19.3	547.7 ± 1.6
Not stated (f)	581.0 ± 6.3	604.7 ± 7.1	568.9 ± 7.6	583.0 ±15.3	570.6 ±10.3	576.9 ±16.0	596.0 ±15.2	481.7 ±50.5	577.7 ± 4.8
Parental occupation (g)									
Senior management and qualified professionals	626.7 ± 4.4	624.0 ± 4.7	613.8 ± 4.5	627.2 ± 7.5	605.8 ± 6.6	607.7 ± 6.5	615.7 ± 8.4	586.0 ±13.1	621.6 ± 2.4

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Other business managers and associate professionals	601.9 ± 3.4	600.0 ± 3.3	592.2 ± 2.9	600.1 ± 4.2	585.9 ± 4.0	587.0 ± 5.5	592.2 ± 5.7	575.6 ±12.7	597.8 ± 1.7
Tradespeople, clerks, skilled office, sales and service staff	577.6 ± 2.6	581.1 ± 2.5	572.9 ± 2.4	583.8 ± 3.7	572.0 ± 3.7	572.8 ± 4.8	580.9 ± 8.3	550.9 ± 9.9	577.7 ± 1.3
Machine operators, hospitality staff, assistants, labourers	566.5 ± 3.8	570.7 ± 3.3	555.9 ± 2.6	570.2 ± 4.7	559.9 ± 4.2	554.2 ± 3.9	556.7 ±11.3	517.9 ±19.8	565.4 ± 1.8
Not in paid work in previous 12 months	547.9 ± 3.4	558.6 ± 3.4	543.4 ± 4.0	547.8 ± 6.7	543.7 ± 5.3	540.4 ± 5.6	561.6 ±15.9	473.9 ±17.8	549.6 ± 2.0
Not stated (h)	579.1 ± 5.6	602.7 ± 6.7	562.5 ± 3.8	579.1 ±12.5	557.0 ± 9.0	570.1 ±12.3	588.0 ±20.6	464.8 ±26.0	571.3 ± 4.0

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.78

Table 4A.78 **NAPLAN numeracy, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		2008	2015	2016	<i>Nature of differences</i>	
					2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	88.6 ± 1.4	84.4 ± 1.3	88.4 ± 1.2	■	↑
Mean scale score	no.	350.3 ± 3.1	343.0 ± 2.7	349.4 ± 2.6	■	■
Non-Indigenous students						
At or above national minimum standard	%	97.3 ± 0.2	95.4 ± 0.3	96.4 ± 0.2	■	■
Mean scale score	no.	411.3 ± 1.6	404.8 ± 1.8	408.8 ± 1.9	■	■
All students						
At or above national minimum standard	%	96.9 ± 0.2	94.7 ± 0.3	95.9 ± 0.3	■	■
Mean scale score	no.	408.9 ± 1.6	401.3 ± 1.9	405.2 ± 1.9	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	78.9 ± 1.9	85.4 ± 1.5	82.6 ± 1.5	■	■
Mean scale score	no.	424.9 ± 3.2	441.1 ± 2.4	438.1 ± 2.5	↑	■
Non-Indigenous students						
At or above national minimum standard	%	95.2 ± 0.3	96.0 ± 0.3	95.5 ± 0.3	■	■
Mean scale score	no.	490.5 ± 1.9	500.6 ± 2.0	501.5 ± 2.0	■	■
All students						
At or above national minimum standard	%	94.4 ± 0.3	95.4 ± 0.3	94.7 ± 0.3	■	■
Mean scale score	no.	487.8 ± 2.0	497.2 ± 2.0	497.8 ± 2.1	■	■

TABLE 4A.78

Table 4A.78 **NAPLAN numeracy, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

					<i>Nature of differences</i>	
		<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	84.5 ± 2.1	86.5 ± 1.5	85.1 ± 1.4	■	■
Mean scale score	no.	485.6 ± 3.5	487.8 ± 2.9	488.5 ± 3.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.6 ± 0.3	96.7 ± 0.3	96.4 ± 0.3	■	■
Mean scale score	no.	554.1 ± 3.7	550.1 ± 3.7	555.8 ± 3.5	■	■
All students						
At or above national minimum standard	%	96.0 ± 0.4	96.1 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	551.3 ± 3.7	546.7 ± 3.7	552.0 ± 3.5	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	80.3 ± 2.1	85.0 ± 1.5	84.4 ± 1.7	■	■
Mean scale score	no.	528.3 ± 3.5	535.8 ± 2.7	534.9 ± 3.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.4 ± 0.4	96.4 ± 0.4	96.1 ± 0.4	■	■
Mean scale score	no.	594.3 ± 3.5	599.6 ± 3.8	595.6 ± 3.7	■	■
All students						
At or above national minimum standard	%	94.7 ± 0.4	95.8 ± 0.4	95.4 ± 0.4	■	■
Mean scale score	no.	591.4 ± 3.5	596.0 ± 3.8	591.9 ± 3.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.78 **NAPLAN numeracy, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.79

Table 4A.79 NAPLAN numeracy, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		93.0 ± 2.2	85.4 ± 3.1	87.7 ± 2.4	↓	■
Mean scale score	no.		376.9 ± 5.5	361.8 ± 4.9	366.4 ± 5.0	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.8 ± 0.3	95.5 ± 0.4	96.2 ± 0.3	■	■
Mean scale score	no.		417.5 ± 1.4	410.5 ± 1.8	414.5 ± 1.9	■	■
All students							
At or above national minimum standard	%		96.5 ± 0.2	95.3 ± 0.4	95.9 ± 0.4	■	■
Mean scale score	no.		416.9 ± 1.4	409.7 ± 1.8	413.6 ± 1.9	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		83.3 ± 3.5	85.3 ± 3.0	86.3 ± 2.3	■	■
Mean scale score	no.		440.6 ± 5.4	452.7 ± 4.6	452.9 ± 4.3	↑	■
Non-Indigenous students							
At or above national minimum standard	%		95.0 ± 0.3	96.0 ± 0.4	95.5 ± 0.4	■	■
Mean scale score	no.		490.3 ± 1.6	503.7 ± 1.7	503.5 ± 1.8	↑	■
All students							
At or above national minimum standard	%		94.6 ± 0.3	95.8 ± 0.4	95.3 ± 0.4	■	■
Mean scale score	no.		489.7 ± 1.7	502.9 ± 1.7	502.5 ± 1.8	■	■

TABLE 4A.79

Table 4A.79 **NAPLAN numeracy, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	87.9 ± 3.1	88.2 ± 2.4	84.3 ± 3.0	■	■
Mean scale score	no.	492.9 ± 5.7	497.6 ± 4.7	500.7 ± 5.9	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.8 ± 0.4	96.5 ± 0.5	96.4 ± 0.5	■	■
Mean scale score	no.	553.2 ± 3.0	549.2 ± 3.0	557.0 ± 3.0	■	■
All students						
At or above national minimum standard	%	96.5 ± 0.3	96.3 ± 0.5	96.1 ± 0.5	■	■
Mean scale score	no.	552.3 ± 3.1	548.4 ± 3.0	555.9 ± 3.0	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	78.4 ± 4.5	85.0 ± 3.3	84.6 ± 3.0	↑	■
Mean scale score	no.	530.2 ± 6.1	548.5 ± 5.6	541.1 ± 5.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.5 ± 0.5	95.8 ± 0.5	95.7 ± 0.5	■	■
Mean scale score	no.	591.5 ± 3.6	597.7 ± 3.8	593.9 ± 3.6	■	■
All students						
At or above national minimum standard	%	95.2 ± 0.4	95.6 ± 0.6	95.4 ± 0.6	■	■
Mean scale score	no.	590.7 ± 3.7	597.0 ± 3.8	592.9 ± 3.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

TABLE 4A.79

Table 4A.79 NAPLAN numeracy, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.80

Table 4A.80 **NAPLAN numeracy, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		75.5 ± 3.2	82.9 ± 1.9	85.7 ± 2.0	↑	■
Mean scale score	no.		316.2 ± 6.4	338.1 ± 3.6	340.6 ± 4.3	↑	■
Non-Indigenous students							
At or above national minimum standard	%		93.3 ± 0.5	96.1 ± 0.3	96.9 ± 0.3	↑	■
Mean scale score	no.		371.9 ± 2.1	397.2 ± 1.9	401.1 ± 2.1	↑	■
All students							
At or above national minimum standard	%		92.0 ± 0.6	95.0 ± 0.4	96.0 ± 0.4	↑	■
Mean scale score	no.		367.9 ± 2.2	392.2 ± 2.0	396.3 ± 2.2	↑	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		69.5 ± 3.1	83.1 ± 2.1	80.2 ± 2.1	↑	■
Mean scale score	no.		406.8 ± 5.2	434.5 ± 3.9	432.7 ± 3.8	↑	■
Non-Indigenous students							
At or above national minimum standard	%		92.0 ± 0.5	96.6 ± 0.3	95.8 ± 0.4	↑	■
Mean scale score	no.		462.3 ± 1.9	490.7 ± 1.9	492.7 ± 2.0	↑	■
All students							
At or above national minimum standard	%		90.4 ± 0.6	95.5 ± 0.4	94.7 ± 0.5	↑	■
Mean scale score	no.		458.2 ± 2.1	486.0 ± 2.0	488.3 ± 2.1	↑	■

TABLE 4A.80

Table 4A.80 **NAPLAN numeracy, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		81.8 ± 2.7	87.6 ± 1.7	82.9 ± 2.1	■	↓
Mean scale score	no.		483.2 ± 7.6	489.4 ± 3.6	488.3 ± 4.1	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.9 ± 0.3	96.9 ± 0.4	96.7 ± 0.5	■	■
Mean scale score	no.		543.2 ± 2.2	543.2 ± 3.2	550.5 ± 3.5	■	■
All students							
At or above national minimum standard	%		94.9 ± 0.4	96.2 ± 0.5	95.6 ± 0.6	■	■
Mean scale score	no.		539.0 ± 2.3	538.9 ± 3.3	545.9 ± 3.6	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		73.2 ± 3.6	87.8 ± 1.6	83.4 ± 2.7	↑	↓
Mean scale score	no.		515.9 ± 9.1	539.0 ± 3.7	532.0 ± 4.1	↑	■
Non-Indigenous students							
At or above national minimum standard	%		93.8 ± 0.7	97.0 ± 0.4	96.3 ± 0.5	↑	■
Mean scale score	no.		574.7 ± 3.3	588.5 ± 3.3	585.9 ± 3.5	■	■
All students							
At or above national minimum standard	%		92.4 ± 0.8	96.3 ± 0.5	95.3 ± 0.6	↑	■
Mean scale score	no.		570.7 ± 3.5	584.7 ± 3.3	581.9 ± 3.5	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.80 **NAPLAN numeracy, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.81

Table 4A.81 **NAPLAN numeracy, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		75.5 ± 3.4	69.5 ± 3.3	76.2 ± 2.9	■	↑
Mean scale score	no.		313.9 ± 5.1	305.5 ± 6.4	319.4 ± 5.4	■	↑
Non-Indigenous students							
At or above national minimum standard	%		96.1 ± 0.6	95.6 ± 0.5	96.4 ± 0.4	■	■
Mean scale score	no.		387.4 ± 2.2	395.5 ± 2.6	400.8 ± 2.5	↑	■
All students							
At or above national minimum standard	%		94.5 ± 0.6	93.7 ± 0.6	95.0 ± 0.5	■	■
Mean scale score	no.		381.9 ± 2.4	388.6 ± 2.8	395.0 ± 2.7	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		61.6 ± 3.4	71.0 ± 3.6	65.8 ± 3.7	■	■
Mean scale score	no.		393.0 ± 4.6	410.3 ± 5.4	404.2 ± 6.3	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.7 ± 0.6	96.2 ± 0.4	95.5 ± 0.5	↑	■
Mean scale score	no.		466.5 ± 2.3	490.9 ± 2.5	492.6 ± 2.5	↑	■
All students							
At or above national minimum standard	%		91.1 ± 0.8	94.3 ± 0.6	93.4 ± 0.7	↑	■
Mean scale score	no.		460.7 ± 2.5	484.7 ± 2.7	486.2 ± 2.8	↑	■

TABLE 4A.81

Table 4A.81 **NAPLAN numeracy, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.2 ± 3.9	78.7 ± 3.1	73.6 ± 3.9	■	■
Mean scale score	no.		463.2 ± 5.2	469.4 ± 4.6	464.6 ± 6.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.5 ± 0.4	96.9 ± 0.6	96.7 ± 0.6	■	■
Mean scale score	no.		539.5 ± 2.8	543.9 ± 5.2	554.2 ± 5.5	↑	■
All students							
At or above national minimum standard	%		94.7 ± 0.6	95.6 ± 0.7	95.1 ± 0.8	■	■
Mean scale score	no.		533.7 ± 3.0	538.3 ± 5.3	548.1 ± 5.7	↑	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.2 ± 3.7	81.3 ± 3.1	77.6 ± 3.4	↑	■
Mean scale score	no.		500.6 ± 5.3	526.1 ± 5.3	520.7 ± 5.4	↑	■
Non-Indigenous students							
At or above national minimum standard	%		94.3 ± 0.9	97.5 ± 0.5	97.4 ± 0.5	↑	■
Mean scale score	no.		576.4 ± 5.1	601.5 ± 5.4	600.7 ± 5.5	↑	■
All students							
At or above national minimum standard	%		92.3 ± 1.1	96.4 ± 0.6	95.9 ± 0.7	↑	■
Mean scale score	no.		570.7 ± 5.2	596.0 ± 5.6	594.9 ± 5.6	↑	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.81 **NAPLAN numeracy, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.82

Table 4A.82 **NAPLAN numeracy, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		79.2 ± 4.5	71.1 ± 4.4	78.0 ± 4.1	■	↑
Mean scale score	no.		330.7 ± 6.5	313.4 ± 7.1	326.2 ± 7.3	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.6 ± 0.8	93.9 ± 0.8	95.1 ± 0.6	■	■
Mean scale score	no.		391.7 ± 2.5	385.5 ± 3.0	388.1 ± 2.9	■	■
All students							
At or above national minimum standard	%		93.8 ± 0.9	92.8 ± 0.9	94.2 ± 0.7	■	■
Mean scale score	no.		388.8 ± 2.7	382.1 ± 3.1	385.2 ± 3.0	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		68.5 ± 5.3	74.5 ± 4.4	71.0 ± 4.4	■	■
Mean scale score	no.		409.1 ± 6.8	415.7 ± 7.2	413.6 ± 7.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		91.7 ± 0.9	95.0 ± 0.7	93.9 ± 0.8	↑	■
Mean scale score	no.		462.9 ± 2.7	480.9 ± 2.9	479.4 ± 2.8	↑	■
All students							
At or above national minimum standard	%		90.5 ± 1.0	94.0 ± 0.8	92.8 ± 0.9	■	■
Mean scale score	no.		460.4 ± 2.8	477.9 ± 3.0	476.3 ± 2.9	↑	■

TABLE 4A.82

Table 4A.82 **NAPLAN numeracy, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	75.9 ± 5.2	83.0 ± 4.0	79.9 ± 4.0	■	■
Mean scale score	no.	468.7 ± 7.0	477.7 ± 5.6	478.1 ± 6.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.4 ± 0.7	96.4 ± 0.6	95.9 ± 0.6	■	■
Mean scale score	no.	539.2 ± 3.1	535.3 ± 3.1	545.5 ± 3.3	■	■
All students						
At or above national minimum standard	%	94.5 ± 0.8	95.8 ± 0.6	95.2 ± 0.7	■	■
Mean scale score	no.	536.2 ± 3.3	532.7 ± 3.1	542.6 ± 3.4	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	68.7 ± 6.0	82.9 ± 4.5	80.1 ± 4.2	↑	■
Mean scale score	no.	508.8 ± 8.2	529.0 ± 6.5	523.7 ± 5.7	↑	■
Non-Indigenous students						
At or above national minimum standard	%	93.7 ± 1.1	95.6 ± 1.0	95.0 ± 1.3	■	■
Mean scale score	no.	574.6 ± 5.1	581.0 ± 5.3	579.1 ± 5.3	■	■
All students						
At or above national minimum standard	%	92.0 ± 1.8	95.0 ± 1.0	94.4 ± 1.4	↑	■
Mean scale score	no.	571.1 ± 5.4	578.9 ± 5.5	577.2 ± 5.5	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.82 **NAPLAN numeracy, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.83

Table 4A.83 **NAPLAN numeracy, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	94.5 ± 2.8	89.7 ± 4.0	94.0 ± 2.3	■	■
Mean scale score	no.	377.1 ± 8.2	359.4 ± 7.4	364.3 ± 6.3	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.8 ± 0.6	94.4 ± 1.1	95.9 ± 1.0	■	■
Mean scale score	no.	401.6 ± 4.5	392.4 ± 4.6	396.5 ± 4.9	■	■
All students						
At or above national minimum standard	%	96.7 ± 0.6	94.0 ± 1.2	95.8 ± 0.9	■	↑
Mean scale score	no.	399.9 ± 4.2	391.3 ± 5.7	394.6 ± 5.1	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	87.8 ± 3.9	90.5 ± 3.2	89.6 ± 3.0	■	■
Mean scale score	no.	447.4 ± 7.6	452.3 ± 6.8	450.3 ± 6.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	92.9 ± 1.1	95.3 ± 0.8	94.3 ± 1.0	■	■
Mean scale score	no.	467.5 ± 4.5	484.4 ± 4.2	483.4 ± 4.7	↑	■
All students						
At or above national minimum standard	%	92.1 ± 1.2	94.9 ± 0.9	94.0 ± 1.0	■	■
Mean scale score	no.	464.6 ± 4.4	483.1 ± 4.9	481.3 ± 5.1	↑	■

TABLE 4A.83

Table 4A.83 **NAPLAN numeracy, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		92.4 ± 2.7	91.3 ± 3.7	89.3 ± 3.3	■	■
Mean scale score	no.		512.3 ± 7.6	496.9 ± 5.8	498.8 ± 7.8	↓	■
Non-Indigenous students							
At or above national minimum standard	%		95.5 ± 1.2	96.5 ± 0.9	95.8 ± 1.1	■	■
Mean scale score	no.		536.9 ± 7.5	530.9 ± 5.9	541.2 ± 7.4	■	■
All students							
At or above national minimum standard	%		95.2 ± 1.3	96.0 ± 1.0	95.3 ± 1.2	■	■
Mean scale score	no.		533.8 ± 7.3	528.8 ± 6.2	539.5 ± 7.6	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		88.5 ± 3.7	90.0 ± 3.9	91.1 ± 3.5	■	■
Mean scale score	no.		551.0 ± 9.5	545.1 ± 6.6	549.1 ± 6.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.1 ± 1.5	96.4 ± 0.9	96.2 ± 1.0	↑	■
Mean scale score	no.		570.2 ± 7.2	579.7 ± 6.5	578.6 ± 6.1	■	■
All students							
At or above national minimum standard	%		92.3 ± 1.8	95.8 ± 1.1	95.7 ± 1.1	↑	■
Mean scale score	no.		568.0 ± 7.2	577.3 ± 6.7	576.5 ± 6.1	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.83 **NAPLAN numeracy, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.84

Table 4A.84 **NAPLAN numeracy, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	88.4 ± 9.3	85.4 ± 7.8	87.6 ± 6.8	■	■
Mean scale score	no.	355.1 ±16.2	349.2 ±12.4	348.4 ±13.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.7 ± 1.1	96.3 ± 1.0	97.2 ± 0.8	■	■
Mean scale score	no.	413.1 ± 5.0	411.7 ± 4.9	413.3 ± 5.3	■	■
All students						
At or above national minimum standard	%	96.4 ± 1.2	96.0 ± 1.0	96.9 ± 0.8	■	■
Mean scale score	no.	411.5 ± 5.1	410.0 ± 5.0	411.9 ± 5.4	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	82.3 ± 8.5	87.6 ± 5.5	82.7 ± 8.8	■	■
Mean scale score	no.	428.5 ±14.0	447.1 ±11.1	443.6 ±16.4	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.3 ± 1.1	96.8 ± 1.1	96.6 ± 0.9	■	■
Mean scale score	no.	485.3 ± 5.6	503.5 ± 5.6	498.7 ± 5.1	↑	■
All students						
At or above national minimum standard	%	94.9 ± 1.2	96.5 ± 1.1	96.3 ± 1.0	■	■
Mean scale score	no.	483.8 ± 5.8	501.8 ± 5.6	497.2 ± 5.1	↑	■

TABLE 4A.84

Table 4A.84 **NAPLAN numeracy, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		90.3 ± 7.6	86.1 ± 6.6	87.3 ± 8.1	■	■
Mean scale score	no.		504.7 ±14.3	499.0 ±12.7	499.9 ±12.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		97.3 ± 1.1	97.0 ± 1.2	96.9 ± 1.1	■	■
Mean scale score	no.		557.5 ±10.1	550.3 ± 9.1	557.0 ± 8.3	■	■
All students							
At or above national minimum standard	%		97.1 ± 1.2	96.7 ± 1.2	96.7 ± 1.2	■	■
Mean scale score	no.		556.2 ±10.1	549.4 ± 9.1	555.6 ± 8.3	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		83.8 ±11.1	85.3 ± 8.4	84.3 ± 9.5	■	■
Mean scale score	no.		546.5 ±14.6	545.1 ±12.7	550.9 ±14.4	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.9 ± 1.1	95.5 ± 1.6	96.7 ± 1.5	■	■
Mean scale score	no.		596.0 ±10.2	600.5 ±10.1	598.5 ± 8.6	■	■
All students							
At or above national minimum standard	%		96.6 ± 1.2	95.2 ± 1.7	96.4 ± 1.6	■	■
Mean scale score	no.		594.9 ±10.3	599.6 ±10.0	597.3 ± 8.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.84 **NAPLAN numeracy, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.				

TABLE 4A.85

Table 4A.85 **NAPLAN numeracy, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		52.4 ± 6.9	48.6 ± 6.3	50.0 ± 7.2	■	■
Mean scale score	no.		275.0 ±11.0	269.5 ± 9.5	266.0 ±14.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.5 ± 1.3	94.5 ± 1.6	95.2 ± 1.8	■	■
Mean scale score	no.		386.9 ± 5.9	377.7 ± 6.5	387.2 ± 7.2	■	■
All students							
At or above national minimum standard	%		77.0 ± 5.6	75.0 ± 5.4	77.9 ± 5.4	■	■
Mean scale score	no.		338.4 ±12.4	332.0 ±11.9	341.2 ±13.6	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		38.3 ± 6.3	45.9 ± 6.7	43.8 ± 6.2	■	■
Mean scale score	no.		355.9 ±10.0	370.0 ±11.5	367.5 ±10.4	■	■
Non-Indigenous students							
At or above national minimum standard	%		91.6 ± 2.2	94.3 ± 2.1	94.9 ± 2.1	↑	■
Mean scale score	no.		459.4 ± 5.4	477.1 ± 7.5	483.6 ± 7.6	↑	■
All students							
At or above national minimum standard	%		69.1 ± 5.9	72.7 ± 6.3	73.5 ± 6.2	■	■
Mean scale score	no.		416.3 ±11.0	429.3 ±13.6	435.5 ±13.7	■	■

TABLE 4A.85

Table 4A.85 **NAPLAN numeracy, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

					<i>Nature of differences</i>	
		<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	50.2 ± 7.4	54.2 ± 8.1	47.3 ± 7.8	■	■
Mean scale score	no.	428.3 ±11.3	427.2 ±13.1	418.1 ±14.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.6 ± 2.0	95.8 ± 2.1	95.4 ± 2.3	■	■
Mean scale score	no.	534.2 ± 9.3	529.9 ±10.5	538.8 ±12.7	■	■
All students						
At or above national minimum standard	%	75.9 ± 7.2	77.4 ± 7.5	74.3 ± 8.2	■	■
Mean scale score	no.	488.1 ±15.8	484.7 ±17.1	486.2 ±20.3	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	46.1 ± 9.3	56.9 ± 7.6	46.1 ± 8.3	■	■
Mean scale score	no.	470.5 ±15.9	487.2 ±10.7	467.2 ±15.9	■	↓
Non-Indigenous students						
At or above national minimum standard	%	93.6 ± 2.6	96.0 ± 2.2	96.0 ± 2.4	■	■
Mean scale score	no.	575.4 ±10.6	576.6 ±10.4	577.5 ±11.7	■	■
All students						
At or above national minimum standard	%	74.1 ± 7.5	79.1 ± 6.9	75.2 ± 8.4	■	■
Mean scale score	no.	532.6 ±17.2	538.2 ±14.5	531.9 ±18.4	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.85 **NAPLAN numeracy, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.86

Table 4A.86 **NAPLAN numeracy, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	78.6 ± 1.7	78.2 ± 1.3	82.6 ± 1.2	■	■
Mean scale score	no.	327.6 ± 3.3	330.0 ± 2.5	336.8 ± 2.6	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.0 ± 0.2	95.5 ± 0.2	96.4 ± 0.1	■	■
Mean scale score	no.	400.5 ± 1.0	402.0 ± 0.9	406.1 ± 1.0	■	■
All students						
At or above national minimum standard	%	95.0 ± 0.2	94.4 ± 0.2	95.5 ± 0.2	■	■
Mean scale score	no.	396.9 ± 1.0	397.8 ± 1.0	402.0 ± 1.0	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	69.2 ± 1.7	78.6 ± 1.5	76.1 ± 1.4	↑	■
Mean scale score	no.	408.0 ± 2.8	428.0 ± 2.5	426.0 ± 2.5	↑	■
Non-Indigenous students						
At or above national minimum standard	%	94.0 ± 0.2	96.1 ± 0.2	95.5 ± 0.2	■	■
Mean scale score	no.	479.5 ± 1.0	496.5 ± 1.0	497.1 ± 1.0	↑	■
All students						
At or above national minimum standard	%	92.7 ± 0.2	95.1 ± 0.2	94.3 ± 0.2	■	■
Mean scale score	no.	475.9 ± 1.1	492.5 ± 1.0	493.1 ± 1.0	↑	■

TABLE 4A.86

Table 4A.86 **NAPLAN numeracy, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		78.6 ± 1.7	82.8 ± 1.5	79.4 ± 1.4	■	■
Mean scale score	no.		476.2 ± 3.4	480.5 ± 2.7	479.8 ± 2.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.4 ± 0.2	96.7 ± 0.2	96.5 ± 0.2	■	■
Mean scale score	no.		548.6 ± 1.6	546.2 ± 1.7	553.7 ± 1.7	■	■
All students							
At or above national minimum standard	%		95.4 ± 0.2	95.9 ± 0.2	95.5 ± 0.2	■	■
Mean scale score	no.		545.0 ± 1.6	542.5 ± 1.7	549.7 ± 1.7	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		72.5 ± 2.0	82.8 ± 1.3	79.7 ± 1.6	↑	■
Mean scale score	no.		515.1 ± 4.0	531.9 ± 2.3	526.6 ± 2.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.8 ± 0.3	96.4 ± 0.2	96.1 ± 0.2	■	■
Mean scale score	no.		585.7 ± 1.8	595.2 ± 1.9	592.5 ± 1.9	■	■
All students							
At or above national minimum standard	%		93.6 ± 0.3	95.7 ± 0.2	95.2 ± 0.3	■	■
Mean scale score	no.		582.2 ± 1.8	591.7 ± 1.9	588.9 ± 1.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.86 **NAPLAN numeracy, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAP Science

TABLE 4A.87

Table 4A.87 **National Assessment Program, science literacy performance: achievement levels (a), (b), (c)**

	<i>NSW</i>	<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 Year 6 students at achievement levels, 2015									
Level 4 or above	na	na	na	na	na	na	na	na	na
Level 3.3	na	na	na	na	na	na	na	na	na
Level 3.2	na	na	na	na	na	na	na	na	na
Level 3.1	na	na	na	na	na	na	na	na	na
Level 2 and below	na	na	na	na	na	na	na	na	na
Proportion of year 6 students at or above the proficient standard (d)									
2015	na	na	na	na	na	na	na	na	na
2012	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
2009	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
2006	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
Statistical significance of the difference from previous assessments									
2012–2015	na	na	na	na	na	na	na	na	na
2009–2015	na	na	na	na	na	na	na	na	na
2006–2015	na	na	na	na	na	na	na	na	na

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) Results from the 2015 NAP science literacy study were not available in time for publication in this Report. 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 ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.

Table 4A.87 **National Assessment Program, science literacy performance: achievement levels (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) 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.

na Not available.

Source: ACARA 2013, *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

Table 4A.88 National Assessment Program, science literacy performance: mean scores (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
National Assessment Program, Year 6 mean scores for science literacy									
2015	na	na	na	na	na	na	na	na	na
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
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
2006	411 ±12.5	408 ±10.2	387 ± 8.6	381 ±10.0	392 ±10.0	406 ±12.1	418 ±14.3	325 ±33.7	400 ± 5.4
Statistical significance of the mean score, across jurisdictions, 2015									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	na	na	na	na	na	na	na	na
<i>Vic</i>	na	..	na	na	na	na	na	na	na
<i>Qld</i>	na	na	..	na	na	na	na	na	na
<i>WA</i>	na	na	na	..	na	na	na	na	na
<i>SA</i>	na	na	na	na	..	na	na	na	na
<i>Tas</i>	na	na	na	na	na	..	na	na	na
<i>ACT</i>	na	na	na	na	na	na	..	na	na
<i>NT</i>	na	na	na	na	na	na	na	..	na

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) Results from the 2015 NAP science literacy study were not available in time for publication in this Report. 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 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 reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) 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.

Table 4A.88 **National Assessment Program, science literacy performance: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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na Not available. .. Not applicable.

Source : ACARA 2013, *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

Table 4A.89 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c), (d), (e)**

	Year 6 students			
	2006	2009	2012	2015
Sex				
Male students	54.9 ± 2.5	52.3 ± 2.6	51.7 ± 2.6	na
Female students	53.7 ± 2.3	51.7 ± 2.6	51.1 ± 2.2	na
Indigenous status				
Aboriginal and Torres Strait Islander students	25.5 ± 10.0	19.6 ± 6.0	20.1 ± 5.8	na
Non-Indigenous students	54.7 ± 2.2	53.9 ± 2.3	52.8 ± 2.0	na
Language Background Other Than English (LBOTE)				
LBOTE students	na	48.9 ± 2.6	47.6 ± 2.3	na
Geographic location				
Metropolitan areas	55.4	53.4 ± 2.6	53.2 ± 2.3	na
Provincial areas	53.4	49.5 ± 4.1	47.0 ± 4.4	na
Remote areas	35.5	33.9 ± 8.2	41.7 ± 9.2	na
All students	54.3 ± 2.1	51.9 ± 2.2	51.4 ± 2.0	na

- (a) Results from the 2015 NAP science literacy study were not available in time for publication in this Report. 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) 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.
- (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 chapter 2 (Statistical context) for more information on confidence intervals.
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location. Confidence intervals are not available for achievement by geolocation data in 2006.

Table 4A.89 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c), (d), (e)**

	<i>Year 6 students</i>			
	<i>2006</i>	<i>2009</i>	<i>2012</i>	<i>2015</i>

(e) Estimates in italics have relative standard errors greater than 25 per cent.

na Not available.

Source: ACARA 2013, *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

NAP Civics

TABLE 4A.90

Table 4A.90 **National Assessment Program, civics and citizenship literacy performance: achievement levels (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 6 students									
Proportion of Year 6 students at achievement levels, 2013									
Level 4 or above	2 ± 0.9	1 ± 0.7	– ± 0.7	– ± 0.6	– ± 0.7	– ± 0.8	1 ± 1.5	– ± 0.3	1 ± 0.4
Level 3	17 ± 3.5	14 ± 4.2	9 ± 2.9	10 ± 3.6	8 ± 3.0	8 ± 3.6	15 ± 3.7	4 ± 2.2	13 ± 1.6
Level 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 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
Below level 1	15 ± 3.0	10 ± 2.6	19 ± 3.4	19 ± 4.7	19 ± 3.9	19 ± 3.4	8 ± 3.6	37 ± 9.3	15 ± 1.5
Proportion of year 6 students at or above the proficient standard (level 2 or above)									
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
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
2007	64 ± 6.3	59 ± 5.5	41 ± 5.9	40 ± 4.3	43 ± 6.8	53 ± 6.9	60 ± 8.7	28 ± 6.6	53 ± 2.8
2004	57 ± 6.6	58 ± 5.3	37 ± 6.4	39 ± 5.7	43 ± 6.7	48 ± 6.6	61 ± 4.7	41 ± 7.1	50 ± 3.0
Statistical significance of the difference from previous assessments									
2010–2013	■	■	■	■	■	■	■	■	■
2007–2013	■	■	■	■	■	■	■	■	■
2004–2013	■	■	■	■	■	■	■	↓	■
Year 10 students									
Proportion of Year 6 students at achievement levels, 2013									
Level 5 or above	1 ± 1.3	1 ± 1.1	– ± 0.4	– ± 0.6	– ± 0.5	– ± 0.3	1 ± 1.3	–	1 ± 0.4
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 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 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 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

TABLE 4A.90

Table 4A.90 **National Assessment Program, civics and citizenship literacy performance: achievement levels (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Below 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
Proportion of year 6 students at or above the proficient standard (level 3 or above)									
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
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
2007	52 ± 5.1	40 ± 4.8	30 ± 5.0	33 ± 6.9	43 ± 7.8	38 ± 5.8	50 ± 7.5	33 ± 10.9	42 ± 2.6
2004	48 ± 4.9	40 ± 7.4	30 ± 5.5	36 ± 6.1	29 ± 4.8	37 ± 4.7	48 ± 7.6	36 ± 14.6	39 ± 2.8
Statistical significance of the difference from previous assessments									
2010–2013	↓	■	■	■	■	■	■	↓	■
2007–2013	■	↑	■	↑	■	■	■	■	■
2004–2013	■	■	■	■	■	■	■	■	■

↑ = 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 chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
– Nil or rounded to zero.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA 2011, *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA 2014, *National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.91

Table 4A.91 National Assessment Program, civics and citizenship literacy performance: mean scores (a), (b), (c)

	<i>NSW</i>	<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									
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
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
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
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

Statistical significance of the mean score, across jurisdictions, 2013

Performance of:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	↓	↓	↓	↓	■	↓
<i>Vic</i>	■	..	↓	↓	↓	↓	■	↓
<i>Qld</i>	↑	↑	..	■	■	■	↑	↓
<i>WA</i>	↑	↑	■	..	■	■	↑	↓
<i>SA</i>	↑	↑	■	■	..	■	↑	↓
<i>Tas</i>	↑	↑	■	■	■	..	↑	↓
<i>ACT</i>	■	■	↓	↓	↓	↓	..	↓
<i>NT</i>	↑	↑	↑	↑	↑	↑	↑	..

Year 10 mean scores

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
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
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
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

TABLE 4A.91

Table 4A.91 **National Assessment Program, civics and citizenship literacy performance: mean scores (a), (b), (c)**

	<i>NSW</i>	<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 significance of the mean score, across jurisdictions, 2013									
Performance of:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Compared to:	<i>NSW</i>	■	↓	↓	↓	↓	■	↓	
	<i>Vic</i>	■	↓	■	↓	↓	■	↓	
	<i>Qld</i>	↑	↑	■	↑	■	↑	↓	
	<i>WA</i>	↑	■	↓	■	↓	■	↓	
	<i>SA</i>	↑	↑	■	↑	■	↑	↓	
	<i>Tas</i>	↑	↑	■	↑	■	↑	↓	
	<i>ACT</i>	■	■	↓	■	↓	↓	↓	
	<i>NT</i>	↑	↑	↑	↑	↑	↑	↑	■

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(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 reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA 2011, *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA 2014, *National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.92

Table 4A.92 **National Assessment Program, proportion of Year 6 students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c), (d)**

	Year 6 students			Year 10 students		
	2007	2010	2013	2007	2010	2013
Sex						
Male students	50 ± 3.3	49 ± 3.4	48 ± 3.4	38 ± 3.7	44 ± 4.5	42 ± 3.7
Female students	57 ± 3.4	55 ± 3.1	55 ± 2.7	45 ± 3.4	53 ± 4.7	46 ± 4.0
Indigenous status						
Aboriginal and Torres Strait Islander students	26 ±13.6	16 ± 7.8	22 ± 8.1	19 ± 8.1	17 ± 7.7	17 ±10.4
Non-Indigenous students	54 ± 3.1	54 ± 2.6	51 ± 2.6	42 ± 2.6	50 ± 3.8	45 ± 3.1
Language Background Other Than English (LBOTE)						
LBOTE students	49 ± 7.8	na	50 ± 6.9	39 ± 5.6	na	45 ± 8.2
Geographic location						
Metropolitan areas	57 ± 3.3	55 ± 2.8	55 ± 2.7	43 ± 3.2	53 ± 4.0	48 ± 3.1
Provincial areas	48 ± 5.9	46 ± 5.0	43 ± 5.5	37 ± 7.1	38 ± 8.4	36 ± 4.8
Remote areas	28 ±11.6	28 ± 7.6	31 ±19.2	24 ±12.1	28 ±12.5	23 ± 9.9
Parental occupation (e)						
Senior managers and professionals	na	na	67 ± 3.9	na	na	63 ± 4.5
Other managers, associate professionals	na	na	62 ± 3.8	na	na	50 ± 4.3
Skilled trades, clerical and sales	na	na	46 ± 4.9	na	na	38 ± 4.8
Unskilled manual, office and sales	na	na	34 ± 5.9	na	na	32 ± 7.0
Not in paid work in last 12 months	na	na	24 ± 8.1	na	na	31 ±12.4
All students	53 ± 2.8	52 ± 2.4	52 ± 2.4	42 ± 2.6	49 ± 3.7	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.

Table 4A.92 **National Assessment Program, proportion of Year 6 students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c), (d)**

	Year 6 students			Year 10 students		
	2007	2010	2013	2007	2010	2013

(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 chapter 2 (Statistical context) for more information on confidence intervals.

(c) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.

(d) Estimates in italics have relative standard errors greater than 25 per cent.

(e) The achievement percentages are not available by parental occupation for 2007 and 2010.

na Not available.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA 2011, *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA 2014, *National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

NAP ICT

TABLE 4A.93

Table 4A.93 National Assessment Program, information and communication technologies: achievement levels (a), (b), (c)

	<i>NSW</i>	<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 students									
Proportion of Year 6 students at achievement levels, 2014									
Level 4 or 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
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 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
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
Proportion of year 6 students at or above the proficient standard (level 2 or above) (d)									
2014	55 ± 4.9	64 ± 4.5	48 ± 5.8	52 ± 4.8	59 ± 4.3	46 ± 5.4	58 ± 10.6	43 ± 6.3	55 ± 2.5
2011	66 ± 4.1	64 ± 3.8	55 ± 4.8	59 ± 5.5	62 ± 4.9	51 ± 5.5	74 ± 8.3	42 ± 9.2	62 ± 2.0
2008	55 ± 5.7	66 ± 6.5	48 ± 5.3	51 ± 4.1	64 ± 5.3	52 ± 7.0	75 ± 6.6	42 ± 10.6	57 ± 2.8
2005	51 ± 6.6	58 ± 6.3	38 ± 5.3	40 ± 5.4	52 ± 5.0	49 ± 9.0	58 ± 12.5	36 ± 10.0	49 ± 3.0
Statistical significance of the difference from previous assessments									
2011–2014	↓	■	■	■	■	■	↓	■	↓
2008–2014	■	■	■	■	■	■	↓	■	■
2005–2014	■	■	↑	↑	■	■	■	■	■
Year 10 students									
Proportion of Year 6 students at achievement levels, 2014									
Level 5 or 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
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 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 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
Proportion of year 6 students at or above the proficient standard (level 3 or above) (d)									
2014	50 ± 5.5	55 ± 5.9	47 ± 5.6	57 ± 5.8	57 ± 5.9	51 ± 5.8	60 ± 9.1	43 ± 9.1	52 ± 2.5

TABLE 4A.93

Table 4A.93 **National Assessment Program, information and communication technologies: achievement levels (a), (b), (c)**

	<i>NSW</i>	<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	66 ± 5.3	68 ± 4.9	63 ± 4.3	61 ± 4.0	63 ± 5.6	54 ± 7.1	72 ± 7.0	48 ± 8.8	65 ± 2.3
2008	67 ± 5.4	70 ± 6.7	62 ± 6.2	65 ± 5.9	65 ± 4.9	58 ± 7.4	77 ± 6.1	46 ± 13.4	66 ± 3.0
2005	61 ± 7.6	67 ± 4.8	60 ± 7.4	56 ± 6.1	61 ± 5.4	56 ± 6.4	66 ± 11.4	49 ± 13.2	61 ± 3.1
Statistical significance of the difference from previous assessments									
2011–2014	↓	↓	↓	■	■	■	↓	■	↓
2008–2014	↓	↓	↓	■	■	■	↓	■	↓
2005–2014	■	↓	↓	■	■	■	■	■	↓

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (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 chapter 2 (Statistical context) 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.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.94

Table 4A.94 National Assessment Program, information and communication technologies: mean scores (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 6 mean scores									
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
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
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
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

Statistical significance of the mean score, across jurisdictions, 2014

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	↑	↓	■	■	↓	■	↓
<i>Vic</i>	↓	..	↓	↓	↓	↓	■	↓
<i>Qld</i>	↑	↑	..	■	↑	■	↑	↓
<i>WA</i>	■	↑	■	..	↑	■	■	↓
<i>SA</i>	■	↑	↓	↓	..	↓	■	↓
<i>Tas</i>	↑	↑	■	■	↑	..	↑	■
<i>ACT</i>	■	■	↓	■	■	↓	..	↓
<i>NT</i>	↑	↑	↑	↑	↑	■	↑	..

Year 10 mean scores

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
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
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
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

Table 4A.94 National Assessment Program, information and communication technologies: mean scores (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>
Statistical significance of the mean score, across jurisdictions, 2014										
Performance of:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Compared to:	<i>NSW</i>	..	↑	↓	■	■	↓	■	↓	
	<i>Vic</i>	↓	..	↓	↓	↓	↓	■	↓	
	<i>Qld</i>	↑	↑	..	■	↑	■	↑	↓	
	<i>WA</i>	■	↑	■	..	↑	■	■	↓	
	<i>SA</i>	■	↑	↓	↓	..	↓	■	↓	
	<i>Tas</i>	↑	↑	■	■	↑	..	↑	■	
	<i>ACT</i>	■	■	↓	■	■	↓	..	↓	
	<i>NT</i>	↑	↑	↑	↑	↑	■	↑	..	

↑ = Average achievement significantly higher, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(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 reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.95

Table 4A.95 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (per cent) (a), (b), (c), (d)**

	Year 6 students				Year 10 students			
	2005	2008	2011	2014	2005	2008	2011	2014
Sex								
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 status								
Aboriginal and Torres Strait Islander 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
Language Background Other Than English (LBOTE)								
LBOTE students	49 ± 6.2	59 ± 6.0	66 ± 4.8	58 ± 5.5	59 ± 5.6	64 ± 5.9	63 ± 5.1	51 ± 6.1
Geographic location								
Metropolitan areas	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 areas	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 areas	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 ± 6.1	72 ± 3.6	79 ± 3.7	72 ± 4.0	75 ± 5.4	79 ± 3.6	78 ± 3.2	65 ± 4.5
Other managers, associate professionals	59 ± 4.8	66 ± 4.9	68 ± 3.8	63 ± 5.0	66 ± 4.0	71 ± 4.0	69 ± 4.2	56 ± 4.1
Skilled trades, clerical and sales	46 ± 4.5	54 ± 3.7	59 ± 4.2	52 ± 4.2	75 ± 5.8	63 ± 4.6	63 ± 4.5	50 ± 5.5
Unskilled manual, office and sales	32 ± 5.7	41 ± 4.7	43 ± 6.6	42 ± 4.9	49 ± 7.0	52 ± 6.0	57 ± 7.4	40 ± 6.0
Not in paid work in last 12 months	na	na	na	30 ± 7.4	na	na	na	29 ± 6.1
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

Table 4A.95 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (per cent) (a), (b), (c), (d)**

	<i>Year 6 students</i>				<i>Year 10 students</i>			
	<i>2005</i>	<i>2008</i>	<i>2011</i>	<i>2014</i>	<i>2005</i>	<i>2008</i>	<i>2011</i>	<i>2014</i>
(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, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See chapter 2 (Statistical context) for more information on confidence intervals.								
(c) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.								
(d) Estimates in italics have relative standard errors greater than 25 per cent.								

na Not available.

Source: ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

PISA

TABLE 4A.96

Table 4A.96 **Programme for International Student Assessment (PISA) Australian students feelings about school, 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 15 year old students that agree that:									
• I feel like an outsider (or left out of things) at school	23.6 ± 1.6	22.4 ± 1.9	24.4 ± 1.7	22.9 ± 2.1	23.9 ± 2.3	25.9 ± 2.6	22.9 ± 3.3	27.1 ± 5.4	23.5 ± 0.8
• I make friends easily at school	80.0 ± 1.6	80.8 ± 2.2	78.6 ± 1.9	78.0 ± 2.2	77.7 ± 2.7	76.6 ± 2.8	76.5 ± 3.5	75.9 ± 4.5	79.4 ± 0.9
• I feel like I belong at school	71.5 ± 2.0	75.9 ± 2.1	68.5 ± 2.1	70.1 ± 2.4	71.1 ± 2.3	71.8 ± 3.3	75.2 ± 3.4	72.3 ± 4.8	71.9 ± 1.0
• I feel awkward and out of place at my school	21.6 ± 1.9	21.0 ± 1.6	22.4 ± 2.1	22.6 ± 2.0	23.0 ± 1.9	22.7 ± 2.2	23.2 ± 3.6	23.9 ± 5.0	21.9 ± 0.8
• Other students seem to like me	86.4 ± 1.4	88.5 ± 1.4	87.6 ± 1.5	89.4 ± 1.5	87.3 ± 1.8	85.5 ± 2.1	87.0 ± 2.8	85.6 ± 3.1	87.6 ± 0.6
• I feel lonely at school	17.9 ± 1.6	15.2 ± 1.5	16.2 ± 1.6	14.5 ± 1.8	17.0 ± 2.3	19.2 ± 2.6	18.4 ± 3.2	18.9 ± 4.7	16.5 ± 0.7

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(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 chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

Source: Australian Council for Educational Research (ACER) unpublished, *PISA Australia, 2015*.

TABLE 4A.97

Table 4A.97 **PISA reading literacy assessment: proportion of students by achievement level (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>
Proportion of 15 year old students at achievement levels, 2015									
Level 6	2.7 ± 0.9	1.5 ± 0.9	1.8 ± 0.7	1.9 ± 1.0	1.6 ± 1.2	1.0 ± 0.7	3.2 ± 1.6	1.3 ± 1.6	2.0 ± 0.4
Level 5	9.7 ± 1.6	9.0 ± 1.6	8.5 ± 2.0	8.7 ± 1.9	8.9 ± 2.0	6.4 ± 2.2	11.0 ± 3.0	6.4 ± 3.8	9.0 ± 0.9
Level 4	21.4 ± 2.2	23.1 ± 2.3	21.7 ± 2.4	23.2 ± 3.0	21.6 ± 3.1	18.0 ± 3.5	23.9 ± 5.0	17.9 ± 6.0	22.0 ± 1.1
Level 3	25.7 ± 2.1	29.4 ± 3.0	27.7 ± 2.4	29.0 ± 3.4	28.5 ± 3.8	23.0 ± 3.6	27.0 ± 4.8	22.7 ± 5.9	27.5 ± 1.1
Level 2	21.2 ± 2.4	21.2 ± 2.6	21.6 ± 2.9	20.6 ± 2.6	21.9 ± 3.4	25.4 ± 3.5	18.9 ± 4.2	23.4 ± 5.8	21.4 ± 1.2
Level 1a	12.3 ± 1.5	10.7 ± 2.1	12.4 ± 2.1	11.7 ± 2.1	12.3 ± 2.4	16.7 ± 2.8	10.8 ± 2.9	17.9 ± 5.6	12.0 ± 0.9
Level 1b	5.3 ± 1.0	4.1 ± 1.2	5.1 ± 1.5	4.0 ± 1.2	4.4 ± 1.4	7.7 ± 2.5	4.3 ± 1.7	8.8 ± 4.1	4.8 ± 0.5
Below level 1b	1.7 ± 0.7	0.9 ± 0.6	1.2 ± 0.7	0.9 ± 0.6	0.8 ± 0.7	1.9 ± 1.2	0.9 ± 1.0	1.7 ± 1.3	1.2 ± 0.3
Levels 5 and 6	12.4 ± 1.8	10.5 ± 1.9	10.3 ± 2.2	10.6 ± 2.4	10.5 ± 2.3	7.4 ± 2.3	14.2 ± 3.0	7.7 ± 4.3	11.0 ± 1.0
Level 1 and below	19.3 ± 2.1	15.8 ± 2.5	18.7 ± 2.6	16.6 ± 2.4	17.5 ± 2.8	26.2 ± 3.3	16.0 ± 3.3	28.4 ± 7.1	18.1 ± 1.1
Proportion of 15 year old students achieving level 3 or above									
2015	59.5 ± 2.5	63.0 ± 3.3	59.7 ± 3.1	62.8 ± 3.3	60.5 ± 3.7	48.5 ± 4.1	65.1 ± 4.5	48.2 ± 7.3	60.6 ± 1.4
2012	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3
2009	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
2006	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
Statistical significance of the difference from previous PISA assessments									
2012–2015	↓	↓	■	■	■	■	↓	■	↓
2009–2015	↓	■	↓	■	■	■	■	■	↓
2006–2015	↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Average achievement significantly higher in 2015 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

Table 4A.97 **PISA reading literacy assessment: proportion of students by achievement level (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>
(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. See chapter 2 (Statistical context) for more information on confidence intervals.									
(c) The PISA 2015 reading literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf									
<ul style="list-style-type: none"> • Level 5 or 6 — Students are considered high performers in reading literacy. • Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills. • Level 1 or below — Students are considered low performers and their low levels of reading literacy skills and knowledge would limit them in participating fully in society. 									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.98

Table 4A.98 **PISA reading literacy assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
PISA mean scores for reading literacy									
2015	502 ± 5.9	507 ± 7.2	500 ± 7.3	507 ± 8.2	503 ± 7.5	476 ± 8.6	516 ± 8.9	474 ±17.7	503 ± 3.3
2012	513 ± 6.5	517 ± 6.9	508 ± 6.7	519 ± 6.1	500 ± 7.8	485 ± 7.1	525 ± 7.1	466 ±16.3	512 ± 3.1
2009	516 ±11.0	513 ± 9.5	519 ±13.5	522 ±12.0	506 ± 9.5	483 ±11.5	531 ±11.5	481 ±11.5	515 ± 4.5
2006	519 ± 7.6	504 ± 9.8	509 ±10.0	524 ±11.8	514 ±11.6	496 ±12.0	535 ±12.0	460 ±33.9	513 ± 4.3

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>OECD average</i>
Performance of:	<i>NSW</i>	..	■	■	■	■	↑	↓	↑	↑
	<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 than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.99

Table 4A.99 **PISA mathematical literacy assessment: proportion of students by achievement level (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>
Proportion of 15 year old students at achievement levels, 2015									
Level 6	3.5 ± 1.1	2.5 ± 0.9	2.1 ± 1.0	3.0 ± 1.4	1.9 ± 1.1	1.1 ± 0.9	3.2 ± 1.6	2.4 ± 2.9	2.7 ± 0.5
Level 5	9.5 ± 1.5	8.6 ± 2.2	7.3 ± 1.6	9.5 ± 1.8	7.8 ± 2.1	6.4 ± 2.2	10.4 ± 2.5	8.7 ± 4.9	8.6 ± 0.9
Level 4	18.0 ± 2.0	20.0 ± 2.3	18.1 ± 2.3	20.1 ± 2.6	17.2 ± 2.7	15.1 ± 3.0	21.9 ± 4.5	14.1 ± 5.3	18.7 ± 1.1
Level 3	23.8 ± 2.2	26.6 ± 2.6	25.2 ± 3.6	27.5 ± 3.0	26.7 ± 3.4	21.7 ± 3.9	25.8 ± 5.1	22.2 ± 6.7	25.4 ± 1.2
Level 2	22.0 ± 2.3	23.0 ± 3.0	22.9 ± 2.4	22.3 ± 3.3	23.9 ± 4.3	23.6 ± 3.9	20.2 ± 3.5	24.7 ± 6.6	22.6 ± 1.4
Level 1	14.7 ± 1.7	13.3 ± 2.1	15.5 ± 2.1	12.4 ± 2.1	15.4 ± 2.7	19.3 ± 3.8	12.3 ± 2.5	16.1 ± 7.2	14.4 ± 0.9
Below level 1	8.4 ± 1.7	6.1 ± 1.5	8.8 ± 1.8	5.2 ± 1.4	7.2 ± 2.3	12.7 ± 3.4	6.2 ± 1.9	11.8 ± 3.3	7.6 ± 0.8
Levels 5 and 6	13.0 ± 2.2	11.0 ± 2.4	9.4 ± 1.9	12.4 ± 2.6	9.7 ± 2.3	7.6 ± 2.4	13.6 ± 2.7	11.1 ± 5.3	11.3 ± 1.2
Level 1 and below	23.2 ± 2.0	19.4 ± 2.5	24.3 ± 2.9	17.7 ± 2.6	22.6 ± 3.7	32.0 ± 3.9	18.5 ± 3.0	27.9 ± 7.7	22.0 ± 1.2
Proportion of 15 year old students achieving level 3 or above									
2015	54.8 ± 2.8	57.7 ± 3.4	52.8 ± 3.5	60.0 ± 4.1	53.5 ± 4.3	44.4 ± 4.3	61.3 ± 4.2	47.4 ± 6.8	55.4 ± 1.6
2012	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5
2009	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
2006	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
Statistical significance of the difference from previous PISA assessments									
2012–2015	↓	■	↓	■	■	■	■	■	↓
2009–2015	↓	■	↓	↓	↓	↓	↓	■	↓
2006–2015	↓	↓	↓	↓	↓	↓	↓	■	↓

↑ = Average achievement significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

Table 4A.99 **PISA mathematical literacy assessment: proportion of students by achievement level (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>
(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. See chapter 2 (Statistical context) for more information on confidence intervals.									
(c) The PISA 2015 mathematical literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf									
<ul style="list-style-type: none"> • Level 5 or 6 — Students are considered high performers in mathematical literacy. • Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills. • Level 1 or below — Students are considered low performers and their low levels of mathematics literacy skills and knowledge would limit them in participating fully in society. 									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									
<i>Source:</i> ACER 2016 and unpublished, <i>PISA 2015: A first look at Australia's results</i> , ACER, Melbourne.									

TABLE 4A.100

Table 4A.100 **PISA mathematical literacy assessment: mean scores (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
PISA mean scores for mathematical literacy										
2015	no.	494 ± 5.9	499 ± 6.0	486 ± 6.5	504 ± 7.6	489 ± 8.2	469 ± 8.1	505 ± 7.1	478 ±13.6	494 ± 3.1
2012	no.	509 ± 7.1	501 ± 7.3	503 ± 5.7	516 ± 6.7	489 ± 6.5	478 ± 6.7	518 ± 7.1	452 ±20.4	504 ± 3.1
2009	no.	512 ± 7.1	512 ± 7.3	518 ± 5.7	529 ± 6.7	509 ± 6.5	487 ± 6.7	528 ± 7.1	487 ±20.4	514 ± 3.1
2006	no.	523 ± 9.8	513 ± 7.8	519 ± 8.6	531 ±12.7	520 ± 8.4	502 ± 7.4	539 ±11.0	481 ±12.2	520 ± 4.3

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>OECD average</i>
Performance of:	<i>NSW</i>	..	↓	■	■	■	↑	↓	↑	■
	<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 than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.101

Table 4A.101 **PISA scientific literacy assessment: proportion of students by achievement level (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>
Proportion of 15 year old students at achievement levels, 2015									
Level 6	2.5 ± 0.8	1.8 ± 0.9	1.7 ± 0.6	2.2 ± 1.1	1.6 ± 0.8	1.1 ± 0.9	2.7 ± 1.6	1.8 ± 1.9	2.0 ± 0.4
Level 5	9.9 ± 1.5	8.6 ± 1.5	8.6 ± 1.9	9.8 ± 2.0	8.5 ± 2.0	7.4 ± 2.3	11.6 ± 3.1	9.8 ± 4.9	9.2 ± 0.8
Level 4	20.7 ± 1.8	23.4 ± 2.4	22.5 ± 2.4	25.1 ± 2.7	21.8 ± 2.5	17.7 ± 3.5	26.1 ± 3.8	16.3 ± 6.2	22.3 ± 1.0
Level 3	26.0 ± 1.9	29.1 ± 2.6	26.8 ± 2.4	28.3 ± 3.4	28.5 ± 3.2	22.0 ± 3.7	27.5 ± 4.1	22.9 ± 5.8	27.3 ± 1.0
Level 2	21.8 ± 1.9	21.3 ± 2.5	22.1 ± 2.1	20.0 ± 2.6	22.2 ± 3.6	24.8 ± 3.4	17.8 ± 3.3	23.5 ± 5.8	21.6 ± 1.0
Level 1a	13.3 ± 1.6	11.7 ± 2.0	13.4 ± 1.7	11.4 ± 2.0	13.3 ± 2.8	18.8 ± 4.1	10.3 ± 2.6	18.0 ± 4.3	12.8 ± 0.9
Level 1b	5.0 ± 1.1	3.8 ± 1.1	4.3 ± 1.1	2.8 ± 1.3	3.8 ± 1.2	7.1 ± 2.2	3.7 ± 1.6	6.2 ± 2.3	4.3 ± 0.5
Below level 1b	0.8 ± 0.4	0.4 ± 0.5	0.6 ± 0.4	0.3 ± 0.3	0.3 ± 0.4	0.9 ± 0.9	0.3 ± 0.4	1.6 ± 1.5	0.6 ± 0.2
Levels 5 and 6	12.4 ± 1.8	10.4 ± 1.6	10.2 ± 2.0	12.1 ± 2.4	10.1 ± 2.1	8.5 ± 2.4	14.3 ± 3.2	11.6 ± 5.5	11.2 ± 0.9
Level 1 and below	19.0 ± 1.9	15.9 ± 2.4	18.3 ± 2.2	14.5 ± 2.3	17.4 ± 3.0	26.9 ± 4.0	14.3 ± 2.7	25.8 ± 4.6	17.6 ± 1.1
Proportion of 15 year old students achieving level 3 or above									
2015	59.2 ± 2.3	62.8 ± 2.8	59.6 ± 2.9	65.5 ± 3.0	60.4 ± 3.9	48.3 ± 3.5	67.9 ± 3.6	50.8 ± 5.4	60.8 ± 1.2
2012	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4
2009	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
2006	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
Statistical significance of the difference between PISA assessments									
2012–2015	↓	■	↓	↓	■	■	■	■	↓
2009–2015	↓	■	↓	■	↓	↓	↓	■	↓
2006–2015	↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Average achievement significantly higher in 2015 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

Table 4A.101 **PISA scientific literacy assessment: proportion of students by achievement level (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)	These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.								
(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. See chapter 2 (Statistical context) for more information on confidence intervals.								
(c)	The PISA 2015 scientific literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf								
	<ul style="list-style-type: none"> • Level 5 or 6 — Students are considered high performers in scientific literacy. • Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills. • Level 1 or below — Students are considered low performers and their low levels of scientific literacy skills and knowledge would limit them in participating fully in society. 								
(d)	Estimates in italics have relative standard errors greater than 25 per cent.								

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.102

Table 4A.102 **PISA scientific literacy assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
PISA mean scores for scientific literacy									
2015	508 ± 5.9	513 ± 6.4	507 ± 6.4	521 ± 7.2	508 ± 7.6	483 ± 7.7	527 ± 7.5	489 ±11.6	510 ± 3.0
2012	526 ± 7.1	518 ± 7.4	519 ± 6.1	535 ± 7.3	513 ± 7.3	500 ± 7.4	534 ± 7.6	483 ±20.0	522 ± 3.5
2009	531 ±10.2	521 ± 9.6	530 ±14.7	539 ±14.1	519 ±10.4	497 ±10.0	546 ±12.5	492 ± 9.6	527 ± 5.0
2006	535 ± 8.9	513 ± 9.5	522 ± 8.2	543 ±13.2	532 ± 9.6	507 ± 8.9	549 ± 9.7	490 ±12.9	527 ± 4.4

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>OECD average</i>
Performance of:	<i>NSW</i>	..	■	■	↓	■	↑	↓	↑	↑
	<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 than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TIMSS

TABLE 4A.103

Table 4A.103 **TIMSS mathematics achievement assessment: proportion of students at international benchmarks (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 4 students									
Proportion of year 4 students at TIMSS international benchmarks, 2015									
Advanced	10.9 ± 3.8	9.5 ± 3.7	6.4 ± 2.9	10.4 ± 5.5	5.8 ± 3.1	7.8 ± 2.8	14.6 ± 6.8	4.2 ± 3.8	9.2 ± 1.7
High	24.9 ± 4.9	29.6 ± 5.1	28.1 ± 3.9	26.7 ± 6.8	25.2 ± 7.7	26.7 ± 6.7	33.6 ± 7.1	15.3 ± 8.0	27.0 ± 2.3
Intermediate	34.0 ± 4.2	35.0 ± 5.0	34.3 ± 3.4	29.7 ± 5.4	38.5 ± 7.7	33.5 ± 6.0	34.2 ± 5.9	29.2 ± 10.2	34.0 ± 2.3
At or less than low	30.1 ± 5.9	25.9 ± 4.3	31.2 ± 5.6	33.2 ± 7.0	30.5 ± 8.0	32.0 ± 10.2	17.7 ± 6.8	51.3 ± 13.8	29.8 ± 2.6
Low	21.9 ± 3.3	20.0 ± 3.2	21.5 ± 3.9	20.1 ± 5.2	22.0 ± 6.6	22.9 ± 6.4	14.2 ± 6.1	26.9 ± 9.2	21.1 ± 1.7
Below low	8.2 ± 4.3	6.0 ± 2.9	9.6 ± 3.2	13.0 ± 4.0	8.6 ± 3.8	9.1 ± 5.3	3.5 ± 2.5	24.4 ± 10.5	8.6 ± 1.8
Proportion of year 4 students achieving at or above the intermediate international benchmark, the Australian national proficient standard									
2015	69.9 ± 5.9	74.1 ± 4.3	68.8 ± 5.6	66.8 ± 7.0	69.5 ± 8.0	68.0 ± 10.2	82.3 ± 6.8	48.7 ± 13.8	70.2 ± 2.6
2011	73.8 ± 5.5	75.5 ± 4.7	64.3 ± 5.6	62.5 ± 6.2	65.2 ± 6.4	68.1 ± 7.3	81.4 ± 4.8	59.1 ± 12.3	70.2 ± 2.8
2007	76.3 ± 5.9	78.9 ± 7.6	58.8 ± 6.8	58.4 ± 6.5	61.5 ± 9.1	68.1 ± 6.9	67.8 ± 11.0	58.8 ± 12.2	70.5 ± 3.5
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	■	■	■	■	■	■	■
2007–2015	■	■	↑	■	■	■	↑	■	■
Year 8 students									
Proportion of year 8 students at TIMSS international benchmarks, 2015									
Advanced	7.0 ± 3.1	9.3 ± 4.4	4.0 ± 2.2	7.9 ± 3.6	6.3 ± 4.3	4.4 ± 3.4	7.3 ± 3.0	0.5 ± 0.9	6.9 ± 1.6
High	23.9 ± 4.4	24.2 ± 3.8	22.3 ± 4.3	25.4 ± 4.9	21.6 ± 5.6	22.9 ± 5.9	27.8 ± 4.3	10.3 ± 6.5	23.6 ± 1.9
Intermediate	31.8 ± 4.5	36.3 ± 5.1	35.9 ± 4.9	31.3 ± 3.5	34.0 ± 4.5	33.4 ± 4.9	34.9 ± 4.8	28.9 ± 8.3	34.0 ± 2.2
At or less than low	37.3 ± 6.8	30.2 ± 4.1	37.7 ± 6.1	35.4 ± 5.3	38.1 ± 6.9	39.4 ± 7.3	30.1 ± 4.2	60.3 ± 10.2	35.6 ± 3.1
Low	25.0 ± 4.0	23.4 ± 4.0	27.2 ± 4.4	23.8 ± 3.8	24.6 ± 4.1	25.5 ± 6.0	23.4 ± 3.4	35.0 ± 7.4	25.0 ± 2.0
Below low	12.3 ± 4.4	6.8 ± 2.2	10.6 ± 4.1	11.6 ± 3.9	13.5 ± 5.0	13.8 ± 4.2	6.7 ± 2.9	25.3 ± 10.9	10.6 ± 2.0

Table 4A.103 **TIMSS mathematics achievement assessment: proportion of students at international benchmarks (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>
Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard									
2015	62.7 ± 6.8	69.8 ± 4.1	62.3 ± 6.1	64.6 ± 5.3	61.9 ± 6.9	60.6 ± 7.3	69.9 ± 4.2	39.7 ± 10.2	64.4 ± 3.1
2011	66.8 ± 9.7	64.4 ± 7.1	58.7 ± 7.4	60.8 ± 10.5	58.2 ± 7.3	49.0 ± 8.1	74.4 ± 6.1	44.1 ± 16.5	62.9 ± 4.6
2007	59.3 ± 8.8	64.6 ± 7.0	60.8 ± 5.7	57.6 ± 10.2	59.2 ± 8.2	56.6 ± 7.8	69.4 ± 20.5	57.4 ± 15.5	60.8 ± 3.5
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	■	■	■	↑	■	■	■
2007–2015	■	■	■	■	■	■	■	■	■

↑ = Average achievement significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The TIMSS mathematics achievement scale summarises year 4 and year 8 students' performance against four international benchmarks (advanced, high, intermediate, and low):
- At the intermediate international benchmark students can apply basic mathematical knowledge in straightforward situations.
 - At the low international benchmark students have some basic mathematical knowledge.
- (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 chapter 2 (Statistical context) for more information on confidence intervals.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER 2016 and unpublished, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.104

Table 4A.104 **TIMSS mathematics achievement assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 4 students									
TIMSS mean scores for mathematics achievement									
2015	519 ±14.7	525 ±10.8	511 ±10.9	512 ±17.8	510 ±15.5	513 ±18.8	544 ±15.5	467 ±26.1	517 ± 6.0
2011	525 ±11.8	531 ±11.2	499 ±11.0	499 ±12.3	502 ±10.5	517 ±15.6	545 ±11.2	489 ±24.8	516 ± 5.8
2007	534 ±12.1	532 ±15.9	485 ±13.3	493 ±11.3	493 ±17.9	510 ±11.4	513 ±17.1	484 ±19.1	516 ± 6.8

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	↑
<i>Vic</i>	■	..	■	■	■	■	■	↑
<i>Qld</i>	■	■	..	■	■	■	↓	↑
<i>WA</i>	■	■	■	..	■	■	↓	↑
<i>SA</i>	■	■	■	■	..	■	↓	↑
<i>Tas</i>	■	■	■	■	■	..	↓	↑
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	↑
<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..

Year 8 students**TIMSS mean scores for mathematics achievement**

2015	503 ±13.4	516 ± 9.9	498 ±11.3	508 ±11.7	498 ±17.9	493 ±16.5	516 ± 8.8	452 ±19.6	505 ± 6.0
2011	518 ±22.0	504 ±15.8	497 ±16.3	493 ±20.9	489 ±11.9	475 ±14.2	532 ±20.4	462 ±29.3	505 ±10.1
2007	500 ±19.2	503 ±15.8	491 ± 9.7	485 ±16.3	490 ±12.7	485 ±13.6	518 ±43.7	483 ±27.0	496 ± 7.4

TABLE 4A.104

Table 4A.104 **TIMSS mathematics achievement assessment: mean scores (a), (b), (c)**

		<i>NSW</i>	<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 significance of the mean score, across jurisdictions, 2015										
Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	■	■	■	■	■	■	↑
	<i>Vic</i>	■	..	↑	■	■	↑	■	■	↑
	<i>Qld</i>	■	↓	..	■	■	■	↓	■	↑
	<i>WA</i>	■	■	■	..	■	■	■	■	↑
	<i>SA</i>	■	■	■	■	..	■	■	■	↑
	<i>Tas</i>	■	↓	■	■	■	..	↓	■	↑
	<i>ACT</i>	■	■	↑	■	■	↑	..	■	↑
	<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	↓	..

↑ = Average achievement significantly higher than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.105

Table 4A.105 **TIMSS science achievement assessment: proportion of students at international benchmarks (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 4 students									
Proportion of year 4 students at TIMSS international benchmarks, 2015									
Advanced	8.2 ± 3.5	7.7 ± 2.9	7.0 ± 2.5	9.2 ± 3.7	6.6 ± 3.4	7.2 ± 3.3	13.8 ± 6.4	3.0 ± 3.8	7.9 ± 1.4
High	31.3 ± 4.7	30.5 ± 4.4	32.5 ± 5.3	27.8 ± 5.2	30.7 ± 6.2	33.1 ± 8.3	38.1 ± 5.0	18.1 ± 10.8	31.0 ± 2.4
Intermediate	35.7 ± 3.6	39.6 ± 4.9	36.1 ± 4.5	32.9 ± 5.1	39.6 ± 7.0	35.5 ± 6.5	32.8 ± 6.8	36.8 ± 10.3	36.6 ± 1.9
At or less than low	24.9 ± 5.5	22.3 ± 4.6	24.4 ± 4.9	30.0 ± 7.2	23.2 ± 7.2	24.3 ± 9.5	15.3 ± 5.6	42.2 ± 14.4	24.6 ± 2.7
Low	18.6 ± 3.6	18.3 ± 4.0	17.4 ± 3.6	20.3 ± 5.5	17.2 ± 5.2	18.3 ± 6.5	12.7 ± 5.4	23.2 ± 10.5	18.3 ± 1.8
Below low	6.3 ± 3.0	4.0 ± 2.5	6.9 ± 2.2	9.7 ± 3.5	5.9 ± 3.2	6.0 ± 4.4	2.7 ± 2.4	19.0 ± 10.0	6.3 ± 1.6
Proportion of year 4 students achieving at or above the intermediate international benchmark, the TIMSS Australian proficient standard									
2015	75.1 ± 5.5	77.7 ± 4.6	75.6 ± 4.9	70.0 ± 7.2	76.8 ± 7.2	75.7 ± 9.5	84.7 ± 5.6	57.8 ± 14.4	75.4 ± 2.7
2011	73.9 ± 5.0	76.7 ± 3.9	66.0 ± 6.3	66.4 ± 5.6	67.6 ± 6.5	71.7 ± 6.7	83.3 ± 5.0	60.6 ± 12.7	71.6 ± 2.7
2007	80.1 ± 5.8	84.7 ± 6.5	66.4 ± 6.7	67.2 ± 5.7	68.9 ± 9.4	76.3 ± 6.0	75.9 ± 9.9	64.5 ± 8.9	76.4 ± 3.3
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	↑	■	■	■	■	■	↑
2007–2015	■	■	↑	■	■	■	■	■	■
Year 8 students									
Proportion of year 8 students at TIMSS international benchmarks, 2015									
Advanced	7.5 ± 2.2	8.6 ± 3.3	5.3 ± 2.1	9.6 ± 3.1	7.5 ± 4.1	6.3 ± 4.0	11.0 ± 3.1	1.4 ± 2.2	7.5 ± 1.2
High	26.9 ± 3.8	26.2 ± 3.3	24.6 ± 4.4	28.0 ± 4.2	24.2 ± 5.7	25.2 ± 5.5	30.2 ± 4.4	13.2 ± 5.5	26.1 ± 1.7
Intermediate	34.0 ± 3.6	36.5 ± 4.1	37.4 ± 4.4	32.8 ± 3.7	35.2 ± 5.3	34.1 ± 7.5	34.6 ± 6.0	32.2 ± 8.9	35.3 ± 1.8
At or less than low	31.6 ± 6.1	28.8 ± 3.2	32.7 ± 5.6	29.7 ± 4.9	33.1 ± 6.5	34.4 ± 7.9	24.2 ± 4.5	53.3 ± 12.4	31.2 ± 2.6
Low	20.6 ± 3.5	21.9 ± 3.5	24.0 ± 4.4	20.1 ± 3.4	21.8 ± 3.9	21.7 ± 7.5	17.6 ± 3.2	30.9 ± 7.3	21.8 ± 1.7
Below low	11.0 ± 3.8	6.9 ± 2.0	8.7 ± 3.2	9.5 ± 2.8	11.3 ± 4.4	12.7 ± 4.3	6.6 ± 2.4	22.4 ± 9.4	9.4 ± 1.6

Table 4A.105 **TIMSS science achievement assessment: proportion of students at international benchmarks (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>
Proportion of year 8 students achieving at or above the intermediate international benchmark, the TIMSS Australian proficient standard									
2015	68.4 ± 6.1	71.2 ± 3.2	67.3 ± 5.6	70.3 ± 4.9	66.9 ± 6.5	65.6 ± 7.9	75.8 ± 4.5	46.7 ± 12.4	68.8 ± 2.6
2011	72.6 ± 8.3	69.5 ± 5.6	69.2 ± 5.8	70.8 ± 9.1	67.2 ± 5.5	60.0 ± 6.7	81.1 ± 4.3	55.9 ± 17.2	70.3 ± 3.8
2007	69.5 ± 7.8	69.7 ± 6.9	71.3 ± 5.4	67.5 ± 8.2	71.3 ± 7.3	67.9 ± 8.2	77.1 ± 15.5	65.2 ± 13.5	69.9 ± 3.2
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	■	■	■	■	■	■	■
2007–2015	■	■	■	■	■	■	■	↓	■

↑ = Average achievement significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The TIMSS science achievement scale summarises year 4 and year 8 students' performance against four international benchmarks (advanced, high, intermediate, and low):
- At the intermediate international benchmark students show basic knowledge and understanding of life, physical and Earth sciences. Students demonstrate and apply their knowledge of biology, chemistry, physics and Earth science in various contexts.
 - At the Low international benchmark students have some basic knowledge of life and physical sciences. Students show basic knowledge of biology, chemistry, physics and Earth science.
- (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 chapter 2 (Statistical context) for more information on confidence intervals.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER 2016, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.106

Table 4A.106 **TIMSS science achievement assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 4 students									
TIMSS mean scores for science achievement									
2015	524 ±12.6	527 ± 9.7	523 ±10.1	516 ±14.7	524 ±14.0	525 ±18.3	549 ±13.8	480 ±24.9	524 ± 5.6
2011	522 ±11.0	529 ± 9.9	501 ±11.9	502 ±11.4	506 ±10.5	518 ±13.9	547 ±10.2	491 ±25.9	516 ± 5.7
2007	538 ±11.5	544 ±16.0	501 ±12.2	512 ±10.5	512 ±19.8	533 ±11.8	527 ±17.1	503 ±19.7	527 ± 6.5

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	↑
<i>Vic</i>	■	..	■	■	■	■	↓	↑
<i>Qld</i>	■	■	..	■	■	■	↓	↑
<i>WA</i>	■	■	■	..	■	■	↓	↑
<i>SA</i>	■	■	■	■	..	■	↓	↑
<i>Tas</i>	■	■	■	■	■	..	↓	↑
<i>ACT</i>	↑	↑	↑	↑	↑	↑	..	↑
<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..

Year 8 students**TIMSS mean scores for science achievement**

2015	511 ±11.9	518 ± 8.0	507 ±11.0	518 ±11.3	507 ±16.3	503 ±15.6	528 ± 9.0	463 ±23.3	512 ± 5.2
2011	532 ±20.2	513 ±13.7	516 ±14.4	514 ±18.9	506 ± 9.8	496 ±13.2	551 ±17.7	481 ±28.2	519 ± 9.3
2007	521 ±18.3	513 ±14.8	513 ± 8.9	506 ±16.3	512 ±12.3	507 ±14.0	538 ±38.5	502 ±21.5	515 ± 7.1

TABLE 4A.106

Table 4A.106 **TIMSS science achievement assessment: mean scores (a), (b), (c)**

		<i>NSW</i>	<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 significance of the mean score, across jurisdictions, 2015										
Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	■	■	■	■	↓	↑	
	<i>Vic</i>	■	..	■	■	■	■	■	↑	
	<i>Qld</i>	■	■	..	■	■	■	↓	↑	
	<i>WA</i>	■	■	■	..	■	■	■	↑	
	<i>SA</i>	■	■	■	■	..	■	↓	↑	
	<i>Tas</i>	■	■	■	■	■	..	↓	↑	
	<i>ACT</i>	↑	■	↑	■	↑	↑	..	↑	
	<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..	

↑ = Average achievement significantly higher than comparison jurisdiction, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

PIRLS

TABLE 4A.107

Table 4A.107 PIRLS reading assessment: Year 4 student achievement, 2011 (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>
Proportion of year 4 students at PIRLS achievement levels, 2011										
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
Proportion of year 4 students achieving at or above intermediate against the PIRLS reading proficiency benchmark										
2011	%	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
PIRLS mean scores for reading proficiency										
2011	no.	535.0 ± 9.6	539.0 ± 7.8	511.0 ± 9.8	516.0 ± 8.8	518.0 ± 7.8	525.0 ± 14.7	558.0 ± 10.4	509.0 ± 20.2	527.0 ± 4.3
Statistical significance of the mean score, across jurisdictions, 2011										
	Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	↑	↑	↑	■	↓	↑	
	<i>Vic</i>	■	..	↑	↑	↑	■	↓	↑	
	<i>Qld</i>	↓	↓	..	■	■	■	↓	■	
	<i>WA</i>	↓	↓	■	..	■	■	↓	■	
	<i>SA</i>	↓	↓	■	■	..	■	↓	■	
	<i>Tas</i>	■	■	■	■	■	..	↓	■	
	<i>ACT</i>	↑	↑	↑	↑	↑	↑	..	↑	
	<i>NT</i>	↓	↓	■	■	■	■	↓	..	

↑ = Average achievement significantly higher than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

Table 4A.107 **PIRLS reading assessment: Year 4 student achievement, 2011 (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)	These data are from assessments conducted for PIRLS. PIRLS 2011 involved a sample assessment of 6126 year 4 Australian school students from 280 schools. For further information on PIRLS, see http://www.acer.edu.au/PIRLS .								
(b)	The PIRLS reading achievement scale summarises Year 4 students' performance against international benchmarks								
	<ul style="list-style-type: none"> At the intermediate international benchmark: When reading literary texts, students can retrieve and reproduce explicitly stated actions, events and feelings; make straightforward inferences; interpret obvious reasons; and begin to recognise language features and styles. When reading informational texts, students can locate and reproduce one or two pieces of information; and use subheadings, textboxes and illustrations to locate parts of the text. At the Low international benchmark: When reading literary texts, students can locate and retrieve an explicitly states detail. When reading information texts, students can locate and reproduce explicitly stated information that is at the beginning of the text. 								
(c)	The mean scores and 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 chapter 2 (Statistical context) for more information on confidence intervals.								
(d)	Estimates in italics have relative standard errors greater than 25 per cent.								
	.. Not applicable.								

Source: ACER 2012 and unpublished, *Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011*, Melbourne, ACER.

Attainment

TABLE 4A.108

Table 4A.108 **Attainment rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i> (h)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Low socioeconomic status deciles									
Male students	64	73	61	65	76	38	np	19	65
Female students	75	80	72	74	88	55	np	22	75
All students	69	76	66	69	82	46	np	20	70
Medium socioeconomic status deciles									
Male students	67	81	69	70	81	48	np	47	72
Female students	75	84	78	79	90	58	np	59	79
All students	71	82	73	75	86	53	np	53	75
High socioeconomic status deciles									
Male students	75	85	70	75	90	59	86	np	78
Female students	82	87	74	75	95	72	91	np	82
All students	78	86	72	75	93	65	88	np	80
Total									
Male students	68	80	67	71	81	45	86	39	72
Female students	77	84	75	77	90	58	88	48	79
All students	72	82	71	74	86	51	87	43	75
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

TABLE 4A.108

Table 4A.108 **Attainment rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i> (h)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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
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

TABLE 4A.108

Table 4A.108 **Attainment 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	72	81	69	73	82	47	82	39	74
2012									
Low socioeconomic status deciles									
Male students	62	68	59	60	71	34	np	15	61
Female students	74	77	71	69	85	47	np	21	73
All students	68	72	65	64	78	40	np	18	67
Medium socioeconomic status deciles									
Male students	65	75	66	70	79	45	np	42	69
Female students	74	83	77	79	89	56	np	57	78
All students	70	79	71	74	84	50	np	49	73
High socioeconomic status deciles									
Male students	76	84	71	73	86	60	81	np	77
Female students	83	88	75	77	93	69	84	np	82
All students	80	86	73	75	90	64	82	np	80
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73
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

Table 4A.108 **Attainment rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i> (h)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by 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.

Table 4A.108 **Attainment rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i> (h)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(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.109

Table 4A.109 **Attainment 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>
2015									
Metropolitan zone									
Male students	71	82	67	72	84	52	86	..	74
Female students	78	84	74	75	90	62	88	..	79
All students	74	83	71	73	87	57	87	..	77
Provincial zone									
Male students	61	73	67	69	73	40	..	52	65
Female students	72	82	78	81	93	55	..	63	77
All students	66	78	72	75	82	47	..	57	71
Remote									
Male students	54	..	63	76	np	25	..	37	61
Female students	78	..	81	88	np	65	..	49	79
All students	66	..	71	82	np	42	..	42	69
Very remote									
Male students	51	..	49	67	np	np	..	10	40
Female students	58	..	68	77	np	np	..	11	49
All students	55	..	57	71	np	np	..	10	44
Total									
Male students	68	80	67	71	81	45	86	39	72
Female students	77	84	75	77	90	58	88	48	79
All students	72	82	71	74	86	51	87	43	75
2014									
Metropolitan zone									
Male students	71	82	67	47	78	49	84	..	71
Female students	79	85	74	49	88	59	87	..	77

TABLE 4A.109

Table 4A.109 **Attainment 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>
All students	75	84	70	48	83	54	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
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

TABLE 4A.109

Table 4A.109 **Attainment 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>
All students	64	76	69	79	79	43	..	54	68
Remote									
Male students	63	..	55	76	np	29	..	30	59
Female students	85	..	78	83	np	39	..	44	77
All students	74	..	65	79	np	33	..	37	68
Very remote									
Male students	64	..	46	55	np	..	..	9	37
Female students	76	..	60	67	np	..	..	11	46
All students	70	..	52	61	np	..	..	10	41
Total									
Male students	67	78	65	70	77	41	80	34	69
Female students	77	84	74	77	88	54	85	44	78
All students	72	81	69	73	82	47	82	39	74
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

TABLE 4A.109

Table 4A.109 **Attainment 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>
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
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

Table 4A.109 **Attainment 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>
All students	44	..	52	49	np	np	..	8	36
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by 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.
- (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).

Destination

TABLE 4A.110

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
Highest year of schooling: Year 12	<i>Per cent</i>			
Fully engaged				
Engaged through full time study and full time employment	–	–	–	np
Primarily engaged through full time study	47.5 ±17.8	97.0 ± 2.9	–	48.8 ± 6.8
Primarily engaged through full time employment	18.4 ±16.0	–	33.2 ± 6.2	15.3 ± 4.0
Engaged through part time study and part time employment	22.8 ±11.1	np	–	4.6 ± 2.5
Not fully engaged				
Engaged through part time study only	11.3 ± 7.6	np	–	3.6 ± 1.8
Engaged through part time employment only	–	–	36.7 ± 9.5	13.6 ± 4.3
No study or employment	–	–	31.6 ± 7.8	11.7 ± 3.6
Highest year of schooling: Year 11 or below				
Fully engaged				
Engaged through full time study and full time employment	–	–	–	–
Primarily engaged through full time study	23.0 ±12.9	100.0	–	11.8 ± 5.3
Primarily engaged through full time employment	49.6 ±12.6	–	18.1 ±10.3	31.7 ± 8.2
Engaged through part time study and part time employment	19.9 ± 8.1	–	–	8.1 ± 3.8
Not fully engaged				
Engaged through part time study only	np	–	–	np
Engaged through part time employment only	–	–	21.3 ±11.0	12.2 ± 6.6
No study or employment	–	–	60.9 ±14.1	34.9 ±10.1

TABLE 4A.110

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
Total school leavers				
Fully engaged				
Engaged through full time study and full time employment	np	–	–	np
Primarily engaged through full time study	43.3 ± 12.7	95.0 ± 4.3	–	41.8 ± 5.2
Primarily engaged through full time employment	29.0 ± 9.1	–	28.3 ± 5.8	19.5 ± 3.5
Engaged through part time study and part time employment	16.1 ± 7.6	np	–	5.3 ± 2.0
Not fully engaged				
Engaged through part time study only	10.4 ± 6.2	np	–	3.0 ± 1.7
Engaged through part time employment only	–	–	34.2 ± 6.9	14.3 ± 3.5
No study or employment	–	–	39.6 ± 5.7	16.5 ± 3.3
Highest year of schooling: Year 12				
		<i>Number</i>		
Fully engaged				
Engaged through full time study and full time employment	–	–	–	np
Primarily engaged through full time study	20 600	81 200	–	101 500
Primarily engaged through full time employment	8 000	–	25 500	31 800
Engaged through part time study and part time employment	9 900	np	–	9 600
Not fully engaged				
Engaged through part time study only	4 900	np	–	7 500
Engaged through part time employment only	–	–	28 200	28 200
No study or employment	–	–	24 300	24 300
Total	43 400	83 700	76 800	207 800

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
Highest year of schooling: Year 11 or below				
Fully engaged				
Engaged through full time study and full time employment	–	–	–	–
Primarily engaged through full time study	5 200	1 500	–	6 600
Primarily engaged through full time employment	11 200	–	5 800	17 700
Engaged through part time study and part time employment	4 500	–	–	4 500
Not fully engaged				
Engaged through part time study only	np	–	–	np
Engaged through part time employment only	–	–	6 800	6 800
No study or employment	–	–	19 500	19 500
Total	22 600	1 500	32 000	55 900
Total school leavers				
Fully engaged				
Engaged through full time study and full time employment	np	–	–	np
Primarily engaged through full time study	28 800	80 100	–	109 700
Primarily engaged through full time employment	19 300	–	31 000	51 200
Engaged through part time study and part time employment	10 700	np	–	13 800
Not fully engaged				
Engaged through part time study only	6 900	np	–	7 900
Engaged through part time employment only	–	–	37 500	37 500
No study or employment	–	–	43 400	43 400
Total	66 500	84 300	109 600	262 400

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
(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)	Cells in this table have been randomly adjusted to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.			
(c)	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.			
(d)	The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See chapter 2 (Statistical context) for more information on confidence intervals and relative standard errors.			
(e)	The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.			
(f)	Proportions may not equal 100 per cent due to rounding or not published data.			
(g)	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, *TableBuilder: Education and Work, May 2015*, Cat. no. 6227.0

TABLE 4A.111

Table 4A.111 School leaver destination by highest level of school completed (15–24 year olds), 2015 (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Per cent</i>									
Year 12									
Fully engaged (f)									
Fully participating in education and/or training	43.7 ± 3.9	49.3 ± 3.8	34.9 ± 4.4	42.0 ± 7.0	44.1 ± 6.3	38.6 ± 9.1	40.4 ± 13.4	16.8 ± 7.6	42.6 ± 1.9
Fully participating in employment	33.8 ± 3.2	28.1 ± 3.4	39.8 ± 3.5	40.6 ± 5.9	30.1 ± 5.5	29.7 ± 9.8	42.6 ± 9.7	61.5 ± 14.8	34.6 ± 1.2
Total	78.3 ± 2.9	77.9 ± 3.2	73.6 ± 4.1	82.6 ± 5.7	74.0 ± 4.5	68.7 ± 10.3	83.0 ± 5.7	77.0 ± 11.9	77.1 ± 1.8
Participating in bachelor degree or above (g)	32.3 ± 2.9	35.5 ± 3.3	25.2 ± 2.7	28.2 ± 4.3	32.0 ± 4.3	19.2 ± 6.0	30.8 ± 8.6	15.4 ± 4.2	30.5 ± 1.2
Participating in certificate, diploma or advanced diploma (h)	10.9 ± 2.2	10.8 ± 2.7	12.4 ± 2.7	9.9 ± 3.1	9.9 ± 3.3	7.9 ± 3.6	11.7 ± 6.4	9.0 ± 4.4	10.7 ± 1.1
Year 11 and below									
Fully engaged (f)									
Fully participating in education and/or training	8.7 ± 3.1	16.7 ± 7.5	9.5 ± 5.5	6.4 ± 5.5	12.7 ± 6.7	8.1 ± 6.5	–	–	9.6 ± 2.2
Fully participating in employment	46.3 ± 5.7	41.6 ± 8.0	47.6 ± 8.4	52.2 ± 7.5	42.7 ± 11.4	50.5 ± 13.9	65.3 ± 25.6	67.6 ± 10.7	46.9 ± 1.9
Total	55.4 ± 5.8	63.0 ± 10.5	55.3 ± 8.9	57.7 ± 6.4	51.7 ± 12.5	56.5 ± 12.8	69.4 ± 22.1	63.5 ± 12.6	56.3 ± 3.2
Participating in bachelor degree or above (g)	1.1 ± 0.8	np	np	np	np	–	np	–	0.7 ± 0.3
Participating in certificate, diploma or advanced diploma (h)	5.4 ± 1.0	5.3 ± 0.7	2.9 ± 1.3	5.1 ± 1.8	3.9 ± 3.2	7.9 ± 3.7	2.9	np	4.6 ± 0.5
All school leavers									
Fully engaged (f)									
Fully participating in education and/or training	35.8 ± 3.1	43.6 ± 3.4	29.4 ± 3.4	33.2 ± 5.2	36.8 ± 5.1	24.6 ± 5.7	33.9 ± 11.5	10.3 ± 5.8	35.5 ± 1.5
Fully participating in employment	37.1 ± 3.2	30.9 ± 3.0	40.8 ± 3.4	42.6 ± 4.3	33.6 ± 6.2	36.8 ± 8.6	43.9 ± 7.8	63.7 ± 8.5	37.2 ± 1.1

TABLE 4A.111

Table 4A.111 School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
Total	72.7 ± 2.3	74.5 ± 3.0	69.4 ± 3.6	76.4 ± 3.8	69.7 ± 5.5	60.9 ± 9.3	76.2 ± 6.3	72.2 ± 8.5	72.7 ± 1.3
Participating in bachelor degree or above (g)	33.2 ± 3.0	35.8 ± 3.4	25.6 ± 2.9	28.6 ± 4.7	32.8 ± 4.5	19.4 ± 7.1	33.2 ± 8.8	15.4 ± 4.8	31.1 ± 1.3
Participating in certificate, diploma or advanced diploma (h)	16.0 ± 2.6	15.8 ± 3.1	15.0 ± 2.9	13.6 ± 3.7	14.4 ± 5.1	16.3 ± 5.3	14.9 ± 7.4	11.1 ± 5.0	15.3 ± 1.3
	<i>Number</i>								
Year 12									
Year 12 school leavers	539 700	451 900	386 800	194 400	118 700	24 900	31 700	16 100	1 768 600
Fully engaged (f)									
Fully participating in education and/or training	235 600	223 000	134 800	81 700	52 400	9 600	12 800	2 700	752 800
Fully participating in employment	182 400	127 100	153 800	79 000	35 700	7 400	13 500	9 900	611 100
Total	422 500	351 900	284 800	160 600	87 800	17 100	26 300	12 400	1 363 900
Participating in bachelor degree or above (g)	225 200	196 100	121 800	73 800	48 200	8 500	11 800	3 600	685 800
Participating in certificate, diploma or advanced diploma (h)	76 000	59 900	60 000	25 800	14 900	3 500	4 500	2 100	240 000
Year 11 and below									
Year 11 and below school leavers	156 900	99 200	95 500	65 300	32 300	18 600	4 900	7 400	483 800
Fully engaged (f)									
Fully participating in education and/or training	13 700	16 600	9 100	4 200	4 100	1 500	–	–	46 600
Fully participating in employment	72 700	41 300	45 500	34 100	13 800	9 400	3 200	5 000	227 000
Total	87 000	62 500	52 800	37 700	16 700	10 500	3 400	4 700	272 300
Participating in bachelor degree or above (g)	7 600	2 300	1 700	2 000	1 100	–	800	–	15 000

Table 4A.111 **School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
Participating in certificate, diploma or advanced diploma (h)	37 800	29 300	13 900	13 300	5 800	3 500	1 100	600	102 400
All school leavers									
All school leavers Fully engaged (f)	697 200	552 300	483 900	261 500	150 400	44 300	38 300	23 400	2 250 100
Fully participating in education and/or training	249 500	240 800	142 100	86 800	55 300	10 900	13 000	2 400	799 400
Fully participating in employment	258 900	170 800	197 600	111 500	50 500	16 300	16 800	14 900	836 200
Total	507 100	411 600	335 900	199 800	104 900	27 000	29 200	16 900	1 634 700
Participating in bachelor degree or above (g)	231 300	197 900	124 000	74 800	49 400	8 600	12 700	3 600	700 800
Participating in certificate, diploma or advanced diploma (h)	111 300	87 500	72 800	35 600	21 600	7 200	5 700	2 600	344 300

(a) Includes all people aged 15–24 years who are no longer in school.

(b) Cells in this table have been randomly adjusted to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.

(c) 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.

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

(e) The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.

(f) Total fully engaged includes people fully participating in:

- education and/or training: people primarily engaged in full time formal study and people engaged in part time formal study and part time employment
- employment: people primarily engaged in full time employment and people engaged in full time formal study and full time employment.

(g) 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.

Table 4A.111 **School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
(h) 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, *TableBuilder: Education and Work, May 2015*, Cat. no. 6227.0

TABLE 4A.112

Table 4A.112 **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
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

TABLE 4A.112

Table 4A.112 **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 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
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

TABLE 4A.112

Table 4A.112 **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 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
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.112

Table 4A.112 **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
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

TABLE 4A.112

Table 4A.112 **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.	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
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.

Table 4A.112 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>
(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.									
(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.									
	– Nil or rounded to zero.									

Source: ABS unpublished, *Census of Population and Housing 2011 TableBuilder Pro*, Cat. no. 2073.0.

TABLE 4A.113

Table 4A.113 **School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
<i>Per cent</i>									
Year 12									
Working	59.1 ± 9.6	54.4 ±11.2	58.7 ±11.8	50.7 ±16.6	57.6 ±17.6	65.1 ±21.2	62.5 ±24.6	63.6 ±33.7	59.0 ± 4.5
Studying	64.9 ±11.7	70.9 ±15.5	51.7 ±16.2	64.7 ±20.4	55.6 ±10.4	51.2 ±16.7	57.5 ±36.7	np	61.9 ± 7.5
Fully engaged in study or work	66.5 ±10.1	76.6 ±13.7	67.4 ±11.5	70.0 ±20.3	63.2 ±13.7	72.1 ± 7.7	90.0 ±23.5	68.2 ±34.3	71.0 ± 6.2
Year 11 and below									
Working	71.2 ±16.6	48.0 ±16.5	np	np	np	54.5 ±35.4	np	np	55.2 ±11.4
Studying	54.9 ±11.8	np	–	59.7 ±28.3	33.3 ±18.8	50.0 ±32.9	–	–	44.2 ± 9.6
Fully engaged in study or work	66.0 ± 6.4	54.0 ±14.1	np	61.0 ±28.1	37.8 ±28.6	77.3 ±20.7	–	np	49.9 ± 9.1
All school leavers									
Working	66.3 ± 6.4	55.0 ±10.0	58.4 ±11.1	51.8 ±14.4	58.2 ±13.4	61.9 ±20.2	72.5 ±19.8	np	58.7 ± 3.9
Studying	63.1 ± 9.6	61.6 ±13.2	48.4 ±14.4	63.4 ±15.2	54.3 ± 9.9	60.3 ±12.0	92.5 ±21.4	np	57.8 ± 5.9
Fully engaged in study or work	66.9 ± 7.0	70.8 ±11.1	67.0 ± 9.9	64.4 ±12.9	61.4 ±11.0	74.6 ±11.6	85.0 ±27.2	69.0 ±23.4	67.1 ± 4.3
<i>Number</i>									
Year 12									
Working	37 400	27 700	28 300	10 500	8 300	2 800	2 500	1 400	122 900
Studying	41 100	36 100	24 900	13 400	8 000	2 200	2 300	np	129 000
Fully engaged in study or work	42 100	39 000	32 500	14 500	9 100	3 100	3 600	1 500	147 900
Year 12 school leavers	63 300	50 900	48 200	20 700	14 400	4 300	4 000	2 200	208 400
Year 11 and below									
Working	15 300	4 800	np	np	np	1 200	np	800	31 100
Studying	11 800	7 100	–	4 600	1 500	1 100	–	–	24 900
Fully engaged in study or work	14 200	5 400	np	4 700	1 700	1 700	–	np	28 100
Year 11 and below school leavers	21 500	10 000	7 900	7 700	4 500	2 200	np	1 000	56 300

Table 4A.113 **School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
All school leavers									
Working	55 800	35 100	31 900	14 700	10 700	3 900	2 900	2 400	155 100
Studying	53 100	39 300	26 400	18 000	10 000	3 800	3 700	np	152 700
Fully engaged in study or work	56 300	45 200	36 600	18 300	11 300	4 700	3 400	2 000	177 200
Total all school leavers	84 100	63 800	54 600	28 400	18 400	6 300	4 000	2 900	264 200

- (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) Cells in this table have been randomly adjusted to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.
- (c) 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.
- (d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See chapter 2 (Statistical context) for more information on confidence intervals and relative standard errors.
- (e) The categories for working and studying are not exclusive. That is, for example, people studying may also be working.
- (f) 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 (separately for year 12, year 11 and below, and all school leavers).
- (g) 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, *TableBuilder: Education and Work, May 2015*, Cat. no. 6227.0

Table 4A.114 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
New South Wales	<p>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 2016, the samples comprised 3,287 year 12 completers and 3,700 early leavers, as well as a longitudinal follow up of early leavers, year 12 completers and year 10 students from the 2014 surveys.</p> <p>In 2016, 70.2 per cent of year 12 completers were undertaking some form of education and training. The majority were studying a Bachelor degree (51.2 per cent). A further 19.0 per cent of year 12 completers were studying a vocational education and training (VET) program: 6.5 per cent in Certificate IV, Diploma or Advanced Diploma, compared with 2.7 per cent in Certificates I, II and III, 5.5 per cent in apprenticeships and 4.3 per cent in traineeships. While 27.0 per cent of the year 12 completers were employed or looking for work, 2.8 per cent were not in the labour force, education or training.</p>
Victoria	<p>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.</p> <p>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.</p>
Queensland	<p>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.</p> <p>The 2016 Next Step survey collected responses from 40 110 year 12 completers, a 78.7 per cent response rate. The results showed that 60.6 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 39.7 per cent undertaking a Bachelor Degree, 12.2 per cent undertaking campus-based vocational education and training (VET), with 6.9 per cent studying at Certificate IV level or higher. A further 8.8 per cent were in employment-based VET, either as an apprentice (6.3 per cent) or trainee (2.5 per cent). The remaining 39.4 per cent did not enter post-school education or training and were either employed (26.2 per cent), seeking work (10.7 per cent), or not in the labour force, education or training (2.4 per cent). In 2016, the survey also found that 20.5 per cent of year 12 completers were undertaking a gap year.</p>

Table 4A.114 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
Western Australia	<p>The WA School Leaver Destinations survey has been conducted annually since 1996. Insufficient data were collected to reliably report the destinations of the 2014 Year 12 cohort in 2015. A new survey process will be implemented in late 2016. Information from this process will not be available until 2017.</p>
South Australia	..
Tasmania	<p>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 <i>Attendance and Participation in Tasmanian Government Schools Procedure</i> 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Further details are available at:</p> <p>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).</p>

Table 4A.114 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
Australian Capital Territory	<p>Since 2007, the ACT has conducted a telephone-based survey of government and non government students who successfully completed an ACT Senior Secondary Certificate in the preceding year. The survey seeks information on the destinations of young people six months after completion of year 12 and on satisfaction with their experience in years 11 and 12. In 2016, responses were received from 68 per cent of the 2015 year 12 graduates who were sent a Primary Approach Letter. The 2016 survey found that 92 per cent of 2015 year 12 graduates were employed or studying in 2016 and overall 95 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2015 graduates studying in 2016, 67 per cent reported that they were studying at the higher education (advanced diploma or higher) level and 29 per cent at the Vocational Education and Training (Certificate I-IV and Diploma) level. Of the 41 per cent of graduates who were not studying in 2016, 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 (76 per cent) than those who did not (54 per cent).</p>
Northern Territory	..
	.. Not applicable.
<i>Source</i> : State and Territory governments (unpublished).	

5 Vocational education and training

CONTENTS

5.1	Profile of vocational education and training	5.1
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Attachment tables

Attachment tables are identified in references throughout this chapter by a '5A' prefix (for example, table 5A.1) and are available from the website at www.pc.gov.au/rogs/2017.

This chapter reports performance information for government-funded vocational education and training (VET) in Australia.

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 VET system provides training for entry level jobs through to highly technical occupations, but also provides training for non-employment related reasons. Nationally in 2015, the main purpose for students to participate in VET was for:



- employment related reasons (84.6 per cent and 77.9 per cent of VET graduates and subject completers, respectively)
- personal development (11.3 per cent and 19.9 per cent of VET graduates and subject completers, respectively)
- pathways to further study (4.1 per cent and 2.2 per cent of VET graduates and subject completers, respectively) (NCVER 2015a).

To achieve these aims, a student may choose to complete a single subject/unit of competency, a skill set, or a VET qualification as part of a course (NCVER 2016b; PM&C 2014). VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF) (AQF 2015) (sector overview B).

Total VET activity refers to all nationally accredited training, regardless of funding source. The focus of this Report is on VET activity that is ‘government-funded’, that is, government subsidised or financed training, which is delivered by a government, community education or other registered training provider (figure 5.1).¹

Figure 5.1 Government-funded VET as a component of total VET activity^{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		Total VET Activity
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TAFE = technical and further education (TAFE) institutes. RTO = Registered training organisation.

^a Government-funded VET excludes VET in schools programs delivered in schools (for information see School education [chapter 4]), but includes VET in schools programs delivered at TAFE.

^b Government-funded VET excludes recreation, leisure or personal enrichment education programs.

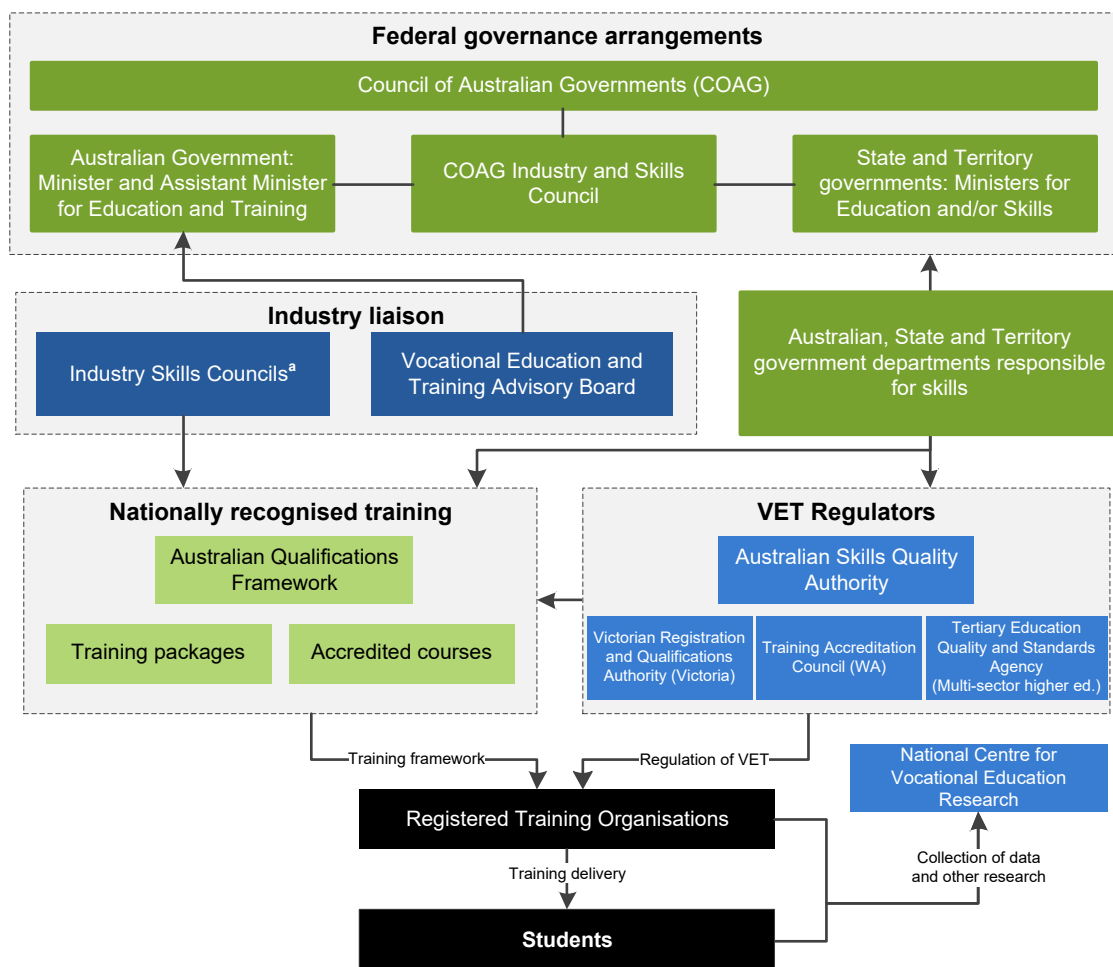
^c Multi-sector higher education providers are reported as government providers. ^d Fee-for-service students pay 100 per cent of their VET fees from private (non-government) sources, but domestic students may receive financial support from government (such as VET-FEE HELP).

Roles and responsibilities

VET is an area of shared responsibility between interlinked government, industry and individual stakeholders (figure 5.2).

¹ Some data are presented for a different scope — the scope for each indicator is described in table footnotes and indicator interpretation boxes.

Figure 5.2 VET roles and responsibilities in 2015



^a From 2016, the Australian Government introduced administrative changes relating to industry liaison in VET. Further information can be found at www.aisc.net.au.

Federal governance arrangements

Government roles and responsibilities are outlined in the *National Agreement on Skills and Workforce Development* (NASWD) and the *National Partnership Agreement on Skills Reform* (COAG 2012a, 2012b), and are summarised below:

- State and Territory governments provide approximately two-thirds of government funding to VET and manage VET delivery within their jurisdiction (including the effective operation of the training market).
- The Australian Government provides financial support to State and Territory governments to sustain national training systems and provides specific incentives, interventions and assistance for national priority areas.
- The Australian Government and State and Territory governments work together to progress and implement national policy priorities. The COAG Industry and Skills

Council — comprising Australian, State and Territory ministers with portfolio responsibility for industry and skills — 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).

Industry liaison

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 2015).

The *Vocational Education and Training Advisory Board*, comprised of industry representatives, was established in 2015 to provide advice to the Commonwealth Minister for Industry regarding priorities for reforms across the breadth of the VET sector.

Regulation of VET

The Australian Skills Quality Authority (ASQA) regulates courses and training providers to ensure nationally approved quality standards are met (ASQA 2015). ASQA has jurisdiction over all registered training organisations (RTOs), except for multi-sector training providers and RTOs that operate solely in Victoria or WA (and do not offer services to overseas students) where other regulators are also involved.

Registered Training Organisations

RTOs are the institutions within which organised VET takes place, including:

- *government VET providers* — such as technical and further education (TAFE) institutes, agricultural colleges and multi-sector education institutions
- *community education providers* — such as adult and community education providers
- *other registered providers* — such as: private training businesses; industry and community bodies with an RTO arm; employers that have RTO status to train their own staff; Group Training Organisations or Apprenticeship Network Providers that also deliver VET services.

Nationally recognised training

The VET sector delivers ‘nationally recognised training’ through:

- *Training packages* that are occupational skills standards against which training delivery and assessment of competency can take place. They are developed through a process of national consultation with industry. (See section 5.4 for definition of training packages.)

- *VET accredited courses* which enable nationally accredited training in niche areas or in response to rapidly-emerging industry needs, where these are not covered by existing training package qualifications.

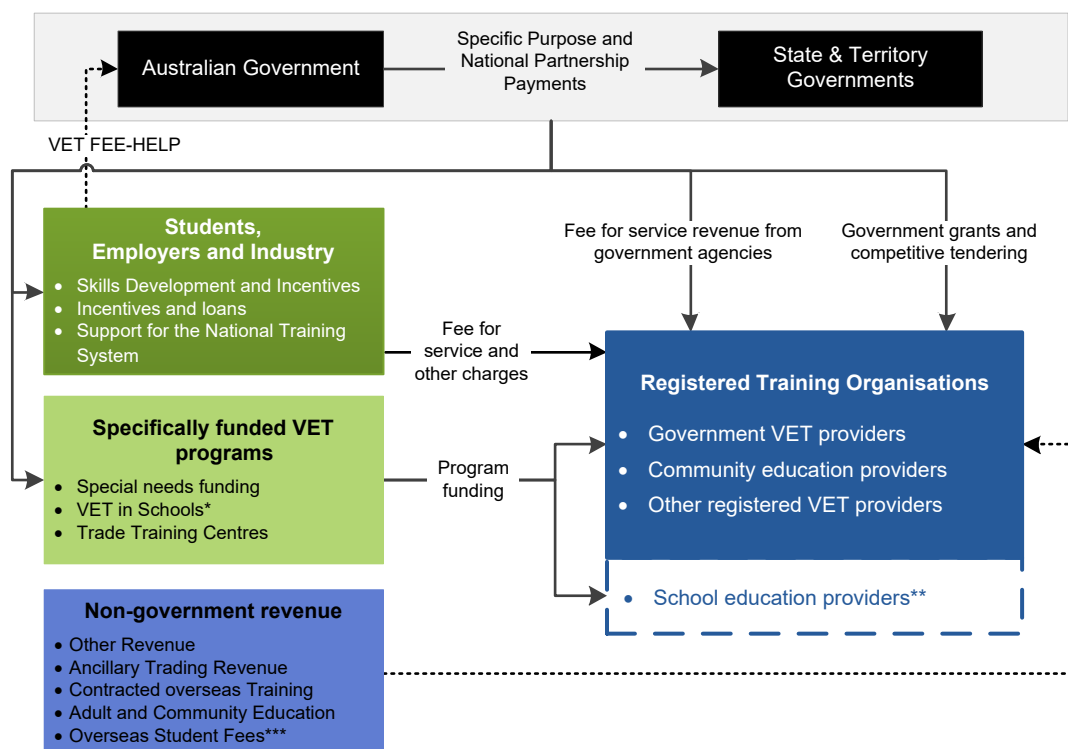
Nationally recognised VET qualifications or VET statements of attainment are issued by RTOs following the full or partial completion of a qualification from a training package or VET accredited course. Apprenticeships/traineeships combine employment and competency-based training, including both formal nationally recognised training and on-the-job training.

Funding

The Australian, State and Territory governments' recurrent expenditure (excluding user cost of capital) on VET totalled \$5.4 billion in 2015 — in real terms this represents a decrease of 2.1 per cent from 2014, but an overall increase of 8.0 per cent from 2006 (table 5A.1).

Figure 5.3 outlines the major funding flows within the VET system in 2015.

Figure 5.3 Major funding flows within the VET system, 2015



* The Australian Government provides VET in Schools funding to the State and Territory governments as a part of the National Specific Purpose Payment for Skills and Workforce Development. State and Territory governments provide funding to government and non-government schools for VET in Schools programs.

** School education institutions may operate with an RTO arm, providing courses that may combine traditional studies with VET.

*** Except in WA where overseas student fees are received by the State Training Authority.

Government grants and competitive tendering

The main source of government recurrent funding of VET is via government grants and appropriations and/or competitive tendering/user choice mechanisms. Nationally in 2015:

- State and Territory governments provided \$3.3 billion in government appropriations and program funding to RTOs (64.7 per cent of total funding)
- the Australian Government provided \$1.8 billion to State and Territory governments, with the majority provided through specific purpose and national partnership payments (table 5A.10).

Government funding of VET is provided to a mixture of government RTOs (including TAFEs), and community education providers and other registered RTOs. Nationally, government payments to non-TAFE providers have almost tripled since 2006, to \$1.4 billion in 2015 (table 5A.9).

Nationally in 2015, \$2.3 billion (44.2 per cent) of government appropriations and program funding was allocated on a competitive basis — a 5.8 per cent decrease in real terms from 2014. The majority of funding allocated on a competitive basis was provided through entitlement funding programs (see section 5.4 for definition) (63.9 per cent of all contestable funding allocated to VET in 2015) (table 5A.10).

Other funding

Financial support to *students, employers and industry* from the Australian, State and Territory governments includes the following:

- Incentives and loans to individuals — such as incentive payments (for example, to support with the cost of learning during training) and program subsidies and government loans (for example, VET FEE-HELP — see section 5.4 for definition).
- Skills development and incentives to employers — including support with the cost of employing and training staff in the form of subsidies and incentive payments (such as for Australian Apprenticeships).
- Support for the National Training System — including funding to industry bodies to support the training system, and assist in the identification of skills needs and the development of skills programs (for example, Industry Skills Councils and Australian Apprenticeships Centres) (Australian Government 2015).

Governments provide for a number of *specifically funded VET programs* to provide support for target individuals or communities. For example, support for people with special needs to engage with training, or support for school-based VET programs (such as VET in schools and Trade Training Centres programs) (DET 2015).

Size and scope

Students

Nationally in 2015, around 1.2 million government-funded students participated in VET, at an annual average of 314.7 hours per student (table 5A.4). Data on the proportions of government-funded VET students by age, Indigenous status, sex, remoteness, disability status and language spoken at home are available in tables 5A.11–5A.16.

Institutions and courses

Nationally in 2015, government-funded VET students were enrolled in 1.6 million courses (table 5A.6), with these courses delivered by 1978 RTOs at 35 179 locations in Australia (table 5A.3). Data on enrolments by Indigenous status, remoteness and for AQF level III or above are in table 5A.6, with these data for students aged 20–64 years in table 5A.7.

The highest qualification level being attempted by the majority of government-funded VET students was certificate level III or IV (59.1 per cent), followed by students enrolled in a certificate level I or II course (20.1 per cent) or a diploma or above course (11.7 per cent). A further 9.1 per cent of government-funded students were enrolled in a course that did not lead directly to a qualification (table 5A.5).

5.2 Framework of performance indicators

Box 5.1 describes the vision and objective for the VET system. Where relevant, the vision, objectives, and performance indicators of this chapter align with the NASWD.

Box 5.1 **Objectives for VET**

The VET system, as outlined in the NASWD, aims to:

- deliver a productive and highly skilled workforce
- enable all Australians to participate effectively in the labour market and contribute to Australia's economic future
- contribute to increasing the skill levels of the working age population.

The NASWD also acknowledges that the VET system has a particular aim to address the needs of individuals experiencing disadvantage or disengagement.

To achieve this, the Australian, State and Territory governments aim to create a national training system that:

- is accessible to all working age Australians
- meets the needs of students, by providing them with the opportunity to develop the skills and capabilities needed both for improved economic participation and participation in society
- is accessible to and engages with Australian businesses and industries to develop, harness and use the skills and abilities of the workforce
- meets the needs of employers, by supporting the skill needs of Australian industry and which appropriately responds to areas of future jobs growth
- is centred on quality teaching and learning outcomes.

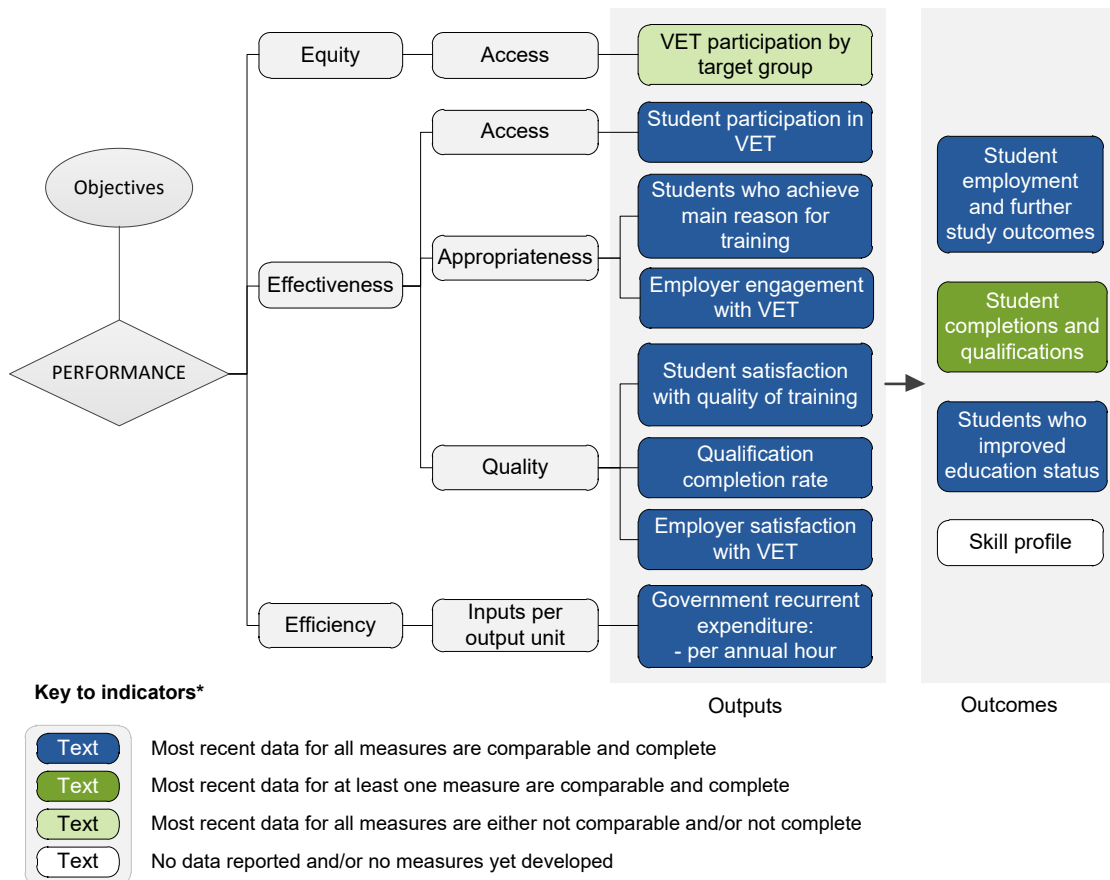
Governments aim for a national training system that meets these objectives in an equitable and efficient manner.

The performance indicator framework provides information on equity, effectiveness and efficiency and distinguishes the outputs and outcomes of VET services (figure 5.4).

The performance indicator framework shows which data are complete and comparable in the 2017 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective. In addition to section 5.1, the Report's Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter.

Improvements to performance reporting for VET are ongoing and will include identifying indicators to fill gaps in reporting against key objectives, improving the comparability and completeness of data and reviewing proxy indicators to see if more direct measures can be developed.

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 contexts and locations can influence the equity, effectiveness and efficiency of VET services.

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). 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 the national training system is provided in an equitable manner (box 5.2).

Box 5.2 VET participation by target group

‘VET participation by target group’ is defined as the proportion of people in the population from target groups who are government-funded participants in the VET system, compared with the participation of people from non-target groups. For this Report, the designated equity groups are:

- Aboriginal and Torres Strait Islander people
- people from remote and very remote areas
- people with disability
- people speaking a language other than English (LOTE) at home.

Data relate to the activities of government-funded VET (figure 5.1).

A higher or increasing participation rate indicates high or increasing levels of access to the VET system (conversely, a lower participation rate, compared to the non-target group, means the target group is underrepresented in VET). However, these measures need to be interpreted with care as participation rates:

- by target group (other than for remoteness) depend on obtaining accurate responses to self-identification questions at the time of enrolment (NCVER 2016a), which may vary across jurisdictions. A large unknown (or not stated) response could mean that the participation rate for the target group is understated
- are not age standardised. Participation rates for target groups with a younger age profile (such of the Aboriginal and Torres Strait Islander population) is likely to overstate the difference in participation compared to the non-target group population
- use a different data source for the numerator and denominator, which can affect comparability.

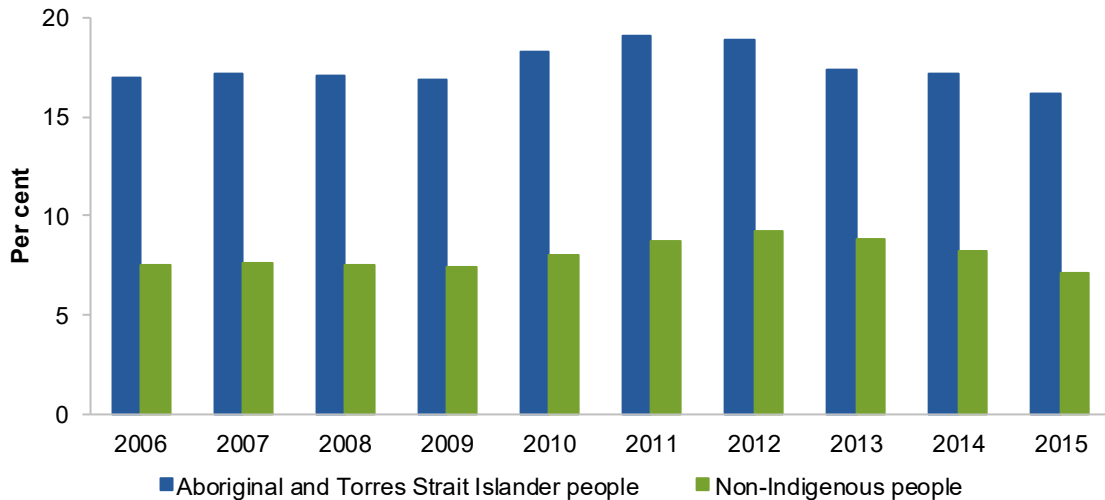
Data reported for this indicator are:

- not comparable within jurisdictions over time and not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions.

Aboriginal and Torres Strait Islander Australians

For people aged 15–64 years the Aboriginal and Torres Strait Islander participation rate was more than twice the rate of non-Indigenous people (16.1 per cent compared to 7.1 per cent) — a constant pattern over the last 10 years (figure 5.5). For higher qualification levels (diploma and above) the participation rate was similar for Aboriginal and Torres Strait Islander and non-Indigenous Australians (table 5A.20).

Figure 5.5 **Government-funded VET participation rate, students aged 15–64 years, by Indigenous status, 2015^a**



^a See box 5.2 and table 5A.12 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) *National VET provider collection*; table 5A.12.

People from remote and very remote areas

Of people in remote or very remote areas, 8.1 per cent participated in government-funded VET, which is higher than the rates for people in outer regional areas (6.5 per cent), inner regional areas (6.5 per cent) and major cities (4.5 per cent). In most jurisdictions, the VET participation rate increases as remoteness increases (table 5A.14).

Other target populations

Due to difficulties deriving an annual estimate of the target population, data on *students with disability* and *people speaking a LOTE at home* cannot be expressed as a participation rate.

For data on the number of VET students that are *students with disability*, *people speaking a LOTE at home*, or *Aboriginal and Torres Strait Islander students* see tables 5A.15–18.

Effectiveness

Access — Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to create a national training system that is accessible to all working age Australians (box 5.3).

Box 5.3 Student participation in government-funded VET

‘Student participation in VET’ is defined by three measures:

- the proportion of the population aged 15–64 years participating in government-funded VET
- the proportion of the population aged 15–64 years participating in government-funded VET at certificate level III or above
- the proportion of the population aged 15–64 years participating in government-funded VET at diploma level or above.

Data relate to the activities of government-funded VET (figure 5.1).

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 or above, and in VET diploma level or above, indicate greater or increasing participation in higher skill level courses, which is desirable.

Data reported for these measures are

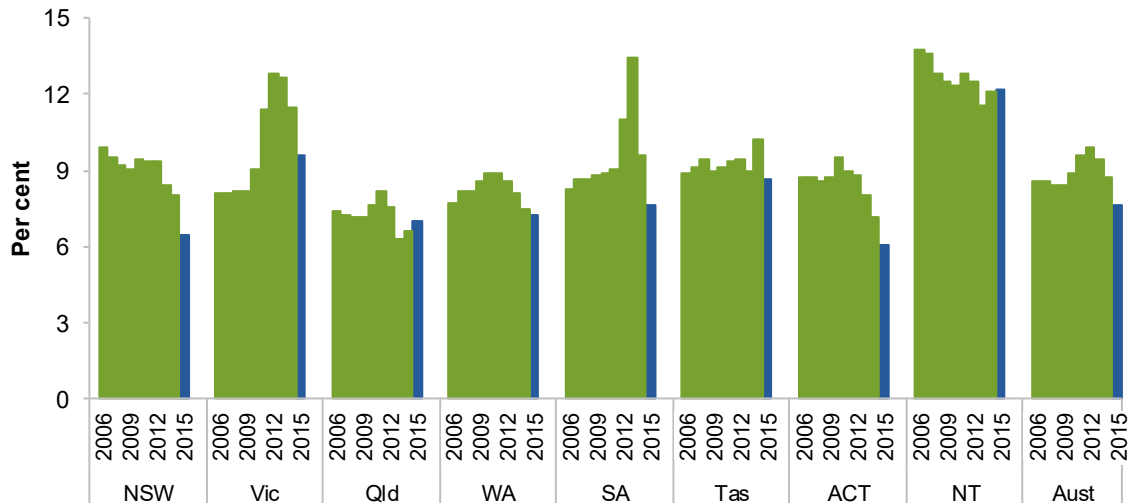
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions providing the service.

Participation in government-funded VET has decreased since it peaked in 2012. Nationally in 2015, the proportion of the population aged 15–64 years participating in government-funded VET at:

- all AQF levels was 7.6 per cent (figure 5.6)
- Certificate III level or above was 5.5 per cent (table 5A.19)
- diploma level or above was 0.9 per cent (table 5A.20).

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). Nationally in 2015, for people aged 18–24 years in government-funded VET: 17.0 per cent participated in all VET programs; 13.9 per cent participated at Certificate level III or above; and, 2.2 per cent participated at diploma level or above (tables 5A.12, 19-20).

Figure 5.6 **VET participation rate, students aged 15–64 years, 2006 to 2015^a**



^a See box 5.3 and table 5A.11 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) *National VET provider collection*; ABS (2015), *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; table 5A.11.

Appropriateness — Students who achieve their main reason for training

‘Students who achieve their main reason for training’ is an indicator of governments’ objective to create a national training system that meets the needs of students, by providing them with the opportunity to develop the skills and capabilities needed both for improved economic participation and participation in society (box 5.4).

Box 5.4 **Students who achieve their main reason for training**

‘Students who achieve their main reason for training’ is defined as the proportion of government-funded VET graduates who indicated on the Student Outcomes Survey (table 5A.87) that they achieved or partly achieved their main reason for doing the course.

A high or increasing proportion of students who achieve their main reason for training is desirable. Achievement by target groups can also indicate greater equity for these groups.

Data relate to the activities of government-funded VET (figure 5.1).

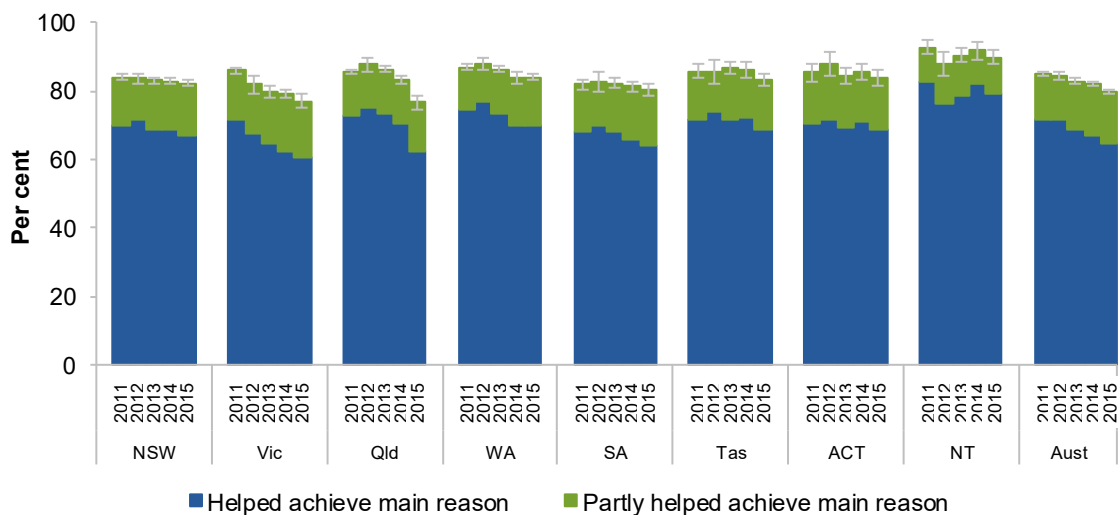
Data reported for this indicator are:

- 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.

Nationally in 2015, 79.8 per cent of government-funded VET graduates indicated that their course helped or partly helped them achieve their main reason for doing the course — a decrease of 5.3 percentage points from 2011 (figure 5.7).

Nationally in 2015, of the target groups, graduates from remote and very remote areas were the most likely to indicate that the course helped or partly helped them achieve their main reason for doing the course (88.0 per cent), while graduates reporting disability were the least likely to do so (70.3 per cent) (tables 5A.24–25). Amongst Aboriginal and Torres Strait Islander graduates, 80.1 per cent indicated that the course helped or partly helped them achieve their main reason for doing the course, which was similar to non-Indigenous students (tables 5A.22–23).

Figure 5.7 Proportion of VET graduates who achieved their main reason for doing the course, 2011 to 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate and are for the combined category: helped achieve or partly helped achieve main reason. ^b See box 5.4 and table 5A.21 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.21.

Appropriateness — Employer engagement with VET

‘Employer engagement with VET’ is an indicator of governments’ objective to create a national training system that is accessible to, and engages with, Australian businesses and industries to develop, harness and use the skills and abilities of the workforce (box 5.5).

Box 5.5 **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.

Data are collected from a biennial national survey of employers with at least one employee, to determine their training experiences in the 12 months prior to the survey (NCVER 2015b).

Data relate to total VET activity (figure 5.1).

A high or increasing proportion of employers engaged with VET is desirable.

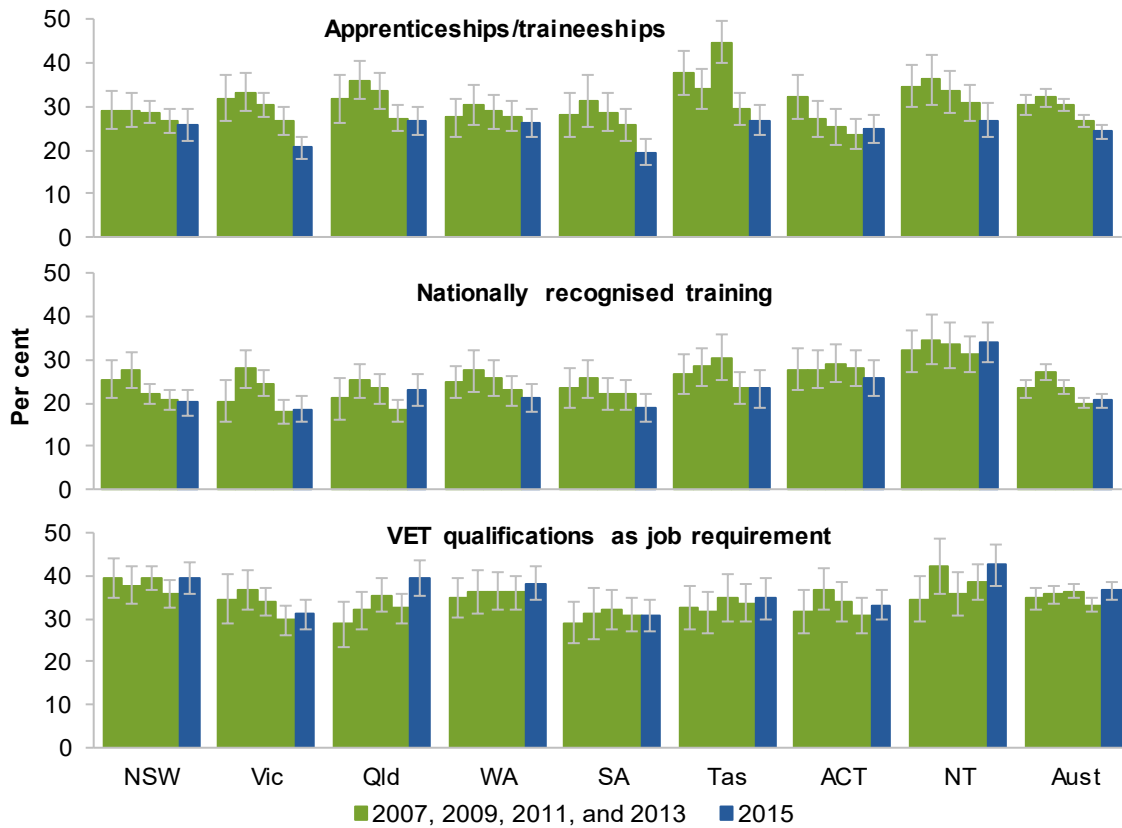
Data reported for this measure are:

- 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.

Nationally in 2015, of employers:

- 24.3 per cent had employees undertaking apprenticeships or traineeships, a decrease of 6.0 percentage points from 2007
- 20.6 per cent had arranged or provided nationally recognised training
- 36.6 per cent reported they employed people with a formal vocational qualification as a job requirement, similar to 2007 (figure 5.8).

Figure 5.8 Proportion of employers who are engaged with aspects of the VET system^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.5 and table 5A.33 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.33.

Quality — Student satisfaction with quality of training

‘Student satisfaction with quality of training’ is an indicator of governments’ objective to create a national training system that is centred on quality teaching and learning outcomes (box 5.6).

Box 5.6 Student satisfaction with quality of training

'Student satisfaction with quality of training' is defined as the proportion of government-funded VET graduates who indicated in the Student Outcomes Survey (table 5A.87) that they were satisfied or very satisfied with their VET training program.

Data relate to government-funded VET activity only (figure 5.1).

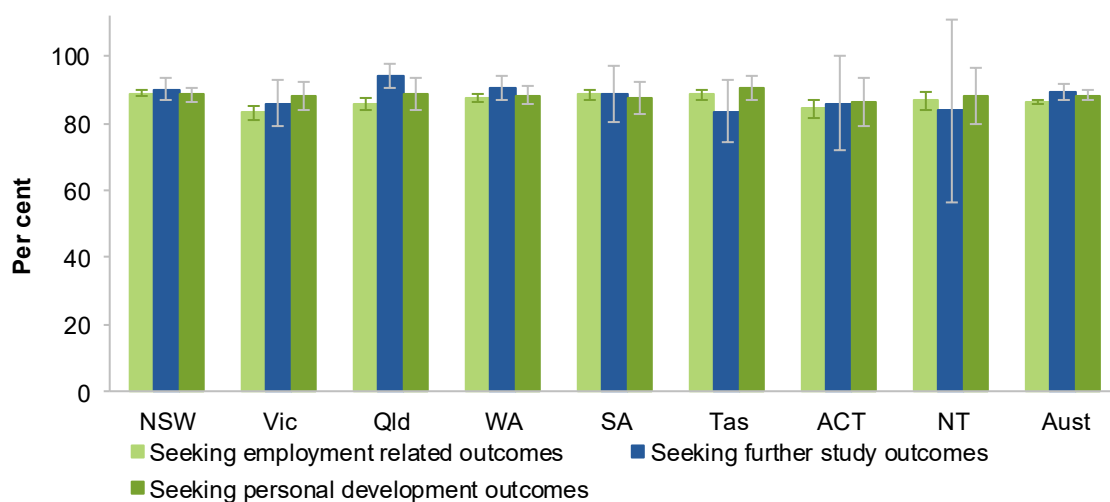
A high or increasing proportion of perceived satisfaction is desirable. Satisfaction with VET by target groups can also indicate the equity of outputs for these groups.

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.

Nationally in 2015, 86.8 per cent of all government-funded VET graduates indicated that they were satisfied with the quality of their completed training (table 5A.27). Results were higher for students seeking personal development outcomes or further study outcomes (89.2 per cent and 88.4 per cent respectively) than for graduates seeking employment-related outcomes (86.4 per cent) (figure 5.9).

Figure 5.9 Proportion of VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.6 and table 5A.27 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.27.

Across target groups in 2015, the satisfaction rates were higher for those graduates from remote and very remote areas (89.8 per cent) (table 5A.30) and Aboriginal and Torres Strait Islander graduates (90.4 per cent) (table 5A.28) than for all students. Satisfaction

among graduates with disability (table 5A.31) and for graduates speaking a LOTE at home (table 5A.32) were not significantly different to all students.

Quality — Qualification completion rate

‘Qualification completion rate’ is an indicator of governments’ objective to create a national training system that is centred on quality teaching and learning outcomes (box 5.7).

Box 5.7 Estimated qualification completion rate

‘Estimated qualification completion rate’ is defined by two measures:

- *Program completion rate* — the proportion of VET enrolments commencing in the year of interest that are estimated to be completed. An enrolment is the registration of a student at an RTO for the purpose of undertaking a subject or unit of competency.

Data are for government-funded VET activity *plus* the domestic and international fee-for-service activity of government providers (TAFEs and other government providers) (figure 5.1).

- *Subject load pass rate* — the ratio of hours attributed to students who gain competencies/passed assessment in an assessable subject or unit of competency to all students who were assessed and either passed, failed or withdrew. It includes competencies achieved/units passed through recognition of prior learning.

Data are presented both for government-funded VET and for government-funded VET *plus* fee-for-service activity of government providers (figure 5.1).

Data for both measures are restricted to enrolments in AQF programs — certificate level I and above.

Higher or increasing proportions of students who commenced and completed their VET qualification or passed subjects indicate higher or increasing VET training quality (Australian Government 2016).

Estimated qualification completion rates should be interpreted with caution due to difficulties in tracking students and the qualifications they enrol in across different years. See footnotes to table 5A.35 for details.

Not all students intend to complete an entire qualification but may only want to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wanting to only complete a specific component of a qualification are counted as enrolled in that qualification for the data collection, whereas in other jurisdictions they are not.

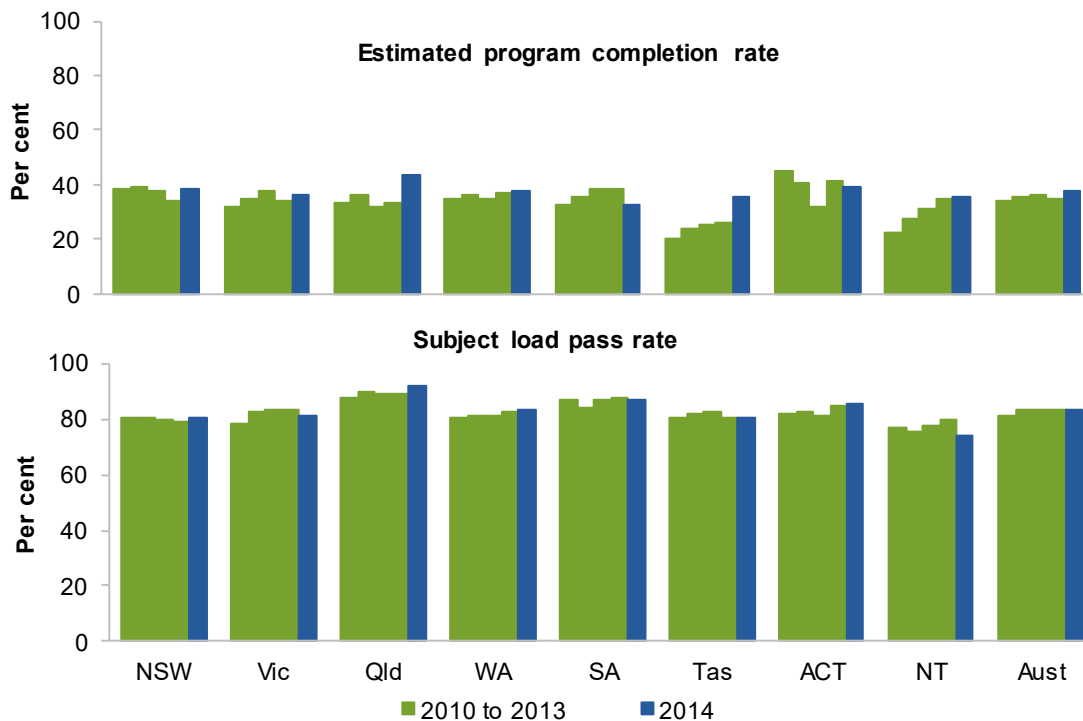
Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 and 2015 data are available for all jurisdictions.

Nationally, of all government-funded students plus fee-for-service students of government providers who commenced in 2014:

- an estimated 38.0 per cent of programs commenced were completed, an increase of 4.1 percentage points from students who commenced in 2010
- an estimated 83.0 per cent of students' hours were attributed to students who passed assessment, an increase of 1.8 percentage points from students who commenced in 2010 (figure 5.10).

Figure 5.10 **Estimated program completion and subject load pass rates, AQF Certificate level I or above, commencing 2010–2014^a**



^a See box 5.7 and table 5A.35 for detailed definitions, footnotes and caveats.

Source: NCVET (2016) *Australian vocational education and training statistics: the likelihood of completing a VET qualification*, Adelaide; table 5A.35.

Nationally in 2015, the subject load pass rate for all government-funded students was 83.0 per cent, which was higher than for: graduates with disability (74.4 per cent); graduates speaking LOTE at home (77.7 per cent); and, Aboriginal and Torres Strait Islander graduates (76.7 per cent) (tables 5A.36 and 5A.38–39). The Aboriginal and Torres Strait Islander subject load pass rate has increased 3.5 percentage points since 2011 and 10.7 percentage points since 2006 (table 5A.36).

By contrast, nationally in 2015, the subject load pass rate for students from remote and very remote areas was 86.2 per cent, which has been higher than for students in major cities and inner regional areas since 2012 (table 5A.37).

Quality — Employer satisfaction with VET

‘Employer satisfaction with VET’ is an indicator of governments’ objective to create a national training system that meets the needs of employers, by supporting the skill needs of Australian industry and which appropriately responds to areas of future jobs growth (box 5.8).

Box 5.8 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.

Data are collected from a biennial national survey and represent the responses of employers with at least one employee and their training experiences in the 12 months prior to the survey (NCVER 2015b).

Data relate to total VET activity (figure 5.1).

A high or increasing proportion of employers who are satisfied with VET in meeting the skill needs of their workforce is desirable.

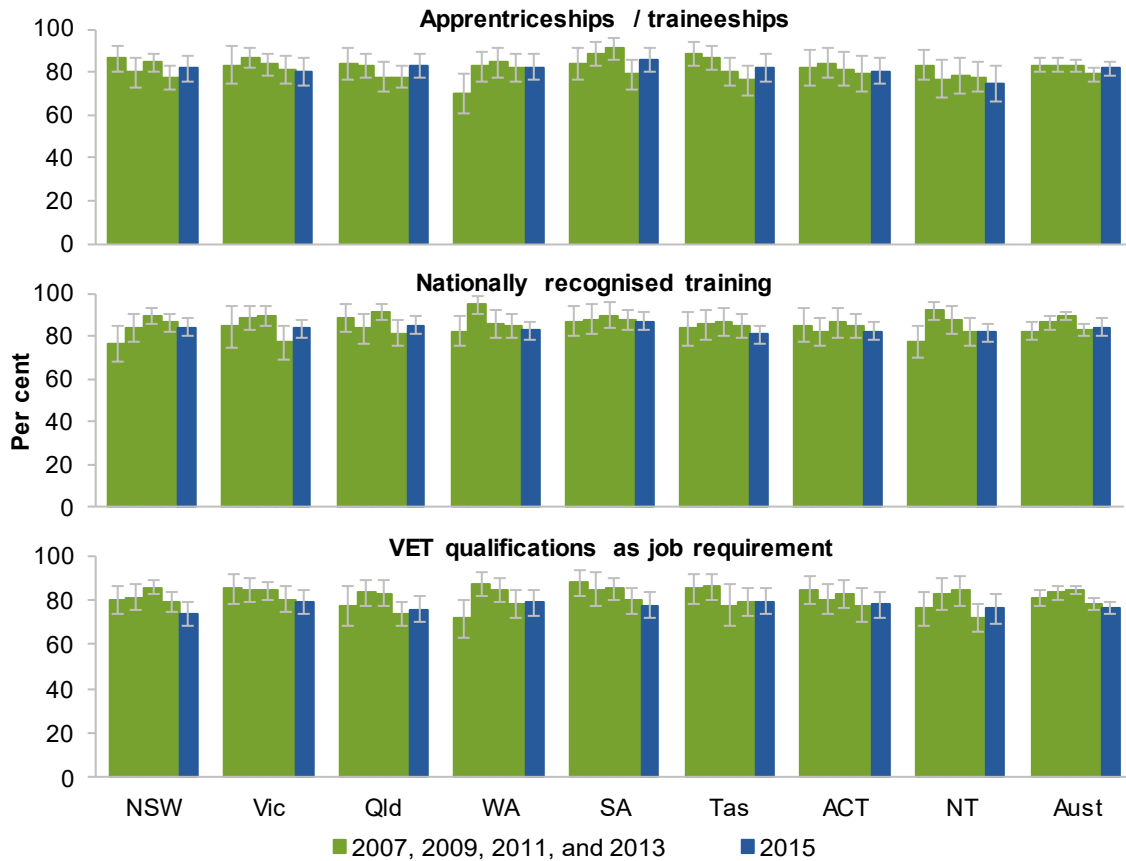
Data reported for this indicator are:

- 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.

Nationally in 2015:

- 81.7 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET in providing employees with skills required for the job
- 84.0 per cent of employers who arranged or provided nationally recognised training to employees were satisfied that the training meets the skill needs required for the job
- 76.2 per cent of employers who had employees with a formal vocational qualification that was a requirement of their job were satisfied with these requirements as a way of meeting their skill needs for the job (figure 5.11).

Figure 5.11 **Employers who are engaged with an aspect of the total VET system and who are satisfied with VET as a way of meeting their skill needs^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.8 and table 5A.33 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.33.

Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicator of unit cost reported is 'recurrent expenditure per annual hour'. The user cost of capital is included in estimates of recurrent expenditure, however expenditure estimates including and excluding user cost of capital are available separately (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 for VET financial data. Data are prepared annually on an accrual basis and are audited.

Government recurrent expenditure is deemed as being equivalent to the recurrent funds received by State and Territory government departments responsible for VET, including their government-owned RTOs (net of payroll tax) provided by the Australian Government and State and Territory governments and includes:

- Commonwealth National Agreement funding; State recurrent funding; Commonwealth administered program funding; and, Assumption of liabilities (such as superannuation contributions incurred by central agencies on behalf of RTOs).
- fee-for-service payments from government agencies
- user cost of capital (estimated as 8 per cent of the value of total physical non-current assets owned by government RTOs).

Payroll tax payments by government-owned RTOs are deducted from the total to ensure a consistent treatment across jurisdictions (chapter 1).

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors. User cost of capital should be interpreted carefully. 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.

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 5.4).

Expenditure data for years prior to 2015 are adjusted to real dollars (2015 dollars) using the gross domestic product (GDP) chain price index (table 5A.85).

Annual hours are adjusted for invalid enrolment rates based on formal advice of National Centre for Vocational Education Research (NCVER) auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a subject/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 that the national training system is provided in an efficient manner (box 5.10).

Box 5.10 **Government recurrent expenditure per annual hour**

'Government recurrent expenditure per annual hour' is defined as government recurrent expenditure (including user cost of capital) divided by government-funded hours of delivery (see box 5.9).

Data are for government-funded VET *plus* fee-for-service activity of government providers (figure 5.1).

Lower 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 improved efficiency. 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 sociodemographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

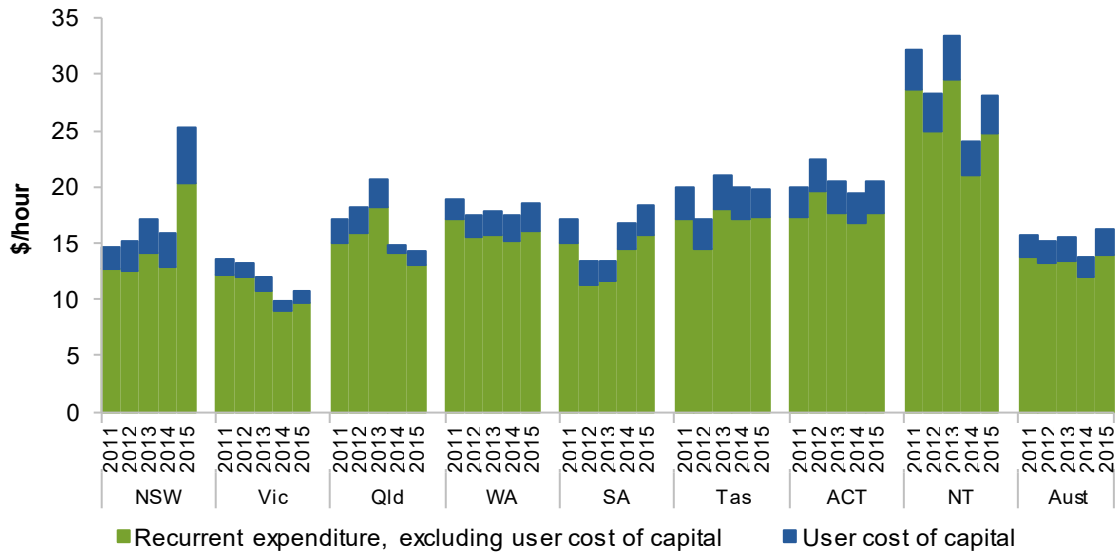
Data reported for this measure are:

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

Since 2006, government real recurrent VET expenditure has increased 8.4 per cent (table 5A.42), while the number of government-funded hours of delivery (course mix adjusted) has increased 26.8 per cent (table 5A.40), resulting in a decrease in the recurrent expenditure per annual hour from \$18.89 in 2006 to \$16.16 in 2015 (figure 5.12).

Nationally, the user cost of capital per annual hour in 2015 was \$2.17. The largest components of user cost of capital per annual hour were building costs (\$1.59) followed by land costs (\$0.46) (table 5A.41).

Figure 5.12 **Government real recurrent expenditure per annual hour (2015 dollars)^a**



^a See box 5.10 and table 5A.43 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *National financial collection* and *National VET provider collection*; table 5A.43.

Outcomes

Outcomes are the impact of services on the status of an individual or group (see chapter 1).

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective that the VET system aims to enable all Australians to participate effectively in the labour market and contribute to Australia’s economic future including addressing the needs of individuals experiencing disadvantage or disengagement (box 5.11).

Box 5.11 **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 indicated in the Student Outcomes Survey (table 5A.87) that they:

- were employed and/or continued on to further study after completing their course, reported by VET target groups
- were employed after completing their course, and were unemployed before the course
- had improved their employment circumstances after completing their course, reported by VET target groups and by level of qualification. '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
- 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 relate to the activities of government-funded VET (figure 5.1).

Holding other factors constant, higher or increasing proportions indicate positive employment or further study outcomes after training.

Comparison of labour market outcomes should also account for the general economic conditions in each jurisdiction (see chapter 2).

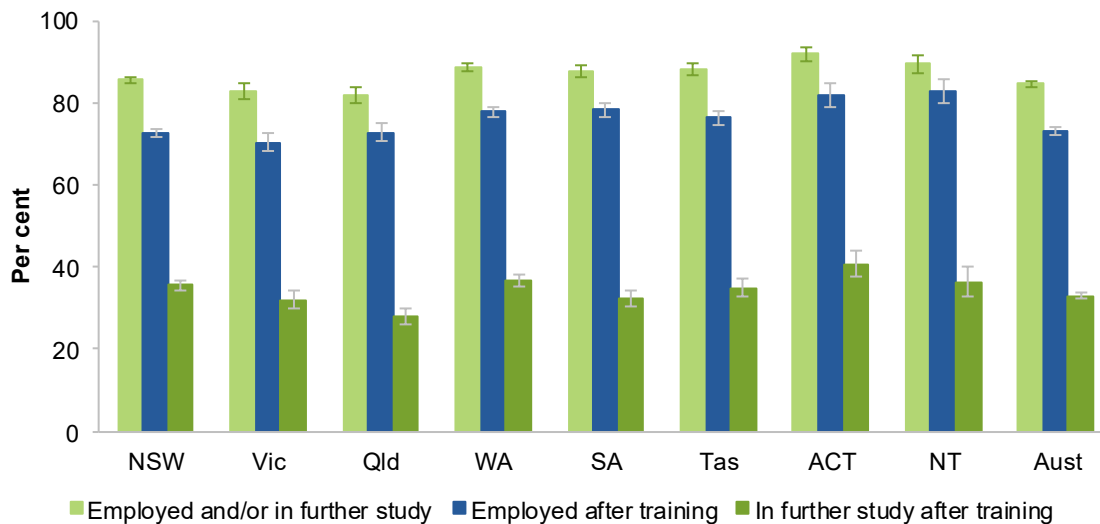
Data reported for these measures are:

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

Graduates who were employed and/or continued on to further study

Nationally in 2015, 84.6 per cent of government-funded VET graduates surveyed were either in employment and/or pursuing further study after completing a VET course in 2014 (figure 5.13). This proportion was lower for target groups (with the exception of those in remote or very remote areas (89.1 per cent)). The majority of this difference for target groups is in lower proportions in employment after training (tables 5A.44–49.)

Figure 5.13 Proportion of VET graduates in employment and/or who continued on to further study in 2015 after completing a course in 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.11 and table 5A.44 for detailed definitions, footnotes and caveats.

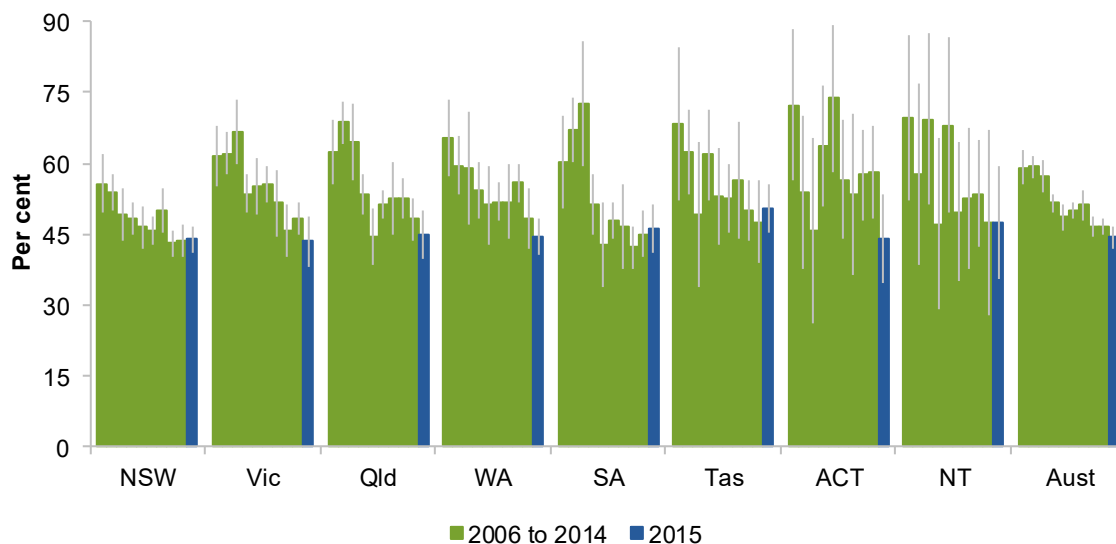
Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.44.

Graduates employed after completing their course who were unemployed before the course

Nationally, of the government-funded VET graduates surveyed in 2015 who were unemployed before their course 44.3 per cent indicated they were employed after the course, a decrease from 59.1 per cent in 2006 (figure 5.14).

Data by Indigenous status are available in tables 5A.51–52. Data on the labour force status of graduates who were employed prior to the course are available in table 5A.50.

Figure 5.14 **Proportion of VET graduates who were unemployed prior to commencing and were employed after completing a course^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.11 and table 5A.50 for detailed definitions, footnotes and caveats.

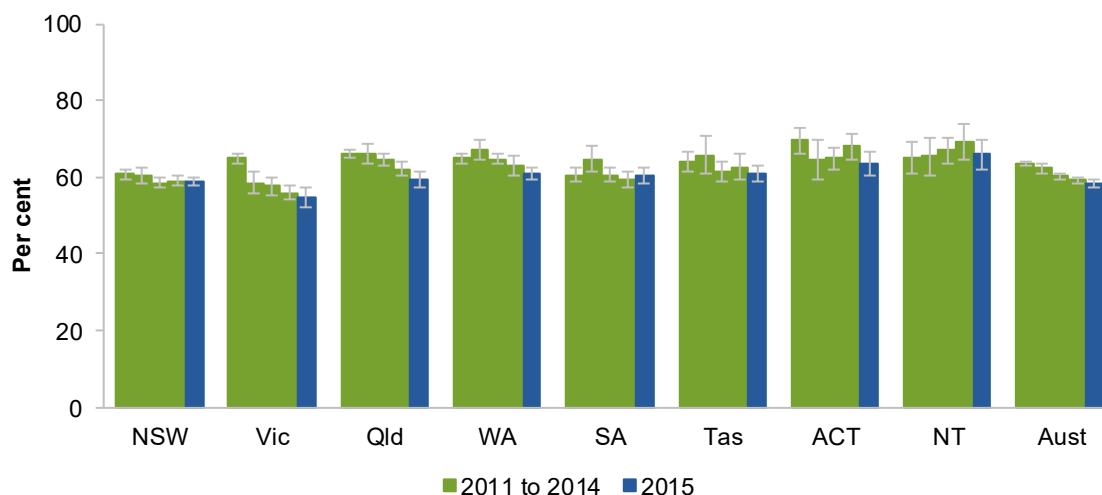
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.50.

Graduates who improved their employment circumstances after completing their course

Nationally in 2015, 58.2 per cent of all government-funded VET graduates indicated they had improved their employment circumstances after completing their course — a decrease from 66.8 per cent in 2006 (table 5A.57 and figure 5.15). Proportions were lower for those completing a certificate I/II course (40.0 per cent), compared to those completing higher level courses (60.6 per cent for certificate level III/IV graduates and 62.2 per cent for diploma or above graduates) (table 5A.64). Data for graduates aged 20–64 years are available in table 5A.65.

Similar to the results for the measure on employment and further study after training, graduates from target groups reported lower proportions compared to those outside the targets group except for students in remote/very remote areas (tables 5A.58–62). Nationally 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, in comparison to VET graduates from major cities, inner regional and outer regional locations (table 5A.62).

Figure 5.15 **Proportion of government-funded VET graduates who improved their employment circumstances after training^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.11 and table 5A.57 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.57.

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 2015, of all VET graduates who were employed after completing their course and undertook their course for employment-related reasons, 76.6 per cent indicated they had gained at least one job-related benefit (a student could report more than one benefit), which included:

- obtaining a job (32.3 per cent)
- achieving a promotion or an increased status at work (27.5 per cent)
- achieving an increase in earnings (21.3 per cent)
- changing jobs or obtaining a new job (16.4 per cent)
- gaining the ability to start their own business (7.5 per cent) (table 5A.55).

Compared to all graduates, a higher proportion of Aboriginal and Torres Strait Islander graduates (83.1 per cent) indicated that they had received at least one job related benefit (table 5A.56).

Student completions and qualifications

‘Student completions and qualifications’ is an indicator of governments’ objective that the VET system contributes to increasing the skill levels of the working age population, including addressing the needs of individuals experiencing disadvantage or disengagement (box 5.12).

Box 5.12 VET student completions and qualifications

‘VET completions and qualifications’ is defined by three measures:

- *Qualifications completed* — by working age VET students, by course level — defined as the number of qualifications achieved/passed each year by students of working age. Data are presented: per person in the population (measured by estimated resident population in each jurisdiction); and as changes over time.

Qualifications completed data are ‘preliminary’ for 2015 and ‘final’ for earlier years.

- *Units of competency and modules completed* — 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.
- *Qualification equivalents* — 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 5.4 for more detail).

Data for qualifications completed relate to government-funded VET, *plus* the fee for service activity of Government VET providers. Data for units of competency and modules completed and qualification equivalents relate to government-funded VET *only* (figure 5.1).

Higher or increasing VET completions and qualifications increases the national pool of skilled people in Australia.

Data reported for these measures are:

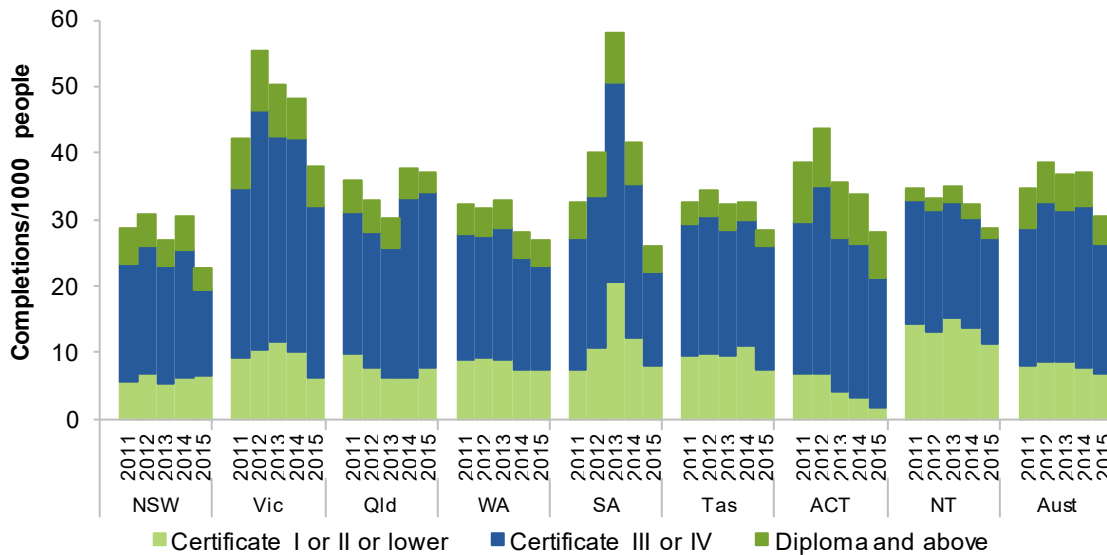
- comparable (subject to caveats) over time and across jurisdictions (except for units of competency and modules completed)
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions.

VET completions and qualifications — qualifications completed

Nationally in 2015, there were around 479 700 qualifications completed by VET students, of which, students aged 15–64 years completed approximately 474 200 qualifications — equivalent to 30.1 qualifications per 1000 people aged 15–64 years in the population (figure 5.16 and tables 5A.69 and 5A.73).

Of qualifications completed by all students, the majority were at AQF Certificate level III or IV (63.8 per cent), followed by AQF Certificate level II or lower (23.0 per cent) and AQF Diploma level or above (13.2 per cent) (table 5A.69).

Figure 5.16 **Qualifications completed by students aged 15–64 years, per 1000 people aged 15–64 years^a**



^a See box 5.12 and table 5A.73 for detailed definitions, footnotes and caveats.

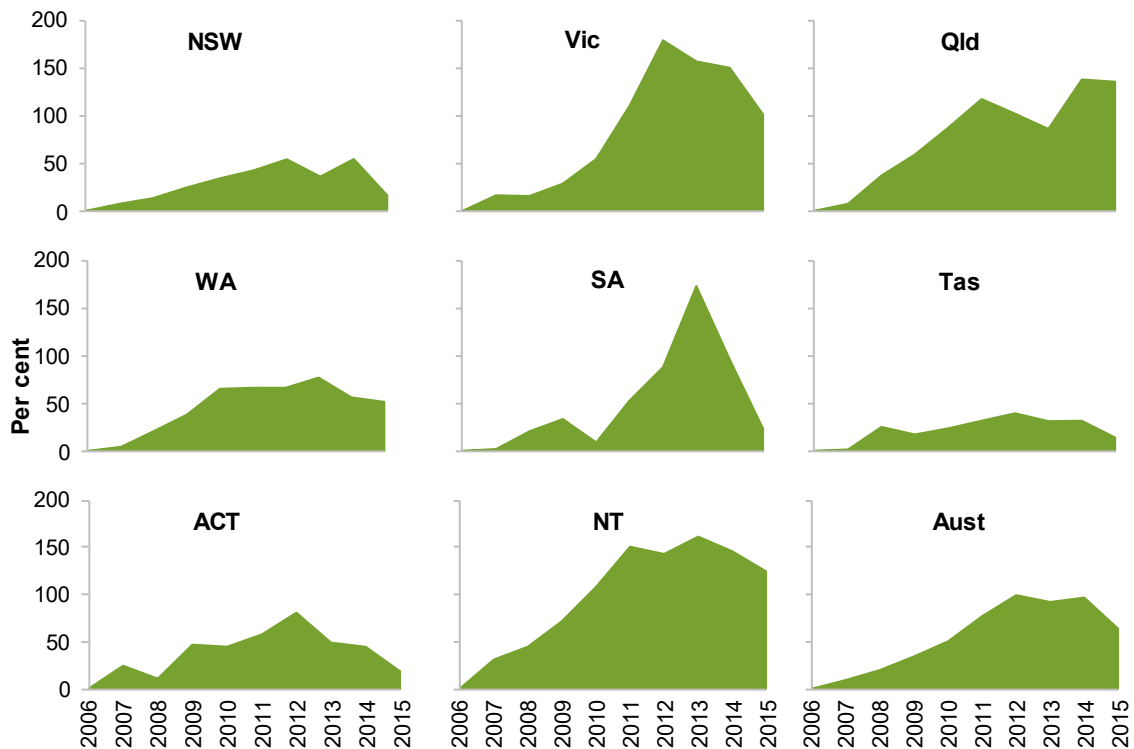
Source: NCVET (unpublished) *National VET provider collection*; table 5A.73.

Nationally, the number of qualification completions for all students peaked in 2012 (having almost doubled from 2006) and has since declined, with a 16.9 per cent decrease from 2014 to 2015 (figure 5.17). A similar pattern observed for all target groups except Aboriginal and Torres Strait Islander graduates (data only available from 2011 onwards) (tables 5A.66–68).

Nationally, Aboriginal and Torres Strait Islander students completed around 21 300 VET qualifications in 2015 an increase of 3.9 per cent from 2012 (table 5A.70). Aboriginal and Torres Strait Islander students aged 15–64 years gained 46.5 qualifications per 1000 Aboriginal and Torres Strait Islander people aged 15–64 years compared to 28.4 qualifications per 1000 non-Indigenous people (table 5A.73).

Qualifications completed for students aged 18–24 years and 20–64 years, by Indigenous status are available in tables 5A.71–72.

Figure 5.17 **Qualifications completed, percentage difference from 2006, all students^a**



^a See box 5.12 and table 5A.69 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *National VET provider collection*; table 5A.69.

VET completions and qualifications — units of competency and modules completed

Similar to qualification completions, the number of units of competency and modules completed peaked in 2012 (data only available from 2011 for this measure). Nationally in 2015, VET students completed 8.4 million units of competency and modules, a decrease of 22.6 per cent from 2012 (table 5A.75).

For students from target groups, the number of units of competency and modules completed increased annually until 2014 (2013 for remote and very remote students) before decreasing in 2015 (tables 5A.75–78).

VET completions and qualifications — qualification equivalents

Nationally in 2015, VET students undertook training equivalents for around 504 700 VET qualifications. Following a peak in 2012, qualification equivalents have decreased by 18.9 per cent — an average annual decline of 6.7 per cent (table 5A.74). Nationally since 2012, the largest decrease was at AQF certificate level I/II (30.7 per cent decrease) followed by AQF certificate level III/IV (14.7 per cent decrease) (table 5A.74).

In contrast, nationally between 2012 and 2015, there was a 3.1 per cent decrease in the number of qualification equivalents obtained by Aboriginal and Torres Strait Islander students, with proportional increases in qualification equivalents at AQF Certificate level III/IV and AQF Diploma and above (14.3 per cent and 6.2 per cent, respectively) and a 18.4 per cent decrease in qualification equivalents at AQF Certificate I/II (table 5A.74).

Students who improved education status

‘Students who improved education status’ is an indicator of governments’ objective that the VET system contributes to increasing the skill levels of the working age population, including addressing the needs of individuals experiencing disadvantage or disengagement (box 5.13).

Box 5.13 Students who improved education status

‘Students who improved education status’ is defined as the number of VET qualifications completed at a higher education level than their previous highest education level achieved (based on AQF), divided by the total number of VET course completions.

Data relate to the activities of government-funded VET (figure 5.1).

Achievement by VET target groups can also indicate the equity of outcomes for these groups.

Higher or increasing proportions of students with improved education status after training indicate that the skill levels of the working age population are increasing.

Data reported for these measures are:

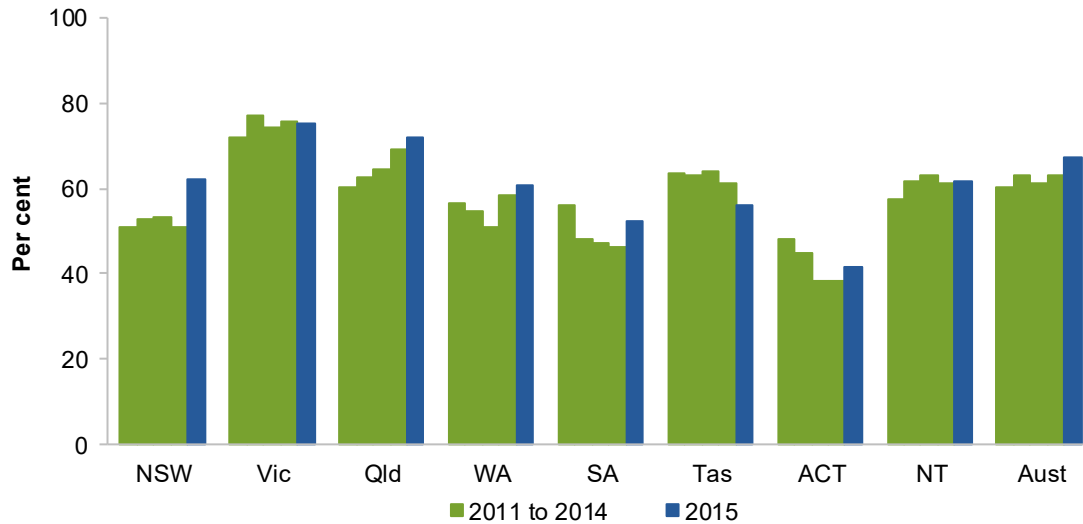
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions providing the service.

Of all VET graduates that completed an AQF qualification nationally in 2015, 67.5 per cent did so with a higher qualification than their previous highest AQF qualification (an increase from 60.5 per cent in 2011) (figure 5.18).

Across jurisdictions in 2015, a greater proportion of Aboriginal and Torres Strait Islander VET graduates (71.0 per cent), compared to non-Indigenous graduates (68.6 per cent), improved their education/training status after training (table 5A.79). The proportion was lower for graduates from remote/very remote areas (66.6 per cent) (table 5A.81). For graduates completing an AQF Certificate III or above the proportion was 70.9 per cent (table 5A.83).

Tables 5A.80, 5A.82 and 5A.84 provide additional information on completions for students aged 20–64 years.

Figure 5.18 **Course completions where qualifications completed resulted in improved education/training status, VET graduates^a**



^a See box 5.13 and table 5A.79 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *National VET provider collection*; table 5A.79.

These results should be considered in conjunction with data on ‘qualification completed at a higher qualification level, as a proportion of all enrolments’ (tables 5A.79–84), which incorporate students that commenced study but did not complete, and therefore did not meet the measure of completing at a higher qualification level.²

Skill profile

‘Skill profile’ is an indicator of governments’ objective to provide a VET system that delivers a productive and highly skilled workforce (box 5.14).

Box 5.14 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.

² Care needs to be taken when interpreting changes over time in the proportion of qualifications completed at a higher qualification level, as a proportion of all enrolments. Due to the time lag between course enrolment (the denominator) and qualification completion (the numerator), this proportion may be affected by relatively large changes in enrolments year to year.

5.4 Definitions of key terms

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.
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 include 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 a formal vocational qualification as a requirement of their job.
Entitlement funding	<p>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:</p> <p>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.</p> <p>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.</p>

Employer satisfaction with VET	The proportion of Australian employers who engaged in an aspect of VET, and who were satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
Enrolment	<p>The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This may be of importance if comparing VET data in this chapter with other VET data.</p>
Fee-for-service activity	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
Government-funded VET students	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.
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).
Group Training Organisations	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
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.
Multi-sector training providers	Multi-sector training providers that offer both higher education and VET courses.
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>It expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. They 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>
Real expenditure/funding/assets	<p>Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices.</p>
Recognition of prior learning	<p>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.</p>
Recurrent funding	<p>Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.</p>
Registered training organisation (RTO)	<p>RTOs are organisations registered by ASQA, the Victorian Registration and Qualifications 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	<p>Remoteness is described using Accessibility and Remoteness Index for Australia (extended version) (ARIA+), which is published as a 1 kilometre grid or matrix that covers the whole of Australia. The Australian Bureau of Statistics calculated the arithmetic mean ARIA+ values for each Census Collection Districts that formed the base level of the Remoteness Structure.</p>
TAFE	<p>Technical and further education colleges and institutes, which are the primary providers of government-funded VET.</p>
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	<p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p>
User cost of capital per annual hour	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government-funded annual hours and course mix weight.</p>

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>
VET participation	<p>VET student participation data presented in this Report refer to VET students who were funded by government expenditure and were engaged in training delivered by an RTO. 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 students, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are 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	<p>A course or module offered by a training organisation in which students may enrol to develop work-related knowledge and skills.</p>
Whether the VET course helped graduates achieve their main reason for doing the course	<p>Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.</p>

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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 on the Review web page (www.pc.gov.au/rogs/2017).

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Profile

TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ million) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2015	1 601.2	1 476.6	982.4	645.6	355.7	126.7	96.4	107.5	5 391.9
2014	1 572.6	1 599.5	949.7	627.8	411.9	140.6	97.0	108.2	5 507.4
2013	1 706.5	1 931.7	1 026.7	694.8	473.8	137.8	103.3	122.3	6 196.8
2012	1 693.1	2 184.1	1 030.9	694.5	355.4	129.7	116.1	112.9	6 316.8
2011	1 683.5	1 734.3	1 043.3	760.8	385.6	150.8	111.6	124.4	5 994.3
2010	1 639.5	1 417.8	987.8	617.6	372.2	144.9	115.5	115.1	5 410.4
2009	1 587.8	1 324.7	990.4	586.8	373.9	125.4	113.0	111.6	5 213.8
2008	1 599.4	1 322.9	913.3	503.5	340.0	123.6	108.1	114.7	5 025.4
2007	1 623.7	1 293.0	880.4	529.8	381.7	123.4	107.9	107.7	5 047.5
2006	1 666.2	1 281.1	790.4	551.1	363.0	117.4	111.6	110.3	4 991.1

(a) Government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned Registered Training Organisations (RTOs):

- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue
- *add* fee-for-service government agencies revenue received by government-owned RTOs
- *subtract* State and Territory government payroll tax expenditure.

Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency.

(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) 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.

TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ million) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
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(d) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

(e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

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

Source: NCVER unpublished, *National financial collection*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85.

TABLE 5A.2

Table 5A.2 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ per person aged 15–64 years) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2015	320.52	372.85	311.98	368.16	322.18	386.50	357.43	618.80	342.66
2014	317.92	409.37	303.64	357.81	374.23	427.81	361.16	618.53	352.78
2013	349.29	502.05	331.21	403.83	432.33	418.15	383.49	715.73	401.83
2012	349.99	576.09	337.94	417.11	325.43	391.25	437.38	672.09	415.46
2011	350.56	463.03	347.17	471.24	354.64	452.50	425.52	750.32	399.13
2010	343.89	382.96	333.14	392.99	344.00	436.01	446.88	698.26	364.43
2009	336.42	363.39	339.03	381.72	349.02	380.15	445.12	689.64	356.06
2008	343.98	371.41	320.47	338.23	321.33	378.23	433.13	730.68	350.37
2007	355.09	370.84	317.18	367.80	364.92	381.27	439.45	709.01	359.40
2006	369.31	374.42	292.20	393.35	351.24	365.23	464.47	744.07	362.08

(a) Government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs:

- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue
- *add* fee-for-service government agencies revenue received by government-owned RTOs
- *subtract* State and Territory government payroll tax expenditure.

Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency.

(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) 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.

(d) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

TABLE 5A.2

Table 5A.2 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ per person aged 15–64 years) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
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(e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

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

Source: NCVER unpublished, *National financial collection*; ABS (Australian Bureau of Statistics) 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.1; table 5A.85; table 2A.1.

TABLE 5A.3

Table 5A.3 **Government-funded VET activity, Registered Training Organisations, 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>
2015										
Number of registered training organisations	no.	475	661	612	286	260	136	94	101	1 978
Number of registered training organisation delivery locations	no.	4 770	10 531	14 732	2 339	1 614	587	216	647	35 179
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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, Students and hours, 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>
2015										
Students (c)	no.	328 966	391 347	223 444	127 725	86 329	28 672	16 519	21 726	1 224 728
Students who gain some recognition of prior learning	no.	15 600	4 712	27 351	7 846	5 214	1 534	1 576	1 325	65 158
Hours of delivery	million	79.0	153.0	73.8	40.0	22.6	7.3	5.5	4.3	385.4
Average hours per student	no.	240.0	390.9	330.1	313.3	262.0	255.5	333.0	195.9	314.7
TAFE providers	no.	11	13	13	11	1	1	1	2	53
TAFE provider locations	no.	135	1 056	374	122	41	24	7	245	2 004
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
Hours of delivery	million	122.8	179.5	67.0	40.9	28.0	8.1	5.8	4.9	457.0
Average hours per student	no.	301.1	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
Hours of delivery	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	310.3
TAFE providers	no.	11	14	14	12	3	1	1	2	58
TAFE provider locations	no.	134	341	539	128	42	40	9	264	1 497
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

TABLE 5A.4

Table 5A.4 **Government-funded VET activity, Students and hours, 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>
Hours of delivery	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	251.0	202.0	310.3
TAFE providers	no.	11	14	14	12	3	2	1	2	59
TAFE provider locations	no.	135	138	533	129	42	44	7	262	1 290
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
Hours of delivery	million	132.6	144.4	68.9	44.0	25.6	8.6	6.5	4.2	435.0
Average hours per student	no.	285.3	331.3	271.4	300.1	252.2	272.6	273.1	193.7	293.8
TAFE providers	no.	11	14	14	12	3	2	1	2	59
TAFE provider locations	no.	133	124	480	126	43	47	7	241	1 201

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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>
2015										
Number of students										
Diploma and above (e)	'000	25.8	61.8	19.8	13.8	15.3	2.6	3.2	1.2	143.4
Certificate III or IV	'000	163.1	236.3	170.8	76.4	38.7	16.7	11.8	10.4	724.2
Certificate I or II or lower (f)	'000	85.8	58.6	30.8	35.8	22.5	5.0	1.3	6.3	246.1
Other (g)	'000	54.3	34.7	2.1	1.8	9.8	4.4	0.3	3.8	111.0
All students	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
Proportion of VET students										
Diploma and above (e)	%	7.8	15.8	8.9	10.8	17.7	9.0	19.1	5.7	11.7
Certificate III or IV	%	49.6	60.4	76.4	59.8	44.9	58.3	71.5	47.8	59.1
Certificate I or II or lower (f)	%	26.1	15.0	13.8	28.0	26.0	17.5	7.7	29.0	20.1
Other (g)	%	16.5	8.9	0.9	1.4	11.4	15.2	1.6	17.5	9.1
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

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>
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
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

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>
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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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) 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 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>
2015										
AQF Certificate III or above	'000	306.5	404.8	243.4	108.9	68.6	25.8	21.8	13.1	1 192.9
Indigenous status										
Aboriginal and Torres Strait Islander	'000	31.2	9.1	18.2	15.9	4.4	1.9	1.1	8.5	90.3
Non-Indigenous	'000	384.4	496.4	255.0	132.2	93.7	32.8	21.2	12.7	1 428.4
Remoteness										
Major cities	'000	255.2	345.3	167.4	98.3	66.3	0.3	20.3	0.1	953.2
Inner regional	'000	107.1	123.5	67.1	18.6	11.2	21.2	1.8	0.1	350.5
Outer regional	'000	38.4	24.4	46.3	18.7	14.0	11.6	0.4	10.7	164.4
Remote and very remote	'000	6.4	1.4	13.2	18.0	4.4	1.5	–	8.2	53.1
Remote	'000	4.5	1.1	7.5	9.8	3.3	1.4	–	4.6	32.2
Very remote	'000	1.8	0.3	5.8	8.2	1.1	0.1	–	3.6	20.9
Outside Australia	'000	7.2	11.7	5.0	5.3	1.1	0.3	1.4	0.3	32.3
Not known	'000	4.3	4.0	1.7	0.7	2.4	0.1	0.2	1.9	15.3
All enrolments	'000	418.5	510.2	300.6	159.6	99.3	35.0	24.2	21.3	1 568.8
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

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	5.3	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
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

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	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
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

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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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) 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). For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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.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>
2015										
AQF Certificate III or above	'000	237.6	329.7	186.9	85.5	58.5	21.8	17.7	11.2	949.1
Indigenous status										
Aboriginal and Torres Strait Islander	'000	19.2	6.9	11.4	11.4	3.2	1.4	0.8	6.6	60.8
Non-Indigenous	'000	253.5	391.8	179.8	95.1	76.1	26.5	16.8	9.7	1 049.2
Remoteness										
Major cities	'000	173.1	276.4	118.9	70.3	55.5	0.3	16.0	0.1	710.6
Inner regional	'000	66.0	93.4	46.7	13.1	8.4	17.1	1.3	0.1	246.2
Outer regional	'000	23.7	17.7	32.3	13.0	10.4	9.1	0.3	8.1	114.5
Remote and very remote	'000	4.5	1.1	9.1	13.4	3.3	1.2	–	6.4	39.0
Remote	'000	3.0	0.8	5.0	7.0	2.5	1.2	–	3.4	22.9
Very remote	'000	1.4	0.2	4.1	6.4	0.8	0.1	–	3.0	16.1
Outside Australia	'000	5.8	9.7	4.1	4.7	0.9	0.3	1.3	0.2	27.1
Not known	'000	1.3	3.1	1.2	0.6	1.7	0.1	0.2	1.5	9.7
All enrolments	'000	274.3	401.4	212.3	115.1	80.3	28.1	19.2	16.4	1 147.1
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

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	3.5	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
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

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	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
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

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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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 (2015 dollars) (\$ per person) (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>
2015	1 013.07	582.56	407.19	845.46	721.62	611.80	654.46	1 093.55	730.58
2014	942.29	571.23	186.83	832.68	782.41	822.94	655.51	1 267.36	670.52
2013	953.91	833.76	525.88	839.60	833.49	846.20	784.22	1 347.17	815.52
2012	880.19	842.79	509.69	850.54	768.43	826.28	825.02	1 349.59	788.15
2011	658.17	819.74	535.51	886.49	625.30	876.39	855.99	1 460.22	713.12

- (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 2011-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).
- (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:
- effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . 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.
 - effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 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*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 2A.1; table 5A.85.

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 (2015 dollars)										
2015	\$m	96.3	717.1	370.5	114.6	70.9	17.9	7.8	14.1	1 409.2
2014	\$m	132.1	853.3	261.4	113.1	93.3	16.2	8.2	14.6	1 492.2
2013	\$m	96.9	809.8	187.4	124.1	129.5	12.1	9.0	11.1	1 379.9
2012	\$m	150.8	815.7	203.2	134.3	82.1	11.5	8.9	13.7	1 420.2
2011	\$m	192.9	515.3	255.3	141.0	51.8	7.8	9.0	8.5	1 181.5
2010	\$m	200.6	301.0	199.9	122.9	38.9	8.7	8.8	16.2	897.0
2009	\$m	118.1	150.3	148.8	94.2	34.9	9.5	10.2	12.8	578.9
2008	\$m	124.4	153.4	132.7	66.8	23.1	9.3	9.8	12.7	532.1
2007	\$m	130.3	161.6	102.1	59.3	22.0	8.5	11.6	10.4	505.8
2006	\$m	118.0	168.2	66.1	68.1	24.4	8.7	10.7	9.8	474.0
2015 payments to non-TAFE providers as a proportion of Appropriations and program funding from government (d)	%	6.0	55.2	39.4	17.8	20.9	15.2	8.1	14.3	27.4
Real change in payments to non-TAFE providers between 2014 and 2015 (e)	%	- 27.1	- 16.0	41.7	1.3	- 24.0	10.1	- 5.1	- 3.3	- 5.6

(a) Payments to non-TAFE providers of VET delivery include payments to secondary schools, other government providers, enterprises, private providers, community providers, industry and local government providers.

(b) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

(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 'Appropriations and programs 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: NCVER unpublished, *National financial collection*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85.

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<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										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	462.8	360.2	290.0	159.2	89.4	31.3	23.6	15.2	1 431.7
State/Territory Government recurrent funding	\$m	1 030.0	841.4	571.6	444.7	222.3	77.8	66.5	79.1	3 333.4
Commonwealth administered programs	\$m	121.2	96.4	79.6	41.4	28.3	8.4	6.3	4.1	385.6
Total	\$m	1 614.0	1 298.0	941.2	645.3	340.0	117.6	96.4	98.3	5 150.8
Amounts allocated										
Open competitive tendering (d)	\$m	8.1	..	12.3	27.4	3.8	10.4	2.3	..	64.3
Limited competitive tendering (e)	\$m	..	..	25.4	..	6.7	0.6	0.6	..	33.3
User choice	\$m	361.2	..	197.0	117.9	–	15.1	13.0	19.6	723.8
Entitlement funding (f)	\$m	..	949.6	222.4	106.7	132.5	20.6	4.8	17.1	1 453.7
Total	\$m	369.3	949.6	457.1	252.0	143.0	46.7	20.7	36.7	2 275.0
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	0.5	..	1.3	4.2	1.1	8.8	2.4	..	1.2
Limited competitive tendering (e)	%	..	..	2.7	..	2.0	0.5	0.6	..	0.6
User choice	%	22.4	..	20.9	18.3	–	12.8	13.5	19.9	14.1
Entitlement funding (f)	%	..	73.2	23.6	16.5	39.0	17.5	5.0	17.3	28.2
Total	%	22.9	73.2	48.6	39.1	42.1	39.7	21.5	37.3	44.2
2014										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	455.3	352.5	270.3	155.4	88.4	31.2	23.4	14.8	1 391.2
State/Territory Government recurrent funding	\$m	1 070.9	1 006.7	609.6	454.9	296.8	96.4	67.6	81.6	3 684.5
Commonwealth administered programs	\$m	34.9	29.7	29.5	16.1	10.5	2.7	1.4	1.2	126.0
Total	\$m	1 561.1	1 388.9	909.4	626.4	395.7	130.3	92.4	97.5	5 201.8

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Amounts allocated										
Open competitive tendering (d)	\$m	32.0	..	29.6	20.8	6.8	12.9	2.4	..	104.5
Limited competitive tendering (e)	\$m	..	..	12.3	..	7.9	0.1	0.8	..	21.1
User choice	\$m	293.6	0.2	203.9	138.4	0.8	13.6	13.1	18.9	682.4
Entitlement funding (f)	\$m	..	1 096.6	108.9	62.6	299.3	21.0	1.3	16.5	1 606.1
Total	\$m	325.6	1 096.8	354.7	221.8	314.8	47.5	17.6	35.3	2 414.1
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	2.1	..	3.3	3.3	1.7	9.9	2.6	..	2.0
Limited competitive tendering (e)	%	..	..	1.3	..	2.0	0.1	0.9	..	0.4
User choice	%	18.8	–	22.4	22.1	0.2	10.4	14.1	19.3	13.1
Entitlement funding (f)	%	..	79.0	12.0	10.0	75.6	16.1	1.4	16.9	30.9
Total	%	20.9	79.0	39.0	35.4	79.5	36.5	19.0	36.2	46.4
2013										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	458.6	350.9	252.2	151.0	89.9	32.0	23.8	14.7	1 373.0
State/Territory Government recurrent funding	\$m	1 110.7	1 243.5	646.9	495.0	330.8	87.7	68.0	82.5	4 065.2
Commonwealth administered programs	\$m	147.0	119.6	100.7	49.5	33.8	10.3	4.9	3.0	468.8
Total	\$m	1 716.3	1 714.1	999.7	695.5	454.5	130.0	96.8	100.2	5 907.1
Amounts allocated										
Open competitive tendering (d)	\$m	48.3	..	25.9	31.9	19.6	9.3	3.8	2.0	140.8
Limited competitive tendering (e)	\$m	..	..	14.1	..	8.8	1.5	0.9	..	25.3
User choice	\$m	250.1	1.9	206.1	151.8	7.6	27.9	13.1	16.7	675.2
Entitlement funding (f)	\$m	..	1 325.6	23.1	..	328.9	na	4.1	..	1 681.6
Total	\$m	298.4	1 327.5	269.2	183.8	364.9	38.7	21.8	18.7	2 522.9

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<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 government appropriations and program funding										
Open competitive tendering (d)	%	2.8	..	2.6	4.6	4.3	7.2	3.9	2.0	2.4
Limited competitive tendering (e)	%	..	..	1.4	..	1.9	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 (f)	%	..	77.3	2.3	..	72.4	na	4.2	..	28.5
Total	%	17.4	77.4	26.9	26.4	80.3	29.8	22.5	18.7	42.7
2012										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	456.5	345.9	245.8	144.6	89.6	32.1	23.5	14.4	1 352.5
State/Territory Government recurrent funding	\$m	1 181.6	1 569.1	693.6	489.9	222.9	88.4	71.7	78.3	4 395.6
Commonwealth administered programs	\$m	95.6	107.8	64.0	30.4	23.3	8.5	8.8	5.4	343.7
Total	\$m	1 733.8	2 022.8	1 003.4	665.0	335.8	129.0	104.1	98.0	6 091.8
Amounts allocated										
Open competitive tendering (d)	\$m	129.5	1 092.2	76.0	31.8	47.3	12.5	10.4	6.1	1 405.8
Limited competitive tendering (e)	\$m	..	..	11.1	..	9.2	1.9	0.9	..	23.1
User choice	\$m	231.5	315.4	204.3	170.3	36.4	29.2	13.0	15.9	1 016.1
Entitlement funding (f)	\$m	..	na	na	..	156.6	na	3.1	..	159.7
Total	\$m	361.1	1 407.6	291.3	202.2	249.5	43.6	27.3	22.0	2 604.6
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	7.5	54.0	7.6	4.8	14.1	9.7	10.0	6.2	23.1
Limited competitive tendering (e)	%	..	..	1.1	..	2.7	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
Entitlement funding (f)	%	..	na	na	..	46.6	na	3.0	..	2.6
Total	%	20.8	69.6	29.0	30.4	74.3	33.8	26.2	22.5	42.8

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<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										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	460.5	302.1	244.2	148.8	90.1	32.3	23.5	14.5	1 315.9
State/Territory Government recurrent funding	\$m	1 086.7	1 235.7	723.4	556.1	239.3	104.0	72.0	86.4	4 103.6
Commonwealth administered programs	\$m	165.6	119.9	101.9	63.7	38.9	13.7	9.5	28.1	541.3
Total	\$m	1 712.8	1 657.6	1 069.4	768.6	368.4	150.1	105.0	129.0	5 960.9
Amounts allocated										
Open competitive tendering (d)	\$m	181.7	884.1	127.1	18.0	39.3	8.6	14.4	8.0	1 281.1
Limited competitive tendering (e)	\$m	..	..	12.2	..	11.0	0.6	0.8	..	24.6
User choice	\$m	242.6	307.7	201.5	181.0	45.3	32.5	13.1	15.1	1 038.7
Entitlement funding (f)	\$m	..	na	na	..	na	na	..	..	na
Total	\$m	424.3	1 191.8	340.7	199.0	95.5	41.7	28.3	23.0	2 344.4
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	10.6	53.3	11.9	2.3	10.7	5.7	13.7	6.2	21.5
Limited competitive tendering (e)	%	..	..	1.1	..	3.0	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 (f)	%	..	na	na	..	na	na	..	..	na
Total	%	24.8	71.9	31.9	25.9	25.9	27.8	27.0	17.9	39.3

(a) Government appropriations and program funding includes funding provided to government RTOs over which the RTO gains control during the reporting period. It includes the following AVETMISS financial statement items: Commonwealth National Agreement; State recurrent; Commonwealth administered programs; Assumption of liabilities; and, Resources received free of charge.

(b) Data for 2011-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 Allocation of government real funds for VET (2015 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) The phased implementation of demand driven funding is undergoing reform and all jurisdictions are at varying stages of this reform process. Jurisdiction notes:

NSW: Open competitive tendering: Funding has reduced to lower level of activity under 'Productivity Places Program' and 'Strategic Skills Program'.

User choice: Funding includes ATTP and Smart and Skilled contestable funding payments.

Vic: The first phase of changes to the funding model 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.

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.

Qld: From 2015, Skilling Queenslanders for Work has been included in the Limited Competitive Tender. Some Skilling Queenslanders for Work programs have been omitted as they are wage subsidies.

2013: the reduction in the open competitive tendering allocation reflects that this program ran for 6 months only. Other allocations include the C3G - new students.

WA: Open competitive tendering: Figures for 2014 and 2015 exclude 'User choice' and 'Entitlement funding' programs.

User choice: Figures for 2014 and 2015 are Apprenticeship and Traineeship programs only.

Entitlement funding: Figures for 2014 and 2015 exclude 'User choice' programs. 'Entitlement funding' programs were introduced in 2014.

SA: Open competitive tendering: The fall in 2015 is due to the finalisation of activity funded under the Productivity Places Program after it concluded in 2012 and changes to the Skills in the Workplace program.

Limited competitive tendering: South Australia has revised the historical data (2011 to 2014 inclusive) due to a miscalculation of the VET component of some programs.

User choice: User choice funding for apprenticeship and traineeship training was subsumed into entitlement funding after the implementation of Skills for All on 1 July 2012.

Entitlement funding: The fall in 2015 is primarily due to the implementation of WorkReady on 1 July 2015 which supports the transformation of TAFE SA under alternative arrangements.

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 2015, entitlement represented approximately 93 per cent of the funding allocated on a competitive basis.

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 Allocation of government real funds for VET (2015 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
ACT:	Open competitive tendering: Amendments have been made to the 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.									
	Limited competitive tendering: 2013 allocations include the JGTP - NP, JGTP - ACT Contribution and Adult & Community Education.									
	User choice: Allocation increased from 2012 to 2013 due to indexation.									
	Entitlement funding: 2012 allocations include VET Skills Reform NP (and Single & Teen Parents NP. 2013 data include VET Skills Reform NP and Single & Teen Parents NP.									
NT:	User choice: Includes entitlement funding that has been identified as entitlement eligible through the public provider AVETMISS data									
	Entitlement funding: Allocation is an estimation as it includes a portion of the public provider general training funds. This portion was derived from the enrolments reported in the public provider AVETMISS data that they identified as entitlement eligible.									
(d)	The tendering process is open to both public and private providers, except where otherwise noted.									
(e)	The tendering process is restricted to community groups that deliver ACE VET programs.									
(f)	Entitlement funding guarantees 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*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85; table 5A.85.

Participation

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>
2015										
Number of students by age										
All students	'000	329.0	391.4	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
15–19 year olds	'000	121.2	69.9	66.9	36.1	15.7	5.0	3.5	3.9	322.3
20–24 year olds	'000	54.5	80.8	43.7	22.2	15.8	5.7	4.3	3.5	230.3
25–64 year olds	'000	147.2	229.2	110.0	68.0	52.8	17.6	8.7	13.8	647.2
15–64 year olds	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Number of students through recognition of prior learning										
All students	'000	15.6	4.7	27.4	7.9	5.2	1.5	1.6	1.3	65.2
Participation rate by age (c)										
All students	%	4.3	6.6	4.7	4.9	5.1	5.5	4.2	8.9	5.1
15–19 year olds	%	25.9	19.4	21.6	22.5	15.1	15.1	15.1	24.5	21.8
20–24 year olds	%	10.5	19.0	12.9	12.3	13.8	17.8	13.7	18.6	13.9
25–64 year olds	%	3.7	7.2	4.4	4.8	6.0	6.7	4.0	9.9	5.1
15–64 year olds	%	6.5	9.6	7.0	7.2	7.6	8.6	6.1	12.2	7.6
Proportion of students through recognition of prior learning										
All students	%	4.7	1.2	12.2	6.1	6.0	5.4	9.5	6.1	5.3
2014										
Number of students by age										
All students	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.7	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

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	'000	35.8	7.1	18.5	7.1	7.4	2.0	2.1	1.8	81.7
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	147.0	29.5	21.6	19.8	1 449.5
Number of students through recognition of prior learning										
All students	'000	30.2	23.8	18.7	8.6	14.2	1.8	1.8	1.3	100.3
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

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	%	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	24.5	20.8	5.8	5.1	3.4	272.8
25–64 year olds	'000	228.3	266.9	117.2	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	'000	30.0	42.9	22.3	9.5	13.0	2.2	2.8	1.0	123.7
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
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	1 480.4
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	3.5	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

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	451.3	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	'000	32.1	29.7	22.4	9.7	8.0	2.3	2.0	0.7	106.9
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	343.0	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
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	'000	28.9	24.0	17.7	8.1	8.4	2.0	2.1	0.6	91.7
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

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	%	9.5	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	38.3	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	22.3	20.3	1 232.6
Number of students through recognition of prior learning										
All students	'000	24.5	19.6	14.6	5.9	7.7	2.1	1.2	0.4	75.9
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
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	21.0	16.2	6.0	4.8	3.1	215.6

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	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	'000	21.0	12.9	13.4	3.6	5.7	2.1	1.2	0.5	60.4
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	149.4	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	3.4	218.2
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	21.5	20.7	1 199.8
Number of students through recognition of prior learning										
All students	'000	19.7	8.7	11.1	2.7	4.7	1.4	1.0	0.5	49.7
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

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	%	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	149.6	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	'000	20.5	8.7	10.1	2.7	4.1	1.2	1.2	0.7	49.1
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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>
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(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 unpublished, *National provider collection*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; 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>
2015										
Number of students by age										
All students total	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
18–24 year olds	'000	98.4	132.7	72.2	37.2	24.3	8.9	6.6	5.2	385.5
20–64 year olds	'000	201.6	310.0	153.7	90.2	68.5	23.2	12.9	17.2	877.5
15–64 year olds	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Aboriginal and Torres Strait Islander students total	'000	27.8	6.0	14.2	11.8	4.0	1.5	0.6	8.4	74.2
18–24 year olds	'000	9.4	2.4	4.9	3.3	1.3	0.6	0.3	2.1	24.2
20–64 year olds	'000	17.0	4.3	8.7	8.2	2.9	1.1	0.4	6.6	49.1
15–64 year olds	'000	27.4	5.9	13.9	11.6	3.9	1.5	0.6	8.2	73.0
Non-Indigenous students total	'000	295.8	381.8	190.6	107.5	80.7	26.9	15.1	12.9	1 111.3
18–24 year olds	'000	88.4	128.8	62.6	31.8	22.7	8.3	6.0	3.1	351.6
20–64 year olds	'000	181.4	303.4	131.0	75.9	64.3	21.9	12.0	10.3	800.1
15–64 year olds	'000	291.0	370.6	188.2	106.5	78.8	26.5	15.0	12.6	1 089.3
Participation rate by age (c)										
All students total	%	4.3	6.6	4.7	4.9	5.1	5.5	4.2	8.9	5.1
18–24 year olds	%	13.8	23.0	15.5	15.1	15.4	19.7	16.2	20.6	17.0
20–64 year olds	%	4.5	8.6	5.4	5.7	6.9	7.9	5.3	10.9	6.2
15–64 year olds	%	6.5	9.6	7.0	7.2	7.6	8.6	6.1	12.2	7.6
Aboriginal and Torres Strait Islander students total	%	12.3	11.4	6.8	12.3	9.9	5.5	8.3	11.5	10.2
18–24 year olds	%	29.6	31.8	16.9	24.8	22.3	16.6	21.2	21.5	23.8
20–64 year olds	%	15.0	16.1	8.3	15.9	13.5	8.1	9.8	16.0	13.1
15–64 year olds	%	19.9	18.2	11.1	19.0	15.4	8.9	12.2	16.9	16.1
Non-Indigenous students total	%	4.0	6.5	4.2	4.3	4.9	5.5	3.9	7.6	4.8

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	%	12.9	22.6	14.4	13.7	14.9	19.8	15.2	19.8	16.2
20–64 year olds	%	4.1	8.5	4.8	4.9	6.6	7.8	4.9	8.8	5.8
15–64 year olds	%	6.0	9.4	6.2	6.3	7.3	8.5	5.7	10.1	7.1
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	176.9	108.8	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

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	%	16.7	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
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	243.8	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

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	%	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
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	85.8	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)

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	%	6.4	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
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	1 480.4
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	0.3	2.3	24.1
20–64 year olds	'000	17.0	3.9	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	9.5	6.6	3.0	410.2

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	'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
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	74.8
18–24 year olds	'000	8.0	1.8	4.5	3.3	1.5	0.5	0.2	2.1	21.8
20–64 year olds	'000	16.1	3.3	9.6	7.8	3.3	0.8	0.4	6.6	47.8

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	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	9.7	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
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

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	'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	27.7	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)										
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

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	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	250.7	203.1	109.5	55.7	56.7	21.6	14.2	7.5	718.9
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

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>
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	134.1	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	21.5	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	17.9
20–64 year olds	'000	13.3	2.6	8.5	6.3	2.7	0.8	0.3	7.4	42.0
15–64 year olds	'000	21.3	3.9	12.7	9.1	4.0	1.1	0.4	9.9	62.3
Non-Indigenous students total	'000	395.5	277.7	171.8	88.5	80.4	28.4	19.7	11.1	1 073.1
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

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	%	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	16.0	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	12.8	2.5	7.9	6.4	2.9	0.7	0.3	7.0	40.5
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	52.5	49.7	20.5	14.5	7.3	692.3
15–64 year olds	'000	374.7	254.9	168.1	80.1	72.2	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

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	%	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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.

Source: NCVET unpublished, *National VET provider collection*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; 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.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>
2015										
Number of students										
Male students	'000	163.8	202.0	130.1	70.4	42.4	14.7	8.0	11.2	642.6
Female students	'000	158.9	176.9	89.7	55.9	41.8	13.6	8.3	9.9	555.0
All 15–64 year old students (c)	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Participation rate (d)										
Male students	%	6.6	10.3	8.3	7.9	7.7	9.0	5.9	12.2	8.2
Female students	%	6.3	8.9	5.7	6.5	7.6	8.3	6.1	12.2	7.1
All 15–64 year old students	%	6.5	9.6	7.0	7.2	7.6	8.6	6.1	12.2	7.6
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

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>
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	64.0	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.

Source: NCVET unpublished, *National VET provider collection*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; 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>
2015										
Number of students										
Major cities	'000	196.5	272.2	127.4	84.1	56.7	..	13.9	..	750.6
Inner regional	'000	92.6	95.2	50.6	15.1	10.1	18.1	–	..	281.7
Outer regional	'000	36.0	17.3	35.2	13.9	13.5	9.5	..	10.9	136.3
Remote and very remote	'000	4.7	0.3	9.7	13.7	4.5	1.1	..	8.6	42.6
Interstate	'000	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	13.5
Total	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
Participation rate										
Major cities	%	3.5	5.9	4.3	4.2	4.5	..	3.6	..	4.5
Inner regional	%	6.4	8.6	5.2	6.3	5.5	5.3	0.7	..	6.5
Outer regional	%	8.0	7.1	5.1	7.4	6.7	5.7	..	7.6	6.5
Remote and very remote	%	12.1	7.1	7.0	8.2	7.4	10.7	..	8.4	8.1
All students	%	4.3	6.6	4.7	4.9	5.1	5.5	4.2	8.9	5.1
2014										
Number of students										
Major cities	'000	249.6	319.0	122.8	86.8	69.3	..	16.2	..	863.8
Inner regional	'000	109.3	112.5	45.5	15.4	11.1	21.4	–	..	315.2
Outer regional	'000	43.7	21.6	31.4	14.5	13.1	11.3	..	10.1	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

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	%	4.5	7.1	4.2	4.4	5.6	..	4.2	..	5.2
Inner regional	%	7.6	10.2	4.8	6.5	6.0	6.3	2.1	..	7.4
Outer regional	%	9.8	8.8	4.5	7.7	6.5	6.8	..	7.2	7.0
Remote and very remote	%	14.4	8.3	6.4	8.5	6.3	14.1	..	9.8	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	256.0	342.9	110.0	94.6	101.5	..	18.3	..	923.3
Inner regional	'000	111.1	121.7	45.8	16.5	18.3	19.2	0.1	..	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
Participation rate										
Major cities	%	4.7	7.8	3.8	4.9	8.3	..	4.8	..	5.7
Inner regional	%	7.8	11.1	4.8	7.2	10.1	5.7	6.9	..	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	269.2	339.0	129.2	98.5	84.4	..	20.1	..	940.4
Inner regional	'000	121.0	123.9	57.8	16.6	16.5	20.1	0.1	..	356.0

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	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	..	5.4	..	5.9
Inner regional	%	8.6	11.5	6.3	7.6	9.2	6.0	10.1	..	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	277.2	293.7	135.5	98.8	57.6	..	20.1	..	882.9
Inner regional	'000	121.2	111.8	60.8	16.3	11.8	19.8	0.1	..	341.7
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	1 480.4
Participation rate										
Major cities	%	5.2	7.0	4.9	5.5	4.8	..	5.5	..	5.6
Inner regional	%	8.6	10.4	6.7	7.7	6.6	5.9	12.6	..	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

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	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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.

Source: NCVET unpublished, *National VET provider collection*; ABS 2016, *Regional Population Growth, Australia, 2015*, Cat. no. 3218.0; 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>
2015									
Proportion of VET students									
Reported as having disability	9.5	10.0	5.5	5.7	11.1	10.2	10.7	5.8	8.6
Reported as not having disability	76.1	88.6	73.8	85.3	88.9	87.0	88.6	89.5	82.2
Disability status not reported	14.5	1.3	20.7	9.1	–	2.7	0.8	4.6	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	11.1	10.2	7.0	6.2	11.1	10.5	10.8	6.1	9.5
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

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>
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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>
2015									
Proportion of VET students									
Speaking a language other than English (LOTE) at home	16.2	28.7	7.1	16.7	16.2	5.5	17.9	31.6	18.6
Speaking English at home	76.4	70.0	82.1	73.1	78.7	92.5	73.0	63.7	75.3
Language spoken at home not reported	7.4	1.3	10.8	10.2	5.0	2.0	9.1	4.6	6.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	17.5	29.1	8.0	18.6	17.1	5.6	19.7	33.2	19.8
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
2014									
Proportion of VET students									
Speaking a 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
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

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>
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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	1 480.4
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	7.9	5.7	6.2	6.2	6.2	6.5	9.5	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
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

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>
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.86.

(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 2015, *Australian Demographic Statistics, June 2015*, 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>
2015									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	8.5	1.5	6.3	9.2	4.7	5.1	3.5	38.7	6.1
Reported as non-Indigenous	89.9	97.6	85.3	84.2	93.5	93.8	91.6	59.6	90.7
Indigenous status not reported	1.6	0.9	8.4	6.6	1.9	1.1	4.9	1.7	3.2
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)	8.6	1.5	6.9	9.9	4.8	5.1	3.7	39.4	6.3
Proportion of total population reported as Aboriginal and Torres Strait Islander (d)	3.0	0.9	4.4	3.7	2.4	5.1	1.8	30.0	3.1
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
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

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>
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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; 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>
2015										
Number of students by age										
All students total	'000	188.9	298.1	190.6	90.2	54.1	19.3	15.0	11.6	867.7
18–24 year olds	'000	73.9	112.2	65.6	30.8	17.7	6.7	6.1	3.3	316.4
20–64 year olds	'000	132.6	242.3	142.1	69.8	45.6	15.8	12.1	9.9	670.2
15–64 year olds	'000	187.9	295.3	188.7	89.8	53.8	19.2	14.9	11.5	861.1
Aboriginal and Torres Strait Islander students total	'000	15.2	3.8	10.3	4.3	1.5	0.9	0.5	2.8	39.2
18–24 year olds	'000	6.0	1.7	4.0	1.5	0.5	0.4	0.2	0.8	15.2
20–64 year olds	'000	10.8	2.9	7.1	3.4	1.2	0.7	0.3	2.4	28.9
15–64 year olds	'000	15.1	3.8	10.2	4.2	1.5	0.9	0.5	2.8	39.0
Non-Indigenous students total	'000	171.9	291.9	164.9	80.0	51.7	18.2	13.8	8.7	801.0
18–24 year olds	'000	67.6	109.2	57.6	27.6	16.9	6.3	5.6	2.5	293.3
20–64 year olds	'000	120.4	237.9	122.3	61.7	43.6	15.0	11.2	7.4	619.4
15–64 year olds	'000	171.1	289.1	163.3	79.6	51.4	18.1	13.7	8.7	794.9
Participation rate by age (d)										
All students total	%	2.5	5.0	4.0	3.5	3.2	3.7	3.8	4.7	3.6
18–24 year olds	%	10.3	19.5	14.1	12.5	11.2	14.9	15.0	13.2	13.9
20–64 year olds	%	2.9	6.7	5.0	4.4	4.6	5.4	4.9	6.3	4.7
15–64 year olds	%	3.8	7.5	6.0	5.1	4.9	5.9	5.5	6.6	5.5
Aboriginal and Torres Strait Islander students total	%	6.7	7.3	4.9	4.4	3.7	3.5	6.7	3.8	5.4
18–24 year olds	%	19.0	22.7	13.7	11.6	9.0	11.8	18.4	8.5	15.0
20–64 year olds	%	9.5	10.9	6.9	6.7	5.7	5.3	8.6	5.8	7.7
15–64 year olds	%	10.9	11.7	8.1	6.9	5.9	5.7	9.8	5.8	8.6

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>
Non-Indigenous students total	%	2.3	5.0	3.6	3.2	3.1	3.7	3.6	5.1	3.5
18–24 year olds	%	9.9	19.2	13.2	11.9	11.2	15.0	14.1	16.0	13.5
20–64 year olds	%	2.7	6.7	4.5	4.0	4.5	5.3	4.6	6.4	4.5
15–64 year olds	%	3.5	7.4	5.4	4.7	4.8	5.8	5.2	6.9	5.2
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

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>
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
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

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>
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
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

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>
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
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

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>
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)										
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

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>
(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 :	NCVER unpublished, <i>National VET provider collection</i> ; ABS 2015, <i>Australian Demographic Statistics, June 2015</i> , Cat. no. 3101.0; 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.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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Number of students by age										
All students total	'000	25.8	61.8	19.8	13.8	15.3	2.6	3.2	1.2	143.4
18–24 year olds	'000	8.2	23.5	7.3	4.9	3.9	0.4	1.1	0.2	49.5
20–64 year olds	'000	22.7	52.2	15.2	11.3	14.2	2.5	2.9	1.2	122.1
15–64 year olds	'000	25.7	61.6	19.7	13.8	15.3	2.5	3.1	1.2	142.9
Aboriginal and Torres Strait Islander students total	'000	2.2	0.6	0.9	0.3	0.3	0.1	0.1	0.2	4.7
18–24 year olds	'000	0.6	0.2	0.3	0.1	0.1	–	–	–	1.4
20–64 year olds	'000	2.0	0.5	0.7	0.3	0.2	0.1	0.1	0.2	4.1
15–64 year olds	'000	2.2	0.6	0.9	0.3	0.3	0.1	0.1	0.2	4.7
Non-Indigenous students total	'000	23.3	60.6	17.1	12.6	14.9	2.4	2.9	1.0	134.7
18–24 year olds	'000	7.6	22.9	6.4	4.6	3.8	0.4	1.0	0.2	46.8
20–64 year olds	'000	20.4	51.3	13.1	10.2	13.7	2.3	2.7	0.9	114.7
15–64 year olds	'000	23.2	60.3	17.1	12.5	14.8	2.4	2.9	1.0	134.2
Participation rate by age (d)										
All students total	%	0.3	1.0	0.4	0.5	0.9	0.5	0.8	0.5	0.6
18–24 year olds	%	1.2	4.1	1.6	2.0	2.5	1.0	2.6	0.7	2.2
20–64 year olds	%	0.5	1.4	0.5	0.7	1.4	0.8	1.2	0.7	0.9
15–64 year olds	%	0.5	1.6	0.6	0.8	1.4	0.8	1.2	0.7	0.9
Aboriginal and Torres Strait Islander students total	%	1.0	1.1	0.4	0.4	0.6	0.4	1.3	0.3	0.6
18–24 year olds	%	1.8	3.1	1.1	0.8	1.4	0.9	2.7	0.2	1.4
20–64 year olds	%	1.8	2.0	0.6	0.6	1.1	0.8	2.1	0.5	1.1
15–64 year olds	%	1.6	1.8	0.7	0.6	1.0	0.7	2.0	0.5	1.0

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students total	%	0.3	1.0	0.4	0.5	0.9	0.5	0.8	0.6	0.6
18–24 year olds	%	1.1	4.0	1.5	2.0	2.5	1.0	2.4	1.0	2.2
20–64 year olds	%	0.5	1.4	0.5	0.7	1.4	0.8	1.1	0.8	0.8
15–64 year olds	%	0.5	1.5	0.6	0.7	1.4	0.8	1.1	0.8	0.9
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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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	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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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)										
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; ABS 2013, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13.

Achieved main reason for training

TABLE 5A.21

Table 5A.21 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (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>
2015									
Helped achieve main reason	67.1 ± 1.1	60.8 ± 2.4	62.1 ± 2.2	69.8 ± 1.3	64.1 ± 2.1	68.8 ± 2.1	68.6 ± 3.2	79.2 ± 3.0	64.5 ± 0.9
Partly helped achieve main reason	15.2 ± 0.9	16.2 ± 1.9	14.6 ± 1.7	14.3 ± 1.0	16.2 ± 1.6	14.4 ± 1.6	15.2 ± 2.6	10.6 ± 2.4	15.3 ± 0.7
Did not help achieve main reason	7.3 ± 0.6	12.7 ± 1.7	14.0 ± 1.7	7.2 ± 0.8	9.3 ± 1.3	7.4 ± 1.2	7.0 ± 1.7	4.9 ± 1.5	10.3 ± 0.7
Did not know yet	10.4 ± 0.7	10.3 ± 1.5	9.3 ± 1.4	8.8 ± 0.8	10.3 ± 1.3	9.5 ± 1.3	9.1 ± 2.0	5.4 ± 1.5	9.9 ± 0.6
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

TABLE 5A.21

Table 5A.21 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (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>
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(b) Data in italics have relative standard errors greater than equal to or 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.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.22

Table 5A.22 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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>
2015									
Helped achieve main reason	72.9 ± 4.8	87.5 ± 7.7	52.3 ±10.6	65.1 ± 7.8	70.8 ±15.3	71.0 ± 8.3	72.8 ±14.6	77.4 ± 8.4	67.8 ± 4.3
Partly helped achieve main reason	13.5 ± 4.0	5.5 ± 4.1	11.7 ± 6.2	16.7 ± 5.9	np	16.6 ± 7.0	21.1 ±14.2	9.8 ± 6.2	12.3 ± 2.6
Did not help achieve main reason	6.2 ± 2.7	2.5 ± 2.4	23.3 ±10.1	11.2 ± 5.5	np	7.3 ± 4.7	np	np	11.2 ± 3.4
Did not know yet	7.4 ± 2.3	4.5 ± 4.2	12.7 ± 7.5	7.0 ± 4.5	13.0 ±11.5	5.1 ± 3.8	np	6.1 ± 4.8	8.7 ± 2.6
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

TABLE 5A.22

Table 5A.22 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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>
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (b) Aboriginal and Torres Strait Islander students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) 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. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.23

Table 5A.23 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (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>
2015									
Helped achieve main reason	66.6 ± 1.2	60.5 ± 2.5	63.5 ± 2.3	69.8 ± 1.4	64.2 ± 2.2	68.4 ± 2.2	69.0 ± 3.3	79.0 ± 3.3	64.4 ± 1.0
Partly helped achieve main reason	15.4 ± 0.9	16.4 ± 2.0	14.5 ± 1.8	14.3 ± 1.0	16.3 ± 1.7	14.3 ± 1.7	14.4 ± 2.6	11.1 ± 2.7	15.5 ± 0.8
Did not help achieve main reason	7.4 ± 0.7	13.0 ± 1.8	12.9 ± 1.7	7.0 ± 0.8	9.1 ± 1.3	7.5 ± 1.2	7.3 ± 1.8	4.6 ± 1.7	10.2 ± 0.7
Did not know yet	10.6 ± 0.8	10.1 ± 1.5	9.0 ± 1.4	8.8 ± 0.8	10.4 ± 1.3	9.8 ± 1.4	9.4 ± 2.1	5.3 ± 1.6	9.9 ± 0.6
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

TABLE 5A.23

Table 5A.23 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (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>
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.24

Table 5A.24 **Whether course helped graduates achieve their main reason for undertaking training, by remoteness area (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>
Major Cities									
2015									
Helped achieve main reason	64.4 ± 1.5	58.3 ± 3.0	60.0 ± 3.0	67.4 ± 1.7	59.9 ± 2.7	np	67.4 ± 3.4	np	61.6 ± 1.2
Partly helped achieve main reason	16.5 ± 1.1	16.8 ± 2.3	16.4 ± 2.3	15.2 ± 1.3	17.7 ± 2.2	np	15.7 ± 2.7	np	16.6 ± 0.9
Did not help achieve main reason	8.2 ± 0.9	13.9 ± 2.1	13.8 ± 2.3	8.1 ± 1.0	11.0 ± 1.8	np	7.4 ± 1.9	np	11.2 ± 0.8
Did not know yet	10.9 ± 0.9	11.0 ± 1.8	9.7 ± 1.8	9.3 ± 1.0	11.4 ± 1.7	np	9.5 ± 2.1	–	10.6 ± 0.7
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
Inner Regional									
2015									
Helped achieve main reason	71.8 ± 2.0	65.2 ± 4.9	64.2 ± 4.6	73.1 ± 3.4	67.5 ± 6.6	67.4 ± 2.7	75.3 ±10.2	83.8 ±27.6	67.9 ± 2.0
Partly helped achieve main reason	12.9 ± 1.4	14.8 ± 3.7	12.3 ± 2.9	13.1 ± 2.5	15.5 ± 4.9	14.4 ± 2.0	13.7 ± 8.6	–	13.6 ± 1.4
Did not help achieve main reason	5.6 ± 1.0	10.8 ± 3.6	16.0 ± 4.0	5.4 ± 1.7	6.6 ± 3.5	8.0 ± 1.6	np	–	9.4 ± 1.4
Did not know yet	9.7 ± 1.3	9.2 ± 2.7	7.5 ± 2.5	8.4 ± 2.1	10.4 ± 4.3	10.2 ± 1.7	6.7 ± 5.7	np	9.1 ± 1.1
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
Outer Regional									
2015									
Helped achieve main reason	73.2 ± 3.8	73.5 ± 8.5	65.0 ± 6.1	76.5 ± 3.2	72.1 ± 5.7	70.4 ± 3.6	92.9 ±10.5	76.8 ± 3.9	71.4 ± 2.4

TABLE 5A.24

Table 5A.24 **Whether course helped graduates achieve their main reason for undertaking training, by remoteness area (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>
Partly helped achieve main reason	12.6 ± 3.1	14.0 ± 7.0	12.0 ± 3.9	11.7 ± 2.3	13.3 ± 4.8	15.0 ± 2.8	np	12.4 ± 3.2	12.8 ± 1.7
Did not help achieve main reason	5.0 ± 2.2	5.9 ± 4.9	13.0 ± 4.7	4.6 ± 1.8	6.8 ± 2.6	6.0 ± 1.7	–	5.6 ± 2.1	7.5 ± 1.6
Did not know yet	9.1 ± 2.1	6.6 ± 3.6	10.0 ± 4.0	7.2 ± 1.8	7.8 ± 3.0	8.6 ± 2.1	np	5.2 ± 1.9	8.3 ± 1.4
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
Remote and Very Remote									
2015									
Helped achieve main reason	78.2 ± 8.4	91.5 ± 15.7	73.2 ± 10.2	79.0 ± 4.1	88.2 ± 8.2	79.2 ± 9.2	na	87.5 ± 3.5	79.6 ± 3.5
Partly helped achieve main reason	12.2 ± 5.9	–	7.7 ± 4.4	10.2 ± 3.0	5.8 ± 6.7	10.3 ± 6.5	na	4.9 ± 2.3	8.4 ± 1.9
Did not help achieve main reason	np	np	5.8 ± 5.0	3.9 ± 1.8	np	np	na	np	4.1 ± 1.6
Did not know yet	7.0 ± 5.8	–	13.2 ± 8.7	6.9 ± 2.6	5.1 ± 5.0	np	na	4.1 ± 2.3	7.9 ± 2.8
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

TABLE 5A.24

Table 5A.24 **Whether course helped graduates achieve their main reason for undertaking training, by remoteness area (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).
- (f) For this table, jurisdiction is determined by the location of the RTO, and remoteness area is based on the usual residence of the student. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no very remote areas in Victoria; and, no remote or very remote areas in the ACT. Data for these areas are for students studying with a RTO at one location, but the student's normal residence is located in a different remoteness area (elsewhere in Australia), as indicated.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.25

Table 5A.25 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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>
2015									
Helped achieve main reason	53.0 ± 3.7	49.4 ± 8.2	46.8 ± 7.5	61.2 ± 5.2	51.3 ± 7.2	58.3 ± 7.0	47.9 ± 11.5	64.3 ± 13.6	51.4 ± 3.0
Partly helped achieve main reason	18.1 ± 2.7	19.7 ± 6.7	19.2 ± 6.1	14.8 ± 3.7	20.9 ± 6.0	22.5 ± 5.9	23.0 ± 10.2	15.9 ± 11.3	18.9 ± 2.4
Did not help achieve main reason	12.4 ± 2.7	18.1 ± 7.2	20.4 ± 6.3	11.3 ± 3.5	12.0 ± 4.6	10.6 ± 4.6	13.6 ± 8.3	8.2 ± 7.1	15.3 ± 2.5
Did not know yet	16.5 ± 2.5	12.8 ± 5.2	13.6 ± 5.5	12.7 ± 3.5	15.8 ± 5.2	8.7 ± 3.8	15.5 ± 7.6	11.6 ± 8.8	14.4 ± 2.0
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

TABLE 5A.25

Table 5A.25 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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>
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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) 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. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.26

Table 5A.26 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Helped achieve main reason	61.1 ± 2.4	51.6 ± 4.8	59.9 ± 5.9	66.2 ± 2.9	57.3 ± 4.9	59.1 ± 8.5	60.8 ± 7.2	76.9 ± 5.3	57.6 ± 2.2
Partly helped achieve main reason	17.2 ± 1.9	21.7 ± 4.2	12.8 ± 4.2	16.3 ± 2.2	19.5 ± 4.0	18.0 ± 6.3	17.6 ± 5.8	8.4 ± 3.3	18.5 ± 1.8
Did not help achieve main reason	9.2 ± 1.4	15.3 ± 3.5	13.3 ± 3.9	9.3 ± 1.8	12.1 ± 3.3	10.0 ± 5.9	11.1 ± 4.6	8.0 ± 3.0	12.2 ± 1.5
Did not know yet	12.4 ± 1.6	11.4 ± 2.8	14.0 ± 4.4	8.3 ± 1.7	11.2 ± 3.0	13.0 ± 5.7	10.5 ± 4.6	6.8 ± 3.2	11.7 ± 1.3
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

TABLE 5A.26

Table 5A.26 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (per cent) (a), (b), (c), (d)**

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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

Student satisfaction with quality of training

TABLE 5A.27

Table 5A.27 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2015									
All graduates	88.9 ± 0.8	84.1 ± 1.8	86.3 ± 1.7	87.8 ± 1.0	88.5 ± 1.4	88.8 ± 1.5	84.9 ± 2.5	87.0 ± 2.7	86.8 ± 0.7
Graduates who were seeking:									
Employment related outcomes	88.9 ± 0.9	83.3 ± 2.1	85.6 ± 1.9	87.5 ± 1.1	88.5 ± 1.5	88.5 ± 1.6	84.5 ± 2.7	86.8 ± 2.8	86.4 ± 0.8
Further study outcomes	90.1 ± 3.2	85.9 ± 6.8	94.1 ± 3.6	90.7 ± 3.5	88.9 ± 8.3	83.6 ± 9.3	85.9 ± 14.1	83.9 ± 27.3	89.2 ± 2.5
Personal development outcomes	88.5 ± 2.2	88.2 ± 4.0	88.9 ± 4.8	88.3 ± 2.8	87.3 ± 4.8	90.6 ± 3.8	86.3 ± 7.4	88.2 ± 8.4	88.4 ± 1.6
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

TABLE 5A.27

Table 5A.27 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
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
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

TABLE 5A.27

Table 5A.27 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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>
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.28

Table 5A.28 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2015									
All graduates	91.0 ± 3.0	93.6 ± 4.6	88.4 ± 7.0	91.0 ± 4.7	93.3 ± 9.3	90.7 ± 5.4	85.8 ±10.7	88.1 ± 7.3	90.4 ± 2.5
Graduates who were seeking:									
Employment related outcomes	91.1 ± 3.5	93.5 ± 5.0	87.5 ± 7.7	92.0 ± 4.8	94.3 ±10.7	90.3 ± 6.4	83.9 ±11.9	91.8 ± 5.9	90.3 ± 2.9
Further study outcomes	84.9 ±15.1	np	100.0	90.4 ±18.2	np	np	np	np	84.0 ±10.9
Personal development outcomes	91.5 ± 5.8	100.0	97.0 ± 4.3	80.7 ±21.1	89.1 ±20.4	92.9 ±10.2	np	76.3 ±25.2	91.8 ± 4.0
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

TABLE 5A.28

Table 5A.28 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (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									
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
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

TABLE 5A.28

Table 5A.28 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(b) Aboriginal and Torres Strait Islander students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.

(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) 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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.29

Table 5A.29 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2015									
All graduates	89.0 ± 0.8	84.2 ± 1.9	86.3 ± 1.7	87.8 ± 1.0	88.5 ± 1.5	88.7 ± 1.5	84.8 ± 2.6	86.8 ± 2.9	86.8 ± 0.7
Graduates who were seeking:									
Employment related outcomes	89.0 ± 1.0	83.2 ± 2.1	85.7 ± 1.9	87.5 ± 1.1	88.4 ± 1.6	88.3 ± 1.7	84.4 ± 2.8	86.0 ± 3.2	86.3 ± 0.8
Further study outcomes	90.1 ± 3.3	85.6 ± 7.1	94.2 ± 3.7	91.2 ± 3.6	90.5 ± 7.8	84.4 ± 9.3	85.1 ±14.9	100.0	89.3 ± 2.6
Personal development outcomes	88.7 ± 2.4	90.1 ± 3.5	88.0 ± 5.3	88.3 ± 2.9	87.8 ± 4.9	90.8 ± 4.0	86.1 ± 7.9	91.6 ± 6.7	88.9 ± 1.6
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

TABLE 5A.29

Table 5A.29 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
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
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

TABLE 5A.29

Table 5A.29 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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>
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
Major cities									
2015									
All graduates	88.3 ± 1.0	83.4 ± 2.3	86.1 ± 2.2	86.7 ± 1.2	88.3 ± 1.8	90.2 ±18.7	84.4 ± 2.6	63.2 ±35.3	86.1 ± 0.9
Graduates who were seeking:									
Employment related outcomes	88.7 ± 1.2	82.5 ± 2.6	85.3 ± 2.5	86.4 ± 1.4	88.3 ± 1.9	np	83.9 ± 2.9	np	85.7 ± 1.0
Further study outcomes	89.1 ± 4.0	84.2 ± 8.2	93.7 ± 4.4	91.0 ± 4.0	89.5 ±10.1	na	84.7 ±15.3	na	88.3 ± 3.1
Personal development outcomes	86.5 ± 3.1	88.5 ± 5.0	88.0 ± 6.9	86.8 ± 3.5	86.6 ± 6.1	np	86.0 ± 7.6	np	87.4 ± 2.2
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
Inner regional areas									
2015									
All graduates	89.8 ± 1.4	84.8 ± 3.6	84.6 ± 3.6	90.6 ± 2.2	88.9 ± 4.5	87.7 ± 2.0	88.0 ± 8.5	95.0 ± 9.7	87.1 ± 1.4
Graduates who were seeking:									
Employment related outcomes	89.4 ± 1.6	83.9 ± 4.1	84.4 ± 3.9	89.5 ± 2.5	88.4 ± 4.9	87.8 ± 2.2	86.9 ± 9.2	92.0 ±15.9	86.5 ± 1.6
Further study outcomes	92.2 ± 5.0	95.9 ± 3.8	95.4 ± 6.7	93.2 ± 7.8	85.5 ±25.7	83.7 ±10.8	np	np	93.0 ± 3.0
Personal development outcomes	91.8 ± 3.4	88.6 ± 7.7	85.5 ±10.0	98.7 ± 1.9	94.4 ±10.7	86.8 ± 5.6	np	np	89.8 ± 3.2
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

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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
Outer regional areas									
2015									
All graduates	90.1 ± 2.9	89.9 ± 4.0	88.4 ± 3.9	90.0 ± 2.4	88.1 ± 4.4	90.8 ± 2.2	97.4 ± 5.3	88.0 ± 3.1	89.3 ± 1.5
Graduates who were seeking:									
Employment related outcomes	89.4 ± 3.4	91.5 ± 4.4	87.1 ± 4.5	90.5 ± 2.5	87.2 ± 5.0	89.7 ± 2.6	97.2 ± 5.7	87.8 ± 3.2	88.9 ± 1.7
Further study outcomes	94.6 ± 6.1	73.5 ±20.0	97.6 ± 4.6	83.3 ±12.5	91.3 ±16.7	82.7 ±18.9	np	76.2 ±37.1	90.4 ± 4.5
Personal development outcomes	93.9 ± 3.9	81.0 ±11.9	96.8 ± 2.6	86.9 ± 8.7	91.8 ± 9.3	97.1 ± 2.9	na	93.1 ± 6.8	91.9 ± 2.5
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
Remote and very remote									
2015									
All graduates	90.9 ± 8.5	88.2 ±16.6	90.0 ± 6.0	90.1 ± 3.2	93.4 ± 7.0	89.6 ± 7.2	na	84.8 ± 5.6	89.8 ± 2.5
Graduates who were seeking:									
Employment related outcomes	88.4 ±10.6	85.6 ±20.0	91.9 ± 5.4	89.8 ± 3.5	94.8 ± 6.7	88.9 ± 8.1	na	85.8 ± 5.8	90.3 ± 2.5
Further study outcomes	100.0	np	np	92.0 ±15.2	np	np	na	np	93.7 ± 8.6
Personal development outcomes	100.0	np	94.2 ± 7.5	90.6 ± 8.4	74.8 ±41.8	100.0	na	78.7 ±18.5	90.4 ± 5.9
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

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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
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

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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
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

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).
- (f) For this table, jurisdiction is determined by the location of the RTO and remoteness area is based on the usual residence of the student. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no very remote areas in Victoria; and, no remote or very remote areas in the ACT. Data for these areas are for students studying with a RTO at one location, but the student's normal residence is located in a different remoteness area (elsewhere in Australia), as indicated.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.31

Table 5A.31 **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>NSW</i>	<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									
All graduates	85.7 ± 2.8	85.5 ± 6.3	87.5 ± 4.8	84.9 ± 3.7	86.9 ± 4.6	89.2 ± 4.5	80.7 ± 9.6	66.5 ±13.8	85.9 ± 2.2
Graduates who were seeking:									
Employment related outcomes	85.8 ± 3.5	85.5 ± 7.4	86.7 ± 5.5	86.6 ± 4.1	86.1 ± 5.1	85.2 ± 6.7	83.4 ±10.4	67.2 ±15.2	85.8 ± 2.7
Further study outcomes	85.7 ± 9.9	94.5 ± 5.6	94.7 ±10.2	74.3 ±16.9	92.9 ±14.2	72.7 ±26.9	np	np	88.2 ± 5.7
Personal development outcomes	88.3 ± 4.6	80.5 ±13.7	86.6 ±13.8	82.3 ± 9.0	88.6 ±15.9	98.3 ± 3.3	54.2 ±32.0	73.4 ±33.4	86.1 ± 4.3
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

TABLE 5A.31

Table 5A.31 **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>NSW</i>	<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									
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
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

TABLE 5A.31

Table 5A.31 **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>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(c) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) 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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.32

Table 5A.32 **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>NSW</i>	<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									
All graduates	89.7 ± 1.5	83.2 ± 3.6	90.9 ± 3.1	89.5 ± 1.9	88.3 ± 3.3	88.0 ± 5.9	85.0 ± 5.5	92.4 ± 3.4	87.1 ± 1.5
Graduates who were seeking:									
Employment related outcomes	90.4 ± 1.7	83.0 ± 4.1	89.1 ± 3.9	90.1 ± 2.2	87.8 ± 3.7	85.9 ± 8.0	84.8 ± 5.8	91.5 ± 3.9	86.9 ± 1.8
Further study outcomes	92.2 ± 4.4	82.6 ±13.0	94.3 ±10.8	91.2 ± 5.7	97.3 ± 3.9	86.2 ±18.2	79.4 ±25.6	100.0	89.6 ± 4.3
Personal development outcomes	85.0 ± 4.8	83.2 ± 9.5	97.8 ± 1.9	85.6 ± 5.7	86.7 ± 9.3	94.6 ± 7.4	87.6 ±16.1	95.6 ± 8.5	86.5 ± 3.6
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

TABLE 5A.32

Table 5A.32 **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>NSW</i>	<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									
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
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

TABLE 5A.32

Table 5A.32 **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>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

Employer engagement with VET

TABLE 5A.33

Table 5A.33 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Engagement with:									
Apprenticeships/traineeships (d)	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 (e)	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 (f)	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									
Engagement with:									
Apprenticeships/traineeships (d)	26.8 ± 2.7	26.7 ± 3.2	27.2 ± 3.0	27.8 ± 3.4	25.7 ± 3.8	29.5 ± 3.7	23.6 ± 3.5	30.9 ± 4.0	26.9 ± 1.4
Nationally recognised training (e)	20.6 ± 2.4	18.1 ± 2.8	18.2 ± 2.5	22.8 ± 3.3	22.0 ± 3.4	23.6 ± 3.7	28.0 ± 4.0	31.2 ± 4.2	20.0 ± 1.3
Formal vocational qualifications as a job requirement (f)	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6
2011									
Engagement with:									
Apprenticeships/traineeships (d)	28.7 ± 2.5	30.3 ± 2.9	33.7 ± 4.1	28.8 ± 3.9	28.6 ± 4.4	44.8 ± 4.7	25.3 ± 4.0	33.5 ± 4.9	30.4 ± 1.5
Nationally recognised training (e)	22.3 ± 2.3	24.6 ± 2.9	23.4 ± 3.5	25.7 ± 4.0	22.0 ± 3.8	30.6 ± 5.3	29.2 ± 4.4	33.5 ± 5.4	23.7 ± 1.4
Formal vocational qualifications as a job requirement (f)	39.5 ± 2.8	34.0 ± 3.1	35.5 ± 3.9	36.5 ± 4.4	32.2 ± 4.5	34.9 ± 5.4	33.9 ± 4.7	35.8 ± 5.2	36.4 ± 1.6
2009									
Engagement with:									
Apprenticeships/traineeships (d)	29.2 ± 3.9	33.3 ± 4.4	36.0 ± 4.4	30.4 ± 4.5	31.4 ± 6.0	34.0 ± 4.5	27.1 ± 4.3	36.2 ± 5.8	32.0 ± 2.0
Nationally recognised training (e)	27.8 ± 4.1	27.9 ± 4.4	25.2 ± 4.0	27.4 ± 4.8	25.7 ± 4.4	28.4 ± 4.5	27.7 ± 4.4	34.7 ± 5.6	27.2 ± 2.0
Formal vocational qualifications as a job requirement (f)	37.8 ± 4.4	36.6 ± 4.6	32.1 ± 4.4	36.4 ± 5.2	31.2 ± 5.9	31.5 ± 4.7	36.9 ± 4.9	42.2 ± 6.4	35.7 ± 2.2

TABLE 5A.33

Table 5A.33 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
Engagement with:									
Apprenticeships/traineeships (d)	29.1 ± 4.3	31.8 ± 5.3	31.8 ± 5.5	27.4 ± 4.5	27.9 ± 5.1	37.8 ± 5.2	32.1 ± 5.1	34.6 ± 4.9	30.3 ± 2.3
Nationally recognised training (e)	25.5 ± 4.3	20.4 ± 4.8	21.0 ± 4.7	24.8 ± 3.8	23.7 ± 4.6	26.6 ± 4.6	27.8 ± 4.7	32.0 ± 5.0	23.3 ± 2.2
Formal vocational qualifications as a job requirement (f)	39.6 ± 4.8	34.7 ± 5.7	28.9 ± 5.3	35.0 ± 4.8	29.1 ± 5.0	32.7 ± 5.0	31.7 ± 5.1	34.7 ± 5.3	34.8 ± 2.5

(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) Data that are 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) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.

(e) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.

(f) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: NCVER unpublished, *Survey of Employer Use and Views of the VET System*.

Employer satisfaction

with VET

TABLE 5A.34

Table 5A.34 **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.34

Table 5A.34 **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.34

Table 5A.34 **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.

np Not published.

Source: NCVET unpublished, *Survey of Employer Use and Views of the VET System*.

Qualification completion rate

Table 5A.35 **Estimated completion rates and subject load pass rates for qualifications at certificate I and above, commencing 2010–14 (per cent) (a), (b), (c)**

	NSW (d)	Vic	Qld	WA	SA	Tas	ACT (e)	NT	Aust
2014									
Estimated qualification completion rate	38.6	35.9	43.9	37.6	32.8	35.8	39.4	35.3	38.0
Subject load pass rate	80.1	81.2	91.7	83.1	86.5	80.7	85.1	73.9	83.0
2013									
Estimated qualification completion rate	34.2	33.9	33.3	36.8	38.5	25.8	41.2	34.8	34.5
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	34.6	38.4	25.3	32.1	30.9	36.1
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	23.5	40.5	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

(a) 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. The methodology used is identical to that given in Mark and Karmel (2010, <<http://www.ncver.edu.au/publications/2272.html>>).

(b) This table relates to government-funded VET activity (based on major funding codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government 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.35 Estimated completion rates and subject load pass rates for qualifications at certificate I and above, commencing 2010–14 (per cent) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA	Tas	ACT (e)	NT	Aust
(c)	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.								
(d)	The decrease in completion rates in NSW 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.								
(e)	The increase in completion rates in the ACT 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 2016, *Australian vocational education and training statistics: the likelihood of completing a government-funded VET program, 2010–2014*, Adelaide.

TABLE 5A.36

Table 5A.36 **Government-funded subject 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>
2015									
Reported as Aboriginal and Torres Strait Islander	69.8	71.5	90.1	75.9	87.6	76.8	77.9	74.0	76.7
Reported as non-Indigenous	79.8	79.6	93.5	84.3	86.7	81.6	85.1	85.4	83.2
Not reported	85.8	78.7	93.4	80.7	90.8	83.1	79.7	98.5	88.1
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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

TABLE 5A.36

Table 5A.36 **Government-funded subject 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>
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
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	79.3	83.2	76.0	88.1	94.4	83.5	86.2	81.2
All students	78.3	76.9	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	73.0	72.1	61.0	66.0
Reported as non-Indigenous	78.5	76.5	82.5	76.8	87.9	80.4	78.7	77.2	79.1
Not reported	77.9	73.1	75.9	71.6	90.6	90.5	75.9	70.5	76.5
All students	77.9	76.2	81.3	74.8	87.7	80.2	78.3	70.4	78.3

Table 5A.36 **Government-funded subject 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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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.37

Table 5A.37 **Government-funded subject 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>
2015									
Major cities	79.0	78.8	93.3	83.3	84.9	69.8	84.2	83.1	82.3
Inner regional	78.6	80.3	92.9	84.8	92.2	79.1	86.6	87.9	82.9
Outer regional	80.2	86.0	93.9	84.5	91.1	85.8	87.3	83.4	87.4
Remote and very remote	79.0	86.9	94.1	82.0	92.9	86.6	88.2	80.5	86.2
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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	84.2	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

TABLE 5A.37

Table 5A.37 **Government-funded subject 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>
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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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.38

Table 5A.38 **Government-funded subject 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>
2015									
Reported as having a disability	71.8	70.6	89.7	73.7	84.6	72.3	77.5	74.1	74.4
Reported as not having a disability	79.8	80.4	95.2	84.9	87.1	82.7	85.3	81.9	83.7
Not reported disability	91.3	84.4	88.2	76.3	–	78.7	89.8	95.2	86.3
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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

Table 5A.38 **Government-funded subject 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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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.39

Table 5A.39 **Government-funded subject 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>
2015									
Language other than English	76.4	75.9	93.0	82.4	77.4	54.7	84.5	70.9	77.7
English	80.1	81.1	93.0	84.6	89.8	83.8	84.8	86.5	84.5
Not reported	75.4	73.6	96.4	77.1	75.7	84.2	82.6	84.2	84.1
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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	83.1
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4

Table 5A.39 **Government-funded subject 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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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*.

Efficiency

TABLE 5A.40

Table 5A.40 **Government-funded VET: Hours of delivery (adjusted for course mix) (a), (b), (c)**

	<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>
Total adjusted hours of delivery (million hours)									
2015	78.49	151.84	75.16	40.19	22.66	7.30	5.44	4.35	385.41
2014	122.48	178.36	67.20	41.49	28.36	8.18	5.78	5.14	456.98
2013	120.22	180.67	56.60	44.22	40.76	7.68	5.84	4.13	460.11
2012	134.86	183.31	65.10	44.74	31.32	8.97	5.91	4.53	478.71
2011	131.80	143.56	69.75	44.61	25.68	8.76	6.48	4.35	435.00
2010	128.28	111.93	62.35	43.30	23.95	7.93	6.30	4.32	388.36
2009	119.79	96.23	55.11	39.98	23.30	7.28	5.99	4.11	351.78
2008	115.69	89.47	51.25	35.26	20.60	7.39	5.17	3.85	328.68
2007	112.28	86.87	48.84	33.52	20.93	7.01	5.42	3.86	318.73
2006	109.97	79.37	47.69	32.15	18.85	6.52	5.59	3.85	304.01

- (a) Hours of delivery are the agreed hours for each subject and represent the hours of supervised training under a traditional delivery strategy. Agreed hours are calculated from the standard nominal hour values compiled in the VET provider collection.
- (b) 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 Territory invalid enrolments audited over a three-year cycle rather than annually.
 - For 2015 training activity, Queensland, SA and the ACT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2015 are those calculated for 2014.
- (c) Hours of delivery is adjusted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. Under the method, cost relativities by subject field of education are applied to tabulations of annual hours of delivery by subject field of education and state/territory.
- (d) In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.

Source: NCVET unpublished, *National VET provider collection* and *National VET provider collection*.

TABLE 5A.41

Table 5A.41 Value of physical non-current assets and user cost of capital, 2015 (a), (b)

	Units	NSW (c)	Vic (c)	Qld (c)	WA	SA	Tas	ACT (c)	NT	Aust
Value of physical non-current assets										
Land	\$m	711.2	480.7	516.2	270.4	130.3	26.5	43.7	15.4	2 194.5
Buildings	\$m	3 944.9	1 328.9	400.0	878.6	625.0	182.0	133.9	163.2	7 656.6
Plant, equipment and motor vehicles	\$m	65.5	67.4	241.7	27.9	17.2	7.4	6.6	2.7	436.4
Other	\$m	4.5	95.4	16.5	35.4	4.4	–	0.5	4.3	161.2
Total physical non-current assets	\$m	4 726.1	1 972.4	1 174.5	1 212.4	776.9	215.9	184.7	185.7	10 448.6
User cost of capital										
Land	\$m	56.9	38.5	41.3	21.6	10.4	2.1	3.5	1.2	175.6
Buildings	\$m	315.6	106.3	32.0	70.3	50.0	14.6	10.7	13.1	612.5
Plant, equipment and motor vehicles	\$m	5.2	5.4	19.3	2.2	1.4	0.6	0.5	0.2	34.9
Other	\$m	0.4	7.6	1.3	2.8	0.4	–	–	0.3	12.9
Total user cost of capital	\$m	378.1	157.8	94.0	97.0	62.2	17.3	14.8	14.9	835.9
Capital charge (d)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
User cost of capital per annual hour (e)										
Land	\$	0.72	0.25	0.55	0.54	0.46	0.29	0.64	0.28	0.46
Buildings	\$	4.02	0.70	0.43	1.75	2.21	1.99	1.97	3.00	1.59
Plant, equipment and motor vehicles	\$	0.07	0.04	0.26	0.06	0.06	0.08	0.10	0.05	0.09
Other	\$	–	0.05	0.02	0.07	0.02	–	0.01	0.08	0.03
Total per annual hour	\$	4.82	1.04	1.25	2.41	2.74	2.37	2.72	3.42	2.17
Annual hours (f)	million hours	78.97	152.97	73.75	40.02	22.61	7.33	5.50	4.26	385.41
Course mix weight	index	0.994	0.993	1.019	1.004	1.002	0.997	0.989	1.022	1.000

(a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.

Table 5A.41 Value of physical non-current assets and user cost of capital, 2015 (a), (b)

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</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)	Jurisdiction notes:									
NSW:	In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.									
Vic:	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.									
Qld:	In Queensland, the ownership and management of Queensland's training assets:									
	<ul style="list-style-type: none"> • effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . 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. • effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year. 									
ACT:	The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.									
(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)	User cost of capital per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.									
(f)	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.									

Table 5A.41 **Value of physical non-current assets and user cost of capital, 2015 (a), (b)**

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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- 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 2015 training activity, Queensland, South Australia and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2015 are those calculated for 2014.
- Nil or rounded to zero.

Source: NCVET unpublished, *National VET provider collection* and *National VET provider collection*.

TABLE 5A.42

Table 5A.42 **Total government real recurrent expenditure (2015 dollars) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Total government recurrent expenditure									
2015	1 979.2	1 634.4	1 076.3	742.6	417.8	144.0	111.1	122.4	6 227.8
2014	1 936.5	1 755.2	1 001.8	725.2	474.6	163.4	112.0	123.5	6 292.2
2013	2 067.6	2 161.4	1 169.1	791.2	543.5	161.5	119.9	137.9	7 152.1
2012	2 035.6	2 421.1	1 181.4	784.2	419.8	153.4	133.1	128.0	7 256.6
2011	1 941.3	1 956.6	1 200.4	843.6	438.2	175.5	129.9	140.5	6 826.0
2010	1 911.9	1 648.1	1 153.6	705.1	429.9	166.0	148.9	132.0	6 295.6
2009	1 855.7	1 541.1	1 149.8	674.2	429.4	146.0	145.2	126.9	6 068.3
2008	1 879.3	1 535.3	1 073.7	601.1	385.0	144.2	140.5	129.5	5 888.6
2007	1 910.3	1 511.4	1 019.0	619.4	429.0	142.0	120.5	123.9	5 875.5
2006	1 909.3	1 493.8	911.6	630.9	411.8	136.4	124.6	124.3	5 742.8
Recurrent expenditure, excluding user cost of capital									
2015	1 601.2	1 476.6	982.4	645.6	355.7	126.7	96.4	107.5	5 391.9
2014	1 572.6	1 599.5	949.7	627.8	411.9	140.6	97.0	108.2	5 507.4
2013	1 706.5	1 931.7	1 026.7	694.8	473.8	137.8	103.3	122.3	6 196.8
2012	1 693.1	2 184.1	1 030.9	694.5	355.4	129.7	116.1	112.9	6 316.8
2011	1 683.5	1 734.3	1 043.3	760.8	385.6	150.8	111.6	124.4	5 994.3
2010	1 639.5	1 417.8	987.8	617.6	372.2	144.9	115.5	115.1	5 410.4
2009	1 587.8	1 324.7	990.4	586.8	373.9	125.4	113.0	111.6	5 213.8
2008	1 599.4	1 322.9	913.3	503.5	340.0	123.6	108.1	114.7	5 025.4
2007	1 623.7	1 293.0	880.4	529.8	381.7	123.4	107.9	107.7	5 047.5
2006	1 666.2	1 281.1	790.4	551.1	363.0	117.4	111.6	110.3	4 991.1
User Cost of Capital									
2015	378.1	157.8	94.0	97.0	62.2	17.3	14.8	14.9	835.9
2014	363.9	155.7	52.1	97.4	62.6	22.8	15.0	15.3	784.8

Table 5A.42 Total government real recurrent expenditure (2015 dollars) (a), (b)

	NSW (c)	Vic (c)	Qld (c)	WA	SA	Tas	ACT (c)	NT	Aust
2013	361.1	229.7	142.4	96.4	69.7	23.7	16.6	15.6	955.3
2012	342.5	237.0	150.5	89.7	64.4	23.7	17.0	15.1	939.8
2011	257.8	222.3	157.1	82.9	52.6	24.7	18.3	16.1	831.8
2010	272.4	230.4	165.8	87.6	57.6	21.1	33.4	16.9	885.2
2009	267.8	216.4	159.4	87.4	55.4	20.6	32.2	15.2	854.5
2008	279.9	212.4	160.4	97.6	45.0	20.6	32.4	14.9	863.2
2007	286.5	218.4	138.7	89.6	47.3	18.6	12.7	16.2	828.1
2006	243.1	212.7	121.2	79.8	48.8	19.0	13.1	14.1	751.7

(a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

(b) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

(c) Jurisdiction notes:

NSW: In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.

Vic: 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.

Qld: In Queensland, the ownership and management of Queensland's training assets:

- effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . 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.
- effective 15 July 2015, the *Queensland Training Assets Management Authority Repeal Bill (2015)* was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year.

Table 5A.42 **Total government real recurrent expenditure (2015 dollars) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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ACT: 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*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85.

TABLE 5A.43

Table 5A.43 Total government real recurrent expenditure per annual hour (2015 dollars) (a), (b), (c), (d)

	<i>NSW</i> (e)	<i>Vic</i> (e)	<i>Qld</i> (e)	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
Total government recurrent expenditure									
2015	25.22	10.76	14.32	18.48	18.44	19.72	20.42	28.15	16.16
2014	15.81	9.84	14.91	17.48	16.74	19.96	19.38	24.02	13.77
2013	17.20	11.96	20.65	17.89	13.33	21.04	20.52	33.40	15.54
2012	15.09	13.21	18.15	17.53	13.41	17.10	22.52	28.23	15.16
2011	14.73	13.63	17.21	18.91	17.06	20.03	20.05	32.28	15.69
2010	14.90	14.72	18.50	16.28	17.95	20.95	23.62	30.58	16.21
2009	15.49	16.01	20.86	16.87	18.43	20.06	24.25	30.83	17.25
2008	16.24	17.16	20.95	17.05	18.69	19.51	27.19	33.69	17.92
2007	17.01	17.40	20.87	18.48	20.50	20.26	22.23	32.12	18.43
2006	17.36	18.82	19.11	19.63	21.84	20.93	22.29	32.29	18.89
Recurrent expenditure, excluding user cost of capital									
2015	20.40	9.72	13.07	16.06	15.70	17.36	17.71	24.73	13.99
2014	12.84	8.97	14.13	15.13	14.53	17.18	16.79	21.05	12.05
2013	14.19	10.69	18.14	15.71	11.62	17.94	17.67	29.63	13.47
2012	12.55	11.92	15.84	15.52	11.35	14.46	19.64	24.91	13.20
2011	12.77	12.08	14.96	17.05	15.02	17.21	17.23	28.58	13.78
2010	12.78	12.67	15.84	14.26	15.54	18.28	18.32	26.67	13.93
2009	13.25	13.77	17.97	14.68	16.05	17.23	18.88	27.13	14.82
2008	13.82	14.79	17.82	14.28	16.50	16.71	20.92	29.82	15.29
2007	14.46	14.88	18.03	15.80	18.24	17.60	19.89	27.91	15.84
2006	15.15	16.14	16.57	17.14	19.25	18.02	19.95	28.64	16.42
User cost of capital									
2015	4.82	1.04	1.25	2.41	2.74	2.37	2.72	3.42	2.17
2014	2.97	0.87	0.78	2.35	2.21	2.78	2.59	2.97	1.72

TABLE 5A.43

Table 5A.43 **Total government real recurrent expenditure per annual hour (2015 dollars) (a), (b), (c), (d)**

	<i>NSW</i> (e)	<i>Vic</i> (e)	<i>Qld</i> (e)	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
2013	3.00	1.27	2.52	2.18	1.71	3.09	2.85	3.78	2.08
2012	2.54	1.29	2.31	2.00	2.06	2.64	2.88	3.32	1.96
2011	1.96	1.55	2.25	1.86	2.05	2.82	2.83	3.70	1.91
2010	2.12	2.06	2.66	2.02	2.41	2.66	5.30	3.91	2.28
2009	2.24	2.25	2.89	2.19	2.38	2.83	5.37	3.70	2.43
2008	2.42	2.37	3.13	2.77	2.18	2.79	6.27	3.87	2.63
2007	2.55	2.51	2.84	2.67	2.26	2.66	2.33	4.21	2.60
2006	2.21	2.68	2.54	2.48	2.59	2.91	2.33	3.65	2.47

(a) Total government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs:

- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue
- *add* fee-for-service government agencies revenue received by government-owned RTOs
- *subtract* State and Territory government payroll tax expenditure
- *add* User cost of capital.

Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency.

(b) Total recurrent expenditure 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.35 for more information on the VET hours of delivery and the weighting of these data.

(c) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

(d) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

(e) Jurisdiction notes:

Table 5A.43 **Total government real recurrent expenditure per annual hour (2015 dollars) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
NSW:	In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.								
Vic:	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.								
Qld:	In Queensland, the ownership and management of Queensland's training assets: <ul style="list-style-type: none"> • effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . 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. • effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year. 								
ACT:	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, <i>National financial collection</i> ; ABS 2016, <i>Australian System of National Accounts, 2015-16</i> , Cat. no. 5204.0; table 5A.85.								

Employment and further study outcomes

TABLE 5A.44

Table 5A.44 **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>
2015									
Employed or in further study	85.5 ± 0.8	82.9 ± 1.9	81.7 ± 1.9	88.5 ± 0.9	87.6 ± 1.5	88.1 ± 1.4	91.8 ± 1.8	89.4 ± 2.3	84.6 ± 0.7
Employed after training	72.5 ± 1.0	70.3 ± 2.3	72.8 ± 2.1	77.8 ± 1.2	78.2 ± 1.8	76.3 ± 1.8	81.8 ± 2.7	82.9 ± 2.9	73.2 ± 0.9
In further study after training	35.6 ± 1.2	32.0 ± 2.3	28.1 ± 2.0	36.6 ± 1.4	32.4 ± 2.1	34.9 ± 2.2	40.8 ± 3.3	36.3 ± 3.6	33.0 ± 0.9
At TAFE	51.3 ± 2.1	30.9 ± 4.0	25.2 ± 3.0	51.7 ± 2.3	33.2 ± 3.4	48.5 ± 3.8	41.8 ± 5.4	24.6 ± 5.4	39.3 ± 1.5
At University	23.5 ± 1.8	24.9 ± 3.6	24.9 ± 3.3	20.9 ± 1.9	19.1 ± 3.0	14.1 ± 2.8	25.9 ± 4.8	35.3 ± 6.1	23.4 ± 1.3
At private provider or other registered provider	25.2 ± 1.9	44.2 ± 4.4	49.9 ± 4.1	27.4 ± 2.2	47.7 ± 3.8	37.3 ± 3.8	32.3 ± 5.0	40.0 ± 6.1	37.3 ± 1.7
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

TABLE 5A.44

Table 5A.44 **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>
2012									
Employed or in further study	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8
Employed after training	76.2 ± 1.6	74.2 ± 2.6	77.3 ± 2.5	81.8 ± 2.2	79.5 ± 2.8	76.0 ± 4.3	83.5 ± 3.9	79.6 ± 4.2	76.9 ± 1.0
In further study after training	39.1 ± 1.9	36.6 ± 2.8	32.4 ± 2.8	38.9 ± 2.6	35.2 ± 3.4	38.2 ± 5.0	35.3 ± 5.1	33.9 ± 4.9	36.8 ± 1.2
At TAFE	57.7 ± 3.1	36.9 ± 4.4	39.8 ± 5.0	57.4 ± 4.3	47.4 ± 5.8	66.4 ± 8.2	52.8 ± 8.8	29.1 ± 7.6	48.6 ± 2.0
At University	22.3 ± 2.6	22.8 ± 3.8	22.4 ± 3.9	20.4 ± 3.5	18.6 ± 5.2	10.5 ± 5.5	19.3 ± 7.2	29.8 ± 8.6	21.7 ± 1.6
At private provider or other registered provider	20.0 ± 2.5	40.3 ± 5.0	37.8 ± 5.2	22.2 ± 3.7	34.0 ± 5.8	23.1 ± 7.4	27.9 ± 7.8	41.1 ± 8.7	29.7 ± 1.9
2011									
Employed or in further study	88.2 ± 0.8	88.5 ± 1.0	85.6 ± 0.9	90.0 ± 0.8	85.8 ± 1.3	88.0 ± 1.7	91.7 ± 1.9	88.0 ± 2.9	87.9 ± 0.4
Employed after training	76.0 ± 1.0	79.6 ± 1.2	77.5 ± 1.0	80.4 ± 1.1	75.8 ± 1.6	76.9 ± 2.3	86.0 ± 2.3	80.3 ± 3.5	77.9 ± 0.5
In further study after training	38.8 ± 1.2	34.4 ± 1.2	29.1 ± 1.1	36.2 ± 1.3	34.7 ± 1.8	37.7 ± 2.6	35.2 ± 3.4	34.5 ± 4.0	35.2 ± 0.6
At TAFE	62.4 ± 1.9	46.0 ± 2.2	37.5 ± 2.2	58.0 ± 2.2	53.8 ± 3.2	59.8 ± 4.3	40.1 ± 5.8	33.3 ± 6.8	52.9 ± 1.0
At University	19.1 ± 1.5	27.2 ± 1.8	27.0 ± 2.0	18.2 ± 1.7	14.0 ± 2.2	11.6 ± 2.8	27.8 ± 5.2	30.2 ± 6.2	21.7 ± 0.8
At private provider or other registered provider	18.6 ± 1.6	26.8 ± 2.0	35.5 ± 2.2	23.9 ± 2.0	32.2 ± 2.9	28.6 ± 4.0	32.0 ± 5.8	36.5 ± 6.6	25.4 ± 0.9

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

(d) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **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>
2015									
Employed or in further study	84.6 ± 3.8	85.1 ±17.2	60.8 ±10.9	79.8 ± 7.0	74.7 ±13.7	91.1 ± 5.0	93.2 ± 6.6	81.7 ± 7.2	77.1 ± 4.4
Employed after training	68.4 ± 4.8	78.5 ±17.8	49.2 ±10.6	65.1 ± 7.8	60.3 ±15.9	77.7 ± 7.5	81.4 ±12.4	68.5 ± 9.5	63.7 ± 4.5
In further study after training	41.8 ± 5.3	23.2 ±15.2	26.5 ± 8.4	38.0 ± 7.9	32.1 ±15.0	32.4 ± 8.4	37.6 ±16.3	43.3 ±10.6	34.4 ± 4.0
At TAFE	53.9 ± 7.9	59.7 ±25.4	23.5 ±11.7	51.1 ±12.9	22.8 ±17.4	55.8 ±15.8	np	21.1 ±14.2	44.0 ± 6.0
At University	16.3 ± 5.9	16.4 ±13.5	17.2 ±10.9	16.6 ± 9.3	np	np	np	26.6 ±15.2	16.7 ± 4.1
At private provider or other registered provider	29.8 ± 7.6	24.0 ±18.1	59.3 ±15.9	32.3 ±13.2	71.7 ±19.7	36.6 ±15.9	27.8 ±24.5	52.3 ±16.3	39.3 ± 6.4
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

TABLE 5A.45

Table 5A.45 **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>
2012									
Employed or in further study	87.5 ± 5.2	<i>41.0 ±24.1</i>	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	<i>35.6 ±22.5</i>	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	<i>21.0 ±16.8</i>	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	<i>67.9 ±33.6</i>	<i>45.8 ±22.9</i>	55.4 ±23.5	np	62.5 ±26.9	np	<i>29.4 ±21.8</i>	52.0 ± 9.4
At University	<i>18.6 ±11.7</i>	np	<i>18.8 ±15.6</i>	np	np	np	–	np	16.5 ± 6.6
At private provider or other registered provider	<i>22.4 ±12.7</i>	np	<i>35.4 ±24.4</i>	<i>35.7 ±23.0</i>	57.0 ±24.9	np	np	51.3 ±24.8	31.4 ± 9.1
2011									
Employed or in further study	84.3 ± 4.4	72.3 ±12.5	76.0 ± 4.6	79.5 ± 7.3	73.8 ± 8.0	79.0 ± 9.8	86.7 ±14.6	79.8 ± 9.4	79.4 ± 2.6
Employed after training	72.1 ± 5.3	58.7 ±11.9	65.1 ± 5.2	66.3 ± 8.5	60.4 ± 9.0	60.8 ±11.9	80.3 ±16.9	69.5 ±11.0	67.2 ± 3.0
In further study after training	34.1 ± 5.6	34.8 ± 9.8	27.4 ± 5.1	39.2 ± 8.4	41.8 ± 9.2	42.3 ±11.7	43.7 ±20.7	28.3 ±10.1	33.5 ± 2.9
At TAFE	69.1 ± 9.1	69.2 ±14.9	41.3 ±11.3	47.8 ±14.0	44.7 ±14.5	65.9 ±16.4	np	55.4 ±20.7	56.3 ± 5.2
At University	12.3 ± 6.5	np	16.5 ± 7.3	12.8 ± 8.6	np	np	np	32.3 ±19.8	13.0 ± 3.4
At private provider or other registered provider	18.5 ± 7.6	<i>29.0 ±14.8</i>	42.2 ±10.7	39.4 ±14.5	47.7 ±14.7	<i>24.3 ±14.6</i>	np	<i>12.4 ±10.7</i>	30.7 ± 4.8

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (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) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

Table 5A.45 **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>
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(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) Data for some jurisdictions are not published due to 5 or fewer responses.

(h) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **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>
2015									
Employed or in further study	85.2 ± 0.8	82.7 ± 2.0	82.8 ± 1.9	88.7 ± 0.9	87.6 ± 1.5	87.6 ± 1.5	91.6 ± 2.0	90.7 ± 2.5	84.7 ± 0.7
Employed after training	72.1 ± 1.1	69.9 ± 2.4	73.9 ± 2.1	77.9 ± 1.2	78.2 ± 1.9	75.6 ± 1.9	81.3 ± 2.8	85.3 ± 3.0	73.1 ± 0.9
In further study after training	35.3 ± 1.3	31.9 ± 2.4	28.6 ± 2.1	36.3 ± 1.4	32.1 ± 2.1	35.5 ± 2.3	41.1 ± 3.5	35.7 ± 3.9	32.9 ± 0.9
At TAFE	51.0 ± 2.2	30.3 ± 4.1	25.7 ± 3.2	51.6 ± 2.4	34.3 ± 3.5	48.6 ± 4.0	41.7 ± 5.6	25.4 ± 5.8	39.1 ± 1.6
At University	24.0 ± 2.0	24.9 ± 3.7	25.7 ± 3.6	21.0 ± 2.0	18.8 ± 3.0	14.3 ± 2.9	25.8 ± 5.0	37.9 ± 6.6	23.7 ± 1.4
At private provider or other registered provider	25.0 ± 2.1	44.8 ± 4.5	48.6 ± 4.3	27.4 ± 2.2	46.8 ± 3.9	37.1 ± 3.9	32.4 ± 5.2	36.7 ± 6.4	37.2 ± 1.7
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

TABLE 5A.46

Table 5A.46 **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>
2012									
Employed or in further study	88.7 ± 1.2	86.2 ± 2.1	86.2 ± 2.2	92.4 ± 1.6	88.4 ± 2.3	88.0 ± 3.4	91.9 ± 2.7	87.8 ± 3.5	88.0 ± 0.8
Employed after training	76.3 ± 1.6	74.9 ± 2.6	77.7 ± 2.6	82.2 ± 2.2	79.9 ± 2.8	77.4 ± 4.4	84.1 ± 3.9	80.2 ± 4.5	77.3 ± 1.0
In further study after training	38.8 ± 2.0	36.8 ± 2.9	32.2 ± 2.8	39.2 ± 2.7	35.0 ± 3.5	38.0 ± 5.2	35.0 ± 5.1	34.8 ± 5.3	36.7 ± 1.2
At TAFE	57.8 ± 3.2	36.8 ± 4.5	39.3 ± 5.2	57.7 ± 4.4	48.4 ± 6.0	66.8 ± 8.7	52.3 ± 9.0	28.7 ± 8.1	48.5 ± 2.0
At University	22.6 ± 2.7	23.2 ± 3.9	22.7 ± 4.1	21.1 ± 3.6	18.6 ± 5.4	10.6 ± 5.9	19.1 ± 7.3	31.5 ± 9.5	22.1 ± 1.6
At private provider or other registered provider	19.6 ± 2.6	40.0 ± 5.0	38.0 ± 5.4	21.2 ± 3.8	33.0 ± 5.9	22.6 ± 7.7	28.6 ± 8.0	39.7 ± 9.3	29.4 ± 2.0
2011									
Employed or in further study	88.3 ± 0.8	88.6 ± 1.0	86.1 ± 0.9	90.5 ± 0.8	86.2 ± 1.3	88.6 ± 1.7	92.2 ± 1.8	90.2 ± 2.5	88.1 ± 0.4
Employed after training	76.0 ± 1.0	79.7 ± 1.2	78.0 ± 1.0	80.9 ± 1.1	76.2 ± 1.7	77.7 ± 2.3	86.4 ± 2.3	83.4 ± 3.1	78.2 ± 0.5
In further study after training	39.2 ± 1.2	34.3 ± 1.3	29.2 ± 1.1	36.0 ± 1.3	34.3 ± 1.8	37.6 ± 2.8	34.8 ± 3.5	35.7 ± 4.2	35.3 ± 0.6
At TAFE	62.4 ± 2.0	45.8 ± 2.3	37.5 ± 2.2	58.6 ± 2.3	55.0 ± 3.3	59.0 ± 4.5	41.3 ± 6.0	29.7 ± 6.7	53.1 ± 1.0
At University	19.3 ± 1.6	27.4 ± 1.9	27.2 ± 2.1	18.5 ± 1.7	14.4 ± 2.4	12.1 ± 3.0	27.0 ± 5.3	29.7 ± 6.3	21.9 ± 0.8
At private provider or other registered provider	18.4 ± 1.6	26.8 ± 2.1	35.3 ± 2.2	22.9 ± 1.9	30.6 ± 2.9	28.9 ± 4.2	31.7 ± 6.0	40.6 ± 7.3	25.0 ± 0.9

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
Major cities									
2015									
Employed or in further study	83.9 ± 1.1	81.8 ± 2.4	80.9 ± 2.5	87.7 ± 1.2	87.8 ± 1.8	75.6 ±30.7	91.3 ± 2.0	77.2 ±37.3	83.5 ± 1.0
Employed after training	69.7 ± 1.4	68.5 ± 2.9	71.0 ± 2.8	75.5 ± 1.5	77.1 ± 2.3	np	81.1 ± 2.9	57.1 ±39.7	71.0 ± 1.1
In further study after training	36.6 ± 1.6	32.9 ± 2.9	29.6 ± 2.7	38.8 ± 1.7	32.9 ± 2.6	np	41.5 ± 3.6	np	34.2 ± 1.2
At TAFE	51.8 ± 2.7	31.1 ± 4.9	23.5 ± 4.0	52.1 ± 2.8	31.3 ± 4.1	np	40.5 ± 5.6	–	39.1 ± 2.0
At University	23.9 ± 2.3	25.7 ± 4.4	25.4 ± 4.3	21.8 ± 2.3	21.2 ± 3.9	–	27.4 ± 5.2	np	24.3 ± 1.7
At private provider or other registered provider	24.2 ± 2.5	43.2 ± 5.4	51.1 ± 5.3	26.1 ± 2.6	47.5 ± 4.9	–	32.2 ± 5.3	np	36.6 ± 2.1
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
Inner regional areas									
2015									
Employed or in further study	88.4 ± 1.4	84.5 ± 3.7	80.1 ± 4.3	91.8 ± 2.1	87.0 ± 5.1	88.9 ± 1.8	96.8 ± 3.3	84.9 ±26.1	85.8 ± 1.5
Employed after training	77.8 ± 1.7	72.7 ± 4.7	71.4 ± 4.5	83.3 ± 2.7	78.7 ± 6.0	77.2 ± 2.3	87.5 ± 7.7	np	75.3 ± 1.9
In further study after training	33.6 ± 2.2	30.5 ± 4.5	25.7 ± 3.8	32.9 ± 3.5	31.4 ± 6.3	34.8 ± 2.8	38.9 ±11.6	50.6 ±27.6	31.1 ± 1.8
At TAFE	50.5 ± 3.9	29.1 ± 7.3	26.1 ± 5.8	49.6 ± 6.4	37.5 ±11.3	48.1 ± 5.0	57.3 ±18.4	np	39.4 ± 3.1
At University	23.0 ± 3.5	22.8 ± 7.1	22.6 ± 6.7	17.2 ± 4.7	17.3 ± 8.4	15.4 ± 3.6	np	np	21.7 ± 2.8

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
At private provider or other registered provider	26.5 ± 3.7	48.2 ± 8.9	51.4 ± 8.4	33.2 ± 6.4	45.2 ± 11.9	36.5 ± 4.8	32.1 ± 17.2	np	38.9 ± 3.6
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
Outer regional areas									
2015									
Employed or in further study	89.0 ± 2.4	90.3 ± 5.2	86.3 ± 4.1	89.2 ± 2.6	84.6 ± 4.9	86.7 ± 2.5	90.2 ± 14.8	89.5 ± 2.9	87.9 ± 1.6
Employed after training	78.5 ± 2.9	84.6 ± 6.0	80.6 ± 4.5	82.2 ± 2.9	76.0 ± 5.7	74.0 ± 3.3	86.5 ± 16.7	83.3 ± 3.5	80.0 ± 1.8
In further study after training	33.6 ± 3.7	26.8 ± 9.5	25.2 ± 4.8	29.7 ± 3.3	35.7 ± 6.3	35.4 ± 3.8	np	35.6 ± 4.4	30.5 ± 2.2
At TAFE	49.2 ± 6.4	41.2 ± 23.0	29.7 ± 8.2	58.6 ± 6.5	32.5 ± 9.9	50.6 ± 6.6	np	22.0 ± 6.4	40.8 ± 4.2
At University	19.5 ± 5.0	18.8 ± 14.9	25.3 ± 9.0	14.3 ± 4.1	11.7 ± 7.6	11.6 ± 4.5	–	36.7 ± 7.8	19.8 ± 3.2
At private provider or other registered provider	31.2 ± 6.3	40.1 ± 19.5	45.1 ± 11.1	27.1 ± 6.2	55.8 ± 10.9	37.8 ± 6.6	np	41.3 ± 7.6	39.4 ± 4.2
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

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
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
Remote and very remote areas									
2015									
Employed or in further study	87.4 ± 6.4	93.6 ±12.1	86.0 ± 9.2	90.4 ± 3.4	92.7 ± 8.0	88.4 ± 7.1	na	90.6 ± 3.7	89.1 ± 3.2
Employed after training	82.1 ± 7.5	93.6 ±12.1	83.4 ± 9.3	85.7 ± 3.8	88.2 ± 8.6	80.6 ± 8.6	na	85.0 ± 4.8	84.7 ± 3.3
In further study after training	29.4 ± 9.4	27.7 ±18.8	26.8 ±10.8	32.0 ± 4.8	28.5 ±12.5	34.0 ±10.9	na	36.7 ± 7.1	30.5 ± 4.0
At TAFE	70.1 ±16.5	np	40.0 ±22.4	41.2 ± 8.4	38.0 ±23.8	35.8 ±18.6	na	33.6 ±11.5	42.0 ± 7.4
At University	24.8 ±16.0	np	19.8 ±18.4	24.5 ± 8.4	np	np	na	30.7 ±10.4	22.3 ± 6.1
At private provider or other registered provider	np	np	40.2 ±24.8	34.3 ± 9.0	52.8 ±25.2	45.1 ±20.1	na	35.6 ±11.4	35.7 ± 8.1
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

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
At TAFE	48.6 ±17.7	np	53.7 ±12.3	59.4 ± 7.7	48.7 ±14.9	55.2 ±20.9	–	34.9 ±10.1	51.4 ± 5.5
At University	14.5 ±13.0	np	10.3 ± 5.0	12.0 ± 5.2	14.4 ±11.5	np	–	24.4 ± 8.8	14.0 ± 3.6
At private provider or other registered provider	36.9 ±19.2	np	36.0 ±12.3	28.6 ± 7.2	36.9 ±14.4	29.5 ±19.1	np	40.7 ±10.6	34.6 ± 5.5
2012									
Employed or in further study	91.3 ± 7.3	np	92.4 ± 6.2	95.1 ± 3.8	90.7 ± 7.3	100.0	np	90.5 ± 5.1	93.0 ± 2.5
Employed after training	76.6 ±19.7	np	85.2 ±10.6	90.8 ± 5.9	86.7 ± 8.5	75.9 ±26.2	np	87.8 ± 5.5	86.4 ± 4.4
In further study after training	48.3 ±21.0	–	36.1 ±16.2	38.9 ± 9.9	36.1 ±14.8	82.6 ±23.5	–	35.5 ± 8.8	39.7 ± 6.3
At TAFE	59.2 ±28.9	na	54.1 ±30.7	62.3 ±16.5	26.9 ±19.7	np	na	39.5 ±14.4	52.3 ±10.8
At University	np	na	np	10.2 ± 9.5	np	np	na	22.7 ±11.2	9.7 ± 4.5
At private provider or other registered provider	37.9 ±29.0	na	40.4 ±30.7	27.5 ±15.5	60.9 ±22.5	np	na	37.8 ±14.4	38.0 ±10.7
2011									
Employed or in further study	84.4 ± 9.5	100.0	86.9 ± 3.5	92.8 ± 2.7	92.5 ± 4.2	91.5 ± 7.4	na	90.9 ± 4.2	89.8 ± 1.9
Employed after training	73.5 ±10.8	90.0 ±14.6	82.5 ± 4.2	89.1 ± 3.1	84.5 ± 5.7	82.7 ± 9.7	na	84.5 ± 6.1	84.1 ± 2.3
In further study after training	40.2 ±11.8	59.5 ±33.1	29.6 ± 5.0	33.9 ± 4.6	33.4 ± 7.3	35.6 ±12.3	na	32.4 ± 7.3	33.5 ± 2.9
At TAFE	73.2 ±17.8	np	53.6 ±10.3	59.0 ± 8.3	63.2 ±12.3	62.2 ±19.9	na	40.3 ±13.8	58.2 ± 5.2
At University	16.5 ±14.0	–	15.2 ± 7.0	11.7 ± 4.9	8.7 ± 6.3	np	na	31.6 ±12.2	14.8 ± 3.6
At private provider or other registered provider	np	np	31.2 ± 9.9	29.4 ± 7.8	28.1 ±11.6	28.0 ±18.1	na	28.2 ±11.3	27.0 ± 4.7

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
(c)	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.								
(d)	'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.								
(e)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.								
(f)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).								
(g)	Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).								
(h)	For this table, jurisdiction is determined by the location of the RTO and remoteness area is based on the usual residence of the student. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no very remote areas in Victoria; and, no remote or very remote areas in the ACT. Data for these areas are for students studying with a RTO at one location, but the student's normal residence is located in a different remoteness area (elsewhere in Australia), as indicated.								

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.48

Table 5A.48 **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>
2015									
Employed or in further study	71.8 ± 3.2	70.8 ± 7.5	63.8 ± 7.4	79.5 ± 4.5	74.5 ± 6.3	74.3 ± 5.9	87.2 ± 7.1	62.1 ±14.2	70.9 ± 2.8
Employed after training	45.0 ± 3.7	47.4 ± 8.1	49.1 ± 7.5	58.5 ± 5.3	58.4 ± 7.1	49.9 ± 7.1	69.5 ± 9.9	42.5 ±14.1	49.0 ± 3.0
In further study after training	44.1 ± 3.6	38.5 ± 8.2	26.7 ± 6.6	41.8 ± 5.2	30.3 ± 6.4	44.0 ± 7.0	48.9 ±11.4	27.9 ±13.4	37.7 ± 2.9
At TAFE	62.7 ± 5.6	45.6 ±14.2	19.7 ± 8.9	64.0 ± 7.6	38.4 ±11.5	51.7 ±10.8	51.6 ±15.9	np	49.7 ± 5.0
At University	18.9 ± 4.7	18.3 ±10.8	19.7 ±10.5	18.5 ± 6.2	11.6 ± 7.0	12.3 ± 6.7	16.1 ±12.0	np	18.1 ± 3.8
At private provider or other registered provider	18.4 ± 4.7	36.1 ±13.4	60.6 ±13.2	17.5 ± 5.9	50.0 ±12.1	36.0 ±10.9	32.4 ±13.8	49.6 ±29.2	32.2 ± 4.9
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

TABLE 5A.48

Table 5A.48 **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>
2012									
Employed or in further study	77.9 ± 4.4	66.8 ± 9.8	68.0 ± 9.9	80.1 ± 11.0	75.8 ± 10.2	76.6 ± 13.6	80.0 ± 12.8	75.5 ± 16.4	73.1 ± 3.8
Employed after training	53.1 ± 5.9	48.1 ± 10.2	52.5 ± 10.3	51.0 ± 10.6	57.6 ± 11.7	42.3 ± 15.8	61.3 ± 16.3	60.4 ± 18.1	51.9 ± 4.1
In further study after training	44.1 ± 5.9	33.4 ± 9.4	29.4 ± 8.8	52.3 ± 10.6	34.5 ± 10.5	40.9 ± 15.4	53.0 ± 16.8	45.0 ± 18.0	38.5 ± 3.9
At TAFE	73.2 ± 7.9	42.1 ± 16.5	38.3 ± 15.6	73.6 ± 10.7	42.2 ± 16.1	91.1 ± 16.3	61.0 ± 23.4	np	58.4 ± 6.2
At University	12.3 ± 6.0	15.1 ± 9.9	13.3 ± 10.3	15.0 ± 8.5	25.9 ± 13.7	–	np	np	14.2 ± 3.8
At private provider or other registered provider	14.6 ± 6.2	42.8 ± 17.4	48.4 ± 17.2	11.4 ± 7.4	31.9 ± 15.8	np	27.9 ± 20.9	47.1 ± 27.0	27.4 ± 6.2
2011									
Employed or in further study	73.6 ± 3.4	71.4 ± 5.2	66.5 ± 3.8	75.7 ± 4.6	70.0 ± 4.5	74.0 ± 7.1	72.6 ± 9.2	70.3 ± 17.8	71.5 ± 1.9
Employed after training	48.5 ± 3.8	54.5 ± 5.2	51.1 ± 4.0	55.6 ± 5.2	49.2 ± 5.0	52.4 ± 8.4	58.5 ± 10.2	65.8 ± 17.7	51.3 ± 2.0
In further study after training	44.0 ± 3.7	33.2 ± 4.5	28.9 ± 3.7	39.4 ± 5.1	33.9 ± 4.8	43.7 ± 8.2	28.1 ± 8.8	26.6 ± 13.1	37.0 ± 1.9
At TAFE	74.1 ± 4.9	52.7 ± 8.0	44.3 ± 7.7	59.4 ± 8.5	53.9 ± 8.7	61.8 ± 11.6	43.6 ± 17.4	46.2 ± 25.7	61.6 ± 3.1
At University	15.2 ± 4.0	18.9 ± 6.6	15.5 ± 5.4	12.1 ± 5.0	6.2 ± 4.0	11.2 ± 7.1	20.4 ± 14.4	np	14.7 ± 2.3
At private provider or other registered provider	10.8 ± 3.6	28.4 ± 6.6	40.1 ± 7.7	28.5 ± 8.3	39.9 ± 8.5	27.0 ± 10.9	36.0 ± 17.2	np	23.7 ± 2.7

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (e) 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.

Table 5A.48 **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>
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(f) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(g) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.49

Table 5A.49 **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>
2015									
Employed or in further study	77.0 ± 2.0	75.1 ± 4.1	72.4 ± 5.3	83.1 ± 2.3	82.2 ± 3.7	76.0 ± 7.0	85.0 ± 5.5	88.1 ± 3.9	76.9 ± 1.8
Employed after training	59.9 ± 2.4	60.1 ± 4.7	59.1 ± 5.7	68.9 ± 2.8	69.3 ± 4.5	58.8 ± 8.3	67.8 ± 6.9	81.7 ± 5.1	61.6 ± 2.1
In further study after training	35.2 ± 2.5	30.8 ± 4.4	28.5 ± 5.1	35.3 ± 2.9	28.6 ± 4.4	39.6 ± 8.3	39.2 ± 7.1	36.9 ± 6.9	32.4 ± 2.0
At TAFE	53.6 ± 4.4	27.5 ± 7.5	29.6 ± 8.5	56.7 ± 5.1	37.1 ± 8.3	49.3 ± 14.1	47.1 ± 11.7	35.4 ± 12.0	40.6 ± 3.5
At University	26.3 ± 3.9	21.4 ± 5.9	33.1 ± 9.5	22.3 ± 4.5	25.7 ± 7.8	17.7 ± 11.2	20.8 ± 10.1	30.6 ± 10.1	24.7 ± 2.9
At private provider or other registered provider	20.0 ± 3.8	51.0 ± 8.4	37.3 ± 10.2	21.0 ± 4.1	37.2 ± 9.1	32.9 ± 14.0	32.1 ± 10.7	34.0 ± 11.4	34.7 ± 3.9
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

TABLE 5A.49

Table 5A.49 **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>
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	<i>35.7 ±18.0</i>	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	<i>43.1 ±22.1</i>	<i>30.9 ±19.4</i>	51.1 ± 4.4
At University	27.8 ± 5.7	24.0 ± 8.5	30.8 ±12.5	25.0 ± 8.1	<i>21.7 ±11.6</i>	np	<i>31.5 ±25.8</i>	<i>53.7 ±21.7</i>	26.4 ± 3.8
At private provider or other registered provider	12.7 ± 3.8	39.0 ±10.8	<i>18.7 ±11.6</i>	17.1 ± 6.9	<i>25.5 ±13.8</i>	np	<i>25.4 ±19.7</i>	<i>15.4 ±12.9</i>	22.5 ± 4.3
2011									
Employed or in further study	81.7 ± 1.8	82.7 ± 2.1	79.2 ± 2.8	84.4 ± 2.2	77.6 ± 4.8	78.5 ± 7.8	87.5 ± 5.4	82.9 ± 9.2	81.8 ± 1.1
Employed after training	61.9 ± 2.3	68.0 ± 2.5	66.7 ± 3.3	66.5 ± 2.9	62.3 ± 5.5	58.0 ± 9.5	80.4 ± 6.6	74.7 ±10.3	65.0 ± 1.3
In further study after training	40.7 ± 2.4	35.4 ± 2.5	32.2 ± 3.3	43.7 ± 3.1	36.8 ± 5.3	39.5 ± 9.4	37.9 ± 8.6	26.7 ± 9.4	38.3 ± 1.3
At TAFE	63.4 ± 3.7	47.5 ± 4.1	41.5 ± 6.0	62.0 ± 4.7	61.3 ± 8.5	68.9 ±13.9	32.5 ±13.9	<i>34.5 ±22.3</i>	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	<i>33.1 ±16.9</i>	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	<i>20.1 ±12.3</i>	<i>25.5 ±12.8</i>	<i>32.4 ±18.1</i>	17.9 ± 1.7

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (e) Certain data are not published due to 5 or fewer responses.
- (f) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

Table 5A.49 **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>
(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.50

Table 5A.50 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>
2015									
Employed	43.9 ± 2.7	43.4 ± 5.2	44.8 ± 5.0	44.4 ± 3.7	46.0 ± 5.1	50.4 ± 5.1	44.0 ± 9.5	47.5 ± 11.9	44.3 ± 2.3
Unemployed	48.5 ± 2.7	50.9 ± 5.3	50.0 ± 5.0	49.4 ± 3.7	48.0 ± 5.1	44.1 ± 5.0	48.8 ± 9.6	42.3 ± 11.8	49.6 ± 2.3
Not in the labour force	7.6 ± 1.5	5.3 ± 2.2	5.2 ± 1.8	6.0 ± 1.6	6.1 ± 2.5	5.3 ± 1.9	7.2 ± 5.5	10.2 ± 6.6	6.0 ± 1.0
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

TABLE 5A.50

Table 5A.50 **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>
2009									
Employed	48.3 ± 3.3	53.6 ± 4.2	53.5 ± 4.3	54.3 ± 5.9	51.4 ± 6.4	61.8 ± 9.6	63.8 ± 12.8	47.1 ± 18.1	51.5 ± 2.0
Unemployed	39.7 ± 3.2	37.1 ± 4.2	35.6 ± 4.1	31.7 ± 5.4	33.1 ± 6.4	29.3 ± 9.0	23.2 ± 10.2	43.9 ± 17.9	37.0 ± 1.9
Not in the labour force	11.6 ± 2.1	8.6 ± 2.5	9.9 ± 2.6	13.8 ± 4.3	15.0 ± 4.1	8.1 ± 5.1	12.9 ± 9.4	np	11.0 ± 1.2
2008									
Employed	49.1 ± 5.6	66.6 ± 6.7	64.6 ± 8.0	59.1 ± 11.9	72.6 ± 13.4	49.0 ± 15.4	45.7 ± 19.8	69.4 ± 18.2	57.3 ± 3.5
Unemployed	39.5 ± 5.5	28.5 ± 6.4	28.2 ± 7.9	34.0 ± 11.3	22.4 ± 12.5	42.9 ± 15.2	31.7 ± 16.9	28.4 ± 17.8	34.0 ± 3.4
Not in the labour force	10.3 ± 3.1	4.9 ± 2.5	6.6 ± 3.2	6.9 ± 5.9	np	np	22.6 ± 17.7	np	8.2 ± 1.7
2007									
Employed	53.9 ± 3.7	62.0 ± 4.5	68.7 ± 4.5	59.6 ± 6.3	67.0 ± 6.7	62.4 ± 8.9	54.0 ± 16.2	57.7 ± 19.2	59.2 ± 2.2
Unemployed	36.8 ± 3.6	31.4 ± 4.3	22.5 ± 3.9	30.5 ± 5.9	25.0 ± 6.3	30.6 ± 8.5	32.6 ± 14.9	37.6 ± 19.6	32.3 ± 2.1
Not in the labour force	8.9 ± 2.1	6.3 ± 2.1	8.3 ± 2.8	9.6 ± 3.8	7.0 ± 3.2	6.9 ± 4.5	13.3 ± 10.3	np	8.2 ± 1.2
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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).

– 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 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>
2015									
Employed	42.7 ±12.8	64.8 ±42.7	23.3 ±15.0	44.4 ±16.6	47.0 ±26.0	52.0 ±17.3	np	34.3 ±17.2	37.9 ± 9.8
Unemployed	51.9 ±12.5	35.2 ±42.7	70.1 ±15.8	47.7 ±16.6	51.0 ±25.9	41.0 ±17.4	np	59.7 ±17.9	56.9 ± 9.9
Not in the labour force	5.4 ± 3.6	–	6.6 ± 6.7	np	np	np	–	np	5.2 ± 3.0
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

TABLE 5A.51

Table 5A.51 **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>
2009									
Employed	46.7 ±16.2	72.2 ±23.1	41.2 ±20.0	49.3 ±27.9	71.5 ±26.2	58.6 ±31.3	–	np	52.7 ± 9.6
Unemployed	45.5 ±16.3	np	53.8 ±20.2	43.6 ±27.5	np	np	–	np	42.0 ± 9.6
Not in the labour force	np	np	np	np	–	–	np	–	5.3 ± 3.7
2008									
Employed	np	np	78.6 ±16.7	np	np	np	na	86.5 ±24.7	37.3 ±15.7
Unemployed	67.1 ±29.3	np	20.0 ±16.2	np	np	–	na	np	50.3 ±17.8
Not in the labour force	np	–	np	np	np	–	na	–	np
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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) Some data are not published due to 5 or fewer responses.
- (e) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (f) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

Table 5A.51 **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>
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(g) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.52

Table 5A.52 **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>
2015									
Employed	43.9 ± 2.8	43.2 ± 5.3	47.7 ± 5.2	44.5 ± 3.8	46.0 ± 5.2	50.3 ± 5.4	43.2 ± 9.9	57.4 ±15.5	44.8 ± 2.3
Unemployed	48.3 ± 2.7	51.0 ± 5.4	47.2 ± 5.2	49.4 ± 3.8	47.7 ± 5.2	44.4 ± 5.3	49.2 ±10.0	29.3 ±14.4	49.0 ± 2.4
Not in the labour force	7.7 ± 1.6	5.5 ± 2.3	5.0 ± 1.8	5.9 ± 1.7	6.3 ± 2.6	5.1 ± 2.0	7.6 ± 5.8	13.3 ± 9.5	6.1 ± 1.0
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

TABLE 5A.52

Table 5A.52 **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>
2009									
Employed	48.6 ± 3.3	53.2 ± 4.3	54.3 ± 4.5	54.8 ± 6.1	50.8 ± 6.5	62.2 ± 10.0	64.5 ± 12.8	41.9 ± 20.1	51.6 ± 2.0
Unemployed	39.5 ± 3.2	37.3 ± 4.2	34.8 ± 4.2	31.2 ± 5.5	33.1 ± 6.5	27.6 ± 9.1	23.5 ± 10.3	45.3 ± 20.7	36.8 ± 2.0
Not in the labour force	11.4 ± 2.0	8.9 ± 2.6	10.2 ± 2.7	13.9 ± 4.4	15.6 ± 4.3	9.2 ± 5.7	12.0 ± 9.3	np	11.1 ± 1.2
2008									
Employed	50.5 ± 5.7	66.8 ± 6.7	62.9 ± 8.4	61.9 ± 11.7	74.9 ± 13.6	47.3 ± 15.8	45.7 ± 19.8	66.0 ± 21.4	57.9 ± 3.6
Unemployed	38.2 ± 5.6	28.2 ± 6.5	29.3 ± 8.4	31.3 ± 11.0	22.4 ± 13.1	44.3 ± 15.6	31.7 ± 16.9	31.3 ± 20.9	33.4 ± 3.5
Not in the labour force	10.3 ± 3.1	5.0 ± 2.6	7.0 ± 3.5	np	np	np	22.6 ± 17.7	np	8.1 ± 1.7
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.53

Table 5A.53 **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>
2015									
Employed	90.4 ± 0.9	89.2 ± 2.0	88.3 ± 1.9	90.4 ± 1.0	92.4 ± 1.4	93.1 ± 1.4	92.3 ± 2.2	90.0 ± 2.6	90.0 ± 0.7
Unemployed	6.4 ± 0.7	8.2 ± 1.9	8.0 ± 1.7	5.6 ± 0.8	4.8 ± 1.1	4.7 ± 1.2	4.5 ± 1.8	5.9 ± 2.1	6.9 ± 0.6
Not in the labour force	3.2 ± 0.6	2.5 ± 0.8	3.6 ± 1.0	4.0 ± 0.7	2.8 ± 0.9	2.1 ± 0.8	3.2 ± 1.3	4.1 ± 1.7	3.1 ± 0.3
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

Table 5A.53 **Labour force status after the course of VET graduates who were employed prior to the course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.54

Table 5A.54 **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>
2015									
Highly relevant	57.2 ± 1.7	48.7 ± 3.2	55.4 ± 2.9	58.9 ± 1.8	54.3 ± 2.7	59.0 ± 2.8	54.8 ± 4.0	62.7 ± 4.4	54.4 ± 1.2
Some relevance	25.4 ± 1.5	26.3 ± 2.8	25.2 ± 2.6	23.3 ± 1.5	28.5 ± 2.4	24.0 ± 2.5	27.9 ± 3.6	24.9 ± 3.6	25.7 ± 1.1
Very little relevance	7.4 ± 0.9	9.9 ± 2.1	7.4 ± 1.6	7.5 ± 1.0	6.4 ± 1.3	6.7 ± 1.4	7.1 ± 2.2	4.3 ± 1.9	8.0 ± 0.7
Not relevant at all	10.0 ± 0.9	15.2 ± 2.5	11.9 ± 2.0	10.3 ± 1.1	10.8 ± 1.7	10.3 ± 1.7	10.2 ± 2.5	8.2 ± 2.8	11.9 ± 0.9
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

TABLE 5A.54

Table 5A.54 **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	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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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 due to rounding.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.55

Table 5A.55 **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>
2015									
Obtained a job	31.3 ± 1.6	31.4 ± 2.9	37.0 ± 2.8	36.0 ± 1.8	25.8 ± 2.3	30.3 ± 2.6	31.8 ± 3.9	28.6 ± 4.3	32.3 ± 1.1
An increase in earnings	21.2 ± 1.5	18.7 ± 2.3	25.2 ± 2.5	23.7 ± 1.6	17.3 ± 2.0	25.1 ± 2.6	28.0 ± 3.8	27.3 ± 4.3	21.3 ± 0.9
A promotion (or increased status at work)	30.4 ± 1.6	22.7 ± 2.7	26.5 ± 2.6	28.9 ± 1.7	30.5 ± 2.5	29.9 ± 2.7	33.9 ± 3.9	39.2 ± 4.6	27.5 ± 1.1
Change of job or new job	16.5 ± 1.3	16.0 ± 2.4	17.2 ± 2.2	17.7 ± 1.4	15.1 ± 1.9	14.3 ± 2.0	14.2 ± 2.8	18.2 ± 3.7	16.4 ± 0.9
Ability to start own business	8.0 ± 0.9	8.9 ± 1.9	7.0 ± 1.2	5.5 ± 0.8	6.2 ± 1.4	3.7 ± 1.0	8.5 ± 2.4	7.6 ± 2.6	7.5 ± 0.7
At least one benefit	78.8 ± 1.4	73.4 ± 2.9	77.5 ± 2.5	77.8 ± 1.5	76.0 ± 2.3	76.6 ± 2.4	77.1 ± 3.4	79.0 ± 3.7	76.6 ± 1.1
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

TABLE 5A.55

Table 5A.55 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Obtained a job	32.5 ± 2.4	33.7 ± 3.3	39.3 ± 3.7	37.9 ± 3.2	29.4 ± 4.1	39.6 ± 6.4	30.6 ± 6.6	37.4 ± 6.5	34.5 ± 1.4
An increase in earnings	28.4 ± 2.3	27.0 ± 3.3	33.9 ± 3.5	34.3 ± 3.2	29.1 ± 4.2	39.2 ± 6.4	30.6 ± 6.2	36.0 ± 6.2	30.1 ± 1.4
A promotion (or increased status at work)	34.9 ± 2.4	27.4 ± 3.2	34.2 ± 3.5	35.7 ± 3.2	34.6 ± 4.1	34.6 ± 6.3	41.0 ± 6.6	37.1 ± 6.2	33.1 ± 1.4
Change of job or new job	19.3 ± 1.9	18.6 ± 2.7	26.1 ± 3.4	23.9 ± 2.8	18.2 ± 3.2	22.2 ± 5.4	19.1 ± 5.3	19.4 ± 5.1	20.8 ± 1.2
Ability to start own business	8.8 ± 1.4	9.4 ± 1.9	8.8 ± 2.2	8.2 ± 1.7	6.1 ± 1.8	5.8 ± 2.8	7.3 ± 3.5	10.2 ± 4.1	8.6 ± 0.8
At least one benefit	77.7 ± 2.0	74.7 ± 3.3	82.4 ± 2.7	81.5 ± 2.4	79.7 ± 3.6	83.3 ± 4.7	76.0 ± 5.5	78.9 ± 5.2	78.5 ± 1.2
2011									
Obtained a job	30.2 ± 1.5	35.4 ± 1.6	39.0 ± 1.5	36.0 ± 1.6	31.0 ± 2.1	35.2 ± 3.4	28.1 ± 3.9	34.1 ± 5.5	33.9 ± 0.7
An increase in earnings	25.0 ± 1.4	28.0 ± 1.4	31.8 ± 1.5	32.4 ± 1.6	25.7 ± 2.0	32.5 ± 3.3	29.5 ± 3.9	36.5 ± 5.2	28.3 ± 0.7
A promotion (or increased status at work)	32.6 ± 1.5	28.8 ± 1.4	29.7 ± 1.4	32.5 ± 1.6	31.9 ± 2.1	31.2 ± 3.3	39.3 ± 4.1	37.0 ± 5.2	31.3 ± 0.7
Change of job or new job	18.4 ± 1.2	17.1 ± 1.1	20.5 ± 1.2	19.5 ± 1.3	18.9 ± 1.8	20.5 ± 2.8	16.0 ± 2.9	22.8 ± 4.6	18.7 ± 0.6
Ability to start own business	7.8 ± 0.8	8.1 ± 0.8	9.3 ± 0.9	7.7 ± 0.9	6.0 ± 1.2	6.5 ± 1.8	6.5 ± 2.2	5.6 ± 2.2	7.9 ± 0.4
At least one benefit	78.3 ± 1.2	79.6 ± 1.3	82.7 ± 1.1	79.9 ± 1.3	75.6 ± 2.0	80.9 ± 2.8	79.5 ± 3.3	82.1 ± 4.1	79.6 ± 0.6

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) Data in italics have relative standard errors greater than 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 ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.56

Table 5A.56 **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>
2015									
Obtained a job	35.9 ± 7.5	50.0 ±32.0	55.6 ±14.6	41.5 ±10.9	44.2 ±22.4	45.2 ±11.2	38.2 ±16.9	41.1 ±14.7	43.6 ± 6.5
An increase in earnings	29.4 ± 7.3	19.9 ±19.3	45.5 ±15.4	30.2 ±10.1	43.8 ±22.7	36.2 ±11.0	46.8 ±17.5	27.0 ±13.3	33.0 ± 5.9
A promotion (or increased status at work)	40.7 ± 7.6	11.2 ± 9.4	34.2 ±14.5	31.6 ±10.3	24.0 ±19.3	29.4 ±10.3	37.1 ±17.1	33.8 ±13.2	33.2 ± 5.6
Change of job or new job	22.1 ± 6.8	7.0 ± 6.6	29.4 ±15.1	21.3 ± 9.6	33.2 ±22.5	15.6 ± 8.6	np	np	21.4 ± 5.2
Ability to start own business	12.1 ± 5.1	24.5 ±30.7	6.4 ± 5.1	13.3 ± 7.4	np	np	np	np	12.1 ± 5.1
At least one benefit	83.1 ± 6.1	79.0 ±26.8	88.5 ± 7.9	78.7 ± 8.6	79.7 ±18.3	79.8 ± 9.3	79.3 ±15.8	81.9 ±11.2	83.1 ± 4.9
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

TABLE 5A.56

Table 5A.56 **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>
2012									
Obtained a job	35.6 ±14.1	53.3 ±31.8	37.4 ±17.8	53.3 ±18.4	42.9 ±22.0	np	np	33.6 ±17.1	40.3 ± 8.2
An increase in earnings	24.3 ±12.1	6.7 ± 6.6	41.3 ±18.4	31.6 ±16.0	43.4 ±22.4	np	np	48.1 ±18.8	30.7 ± 7.6
A promotion (or increased status at work)	36.5 ±13.3	7.2 ± 6.7	46.7 ±18.4	39.9 ±17.6	34.3 ±19.9	np	np	46.0 ±18.8	37.5 ± 7.9
Change of job or new job	13.9 ± 6.2	np	18.0 ±13.2	32.8 ±18.5	31.0 ±18.8	np	np	np	19.1 ± 5.4
Ability to start own business	7.9 ± 6.0	–	np	np	–	–	np	np	4.8 ± 3.0
At least one benefit	68.6 ±12.8	65.0 ±31.4	87.4 ±11.1	86.3 ±10.9	86.3 ±13.3	67.0 ±32.7	np	81.8 ±14.2	77.4 ± 6.9
2011									
Obtained a job	47.3 ± 8.5	49.4 ±14.1	41.4 ± 7.6	50.5 ±10.6	46.0 ±12.3	36.6 ±15.0	40.6 ±26.4	44.7 ±16.9	45.5 ± 4.4
An increase in earnings	31.8 ± 8.1	16.3 ± 9.9	34.5 ± 7.4	48.2 ±10.6	31.2 ±11.4	32.5 ±14.6	np	32.5 ±14.6	33.4 ± 4.2
A promotion (or increased status at work)	32.3 ± 7.9	26.9 ±12.2	28.3 ± 7.0	32.4 ±10.0	39.3 ±11.8	35.6 ±14.6	27.9 ±23.1	35.4 ±15.0	31.6 ± 4.0
Change of job or new job	19.1 ± 6.6	19.7 ±11.0	21.0 ± 6.0	25.1 ± 9.5	21.7 ± 9.4	21.7 ±12.7	np	14.8 ±10.8	20.3 ± 3.4
Ability to start own business	8.4 ± 4.6	np	5.6 ± 3.4	5.4 ± 4.7	np	np	np	8.2 ± 6.9	6.9 ± 2.2
At least one benefit	77.7 ± 7.0	73.5 ±11.7	77.6 ± 6.8	85.6 ± 7.6	88.0 ± 7.3	76.7 ±12.9	88.0 ±15.5	84.9 ±10.1	79.4 ± 3.6

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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) Graduates can state multiple benefits, so proportions will not sum to 100 per cent.

(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.56 **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>
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– Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.57

Table 5A.57 **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>
2015	58.8 ± 1.2	54.7 ± 2.5	59.4 ± 2.3	61.0 ± 1.4	60.4 ± 2.2	61.0 ± 2.2	63.6 ± 3.3	65.9 ± 3.7	58.2 ± 1.0
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.58

Table 5A.58 **Proportion of 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>
2015	49.4 ± 2.2	40.3 ± 2.9	69.1 ± 4.4	58.2 ± 1.0
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (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) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.59

Table 5A.59 **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>
2015	58.3 ± 5.3	73.2 ±18.6	43.5 ±10.4	55.0 ± 8.1	50.1 ±16.3	66.3 ± 8.6	63.5 ±15.4	57.9 ±10.6	55.2 ± 4.7
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

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

(f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

np Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.60

Table 5A.60 **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>
2015	58.8 ± 1.3	54.3 ± 2.6	60.7 ± 2.4	61.2 ± 1.4	60.6 ± 2.2	60.3 ± 2.3	63.6 ± 3.4	68.0 ± 3.9	58.3 ± 1.0
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.61

Table 5A.61 **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>
2015									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	13.7 ± 4.3	35.1 ±25.6	14.9 ± 8.0	18.2 ± 6.6	22.0 ±14.0	19.8 ± 7.2	13.2 ±10.8	10.1 ± 5.2	17.0 ± 4.3
Employed at a higher skill level after training	8.9 ± 3.1	4.7 ± 3.9	8.6 ± 6.0	9.5 ± 5.1	np	12.9 ± 6.4	12.5 ±13.5	5.4 ± 4.5	8.2 ± 2.3
Received a job-related benefit	55.5 ± 5.4	61.5 ±23.6	42.2 ±10.4	50.8 ± 8.3	46.8 ±16.2	61.3 ± 8.8	58.2 ±16.7	56.3 ±10.7	51.8 ± 4.7
Total with improved employment status after training	58.3 ± 5.3	73.2 ±18.6	43.5 ±10.4	55.0 ± 8.1	50.1 ±16.3	66.3 ± 8.6	63.5 ±15.4	57.9 ±10.6	55.2 ± 4.7
Non-Indigenous graduates									
Not employed before training to employed after training	13.5 ± 0.9	16.6 ± 1.9	16.3 ± 1.8	11.7 ± 1.0	12.5 ± 1.5	16.4 ± 1.9	9.2 ± 2.0	6.1 ± 1.9	14.7 ± 0.7
Employed at a higher skill level after training	10.5 ± 0.9	8.0 ± 1.3	10.1 ± 1.4	13.1 ± 1.1	9.7 ± 1.4	10.3 ± 1.4	15.7 ± 2.8	12.5 ± 2.9	9.9 ± 0.6
Received a job-related benefit	55.6 ± 1.3	50.4 ± 2.6	56.5 ± 2.4	58.8 ± 1.5	57.9 ± 2.3	57.3 ± 2.4	61.2 ± 3.5	66.7 ± 4.0	54.9 ± 1.0
Total with improved employment status after training	58.8 ± 1.3	54.3 ± 2.6	60.7 ± 2.4	61.2 ± 1.4	60.6 ± 2.2	60.3 ± 2.3	63.6 ± 3.4	68.0 ± 3.9	58.3 ± 1.0
All graduates (g)									
Not employed before training to employed after training	13.4 ± 0.9	16.9 ± 1.9	16.0 ± 1.8	11.7 ± 1.0	12.6 ± 1.5	16.4 ± 1.8	9.2 ± 2.0	6.6 ± 1.8	14.6 ± 0.7
Employed at a higher skill level after training	10.4 ± 0.9	7.9 ± 1.3	9.9 ± 1.4	12.9 ± 1.0	9.5 ± 1.3	10.5 ± 1.4	15.5 ± 2.7	11.2 ± 2.5	9.8 ± 0.6
Received a job-related benefit	55.7 ± 1.3	50.4 ± 2.5	55.5 ± 2.3	58.6 ± 1.4	57.7 ± 2.2	57.8 ± 2.3	61.0 ± 3.4	64.5 ± 3.7	54.7 ± 1.0
Total with improved employment status after training	58.8 ± 1.2	54.7 ± 2.5	59.4 ± 2.3	61.0 ± 1.4	60.4 ± 2.2	61.0 ± 2.2	63.6 ± 3.3	65.9 ± 3.7	58.2 ± 1.0

TABLE 5A.61

Table 5A.61 **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.61

Table 5A.61 **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.61

Table 5A.61 **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.61

Table 5A.61 **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.61 **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)	For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.								
(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)	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.								
(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)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.								
(f)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).								
(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.62

Table 5A.62 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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>
2015									
Major cities	56.1 ± 1.6	52.1 ± 3.1	57.2 ± 3.0	58.6 ± 1.8	58.9 ± 2.8	np	62.3 ± 3.6	np	55.6 ± 1.3
Inner regional	64.8 ± 2.2	59.8 ± 4.9	60.4 ± 4.8	66.0 ± 3.6	61.5 ± 6.8	59.8 ± 2.8	71.6 ±10.2	np	62.0 ± 2.0
Outer regional	60.8 ± 4.1	64.8 ± 9.1	64.7 ± 5.7	65.3 ± 3.6	57.5 ± 6.6	62.1 ± 3.8	79.9 ±21.0	67.2 ± 4.5	63.1 ± 2.4
Remote and very remote	66.2 ± 9.8	81.5 ±19.6	68.0 ±12.3	70.2 ± 4.7	71.2 ±12.5	72.4 ± 9.9	na	67.6 ± 6.5	69.1 ± 4.4
All students	58.8 ± 1.2	54.7 ± 2.5	59.4 ± 2.3	61.0 ± 1.4	60.4 ± 2.2	61.0 ± 2.2	63.6 ± 3.3	65.9 ± 3.7	58.2 ± 1.0
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

Table 5A.62 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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									
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).
- (g) There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. The data for these areas are for students from 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.63

Table 5A.63 **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>
2015									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	11.6 ± 4.5	23.4 ±27.4	14.4 ± 8.5	16.4 ± 6.9	18.6 ±13.9	19.0 ± 7.8	16.1 ±13.0	8.9 ± 5.1	14.2 ± 4.0
Employed at a higher skill level after training	9.0 ± 3.2	4.7 ± 4.5	10.3 ± 7.3	8.4 ± 5.6	np	13.3 ± 7.1	np	5.7 ± 4.7	8.8 ± 2.7
Received a job-related benefit	57.5 ± 5.9	66.9 ±26.7	44.9 ±11.4	52.8 ± 9.3	42.2 ±16.8	63.9 ± 9.7	65.4 ±19.2	58.7 ±10.9	53.9 ± 5.0
Total with improved employment status after training	60.2 ± 5.7	68.3 ±26.5	46.4 ±11.4	56.6 ± 9.1	45.9 ±17.0	67.8 ± 9.5	71.4 ±16.4	59.3 ±10.9	56.2 ± 5.0
Non-Indigenous graduates									
Not employed before training to employed after training	12.6 ± 0.9	16.9 ± 2.1	15.1 ± 1.8	10.1 ± 1.0	12.2 ± 1.6	16.4 ± 2.1	8.6 ± 2.1	5.9 ± 1.9	14.1 ± 0.8
Employed at a higher skill level after training	10.2 ± 1.0	8.0 ± 1.4	10.2 ± 1.5	13.1 ± 1.2	9.8 ± 1.4	10.8 ± 1.6	15.3 ± 2.9	12.4 ± 3.0	9.9 ± 0.6
Received a job-related benefit	56.6 ± 1.4	52.8 ± 2.7	57.0 ± 2.5	61.5 ± 1.6	59.4 ± 2.3	59.9 ± 2.6	62.1 ± 3.7	67.7 ± 4.0	56.5 ± 1.1
Total with improved employment status after training	59.3 ± 1.4	56.6 ± 2.7	61.1 ± 2.5	63.3 ± 1.6	61.7 ± 2.3	62.4 ± 2.5	63.9 ± 3.6	68.8 ± 3.9	59.6 ± 1.1
All graduates (g)									
Not employed before training to employed after training	12.4 ± 0.9	17.0 ± 2.1	14.9 ± 1.8	10.2 ± 1.0	12.2 ± 1.6	16.4 ± 2.0	8.7 ± 2.1	6.2 ± 1.8	13.9 ± 0.8
Employed at a higher skill level after training	10.1 ± 1.0	7.9 ± 1.4	10.2 ± 1.4	12.9 ± 1.2	9.6 ± 1.4	11.0 ± 1.6	15.2 ± 2.9	11.2 ± 2.6	9.8 ± 0.6
Received a job-related benefit	56.8 ± 1.4	52.7 ± 2.7	56.3 ± 2.4	61.2 ± 1.6	59.1 ± 2.3	60.4 ± 2.5	62.2 ± 3.6	65.7 ± 3.7	56.3 ± 1.0
Total with improved employment status after training	59.4 ± 1.3	56.8 ± 2.7	60.2 ± 2.4	63.2 ± 1.5	61.5 ± 2.2	63.0 ± 2.4	64.2 ± 3.5	66.8 ± 3.7	59.5 ± 1.0

TABLE 5A.63

Table 5A.63 **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.63

Table 5A.63 **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.63

Table 5A.63 **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.63

Table 5A.63 **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.63 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)	For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.								
(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)	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.								
(d)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.								
(e)	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.								
(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)	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.64

Table 5A.64 **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>
2015									
Certificate level I/II									
Not employed before training to employed after training	14.2 ± 2.4	17.5 ± 5.4	15.6 ± 4.9	17.2 ± 3.2	15.7 ± 4.0	18.0 ± 3.2	12.7 ± 8.8	14.6 ± 6.1	16.1 ± 2.1
Employed at a higher skill level after training	3.3 ± 1.1	7.1 ± 4.5	9.6 ± 4.7	10.1 ± 2.5	4.8 ± 2.3	4.9 ± 1.8	9.9 ± 6.7	10.0 ± 6.6	6.2 ± 1.7
Received a job-related benefit	31.4 ± 2.9	31.6 ± 6.8	37.9 ± 7.4	45.5 ± 4.0	36.1 ± 5.3	37.0 ± 4.1	31.8 ± 12.7	49.6 ± 9.8	34.6 ± 2.6
Total with improved employment status after training	35.6 ± 3.0	38.8 ± 7.3	42.3 ± 7.6	49.6 ± 4.0	40.9 ± 5.4	42.2 ± 4.2	37.1 ± 13.2	52.1 ± 9.6	40.0 ± 2.8
Certificate level III/IV									
Not employed before training to employed after training	13.6 ± 1.1	18.3 ± 2.5	16.8 ± 2.1	11.8 ± 1.1	13.4 ± 1.9	17.0 ± 2.5	10.9 ± 2.7	5.7 ± 2.0	15.4 ± 0.9
Employed at a higher skill level after training	11.9 ± 1.2	6.8 ± 1.5	10.2 ± 1.6	13.5 ± 1.3	11.5 ± 1.9	12.9 ± 2.0	16.6 ± 3.6	12.3 ± 3.1	10.3 ± 0.7
Received a job-related benefit	58.9 ± 1.5	51.7 ± 3.1	56.2 ± 2.7	61.7 ± 1.7	62.9 ± 2.8	67.8 ± 2.7	61.2 ± 4.2	67.0 ± 4.3	57.1 ± 1.2
Total with improved employment status after training	62.2 ± 1.5	55.8 ± 3.1	60.4 ± 2.7	64.2 ± 1.7	65.5 ± 2.7	70.0 ± 2.6	63.8 ± 4.1	68.4 ± 4.2	60.6 ± 1.2
Diploma and Above									
Not employed before training to employed after training	11.8 ± 1.8	10.6 ± 2.6	10.2 ± 2.1	6.3 ± 1.5	7.3 ± 2.5	7.8 ± 3.9	5.2 ± 2.7	np	10.0 ± 1.1
Employed at a higher skill level after training	9.3 ± 1.7	13.0 ± 2.8	8.1 ± 2.0	13.0 ± 2.2	7.8 ± 2.2	12.4 ± 3.9	14.3 ± 4.5	5.0 ± 4.0	10.5 ± 1.1
Received a job-related benefit	59.0 ± 2.9	61.9 ± 4.6	59.3 ± 4.5	58.0 ± 3.2	62.2 ± 4.6	59.1 ± 6.8	65.5 ± 6.0	69.5 ± 10.1	60.4 ± 1.9
Total with improved employment status after training	61.1 ± 2.9	63.9 ± 4.6	61.3 ± 4.5	58.6 ± 3.2	63.1 ± 4.5	62.3 ± 6.7	67.5 ± 5.9	69.9 ± 9.8	62.2 ± 1.9

TABLE 5A.64

Table 5A.64 **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.64

Table 5A.64 **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.64

Table 5A.64 **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.64

Table 5A.64 **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.64 **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)	For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.								
(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)	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.								
(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).								
	– Nil or rounded to zero. np Not published.								

Source NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **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>
2015									
Certificate level I/II									
Not employed before training to employed after training	13.6 ± 2.8	17.5 ± 6.5	13.8 ± 5.9	12.3 ± 3.6	15.5 ± 4.5	16.9 ± 4.1	np	13.3 ± 6.3	15.3 ± 2.5
Employed at a higher skill level after training	2.6 ± 1.1	6.6 ± 5.1	9.1 ± 6.7	7.2 ± 2.9	3.8 ± 2.3	4.8 ± 2.4	–	9.7 ± 6.9	5.2 ± 1.9
Received a job-related benefit	30.8 ± 3.2	32.6 ± 8.4	38.8 ± 9.6	42.5 ± 5.1	36.0 ± 5.9	37.7 ± 5.4	32.5 ± 19.2	54.3 ± 10.3	34.4 ± 3.2
Total with improved employment status after training	35.1 ± 3.5	40.3 ± 8.9	44.6 ± 9.8	45.2 ± 5.1	41.0 ± 5.9	41.6 ± 5.4	34.2 ± 18.9	54.6 ± 10.2	39.8 ± 3.4
Certificate level III/IV									
Not employed before training to employed after training	12.4 ± 1.1	18.6 ± 2.7	15.8 ± 2.1	10.9 ± 1.2	13.0 ± 2.0	17.7 ± 2.7	10.4 ± 2.9	5.6 ± 2.0	14.8 ± 1.0
Employed at a higher skill level after training	11.6 ± 1.3	6.7 ± 1.6	10.5 ± 1.7	13.8 ± 1.5	11.7 ± 2.0	12.9 ± 2.1	16.1 ± 3.8	12.3 ± 3.2	10.3 ± 0.7
Received a job-related benefit	59.8 ± 1.6	53.6 ± 3.3	56.4 ± 2.8	64.2 ± 1.8	64.3 ± 2.8	67.9 ± 2.8	61.6 ± 4.5	67.4 ± 4.3	58.3 ± 1.2
Total with improved employment status after training	62.4 ± 1.6	57.6 ± 3.2	60.5 ± 2.8	66.3 ± 1.8	66.5 ± 2.8	70.0 ± 2.7	63.5 ± 4.4	68.7 ± 4.2	61.5 ± 1.2
Diploma and Above									
Not employed before training to employed after training	11.5 ± 1.8	10.2 ± 2.6	9.1 ± 2.1	5.7 ± 1.5	7.2 ± 2.6	8.1 ± 4.0	5.3 ± 2.7	np	9.6 ± 1.1
Employed at a higher skill level after training	8.8 ± 1.7	13.3 ± 2.9	7.9 ± 2.1	12.8 ± 2.3	8.0 ± 2.3	12.2 ± 4.0	14.6 ± 4.6	5.1 ± 4.0	10.4 ± 1.1
Received a job-related benefit	59.4 ± 3.0	62.8 ± 4.8	62.2 ± 4.8	61.0 ± 3.5	62.8 ± 4.6	60.3 ± 6.9	65.9 ± 6.1	69.3 ± 10.1	61.5 ± 2.0
Total with improved employment status after training	61.4 ± 2.9	64.7 ± 4.7	63.4 ± 4.9	61.3 ± 3.4	63.8 ± 4.6	63.3 ± 6.8	68.1 ± 6.0	69.7 ± 9.8	63.1 ± 1.9

TABLE 5A.65

Table 5A.65 **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.65

Table 5A.65 **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.65

Table 5A.65 **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.65

Table 5A.65 **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.65 **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) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.									
(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).									
– Nil or rounded to zero. np Not published.									

Source NCVET unpublished, *Student Outcomes Survey*.

Completions and qualifications

TABLE 5A.66

Table 5A.66 **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>
2015									
Major cities	71.0	99.8	67.0	31.4	19.4	–	6.1	–	294.8
Inner regional	27.0	37.5	25.2	4.8	3.3	5.9	0.5	–	104.2
Outer regional	9.5	7.0	17.5	4.8	3.9	3.0	0.1	3.1	48.8
Remote and very remote	1.3	0.4	4.6	3.2	1.2	0.3	–	1.6	12.7
All students	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
2014									
Major cities	95.7	129.0	71.8	32.8	28.7	0.1	7.6	0.1	365.6
Inner regional	35.2	43.5	24.0	4.8	4.8	6.5	0.6	–	119.5
Outer regional	11.7	9.3	15.1	4.6	5.6	3.6	0.1	3.2	53.3
Remote and very remote	1.3	0.6	4.0	3.3	1.5	0.4	–	2.1	13.3
All students	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
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

TABLE 5A.66

Table 5A.66 **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>
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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (d) Student remoteness is based on the ARIA+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.67

Table 5A.67 **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>
2015									
Reported as having disability	10.2	11.3	6.0	2.3	2.8	0.9	0.6	0.3	34.5
Reported as not having disability	87.8	137.7	79.1	41.1	26.0	8.2	6.9	4.8	391.6
Not reported (disability)	15.1	1.8	32.3	4.0	–	0.2	–	0.2	53.5
All students	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
2014									
Reported as having disability	12.2	12.5	6.1	2.2	5.0	1.2	0.6	0.3	40.2
Reported as not having disability	136.9	173.8	79.1	42.2	40.9	9.5	8.5	5.0	495.8
Not reported (disability)	1.2	1.5	33.3	4.4	–	0.2	0.1	0.4	41.1
All students	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
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

Table 5A.67 **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	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- Nil or rounded to zero.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.68

Table 5A.68 **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>
2015									
Language other than English	23.1	38.5	10.0	10.1	4.1	0.6	1.6	1.3	89.2
English	84.5	110.4	93.2	33.3	23.5	8.6	4.7	3.7	361.9
Not reported (language)	5.6	1.9	14.2	4.0	1.2	0.2	1.3	0.2	28.5
All students	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
2014									
Language other than English	38.4	47.4	11.0	9.9	5.4	0.6	1.8	1.3	115.8
English	106.2	137.5	94.2	34.2	34.2	10.0	6.0	4.2	426.4
Not reported (language)	5.7	2.9	13.3	4.7	6.4	0.2	1.4	0.2	34.8
All students	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
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

Table 5A.68 **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	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.69

Table 5A.69 **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>
2015										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	14.2	19.2	9.0	5.5	3.5	0.6	1.5	0.2	53.9
Advanced diploma	'000	1.5	4.1	0.4	1.0	0.7	0.1	0.3	–	8.2
Other higher level qualification	'000	0.1	0.6	0.2	0.1	0.1	–	–	–	1.0
Total diploma and above	'000	15.8	24.0	9.6	6.6	4.3	0.8	1.8	0.3	63.1
Certificate III or IV	'000	64.7	101.2	83.1	27.4	15.6	6.2	5.2	2.8	306.2
Certificate I or II or lower (d)	'000	32.6	25.7	24.6	13.4	8.9	2.5	0.5	2.2	110.4
All qualifications	'000	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
Proportion of qualifications completed										
Diploma and above										
Diploma	%	14.0	15.9	8.2	13.9	14.8	8.0	24.2	4.9	13.2
Certificate III or IV	%	57.2	67.1	70.8	57.8	54.1	65.9	69.3	53.7	63.8
Certificate I or II or lower (d)	%	28.9	17.0	21.0	28.3	31.0	26.1	6.5	41.3	23.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2014										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	20.6	19.1	13.4	5.7	5.9	0.9	1.6	0.3	67.5
Advanced diploma	'000	3.2	4.0	0.8	0.9	0.9	0.1	0.4	–	10.4
Other higher level qualification	'000	0.2	0.4	0.2	–	–	–	0.1	–	0.9
Total diploma and above	'000	24.0	23.6	14.4	6.6	6.9	1.0	2.1	0.4	78.8
Certificate III or IV	'000	94.9	124.7	84.8	29.0	25.6	6.2	6.3	2.8	374.3
Certificate I or II or lower (d)	'000	31.4	39.5	19.3	13.2	13.4	3.6	0.9	2.5	124.0

TABLE 5A.69

Table 5A.69 **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	'000	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
Proportion of qualifications completed										
Diploma and above	%	15.9	12.5	12.2	13.5	15.0	9.0	22.2	6.6	13.7
Certificate III or IV	%	63.1	66.4	71.5	59.5	55.8	57.5	68.0	49.4	64.9
Certificate I or II or lower (d)	%	20.9	21.0	16.3	27.0	29.3	33.5	9.8	44.0	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	'000	16.3	24.0	11.7	6.1	6.9	1.1	1.7	0.4	68.3
Advanced diploma	'000	2.6	5.2	0.7	0.9	1.2	0.2	0.4	–	11.2
Other higher level qualification	'000	0.1	0.7	0.6	–	0.1	–	–	–	1.6
Total diploma and above	'000	19.1	29.9	13.0	7.1	8.1	1.3	2.2	0.4	81.1
Certificate III or IV	'000	85.9	118.2	60.7	32.9	33.2	6.3	6.2	2.9	346.3
Certificate I or II or lower (d)	'000	27.3	44.6	18.9	15.4	22.7	3.2	1.1	2.7	135.9
All qualifications	'000	132.4	192.7	92.6	55.4	64.0	10.8	9.5	6.1	563.4
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										

TABLE 5A.69

Table 5A.69 **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	'000	19.5	27.8	13.5	6.0	5.9	1.2	1.7	0.3	76.0
Advanced diploma	'000	3.8	5.4	0.9	0.9	1.2	0.2	0.5	–	12.8
Other higher level qualification	'000	0.2	1.2	0.4	–	0.1	–	–	–	1.9
Total diploma and above	'000	23.5	34.4	14.8	6.9	7.1	1.3	2.3	0.3	90.7
Certificate III or IV	'000	93.1	134.9	62.1	29.9	24.9	6.9	7.5	3.0	362.3
Certificate I or II or lower (d)	'000	33.4	40.1	23.7	15.2	11.9	3.3	1.8	2.3	131.8
All qualifications	'000	150.0	209.4	100.6	52.0	43.9	11.5	11.6	5.7	584.7
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										
Diploma	'000	21.3	22.3	13.0	6.2	5.0	1.0	1.8	0.3	70.9
Advanced diploma	'000	4.3	5.0	1.0	0.9	1.1	0.1	0.5	–	12.8
Other higher level qualification	'000	0.1	1.1	0.5	–	0.1	–	–	–	1.8
Total diploma and above	'000	25.7	28.4	14.5	7.1	6.1	1.1	2.3	0.3	85.5
Certificate III or IV	'000	86.2	94.3	63.6	29.7	21.5	6.6	6.0	3.1	311.0
Certificate I or II or lower (d)	'000	26.8	35.0	30.2	15.1	8.1	3.2	1.8	2.5	122.6
All qualifications	'000	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1
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

TABLE 5A.69

Table 5A.69 **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	%	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	'000	17.0	17.8	10.3	5.5	2.3	0.9	1.5	0.2	55.6
Advanced diploma	'000	3.6	4.6	0.8	0.8	0.4	0.1	0.4	–	10.7
Other higher level qualification	'000	0.2	0.8	0.2	–	–	–	–	–	1.1
Total diploma and above	'000	20.7	23.2	11.3	6.3	2.7	1.0	1.9	0.2	67.4
Certificate III or IV	'000	82.3	66.2	54.0	29.9	15.0	6.2	5.7	2.5	261.7
Certificate I or II or lower (d)	'000	27.6	26.2	28.0	15.5	7.7	3.0	1.6	2.1	111.8
All qualifications	'000	130.6	115.6	93.3	51.7	25.4	10.2	9.2	4.9	440.8
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
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	'000	12.8	12.9	8.9	4.2	3.5	1.0	1.3	0.2	44.9
Advanced diploma	'000	3.0	3.4	0.7	0.6	0.9	0.1	0.4	–	9.1
Other higher level qualification	'000	0.2	0.7	0.1	–	–	–	–	–	1.0

TABLE 5A.69

Table 5A.69 **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	'000	16.0	17.0	9.6	4.9	4.4	1.1	1.7	0.2	54.9
Certificate III or IV	'000	77.3	55.2	45.5	25.1	17.6	5.8	5.9	2.0	234.3
Certificate I or II or lower (d)	'000	27.8	21.8	23.8	13.2	9.2	2.8	1.8	1.8	102.1
All qualifications	'000	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
Proportion of qualifications completed										
Diploma and above	%	13.2	17.7	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	97.8	99.7	99.9	100.1	100.0	100.0	99.8	99.3
2008										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	10.8	10.8	8.3	3.5	4.1	1.1	1.0	0.2	39.6
Advanced diploma	'000	2.7	3.4	0.5	0.5	0.7	0.2	0.3	–	8.4
Other higher level qualification	'000	0.2	0.5	0.1	–	–	–	–	–	0.9
Total diploma and above	'000	13.7	14.7	8.8	4.0	4.8	1.3	1.4	0.2	48.9
Certificate III or IV	'000	68.7	47.8	41.0	21.0	14.2	6.3	4.1	1.6	204.7
Certificate I or II or lower (d)	'000	27.8	21.8	18.3	12.8	9.2	2.7	1.6	1.6	95.8
All qualifications	'000	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
Proportion of qualifications completed										
Diploma and above	%	12.4	17.0	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	97.5	100.0	100.0	100.0	100.0	100.0	99.7	99.3

TABLE 5A.69

Table 5A.69 **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>
2007										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	10.6	10.5	7.4	3.2	3.8	0.8	1.0	0.1	37.4
Advanced diploma	'000	2.9	3.7	0.4	0.6	0.6	0.2	0.4	–	8.9
Other higher level qualification	'000	0.2	0.3	–	–	–	–	0.1	–	0.6
Total diploma and above	'000	13.8	14.5	7.9	3.8	4.4	1.0	1.5	0.1	46.9
Certificate III or IV	'000	60.7	49.1	31.0	17.5	12.1	4.7	4.3	1.2	180.8
Certificate I or II or lower (d)	'000	29.9	21.0	14.4	11.3	7.3	2.7	2.2	1.7	90.5
All qualifications	'000	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5
Proportion of qualifications completed										
Diploma and above										
Diploma	%	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	%	100.0	97.4	100.0	100.0	99.9	100.0	100.0	99.8	99.2
2006										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	10.3	8.9	6.8	2.9	3.0	0.8	1.0	0.1	33.8
Advanced diploma	'000	3.0	3.3	0.6	0.6	0.7	0.2	0.3	–	8.6
Other higher level qualification	'000	0.3	0.2	–	–	–	–	–	–	0.6
Total diploma and above	'000	13.5	12.4	7.4	3.5	3.7	1.0	1.4	0.1	43.0
Certificate III or IV	'000	53.9	41.7	27.1	16.6	12.9	4.5	3.6	1.1	161.3
Certificate I or II or lower (d)	'000	29.8	18.9	15.2	11.2	6.8	2.7	1.4	1.1	87.0

Table 5A.69 **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	'000	97.4	74.7	49.6	31.3	23.3	8.2	6.4	2.3	293.3
Proportion of qualifications completed										
Diploma and above	%	13.9	16.6	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	99.4

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.70

Table 5A.70 **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>
2015										
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Diploma and above	'000	0.6	0.2	0.3	0.1	0.1	—	—	—	1.4
Certificate III or IV	'000	3.9	1.1	3.7	1.1	0.4	0.3	0.2	0.5	11.1
Certificate I or II or lower (d)	'000	2.6	0.6	2.5	1.6	0.5	0.2	—	0.9	8.8
All qualifications	'000	7.0	1.8	6.6	2.7	0.9	0.4	0.3	1.5	21.3
Proportion of qualifications completed										
Diploma and above	%	8.1	9.7	5.2	4.0	7.7	6.3	19.4	0.8	6.4
Certificate III and above	%	63.4	67.7	61.8	43.4	48.0	65.2	84.5	37.5	58.5
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	15.1	23.2	8.3	6.0	4.1	0.7	1.6	0.2	59.2
Certificate III or IV	'000	60.2	98.8	71.9	24.3	15.0	5.9	4.6	2.3	282.8
Certificate I or II or lower (d)	'000	29.8	24.4	19.6	11.0	8.3	2.3	0.4	1.2	97.2
All qualifications	'000	105.1	146.4	99.8	41.3	27.4	8.9	6.6	3.7	439.1
Proportion of qualifications completed										
Diploma and above	%	14.3	15.8	8.3	14.5	15.1	8.1	23.9	5.9	13.5
Certificate III and above	%	71.6	83.3	80.3	73.3	69.6	74.2	93.3	67.1	77.9
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	1.7
Certificate III or IV	'000	4.1	1.2	3.4	0.8	0.5	0.3	0.2	0.4	11.0

TABLE 5A.70

Table 5A.70 **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	2.7	0.7	1.7	1.6	0.8	0.3	0.1	1.1	8.9
All qualifications	'000	7.6	2.1	5.6	2.5	1.3	0.6	0.3	1.6	21.5
Proportion of qualifications completed										
Diploma and above	%	10.9	7.8	7.4	4.0	2.8	4.6	17.2	3.7	7.8
Certificate III and above	%	64.8	67.2	69.2	37.7	42.3	49.2	77.8	30.0	58.8
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	23.0	23.2	11.4	5.8	6.7	0.9	1.9	0.3	73.3
Certificate III or IV	'000	89.9	121.3	72.3	25.7	24.3	5.9	5.9	2.4	347.7
Certificate I or II or lower (d)	'000	28.6	38.4	15.7	10.6	12.4	3.3	0.8	1.4	111.1
All qualifications	'000	141.5	182.8	99.4	42.2	43.3	10.2	8.7	4.1	532.1
Proportion of qualifications completed										
Diploma and above	%	16.3	12.7	11.5	13.7	15.3	9.3	22.4	7.8	13.8
Certificate III and above	%	79.8	79.0	84.2	74.8	71.4	67.3	91.0	66.2	79.1
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
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

TABLE 5A.70

Table 5A.70 **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	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
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

TABLE 5A.70

Table 5A.70 **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	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

Table 5A.70 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>
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(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.71

Table 5A.71 **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>
2015										
All graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	5.1	9.7	3.7	2.4	1.0	0.1	0.5	–	22.6
Certificate III or IV	'000	25.1	33.2	22.9	8.9	4.7	2.2	1.9	0.7	99.7
Certificate I or II or lower (d)	'000	8.1	8.6	5.2	2.9	2.7	0.9	0.1	0.4	29.0
All qualifications	'000	38.3	51.6	31.8	14.2	8.4	3.3	2.6	1.1	151.2
Proportion of qualifications completed										
Diploma and above	%	13.3	18.9	11.5	17.1	11.6	4.0	19.7	3.5	14.9
Certificate III and above	%	78.7	83.2	83.7	79.6	68.3	72.0	94.4	64.2	80.8
Aboriginal and Torres Strait Islander graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	0.2	0.1	0.1	–	–	–	–	–	0.4
Certificate III or IV	'000	1.7	0.5	1.2	0.4	0.1	0.1	0.1	0.1	4.2
Certificate I or II or lower (d)	'000	0.8	0.2	0.6	0.4	0.2	0.1	–	0.2	2.6
All qualifications	'000	2.6	0.8	2.0	0.8	0.3	0.2	0.1	0.4	7.2
Proportion of qualifications completed										
Diploma and above	%	5.8	9.0	4.7	4.0	3.8	2.7	15.0	0.3	5.3
Certificate III and above	%	68.5	70.5	67.4	53.3	43.8	65.2	86.0	37.0	64.2
Non-Indigenous graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	4.9	9.2	3.1	2.3	1.0	0.1	0.5	–	21.1
Certificate III or IV	'000	23.3	32.2	19.8	8.0	4.6	2.1	1.7	0.5	92.2
Certificate I or II or lower (d)	'000	7.2	8.3	4.0	2.3	2.5	0.8	0.1	0.1	25.5

TABLE 5A.71

Table 5A.71 **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	35.4	49.7	27.0	12.6	8.0	3.1	2.3	0.7	138.8
Proportion of qualifications completed										
Diploma and above	%	13.8	18.6	11.5	18.3	11.9	4.1	20.1	4.0	15.2
Certificate III and above	%	79.6	83.3	85.0	81.7	69.2	72.3	94.5	79.1	81.7
2014										
All graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	7.4	8.8	4.8	2.5	1.3	0.2	0.6	–	25.7
Certificate III or IV	'000	33.5	40.5	26.3	10.0	6.8	2.3	2.3	0.6	122.3
Certificate I or II or lower (d)	'000	7.5	13.0	4.9	2.9	4.4	1.2	0.2	0.4	34.6
All qualifications	'000	48.5	62.3	36.0	15.4	12.4	3.7	3.2	1.1	182.6
Proportion of qualifications completed										
Diploma and above	%	15.3	14.1	13.3	16.1	10.2	5.4	20.3	3.5	14.1
Certificate III and above	%	84.5	79.1	86.4	81.2	64.8	68.2	92.1	61.6	81.1
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	1.7	0.5	1.3	0.3	0.2	0.1	0.1	0.1	4.3
Certificate I or II or lower (d)	'000	0.9	0.3	0.6	0.4	0.3	0.1	–	0.3	2.9
All qualifications	'000	2.7	0.9	2.0	0.8	0.5	0.2	0.1	0.4	7.6
Proportion of qualifications completed										
Diploma and above	%	6.7	5.1	6.1	5.8	1.5	2.0	18.0	1.5	5.8
Certificate III and above	%	67.9	64.9	70.7	47.2	40.9	55.5	76.3	28.6	62.3

TABLE 5A.71

Table 5A.71 **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	7.2	8.7	3.9	2.3	1.2	0.2	0.6	–	24.2
Certificate III or IV	'000	31.7	39.5	22.4	9.2	6.4	2.1	2.2	0.5	114.0
Certificate I or II or lower (d)	'000	6.6	12.6	3.8	2.3	4.0	1.0	0.2	0.1	30.7
All qualifications	'000	45.6	60.9	30.1	13.7	11.6	3.4	3.0	0.7	168.9
Proportion of qualifications completed										
Diploma and above	%	15.8	14.4	12.8	16.6	10.5	5.8	20.4	4.6	14.3
Certificate III and above	%	85.5	79.2	87.3	83.4	65.5	69.0	93.0	80.0	81.8
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

TABLE 5A.71

Table 5A.71 **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	0.8	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
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

TABLE 5A.71

Table 5A.71 **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	–	–	–	–	–	0.3
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
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

TABLE 5A.71

Table 5A.71 **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	45.7	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

Table 5A.71 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>
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(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.72

Table 5A.72 **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>
2015										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	14.0	20.8	7.8	5.6	4.1	0.7	1.8	0.3	55.0
Certificate III or IV	'000	51.1	84.2	67.3	22.1	13.5	5.3	4.6	2.5	250.7
Certificate I or II or lower (d)	'000	12.9	15.2	9.2	5.0	5.7	1.6	0.3	1.0	51.0
All qualifications	'000	78.1	120.3	84.2	32.7	23.2	7.7	6.7	3.8	356.7
Proportion of qualifications completed										
Diploma and above	%	18.0	17.3	9.2	17.2	17.5	9.4	26.1	6.7	15.4
Certificate III and above	%	83.4	87.3	89.1	84.6	75.5	78.9	95.1	73.4	85.7
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.5	0.2	0.3	0.1	0.1	–	–	–	1.2
Certificate III or IV	'000	2.9	0.8	2.8	0.9	0.3	0.2	0.1	0.5	8.6
Certificate I or II or lower (d)	'000	1.2	0.3	1.0	0.8	0.3	0.1	–	0.6	4.4
All qualifications	'000	4.7	1.3	4.1	1.7	0.7	0.4	0.2	1.1	14.2
Proportion of qualifications completed										
Diploma and above	%	11.2	11.9	7.2	5.3	9.1	8.0	23.3	1.1	8.6
Certificate III and above	%	73.8	74.0	75.1	56.7	55.3	70.3	90.8	44.7	69.1
Non-Indigenous graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	13.3	20.2	6.6	5.0	3.9	0.7	1.5	0.2	51.6
Certificate III or IV	'000	47.6	82.5	58.1	19.4	12.9	5.1	4.0	2.0	231.7
Certificate I or II or lower (d)	'000	11.7	14.7	7.2	3.9	5.2	1.5	0.3	0.4	44.9

TABLE 5A.72

Table 5A.72 **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	72.7	117.5	71.9	28.3	22.1	7.3	5.9	2.6	328.1
Proportion of qualifications completed										
Diploma and above	%	18.4	17.2	9.2	17.8	17.8	9.5	25.9	8.0	15.7
Certificate III and above	%	83.9	87.5	90.0	86.3	76.3	79.3	94.8	85.5	86.3
2014										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	21.7	21.4	12.1	5.4	6.6	1.0	2.0	0.4	70.5
Certificate III or IV	'000	79.4	104.5	65.3	23.0	23.1	5.4	5.5	2.5	308.7
Certificate I or II or lower (d)	'000	21.8	27.2	7.9	5.3	8.8	2.2	0.6	1.2	75.1
All qualifications	'000	123.0	153.0	85.3	33.8	38.5	8.5	8.1	4.1	454.2
Proportion of qualifications completed										
Diploma and above	%	17.7	14.0	14.2	16.1	17.3	11.2	24.2	9.2	15.5
Certificate III and above	%	82.2	82.2	90.7	84.2	77.1	74.4	92.2	70.7	83.5
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.8	0.1	0.4	0.1	–	–	0.1	0.1	1.5
Certificate III or IV	'000	3.3	1.0	2.5	0.7	0.4	0.2	0.1	0.4	8.5
Certificate I or II or lower (d)	'000	1.7	0.4	0.7	0.8	0.5	0.2	–	0.7	4.9
All qualifications	'000	5.7	1.5	3.5	1.5	1.0	0.4	0.2	1.1	15.0
Proportion of qualifications completed										
Diploma and above	%	13.6	9.8	10.4	5.3	3.6	6.2	22.3	5.3	10.3
Certificate III and above	%	71.0	74.6	80.6	49.4	44.8	59.2	83.0	38.0	67.1
Non-Indigenous graduates aged 20–64 years										

TABLE 5A.72

Table 5A.72 **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	20.8	21.0	9.6	4.7	6.4	0.9	1.9	0.3	65.6
Certificate III or IV	'000	75.4	101.6	55.7	20.1	21.9	5.1	5.2	2.1	287.2
Certificate I or II or lower (d)	'000	20.1	26.5	6.3	4.0	8.0	2.0	0.5	0.5	67.8
All qualifications	'000	116.3	149.1	71.5	28.8	36.4	8.0	7.6	2.9	420.6
Proportion of qualifications completed										
Diploma and above	%	17.9	14.1	13.4	16.2	17.7	11.6	24.3	10.7	15.6
Certificate III and above	%	82.8	82.2	91.3	86.2	77.9	75.1	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

TABLE 5A.72

Table 5A.72 **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	%	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										
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										

TABLE 5A.72

Table 5A.72 **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	0.5	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
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										

TABLE 5A.72

Table 5A.72 **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	%	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										
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	0.1	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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.72 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>
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(c) This table presents the number of programs completed annually from 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.73

Table 5A.73 **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>
2015										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	15.7	23.9	9.6	6.6	4.2	0.7	1.8	0.3	62.8
Certificate III or IV	'000	64.4	100.0	82.4	27.3	15.5	6.2	5.2	2.8	303.7
Certificate I or II or lower (d)	'000	31.9	24.6	24.2	13.2	8.9	2.4	0.5	2.0	107.6
All qualifications	'000	112.1	148.4	116.2	47.0	28.6	9.3	7.5	5.0	474.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.2	6.0	3.0	3.7	3.8	2.3	6.8	1.5	4.0
Certificate III or IV	no.	12.9	25.2	26.2	15.6	14.0	18.8	19.3	16.1	19.3
Certificate I or II or lower (d)	no.	6.4	6.2	7.7	7.5	8.0	7.4	1.8	11.3	6.8
All qualifications	no.	22.4	37.5	36.9	26.8	25.9	28.5	27.9	28.9	30.1
Proportion of qualifications completed										
Diploma and above	%	14.0	16.1	8.3	14.0	14.9	8.0	24.2	5.1	13.3
Certificate III and above	%	71.5	83.5	79.2	72.0	69.0	74.0	93.5	60.9	77.3
Aboriginal and Torres Strait Islander graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.6	0.2	0.3	0.1	0.1	–	–	–	1.4
Certificate III or IV	'000	3.9	1.1	3.7	1.1	0.4	0.3	0.2	0.5	11.0
Certificate I or II or lower (d)	'000	2.5	0.6	2.5	1.5	0.5	0.2	–	0.9	8.6
All qualifications	'000	7.0	1.8	6.5	2.7	0.9	0.4	0.3	1.4	21.0
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.1	5.5	2.7	1.8	2.7	1.7	10.4	0.2	3.0
Certificate III or IV	no.	28.1	32.7	29.4	17.6	14.1	16.2	34.9	11.2	24.4

TABLE 5A.73

Table 5A.73 **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.	18.3	18.1	19.5	25.3	18.1	9.6	8.3	18.1	19.1
All qualifications	no.	50.5	56.3	51.6	44.7	34.9	27.4	53.6	29.5	46.5
Proportion of qualifications completed										
Diploma and above	%	8.2	9.7	5.2	4.0	7.6	6.3	19.4	0.8	6.5
Certificate III and above	%	63.8	67.8	62.2	43.4	48.1	65.2	84.5	38.8	58.9
Non-Indigenous graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	15.0	23.1	8.3	6.0	4.1	0.7	1.6	0.2	58.9
Certificate III or IV	'000	59.9	97.6	71.3	24.2	14.8	5.8	4.5	2.2	280.5
Certificate I or II or lower (d)	'000	29.2	23.5	19.3	10.9	8.3	2.3	0.4	1.1	94.8
All qualifications	'000	104.1	144.1	98.8	41.0	27.2	8.8	6.5	3.5	434.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.1	5.9	2.7	3.5	3.8	2.3	5.9	1.7	3.9
Certificate III or IV	no.	12.3	24.9	23.6	14.3	13.8	18.8	17.1	17.9	18.4
Certificate I or II or lower (d)	no.	6.0	6.0	6.4	6.4	7.7	7.3	1.7	8.5	6.2
All qualifications	no.	21.4	36.7	32.7	24.2	25.2	28.3	24.7	28.1	28.4
Proportion of qualifications completed										
Diploma and above	%	14.4	16.0	8.4	14.5	15.1	8.1	24.0	6.1	13.6
Certificate III and above	%	72.0	83.7	80.5	73.5	69.7	74.3	93.2	69.7	78.2
2014										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	23.8	23.4	14.2	6.6	6.8	1.0	2.0	0.4	78.3
Certificate III or IV	'000	94.3	123.7	83.9	28.9	25.4	6.2	6.2	2.8	371.4

TABLE 5A.73

Table 5A.73 **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	30.5	38.8	19.0	13.0	13.3	3.6	0.9	2.3	121.4
All qualifications	'000	148.6	185.9	117.1	48.5	45.5	10.8	9.1	5.5	571.1
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.8	6.0	4.5	3.8	6.2	2.9	7.6	2.1	5.0
Certificate III or IV	no.	19.1	31.6	26.8	16.5	23.1	18.9	23.2	16.1	23.8
Certificate I or II or lower (d)	no.	6.2	9.9	6.1	7.4	12.1	11.0	3.3	13.4	7.8
All qualifications	no.	30.1	47.6	37.5	27.6	41.4	32.8	34.0	31.6	36.6
Proportion of qualifications completed										
Diploma and above	%	16.0	12.6	12.1	13.6	15.0	9.0	22.3	6.8	13.7
Certificate III and above	%	79.5	79.1	83.8	73.3	70.8	66.5	90.3	57.7	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	1.7
Certificate III or IV	'000	4.1	1.2	3.4	0.8	0.5	0.3	0.2	0.4	10.9
Certificate I or II or lower (d)	'000	2.6	0.7	1.7	1.5	0.8	0.3	0.1	1.0	8.7
All qualifications	'000	7.5	2.1	5.5	2.5	1.3	0.6	0.3	1.5	21.3
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	6.1	5.1	3.3	1.7	1.5	1.6	11.5	1.3	3.8
Certificate III or IV	no.	30.2	38.8	27.8	14.1	20.9	16.0	40.3	8.7	24.7
Certificate I or II or lower (d)	no.	19.6	21.4	13.7	25.9	30.5	18.1	14.8	21.8	19.7
All qualifications	no.	55.9	65.2	44.8	41.7	52.8	35.8	66.6	31.8	48.2
Proportion of qualifications completed										
Diploma and above	%	11.0	7.8	7.4	4.1	2.8	4.6	17.2	3.9	7.8
Certificate III and above	%	65.0	67.2	69.4	37.9	42.3	49.3	77.8	31.4	59.2

TABLE 5A.73

Table 5A.73 **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	22.9	23.1	11.3	5.8	6.6	0.9	1.9	0.3	72.9
Certificate III or IV	'000	89.4	120.3	71.7	25.6	24.1	5.9	5.9	2.4	345.3
Certificate I or II or lower (d)	'000	27.7	37.6	15.5	10.4	12.3	3.3	0.8	1.3	108.9
All qualifications	'000	140.0	181.1	98.5	41.8	43.0	10.1	8.6	4.0	527.0
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.8	6.0	3.8	3.4	6.2	3.0	7.3	2.5	4.8
Certificate III or IV	no.	18.6	31.0	23.9	15.1	22.4	18.7	22.3	18.7	22.8
Certificate I or II or lower (d)	no.	5.8	9.7	5.1	6.2	11.4	10.5	2.9	10.1	7.2
All qualifications	no.	29.1	46.7	32.8	24.7	40.0	32.3	32.5	31.2	34.7
Proportion of qualifications completed										
Diploma and above	%	16.3	12.8	11.5	13.8	15.4	9.3	22.5	7.9	13.8
Certificate III and above	%	80.2	79.2	84.3	75.1	71.4	67.3	91.0	67.8	79.3
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
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

TABLE 5A.73

Table 5A.73 **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.	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
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

TABLE 5A.73

Table 5A.73 **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	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
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

TABLE 5A.73

Table 5A.73 **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	0.5	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	33.2	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
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

TABLE 5A.73

Table 5A.73 **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.	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
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

TABLE 5A.73

Table 5A.73 **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	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

Table 5A.73 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>
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(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.74

Table 5A.74 **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>
2015										
All graduates										
Diploma and above	'000	12.9	37.6	12.3	7.8	8.1	0.9	1.8	0.4	81.8
Certificate III or IV	'000	62.1	108.6	74.5	29.6	13.4	5.7	4.6	3.2	301.6
Certificate I or II	'000	25.6	38.0	21.4	17.9	12.1	3.0	0.6	2.7	121.3
All qualifications	'000	100.6	184.2	108.1	55.3	33.6	9.6	7.0	6.3	504.7
Change between 2014 and 2015										
Diploma and above	%	-50.6	30.7	22.9	28.7	20.2	-6.0	16.2	4.1	1.5
Certificate III or IV	%	-33.4	-24.4	-0.1	0.6	-30.0	0.7	0.5	5.3	-19.2
Certificate I or II	%	-31.5	-24.8	52.0	-4.4	-20.2	-24.4	-43.2	-4.9	-15.6
All qualifications	%	-35.8	-17.4	9.7	2.0	-18.1	-9.4	-2.6	0.6	-15.5
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	0.7	0.3	0.4	0.1	0.1	—	0.1	—	1.7
Certificate III or IV	'000	4.4	1.2	3.7	1.3	0.4	0.2	0.1	0.7	12.0
Certificate I or II	'000	2.9	0.9	2.3	2.7	0.8	0.2	0.1	1.3	11.1
All qualifications	'000	8.0	2.4	6.3	4.2	1.3	0.5	0.2	2.0	24.9
Non-Indigenous graduates										
Diploma and above	'000	12.0	37.0	10.7	7.0	7.9	0.8	1.7	0.3	77.4
Certificate III or IV	'000	57.1	106.6	64.5	26.3	12.8	5.4	4.2	2.6	279.4
Certificate I or II	'000	22.7	36.9	17.2	14.2	11.1	2.8	0.5	1.4	106.7
All qualifications	'000	91.8	180.5	92.4	47.5	31.7	9.0	6.4	4.2	463.5
2014										
All graduates										
Diploma and above	'000	26.2	28.8	10.0	6.1	6.7	0.9	1.5	0.4	80.6
Certificate III or IV	'000	93.2	143.6	74.5	29.4	19.1	5.6	4.6	3.1	373.1

TABLE 5A.74

Table 5A.74 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	'000	37.4	50.5	14.1	18.7	15.1	4.0	1.0	2.9	143.8
All qualifications	'000	156.8	222.9	98.6	54.2	41.0	10.5	7.2	6.3	597.5
Change between 2013 and 2014										
Diploma and above	%	31.5	9.9	11.3	8.7	-15.4	-22.7	-11.3	36.2	12.2
Certificate III or IV	%	8.4	4.5	43.2	-8.0	-36.2	6.8	-5.1	27.3	6.6
Certificate I or II	%	-1.4	-27.2	-9.9	-5.5	-47.6	35.2	5.0	3.2	-19.4
All qualifications	%	9.0	-4.3	28.6	-5.5	-38.6	11.8	-5.1	15.4	-0.4
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	1.0	0.2	0.4	0.1	0.1	–	–	–	1.9
Certificate III or IV	'000	4.4	1.5	3.4	1.2	0.4	0.2	0.2	0.5	11.9
Certificate I or II	'000	3.8	0.9	1.3	2.7	1.2	0.3	0.1	1.4	11.7
All qualifications	'000	9.2	2.6	5.2	4.0	1.6	0.6	0.2	2.0	25.4
Non-Indigenous graduates										
Diploma and above	'000	25.0	28.2	8.4	5.4	6.5	0.9	1.5	0.3	76.2
Certificate III or IV	'000	87.8	139.2	64.5	26.1	18.1	5.3	4.4	2.6	348.1
Certificate I or II	'000	33.5	49.2	11.4	14.7	13.7	3.6	1.0	1.4	128.5
All qualifications	'000	146.3	216.6	84.4	46.3	38.3	9.9	6.9	4.3	552.9
2013										
All graduates										
Diploma and above	'000	19.9	26.2	9.0	5.6	8.0	1.2	1.7	0.3	71.9
Certificate III or IV	'000	86.0	137.4	52.1	32.0	29.9	5.3	4.8	2.4	349.9
Certificate I or II	'000	37.9	69.4	15.6	19.8	28.8	2.9	1.0	2.8	178.3
All qualifications	'000	143.8	233.0	76.6	57.4	66.8	9.4	7.6	5.5	600.1
Change between 2012 and 2013										
Diploma and above	%	-22.0	-34.9	-26.7	-5.1	35.2	-17.5	10.9	-8.5	-22.8

TABLE 5A.74

Table 5A.74 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	-2.1	-2.7	3.8	20.6	-15.2	1.4	-17.8	-1.1
Certificate I or II	%	-15.0	18.7	-33.9	-7.4	55.6	-29.8	-5.1	-14.2	1.8
All qualifications	%	-10.4	-2.5	-14.2	-1.2	35.6	-20.6	2.4	-15.6	-3.5
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	0.6	0.2	0.3	0.1	0.1	–	0.1	–	1.4
Certificate III or IV	'000	3.6	1.2	2.6	1.2	0.6	0.2	0.1	0.5	10.2
Certificate I or II	'000	3.3	1.3	1.4	2.9	1.3	0.2	0.1	1.5	12.1
All qualifications	'000	7.6	2.7	4.4	4.2	2.0	0.5	0.3	2.0	23.6
Non-Indigenous graduates										
Diploma and above	'000	19.2	25.9	7.2	5.0	7.7	1.2	1.6	0.2	68.0
Certificate III or IV	'000	81.6	134.7	44.4	28.3	28.3	5.0	4.7	1.9	328.9
Certificate I or II	'000	34.5	67.5	12.0	15.3	27.0	2.7	0.9	1.3	161.3
All qualifications	'000	135.4	228.1	63.7	48.7	63.0	8.8	7.1	3.4	558.2
2012										
All graduates										
Diploma and above	'000	25.5	40.2	12.2	5.9	5.9	1.5	1.6	0.3	93.1
Certificate III or IV	'000	90.3	140.3	53.5	30.8	24.8	6.2	4.8	2.9	353.7
Certificate I or II	'000	44.6	58.5	23.6	21.4	18.5	4.2	1.1	3.3	175.1
All qualifications	'000	160.5	239.0	89.4	58.1	49.3	11.9	7.4	6.5	622.0
Change between 2011 and 2012										
Diploma and above	%	-11.7	13.4	-10.6	-10.4	25.3	35.0	-12.2	48.0	0.7
Certificate III or IV	%	4.8	37.8	-4.3	1.1	34.7	3.6	10.8	17.8	15.7
Certificate I or II	%	7.1	24.6	-20.5	-2.3	35.5	1.0	-6.5	-6.7	7.7
All qualifications	%	2.4	29.7	-10.0	-1.4	33.8	5.7	2.4	4.9	10.9
Aboriginal and Torres Strait Islander graduates										

TABLE 5A.74

Table 5A.74 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	'000	0.6	0.2	0.5	0.1	0.1	–	–	–	1.6
Certificate III or IV	'000	3.5	1.2	2.9	1.2	0.8	0.3	0.1	0.6	10.5
Certificate I or II	'000	3.7	1.0	2.4	3.0	1.5	0.3	0.1	1.6	13.6
All qualifications	'000	7.8	2.4	5.8	4.3	2.4	0.6	0.2	2.2	25.7
Non-Indigenous graduates										
Diploma and above	'000	24.2	39.5	9.3	4.9	5.7	1.4	1.4	0.3	86.6
Certificate III or IV	'000	85.1	137.2	45.8	26.0	23.2	5.9	4.3	2.3	329.9
Certificate I or II	'000	40.5	56.7	17.9	14.6	16.7	3.8	0.9	1.6	152.7
All qualifications	'000	149.8	233.4	72.9	45.6	45.6	11.1	6.7	4.2	569.3
2011										
All graduates										
Diploma and above	'000	28.9	35.5	13.7	6.6	4.7	1.1	1.8	0.2	92.5
Certificate III or IV	'000	86.2	101.9	55.9	30.4	18.4	6.0	4.3	2.5	305.7
Certificate I or II	'000	41.7	46.9	29.7	21.9	13.7	4.1	1.1	3.5	162.7
All qualifications	'000	156.8	184.3	99.3	58.9	36.8	11.2	7.2	6.2	560.8
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	0.6	0.2	0.4	0.1	0.1	–	–	–	1.4
Certificate III or IV	'000	3.4	0.9	2.7	1.1	0.6	0.2	0.1	0.5	9.6
Certificate I or II	'000	3.6	0.9	3.0	2.8	1.1	0.3	0.1	1.9	13.5
All qualifications	'000	7.5	2.0	6.1	3.9	1.8	0.6	0.2	2.4	24.5
Non-Indigenous graduates										
Diploma and above	'000	26.9	34.6	10.3	5.4	4.5	1.1	1.4	0.2	84.3
Certificate III or IV	'000	81.0	97.5	46.4	24.8	16.8	5.6	3.2	1.9	277.4
Certificate I or II	'000	37.7	44.6	19.8	15.3	12.3	3.8	0.7	1.6	135.8
All qualifications	'000	145.7	176.7	76.5	45.6	33.6	10.4	5.3	3.7	497.5

Table 5A.74 **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>
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(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.75

Table 5A.75 **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 Tas (d), (e)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>	
2015									
Units of competency completed									
Major cities	987.0	1 874.3	1 156.8	537.2	295.2	0.4	98.3	0.7	4 950.0
Inner regional	414.1	667.8	434.0	93.6	55.0	98.4	9.6	0.7	1 773.2
Outer regional	145.0	126.4	307.7	86.7	67.7	52.8	2.1	57.1	845.4
Remote and very remote	20.8	2.8	79.0	68.7	21.8	5.3	0.1	33.5	231.9
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Major cities	105.9	186.9	17.9	56.2	51.2	0.1	2.6	–	420.7
Inner regional	25.2	49.7	6.1	6.2	3.3	7.7	0.2	–	98.4
Outer regional	10.0	6.0	6.5	6.1	4.7	2.8	–	2.2	38.3
Remote and very remote	1.4	0.1	1.0	4.5	0.9	0.1	–	1.5	9.5
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Major cities	1 092.9	2 061.2	1 174.7	593.4	346.4	0.4	100.9	0.7	5 370.6
Inner regional	439.3	717.5	440.1	99.8	58.3	106.1	9.8	0.7	1 871.6
Outer regional	155.0	132.4	314.1	92.7	72.4	55.6	2.2	59.3	883.7
Remote and very remote	22.2	2.9	80.0	73.1	22.7	5.5	0.1	34.9	241.4
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Major cities	1 590.8	2 339.8	1 071.3	547.2	388.9	0.6	107.6	0.8	6 046.9
Inner regional	608.3	811.4	349.0	91.7	65.3	110.1	11.2	0.8	2 047.8
Outer regional	207.2	157.3	231.0	84.3	77.3	62.4	2.7	59.3	881.4
Remote and very remote	23.8	4.6	61.5	71.5	22.0	7.8	0.1	38.6	229.9

TABLE 5A.75

Table 5A.75 **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	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
Modules completed									
Major cities	191.7	274.8	30.8	63.0	46.4	–	10.5	–	617.2
Inner regional	47.6	71.1	7.4	6.6	3.3	8.2	0.7	–	144.9
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	262.0	357.3	46.6	81.2	61.6	10.9	11.7	3.9	835.2
Units of competency and modules combined									
Major cities	1 782.4	2 614.6	1 102.1	610.1	435.3	0.6	118.1	0.8	6 664.1
Inner regional	656.0	882.5	356.4	98.3	68.5	118.3	11.9	0.8	2 192.7
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	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
2013									
Units of competency completed									
Major cities	1 476.3	2 456.5	766.8	581.9	648.3	0.6	102.3	0.6	6 033.2
Inner regional	542.2	853.5	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
All students	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.8
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

TABLE 5A.75

Table 5A.75 **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	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	6 865.0
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	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2
2012									
Units of competency completed									
Major cities	1 501.6	2 609.6	852.4	588.6	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	861.7	713.2	188.1	127.3	96.6	9 762.8
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
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	6 961.9
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

TABLE 5A.75

Table 5A.75 **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	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.1
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	5 569.7
Inner regional	608.3	746.0	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	961.7
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	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6
Modules completed									
Major cities	322.9	217.1	53.1	88.9	46.9	–	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	2 265.4	995.2	675.6	371.0	0.6	125.0	0.6	6 342.8
Inner regional	701.6	811.7	405.5	106.2	72.0	124.3	11.8	0.3	2 233.3
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
All students	2 936.6	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).

Table 5A.75 **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>
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(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.76

Table 5A.76 **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>
2015									
Units of competency completed									
Reported as having disability	170.9	177.5	104.1	39.0	48.4	15.3	11.4	5.0	571.6
Reported as not having disability	1 382.8	2 483.2	1 481.4	692.7	398.1	138.4	99.0	89.6	6 765.3
Not reported (disability)	24.8	29.2	406.1	59.4	–	3.9	1.0	3.4	527.8
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Reported as having disability	26.7	45.7	3.2	6.5	8.1	2.5	0.3	0.5	93.5
Reported as not having disability	117.2	195.4	11.0	57.6	53.2	8.2	2.6	3.4	448.6
Not reported (disability)	0.1	3.0	17.6	9.3	–	0.1	–	–	30.2
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Reported as having disability	197.6	223.2	107.2	45.5	56.5	17.8	11.8	5.5	665.0
Reported as not having disability	1 500.0	2 678.6	1 492.4	750.3	451.3	146.7	101.6	93.0	7 213.9
Not reported (disability)	24.8	32.3	423.7	68.7	–	4.0	1.0	3.4	557.9
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Reported as having disability	203.6	219.8	96.2	37.5	69.1	18.5	10.2	5.2	660.1
Reported as not having disability	2 221.6	3 092.8	1 293.6	700.2	517.7	160.3	110.7	92.6	8 189.5
Not reported (disability)	22.5	25.0	334.0	61.1	–	2.7	1.9	6.0	453.3
All students	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
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	219.4	303.4	15.7	64.1	54.0	7.9	10.9	3.5	679.0

TABLE 5A.76

Table 5A.76 **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)	1.7	1.6	26.5	11.0	–	–	–	0.1	40.9
All students	262.0	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	244.5	272.0	100.5	43.6	76.7	21.4	11.1	5.5	775.4
Reported as not having disability	2 441.0	3 396.3	1 309.3	764.3	571.7	168.2	121.6	96.1	8 868.5
Not reported (disability)	24.2	26.7	360.6	72.1	–	2.7	1.9	6.0	494.2
All students	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
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	3 289.5	882.2	741.3	875.2	139.9	108.1	82.7	8 177.2
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	9 278.8
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
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	3 743.4	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	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2

2012

TABLE 5A.76

Table 5A.76 **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	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	8 533.9
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	861.7	713.2	188.1	127.3	96.6	9 762.8
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	10 896.1
2011									
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	2 694.8	1 084.5	685.8	526.6	160.6	82.2	83.6	7 555.9
Not reported (disability)	51.4	152.4	513.6	134.0	–	6.9	7.2	5.9	871.4
All students	2 468.6	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6
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	891.4
Not reported (disability)	3.3	4.7	39.4	24.4	–	0.3	–	0.5	72.5

TABLE 5A.76

Table 5A.76 **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	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	210.2	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	593.5	171.7	129.7	89.0	8 447.4
Not reported (disability)	54.7	157.1	553.0	158.4	–	7.2	7.2	6.4	943.9
All students	2 936.6	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.77

Table 5A.77 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>
2015									
Units of competency completed									
Language other than English	255.8	656.1	137.7	116.1	50.6	5.5	19.1	22.5	1 263.4
English	1 208.2	2 009.8	1 624.4	615.5	384.4	149.4	83.8	71.5	6 146.9
Not reported (language)	114.5	23.9	229.5	59.4	11.5	2.7	8.6	4.1	454.3
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Language other than English	75.7	104.7	8.6	27.1	32.1	2.6	0.8	3.1	254.8
English	60.0	137.7	19.8	34.0	22.9	8.0	1.6	0.8	284.7
Not reported (language)	8.3	1.8	3.5	12.2	6.2	0.2	0.5	–	32.7
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Language other than English	331.6	760.8	146.2	143.2	82.7	8.1	19.9	25.5	1 518.2
English	1 268.2	2 147.5	1 644.1	649.6	407.3	157.4	85.4	72.3	6 431.7
Not reported (language)	122.7	25.8	233.0	71.7	17.7	2.9	9.1	4.1	487.0
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Language other than English	482.9	780.7	128.7	109.2	61.1	6.1	17.0	22.4	1 608.1
English	1 861.6	2 513.8	1 435.2	622.7	468.6	172.2	96.0	77.1	7 247.3
Not reported (language)	103.3	43.1	159.9	66.9	57.1	3.1	9.8	4.3	447.5
All students	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
Modules completed									
Language other than English	124.0	136.9	11.7	28.2	22.2	3.0	2.1	3.3	331.4

TABLE 5A.77

Table 5A.77 **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>
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	262.0	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	606.9	917.6	140.3	137.4	83.4	9.1	19.2	25.7	1 939.6
English	1 989.1	2 729.1	1 465.6	661.8	490.2	179.9	101.7	77.6	7 695.0
Not reported (language)	113.8	48.3	164.4	80.8	74.8	3.3	13.7	4.4	503.6
All students	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
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	1 191.1	658.4	741.6	151.6	93.8	65.5	7 265.5
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	9 278.8
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	7 933.2
Not reported (language)	92.0	151.7	92.5	96.9	135.1	3.4	12.2	4.5	588.3
All students	2 602.4	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2

TABLE 5A.77

Table 5A.77 **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>
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	640.9	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	861.7	713.2	188.1	127.3	96.6	9 762.8
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
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	10 896.1
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	2 494.1	1 513.1	639.8	442.4	176.1	78.0	70.2	7 302.2
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	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6

TABLE 5A.77

Table 5A.77 **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	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	482.3	187.1	116.7	72.3	8 006.0
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	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
2015									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	124.7	33.2	111.8	53.2	17.5	8.0	3.6	30.3	382.4
Non-Indigenous students	1 437.7	2 637.1	1 711.3	683.8	421.6	148.5	102.6	66.4	7 209.1
Indigenous status not reported	16.0	19.6	168.4	54.1	7.4	1.2	5.2	1.3	273.2
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Aboriginal and Torres Strait Islander stud	14.3	4.7	4.3	10.2	3.0	0.7	0.2	1.5	39.0
Non-Indigenous students	129.1	237.4	24.6	59.7	58.2	10.0	2.6	2.4	524.0
Indigenous status not reported	0.6	2.0	3.0	3.4	–	–	0.1	–	9.2
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Aboriginal and Torres Strait Islander stud	139.0	37.9	116.1	63.4	20.5	8.7	3.9	31.8	421.4
Non-Indigenous students	1 566.9	2 874.5	1 735.9	743.5	479.8	158.5	105.2	68.8	7 733.1
Indigenous status not reported	16.6	21.6	171.4	57.5	7.4	1.2	5.3	1.3	282.4
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	138.8	39.5	88.9	50.8	21.5	9.9	5.0	30.3	384.6
Non-Indigenous students	2 285.9	3 237.8	1 485.6	686.0	548.8	169.3	115.8	72.9	8 602.0
Indigenous status not reported	23.0	60.4	149.3	62.1	16.5	2.2	2.0	0.7	316.3
All students	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
Modules completed									
Aboriginal and Torres Strait Islander stud	20.8	5.7	4.2	10.0	3.9	0.8	0.4	1.9	47.6
Non-Indigenous students	238.6	347.4	37.1	67.0	57.5	10.0	11.4	2.0	771.0

TABLE 5A.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
Indigenous status not reported	2.6	4.2	5.3	4.3	0.2	–	–	–	16.6
All students	262.0	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 stud	159.6	45.2	93.1	60.7	25.4	10.7	5.4	32.1	432.2
Non-Indigenous students	2 524.5	3 585.2	1 522.7	752.9	606.3	179.3	127.1	74.9	9 373.0
Indigenous status not reported	25.6	64.6	154.6	66.4	16.7	2.3	2.0	0.7	332.9
All students	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
2013									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	112.9	37.1	69.5	54.9	25.3	8.4	4.6	29.2	341.8
Non-Indigenous students	2 117.6	3 449.0	1 139.2	722.3	890.0	149.3	113.1	60.9	8 641.3
Indigenous status not reported	16.3	36.7	137.7	73.6	27.4	2.1	1.4	0.5	295.7
All students	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.8
Modules completed									
Aboriginal and Torres Strait Islander stud	26.1	7.5	5.6	8.2	5.8	1.0	0.6	3.0	57.8
Non-Indigenous students	327.7	503.5	42.1	73.8	78.1	11.3	16.4	2.1	1 054.9
Indigenous status not reported	1.9	4.1	7.9	4.5	0.2	0.1	–	–	18.7
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									
Aboriginal and Torres Strait Islander stud	138.9	44.6	75.1	63.1	31.1	9.4	5.3	32.2	399.6
Non-Indigenous students	2 445.3	3 952.5	1 181.3	796.1	968.0	160.6	129.4	63.0	9 696.2
Indigenous status not reported	18.2	40.8	145.6	78.0	27.7	2.3	1.5	0.5	314.5
All students	2 602.4	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2

TABLE 5A.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
2012									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	110.8	35.3	90.8	56.7	28.2	9.0	3.0	30.3	364.1
Non-Indigenous students	2 264.2	3 734.3	1 277.3	683.9	664.1	176.8	111.5	65.2	8 977.3
Indigenous status not reported	41.3	49.6	172.3	121.1	20.9	2.3	12.8	1.1	421.4
All students	2 416.3	3 819.2	1 540.4	861.7	713.2	188.1	127.3	96.6	9 762.8
Modules completed									
Aboriginal and Torres Strait Islander stud	30.9	6.4	5.6	9.6	8.8	1.2	0.6	3.5	66.8
Non-Indigenous students	400.9	402.3	48.6	72.7	66.9	13.6	26.6	2.1	1 033.8
Indigenous status not reported	4.0	5.0	11.0	11.9	0.5	0.2	0.1	0.1	32.7
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									
Aboriginal and Torres Strait Islander stud	141.7	41.7	96.4	66.3	37.0	10.2	3.7	33.8	430.9
Non-Indigenous students	2 665.1	4 136.7	1 326.0	756.6	730.9	190.4	138.1	67.3	10 011.1
Indigenous status not reported	45.3	54.6	183.3	133.1	21.4	2.5	12.8	1.1	454.1
All students	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.1
2011									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	110.1	29.9	97.2	49.6	22.4	8.4	2.5	33.2	353.3
Non-Indigenous students	2 306.0	2 901.9	1 320.6	662.0	507.6	173.0	65.8	59.2	7 996.2
Indigenous status not reported	52.5	90.0	271.8	145.6	26.2	4.0	26.9	1.2	618.1
All students	2 468.6	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6
Modules completed									
Aboriginal and Torres Strait Islander stud	35.4	4.7	6.5	10.3	7.7	1.2	1.0	4.6	71.4
Non-Indigenous students	428.7	287.6	61.3	86.6	69.3	12.8	47.1	2.0	995.4

TABLE 5A.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
Indigenous status not reported	3.9	4.1	14.4	13.8	0.3	0.1	3.3	–	39.9
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									
Aboriginal and Torres Strait Islander stud	145.5	34.5	103.7	59.9	30.1	9.6	3.5	37.8	424.7
Non-Indigenous students	2 734.7	3 189.5	1 381.9	748.6	576.9	185.8	113.0	61.2	8 991.6
Indigenous status not reported	56.4	94.1	286.2	159.4	26.4	4.1	30.2	1.2	658.0
All students	2 936.6	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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*.

Improved education status

TABLE 5A.79

Table 5A.79 **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>
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	70.3	113.4	84.6	28.9	15.0	5.3	3.2	3.2	323.9
Aboriginal and Torres Strait Islander students	'000	4.7	1.4	5.0	2.1	0.5	0.3	0.1	1.0	15.1
Non-Indigenous	'000	65.2	110.9	74.4	26.3	14.3	5.0	2.9	2.2	301.2
Proportion of all AQF qualifications completed										
All	%	62.1	75.2	72.1	60.9	52.2	56.1	41.8	61.9	67.5
Aboriginal and Torres Strait Islander students	%	66.1	77.8	75.7	76.0	57.1	63.8	56.3	69.1	71.0
Non-Indigenous	%	62.0	75.8	74.5	63.8	52.3	55.8	44.4	59.8	68.6
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	16.8	22.2	28.1	18.1	15.1	15.1	13.0	15.2	20.6
Aboriginal and Torres Strait Islander students	%	14.9	15.7	27.3	13.1	11.5	15.2	12.6	12.1	16.7
Non-Indigenous	%	16.9	22.3	29.2	19.9	15.3	15.1	13.8	17.4	21.1
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	76.7	142.4	81.7	28.6	21.3	6.7	3.6	3.5	364.4
Aboriginal and Torres Strait Islander students	'000	4.6	1.6	4.1	1.9	0.6	0.4	0.2	1.1	14.4
Non-Indigenous	'000	71.7	138.8	71.4	26.2	20.2	6.2	3.3	2.4	340.3
Proportion of all AQF qualifications completed										
All	%	51.0	75.9	69.0	58.5	46.5	61.3	38.4	61.4	63.1
Aboriginal and Torres Strait Islander students	%	60.2	78.1	74.5	74.5	45.8	62.6	56.6	67.4	66.9
Non-Indigenous	%	50.7	75.9	71.9	62.2	46.5	61.4	38.3	59.3	63.9
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	14.9	22.6	27.0	17.1	15.8	16.1	11.9	15.3	19.8

TABLE 5A.79

Table 5A.79 **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	%	13.6	16.3	23.0	11.4	10.6	16.4	16.2	11.0	14.9
Non-Indigenous	%	15.1	22.7	28.0	19.2	15.9	16.1	11.7	18.4	20.2
2013										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	70.4	142.9	59.6	28.1	30.1	6.9	3.6	3.9	345.6
Aboriginal and Torres Strait Islander students	'000	3.5	1.4	3.2	1.9	0.7	0.4	0.1	1.3	12.6
Non-Indigenous	'000	66.5	140.3	50.3	25.5	28.4	6.5	3.4	2.5	323.5
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
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	'000	79.5	161.2	63.0	28.4	21.1	7.3	5.2	3.5	369.2
Aboriginal and Torres Strait Islander students	'000	3.8	1.5	3.7	1.9	0.9	0.4	0.2	1.2	13.6
Non-Indigenous	'000	74.9	158.0	52.7	24.1	19.5	6.8	3.8	2.3	342.1
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

TABLE 5A.79

Table 5A.79 **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	%	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	'000	70.8	113.3	65.2	29.4	20.1	6.9	4.9	3.4	313.9
Aboriginal and Torres Strait Islander students	'000	3.2	1.2	3.6	1.9	0.9	0.3	0.2	1.1	12.5
Non-Indigenous	'000	66.6	109.1	51.7	25.5	18.4	6.5	3.2	2.2	283.3
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.

Table 5A.79 **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>
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(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*, 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.80

Table 5A.80 **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>
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	41.3	90.3	58.7	16.8	11.6	4.0	2.6	2.0	227.5
Aboriginal and Torres Strait Islander students	'000	2.8	1.0	3.0	1.2	0.4	0.2	0.1	0.7	9.5
Non-Indigenous	'000	38.2	88.6	52.0	15.3	11.1	3.8	2.5	1.3	212.7
Proportion of all AQF qualifications completed										
All	%	52.9	75.1	69.8	51.4	50.0	52.7	39.2	53.1	63.8
Aboriginal and Torres Strait Islander students	%	60.9	77.4	73.1	69.2	55.4	61.7	51.5	65.7	67.0
Non-Indigenous	%	52.6	75.4	72.3	54.1	50.2	52.3	42.0	48.8	64.8
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	15.1	22.5	27.7	14.6	14.5	14.4	13.8	12.2	19.8
Aboriginal and Torres Strait Islander students	%	14.8	14.7	26.7	10.6	12.2	15.4	13.2	10.9	15.7
Non-Indigenous	%	15.1	22.6	28.9	16.1	14.6	14.3	14.6	13.2	20.3
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	57.0	116.2	55.7	16.9	17.7	4.8	2.8	2.1	273.2
Aboriginal and Torres Strait Islander students	'000	3.2	1.2	2.5	1.1	0.4	0.2	0.1	0.7	9.4
Non-Indigenous	'000	53.5	113.3	48.7	15.6	16.8	4.6	2.7	1.4	256.4
Proportion of all AQF qualifications completed										
All	%	46.3	75.9	65.3	49.9	45.9	56.8	35.2	52.0	60.1
Aboriginal and Torres Strait Islander students	%	55.5	78.1	72.3	69.6	45.3	56.2	51.5	61.2	62.8
Non-Indigenous	%	46.0	76.0	68.2	54.0	46.0	57.0	35.3	48.7	61.0
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	16.3	23.4	26.1	14.1	16.0	15.2	12.1	12.0	20.1

TABLE 5A.80

Table 5A.80 **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	%	15.3	15.8	21.9	9.1	10.4	15.5	16.7	9.2	14.4
Non-Indigenous	%	16.4	23.4	27.1	16.1	16.2	15.2	11.8	14.0	20.5
2013										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	50.9	115.0	38.0	16.5	24.6	4.8	3.0	2.5	255.2
Aboriginal and Torres Strait Islander students	'000	2.3	1.0	2.0	1.2	0.5	0.2	0.1	0.8	8.1
Non-Indigenous	'000	48.4	113.0	32.6	15.0	23.3	4.6	2.8	1.6	241.3
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
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	'000	58.1	121.4	41.0	16.9	17.2	5.1	4.2	2.4	266.3
Aboriginal and Torres Strait Islander students	'000	2.5	1.0	2.3	1.2	0.7	0.2	0.1	0.9	8.9
Non-Indigenous	'000	55.0	118.9	34.9	14.9	15.9	4.8	3.3	1.5	249.2
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

TABLE 5A.80

Table 5A.80 **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	%	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	'000	52.4	84.4	45.1	17.6	16.3	4.8	3.9	2.4	227.0
Aboriginal and Torres Strait Islander students	'000	2.2	0.9	2.4	1.1	0.7	0.2	0.1	0.8	8.4
Non-Indigenous	'000	49.4	81.1	37.2	15.9	14.9	4.6	2.8	1.6	207.5
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.

Table 5A.80 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>
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(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*, 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.81

Table 5A.81 **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>
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	'000	42.6	74.6	48.8	19.2	9.7	–	2.7	–	197.5
Inner regional	'000	17.9	29.3	18.8	3.1	2.0	3.3	0.2	–	74.7
Outer regional	'000	6.4	5.5	12.8	3.2	2.3	1.7	–	2.0	33.9
Remote and very remote	'000	0.9	0.3	3.3	2.2	0.7	0.2	–	1.0	8.5
Remote	'000	0.6	0.2	2.0	1.2	0.6	0.2	–	0.7	5.4
Very remote	'000	0.2	0.1	1.3	0.9	0.2	–	–	0.4	3.0
Outside Australia	'000	2.0	2.7	0.6	1.1	0.1	–	0.2	0.1	6.7
Not known	'000	0.6	1.1	0.4	0.1	0.3	–	–	0.2	2.7
All students	'000	70.3	113.4	84.6	28.9	15.0	5.3	3.2	3.2	323.9
Proportion of all AQF qualification course completions										
Major cities	%	60.0	74.7	72.7	61.1	50.0	46.7	44.2	45.5	67.0
Inner regional	%	66.5	78.2	74.7	65.4	59.5	55.7	46.9	44.2	71.7
Outer regional	%	66.8	78.7	73.2	66.3	58.9	58.1	49.5	64.0	69.4
Remote and very remote	%	65.6	74.6	71.2	66.3	57.6	62.2	33.3	60.8	66.6
Remote	%	66.2	78.0	73.3	65.1	56.7	62.1	20.0	65.0	67.2
Very remote	%	64.1	64.9	68.4	67.9	60.8	62.5	100.0	54.3	65.4
Outside Australia	%	54.9	61.2	23.1	37.9	49.8	27.6	20.7	52.9	45.8
Not known	%	75.9	65.0	65.5	55.1	35.3	83.3	32.2	54.6	60.0
All students	%	62.1	75.2	72.1	60.9	52.2	56.1	41.8	61.9	67.5
Proportion of all AQF qualification course enrolments										
Major cities	%	16.7	21.6	29.1	19.5	14.6	4.6	13.2	16.3	20.7
Inner regional	%	16.7	23.7	28.0	16.9	17.5	15.6	13.4	17.0	21.3

TABLE 5A.81

Table 5A.81 **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	%	16.6	22.6	27.6	16.9	16.4	14.8	11.1	18.4	20.6
Remote and very remote	%	13.7	19.5	24.6	12.0	16.2	12.0	8.7	12.2	15.9
Remote	%	13.8	19.5	26.3	12.6	16.6	12.5	5.0	14.2	16.8
Very remote	%	13.6	19.3	22.5	11.3	15.0	5.5	33.3	9.7	14.6
Outside Australia	%	27.8	23.0	11.4	20.6	9.9	15.9	11.5	20.8	20.9
Not known	%	13.1	28.3	23.8	17.9	11.4	12.0	11.9	9.2	17.7
All students	%	16.8	22.2	28.1	18.1	15.1	15.1	13.0	15.2	20.6

2014**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	'000	46.2	97.9	50.4	19.6	13.6	–	3.0	–	230.8
Inner regional	'000	19.7	33.6	17.3	2.9	2.5	4.0	0.3	–	80.3
Outer regional	'000	6.7	7.1	10.5	2.9	3.1	2.3	0.1	2.0	34.7
Remote and very remote	'000	0.8	0.4	2.7	2.1	0.9	0.3	–	1.3	8.5
Remote	'000	0.6	0.3	1.8	1.3	0.7	0.3	–	0.8	5.9
Very remote	'000	0.2	0.1	0.9	0.8	0.2	–	–	0.4	2.6
Outside Australia	'000	2.9	2.4	0.4	0.9	0.1	0.1	0.2	0.1	7.0
Not known	'000	0.4	0.9	0.4	0.1	1.2	–	–	0.2	3.2
All students	'000	76.7	142.4	81.7	28.6	21.3	6.7	3.6	3.5	364.4

Proportion of all AQF qualification course completions

Major cities	%	48.3	75.9	70.2	59.9	47.4	52.3	39.6	44.2	63.1
Inner regional	%	56.0	77.3	71.9	60.5	50.9	61.3	43.1	48.9	67.2
Outer regional	%	57.2	76.5	69.8	62.2	55.9	62.7	53.3	61.2	65.0
Remote and very remote	%	60.8	67.6	67.5	62.7	57.1	69.3	25.0	62.0	63.6
Remote	%	60.8	73.4	70.5	63.3	57.1	69.5	25.0	63.2	65.0

TABLE 5A.81

Table 5A.81 **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	%	60.8	44.3	62.5	61.7	57.2	65.2	..	59.8	60.7
Outside Australia	%	52.2	62.1	14.5	29.8	31.3	25.0	23.0	60.0	42.0
Not known	%	43.3	63.7	52.4	60.9	23.4	52.6	27.6	66.1	37.2
All students	%	51.0	75.9	69.0	58.5	46.5	61.3	38.4	61.4	63.1
Proportion of all AQF qualification course enrolments										
Major cities	%	14.6	23.1	29.9	19.1	16.2	7.8	12.2	15.8	20.6
Inner regional	%	15.6	21.6	26.5	15.1	18.8	16.1	12.1	19.5	19.7
Outer regional	%	14.4	23.4	22.9	14.9	19.5	16.3	13.5	17.9	18.9
Remote and very remote	%	11.4	23.5	19.7	10.7	18.6	16.2	10.0	12.3	14.3
Remote	%	11.8	25.3	21.6	12.4	18.9	16.7	13.3	13.5	15.8
Very remote	%	10.5	15.7	16.9	8.6	17.5	10.6	..	10.4	11.8
Outside Australia	%	29.8	18.5	5.8	17.0	6.3	19.1	9.1	23.8	18.0
Not known	%	6.1	17.7	17.3	17.7	7.3	11.6	8.8	15.7	10.0
All students	%	14.9	22.6	27.0	17.1	15.8	16.1	11.9	15.3	19.8

2013**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	'000	43.6	100.4	34.8	18.2	20.5	–	3.0	–	220.7
Inner regional	'000	17.9	31.0	13.4	3.4	3.5	4.1	0.3	–	73.5
Outer regional	'000	6.0	6.4	8.2	3.4	3.8	2.4	0.1	2.0	32.3
Remote and very remote	'000	0.8	0.3	2.5	2.2	0.9	0.3	–	1.5	8.6
Remote	'000	0.6	0.2	1.4	1.5	0.8	0.3	–	1.0	5.8
Very remote	'000	0.2	–	1.1	0.7	0.1	–	–	0.5	2.8
Outside Australia	'000	1.3	3.9	0.5	0.8	0.1	–	0.2	0.1	6.9
Not known	'000	0.7	1.0	0.2	0.1	1.2	–	0.1	0.2	3.5

TABLE 5A.81

Table 5A.81 **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	'000	70.4	142.9	59.6	28.1	30.1	6.9	3.6	3.9	345.6
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
Very remote	%	59.7	68.1	65.3	52.6	40.3	58.8	62.5	57.6	58.1
Outside Australia	%	38.4	67.3	20.8	28.0	41.7	26.1	24.0	82.9	44.4
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	'000	47.0	108.0	34.8	19.3	14.3	–	4.3	–	227.8
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TABLE 5A.81

Table 5A.81 **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	'000	20.9	38.7	14.6	2.9	2.5	4.4	0.4	–	84.5
Outer regional	'000	7.2	9.8	9.6	2.9	3.0	2.5	0.1	2.0	37.1
Remote and very remote	'000	1.2	0.3	2.9	2.2	0.9	0.3	–	1.3	9.0
Remote	'000	0.9	0.3	1.7	1.4	0.7	0.3	–	0.8	6.1
Very remote	'000	0.2	–	1.2	0.8	0.2	–	–	0.5	3.0
Outside Australia	'000	1.7	3.0	0.8	0.9	0.3	0.1	0.2	0.1	7.0
Not known	'000	1.6	1.4	0.3	0.1	0.1	–	0.1	0.1	3.8
All students	'000	79.5	161.2	63.0	28.4	21.1	7.3	5.2	3.5	369.2
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	%	40.9	63.2	22.8	32.8	28.9	38.5	26.6	81.3	40.8
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

TABLE 5A.81

Table 5A.81 **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	%	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	29.1	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	'000	43.8	72.9	36.1	20.2	12.3	–	4.0	0.1	189.4
Inner regional	'000	17.7	27.6	15.1	2.9	2.2	4.3	0.4	–	70.1
Outer regional	'000	5.8	7.8	9.8	2.9	2.8	2.3	–	1.7	33.2
Remote and very remote	'000	0.7	0.3	3.0	2.2	0.9	0.3	–	1.3	8.8
Remote	'000	0.6	0.3	1.6	1.4	0.7	0.3	–	0.9	5.7
Very remote	'000	0.2	0.1	1.4	0.9	0.2	–	–	0.5	3.1
Outside Australia	'000	1.5	3.5	0.8	1.1	0.2	0.1	0.3	0.1	7.7
Not known	'000	1.3	1.2	0.3	0.1	1.7	–	0.1	–	4.7
All students	'000	70.8	113.3	65.2	29.4	20.1	6.9	4.9	3.4	313.9
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	%	28.1	60.8	24.0	36.9	45.5	33.9	37.6	91.2	40.1
Not known	%	48.6	55.3	48.8	59.2	59.7	43.8	38.7	45.4	53.5

TABLE 5A.81

Table 5A.81 **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	%	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
Very remote	%	9.3	26.7	14.2	10.0	15.5	3.4	np	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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).

Table 5A.81 **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. **np** Not published.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.82

Table 5A.82 **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
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	'000	25.3	60.7	33.7	11.0	7.7	–	2.2	–	140.6
Inner regional	'000	10.4	22.2	13.2	1.7	1.5	2.5	0.2	–	51.7
Outer regional	'000	3.5	4.1	9.0	1.7	1.6	1.3	–	1.2	22.4
Remote and very remote	'000	0.5	0.2	2.1	1.3	0.5	0.1	–	0.7	5.5
Remote	'000	0.3	0.2	1.2	0.7	0.4	0.1	–	0.4	3.4
Very remote	'000	0.2	–	0.9	0.6	0.1	–	–	0.3	2.1
Outside Australia	'000	1.4	2.4	0.5	1.0	0.1	–	0.1	–	5.6
Not known	'000	0.2	0.8	0.3	0.1	0.2	–	–	0.1	1.7
All students	'000	41.3	90.3	58.7	16.8	11.6	4.0	2.6	2.0	227.5
Proportion of all AQF qualification course completions										
Major cities	%	50.7	74.8	70.8	51.2	48.3	46.7	41.5	47.2	63.5
Inner regional	%	58.0	78.1	72.8	56.1	57.5	52.0	45.1	44.1	68.5
Outer regional	%	57.8	76.6	70.3	56.1	54.7	55.3	49.5	53.2	64.4
Remote and very remote	%	56.9	72.3	68.0	57.4	54.6	59.2	20.0	55.0	60.9
Remote	%	56.6	75.3	68.8	54.4	53.3	58.9	20.0	58.3	60.6
Very remote	%	57.6	63.6	66.9	61.3	58.8	71.4	..	50.8	61.4
Outside Australia	%	48.5	61.6	21.4	36.8	49.5	26.9	19.4	50.5	43.5
Not known	%	52.6	62.6	66.7	48.7	34.1	78.6	29.8	44.4	54.0
All students	%	52.9	75.1	69.8	51.4	50.0	52.7	39.2	53.1	63.8
Proportion of all AQF qualification course enrolments										
Major cities	%	14.6	21.9	28.3	15.6	13.9	4.8	13.9	16.2	19.8
Inner regional	%	15.8	23.7	28.3	13.3	17.6	14.8	15.2	17.2	21.0

TABLE 5A.82

Table 5A.82 **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	%	14.9	23.1	27.8	12.9	15.3	14.3	13.9	14.3	19.5
Remote and very remote	%	11.6	20.5	23.3	9.8	16.2	11.4	5.0	10.4	14.2
Remote	%	11.4	20.5	25.0	10.0	16.2	11.7	5.3	11.7	14.8
Very remote	%	12.1	20.7	21.3	9.6	16.3	6.9	..	9.0	13.2
Outside Australia	%	24.5	24.3	11.1	21.0	10.8	15.7	11.2	19.8	20.6
Not known	%	13.5	26.9	23.2	15.9	11.4	9.8	11.8	6.5	17.6
All students	%	15.1	22.5	27.7	14.6	14.5	14.4	13.8	12.2	19.8

2014**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	'000	35.5	81.1	34.5	11.3	11.6	–	2.4	–	176.4
Inner regional	'000	14.3	26.3	11.6	1.7	2.0	3.0	0.2	–	59.1
Outer regional	'000	4.8	5.5	7.1	1.7	2.3	1.5	0.1	1.2	24.3
Remote and very remote	'000	0.6	0.3	1.8	1.3	0.7	0.2	–	0.7	5.8
Remote	'000	0.4	0.3	1.1	0.8	0.5	0.2	–	0.5	3.9
Very remote	'000	0.2	–	0.7	0.5	0.2	–	–	0.3	1.8
Outside Australia	'000	1.5	2.2	0.4	0.8	0.1	–	0.2	–	5.2
Not known	'000	0.3	0.7	0.3	0.1	1.0	–	–	0.1	2.5
All students	'000	57.0	116.2	55.7	16.9	17.7	4.8	2.8	2.1	273.2

Proportion of all AQF qualification course completions

Major cities	%	44.1	76.4	67.0	50.7	46.2	51.6	36.1	46.5	60.4
Inner regional	%	51.1	76.9	68.1	53.5	49.5	57.7	40.6	50.0	64.2
Outer regional	%	52.5	74.5	65.5	54.1	52.9	56.5	51.8	52.4	60.5
Remote and very remote	%	55.4	68.1	64.5	54.7	55.4	66.9	25.0	51.8	58.3
Remote	%	54.7	73.0	66.5	54.6	54.7	67.4	25.0	51.7	59.1

TABLE 5A.82

Table 5A.82 **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	%	57.3	46.8	61.3	54.9	57.5	57.9	..	52.1	56.8
Outside Australia	%	41.6	63.0	14.8	29.1	30.8	23.1	22.1	53.9	38.4
Not known	%	40.1	59.7	51.0	52.2	28.1	56.3	24.1	49.1	38.5
All students	%	46.3	75.9	65.3	49.9	45.9	56.8	35.2	52.0	60.1
Proportion of all AQF qualification course enrolments										
Major cities	%	15.9	23.8	28.8	15.6	16.3	7.9	12.2	16.1	20.8
Inner regional	%	17.4	22.5	26.0	12.5	19.3	15.4	13.3	21.2	20.5
Outer regional	%	16.4	24.6	22.5	12.6	18.9	14.9	16.3	14.6	18.9
Remote and very remote	%	12.4	25.4	18.4	9.2	19.1	16.4	10.5	9.1	13.2
Remote	%	12.8	27.3	20.3	10.7	19.4	17.0	13.3	9.6	14.7
Very remote	%	11.4	17.3	16.0	7.5	18.4	9.4	..	8.3	10.9
Outside Australia	%	22.7	20.9	6.7	16.3	6.8	17.9	8.7	20.6	16.7
Not known	%	11.0	17.3	16.1	14.2	8.4	13.2	8.7	10.2	11.2
All students	%	16.3	23.4	26.1	14.1	16.0	15.2	12.1	12.0	20.1

2013**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	'000	32.3	81.7	22.1	10.4	17.2	–	2.4	–	166.2
Inner regional	'000	12.7	23.9	8.5	1.9	2.8	2.9	0.2	–	53.0
Outer regional	'000	4.2	4.8	5.2	2.0	2.8	1.6	0.1	1.3	22.0
Remote and very remote	'000	0.6	0.2	1.6	1.4	0.7	0.2	–	0.9	5.8
Remote	'000	0.4	0.2	0.8	0.9	0.6	0.2	–	0.6	3.8
Very remote	'000	0.2	–	0.8	0.5	0.1	–	–	0.4	2.0
Outside Australia	'000	0.9	3.5	0.4	0.7	0.1	–	0.2	0.1	6.0
Not known	'000	0.2	0.8	0.2	0.1	0.9	–	0.1	0.1	2.4

TABLE 5A.82

Table 5A.82 **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	'000	50.9	115.0	38.0	16.5	24.6	4.8	3.0	2.5	255.2
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
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	'000	35.1	81.8	22.5	11.0	11.7	–	3.5	–	165.7
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TABLE 5A.82

Table 5A.82 **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	'000	14.8	28.0	9.3	1.7	2.0	3.1	0.3	–	59.2
Outer regional	'000	5.0	7.6	6.4	1.8	2.4	1.6	0.1	1.3	26.1
Remote and very remote	'000	0.8	0.3	1.9	1.5	0.7	0.2	–	0.9	6.4
Remote	'000	0.6	0.2	1.1	0.9	0.5	0.2	–	0.5	4.1
Very remote	'000	0.2	–	0.8	0.6	0.2	–	–	0.4	2.2
Outside Australia	'000	1.2	2.7	0.8	0.9	0.3	0.1	0.2	0.1	6.1
Not known	'000	1.2	1.1	0.2	–	0.1	–	0.1	0.1	2.8
All students	'000	58.1	121.4	41.0	16.9	17.2	5.1	4.2	2.4	266.3
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

TABLE 5A.82

Table 5A.82 **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	%	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	31.8	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	'000	33.1	54.1	24.9	11.6	10.3	–	3.2	0.1	137.3
Inner regional	'000	12.4	19.9	10.4	1.8	1.8	3.1	0.3	–	49.6
Outer regional	'000	4.1	6.0	6.8	1.7	2.1	1.5	–	1.3	23.6
Remote and very remote	'000	0.5	0.2	2.1	1.5	0.7	0.2	–	0.9	6.2
Remote	'000	0.4	0.2	1.1	0.9	0.5	0.2	–	0.5	3.8
Very remote	'000	0.1	–	1.0	0.6	0.2	–	–	0.4	2.3
Outside Australia	'000	1.2	3.1	0.7	1.0	0.2	–	0.3	0.1	6.8
Not known	'000	1.0	1.0	0.2	–	1.1	–	0.1	–	3.5
All students	'000	52.4	84.4	45.1	17.6	16.3	4.8	3.9	2.4	227.0
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	np	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

TABLE 5A.82

Table 5A.82 **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	%	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
Very remote	%	10.2	26.0	14.9	9.1	18.2	3.5	np	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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).

Table 5A.82 **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>
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(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. **np** Not published.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.83

Table 5A.83 **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>
2015										
Qualifications completed at a higher education level than their previous highest education level	'000	49.4	101.7	70.2	20.3	11.5	4.3	3.0	1.8	262.0
Proportion of all AQF qualification course completions	%	61.3	81.2	75.7	59.6	57.7	61.3	41.8	59.7	70.9
Proportion of all AQF qualification course enrolments	%	16.1	25.1	28.8	18.6	16.7	16.5	13.6	14.0	22.0
2014										
Qualifications completed at a higher education level than their previous highest education level	'000	64.4	124.4	71.1	20.5	16.6	4.8	3.3	2.0	307.0
Proportion of all AQF qualification course completions	%	54.2	83.9	71.7	57.4	51.0	66.6	39.3	60.7	67.7
Proportion of all AQF qualification course enrolments	%	17.5	25.5	28.4	17.8	17.8	16.4	13.5	14.5	22.2
2013										
Qualifications completed at a higher education level than their previous highest education level	'000	59.7	122.1	48.9	19.5	23.1	5.2	3.3	2.1	283.8
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
2012										
Qualifications completed at a higher education level than their previous highest education level	'000	66.2	138.8	50.5	20.0	17.0	5.3	4.7	2.0	304.6
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
2011										
Qualifications completed at a higher education level than their previous highest education level	'000	60.1	92.2	50.2	20.8	16.5	5.1	4.4	2.1	251.2
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

Table 5A.83 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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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, 2015* Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.84

Table 5A.84 **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>
2015										
Qualifications completed at a higher education level than their previous highest education level	'000	37.3	84.1	55.3	15.1	9.7	3.5	2.6	1.6	209.2
Proportion of all AQF qualification course completions	%	57.2	80.1	73.7	54.6	55.2	58.3	40.0	56.7	68.4
Proportion of all AQF qualification course enrolments	%	15.7	25.5	29.6	17.7	16.5	16.2	14.5	13.9	22.0
2014										
Qualifications completed at a higher education level than their previous highest education level	'000	50.9	105.4	53.2	15.0	14.8	4.0	2.7	1.6	247.7
Proportion of all AQF qualification course completions	%	50.3	83.8	68.8	52.7	49.7	63.6	36.8	57.4	65.3
Proportion of all AQF qualification course enrolments	%	17.5	26.5	28.8	17.0	18.5	16.3	13.7	14.3	22.6
2013										
Qualifications completed at a higher education level than their previous highest education level	'000	46.0	104.3	35.4	14.4	20.4	4.3	2.8	1.8	229.5
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	'000	52.0	112.2	37.2	14.9	14.8	4.4	4.0	1.8	241.3
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	'000	47.5	75.4	38.7	15.8	14.5	4.1	3.7	1.9	201.5
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

Table 5A.84 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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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, 2015* Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

Table 5A.85 Gross Domestic Product chain price deflator (index)

Years	2015 = 100.0
2015	100.0
2014	100.2
2013	98.7
2012	98.6
2011	96.8
2010	91.4
2009	90.5
2008	85.6
2007	81.9
2006	78.3

Source: ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0, table 1.

Table 5A.86 **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 publicly funded activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from adult and community education providers is included in the Total VET students and courses 2014 publication.
Data quality and comparability issues — jurisdictions	
<i>National reporting</i>	
04.	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'.
05.	Nationally and locally accredited skills sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
06.	Some field of education fields are reported as blank because they are associated with 'subject only enrolments – no program', 'skill sets – no program' or are 'missing data'.
07.	In 2015, NCVER migrated VET Provider Collection data into a new database. As part of the migration process, some duplicate enrolment activity was identified as having previously been inadvertently processed into the old database. This duplicated training activity has now been removed. Consequently, some subject enrolment, hours of delivery and full-year training equivalents reported in this publication may not match what was reported in previous years.
<i>New South Wales</i>	
08.	From 2011, the National Art School in NSW 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.
09.	In NSW, 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.
10.	Qualifications completed data for TAFE NSW (and NSW) 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 VET Provider Collection (i.e. 2013 completions created after the close off date of 2013 activity on 24 January 2014).
11.	From 2014, the NSW Adult Migrant English Service did not submit data for training activity. In 2013 NSW AMES reported 390 students, 690 subject enrolments, 51,800 hours and 72 full-year training equivalents.

Table 5A.86 Explanatory notes to the National VET provider collection

No.	Explanatory information
12.	In 2015, the Board of Studies, Teaching and Educational Standards NSW submitted data to the National VET Provider Collection in addition to the data they submitted to the National VET in Schools Collection. This data is VET in Schools activity that falls outside the scope of the National VET in Schools Collection (ie does not contribute towards a student's senior secondary school certificate).
13.	In 2015, TAFE NSW excluded higher education activity from the National VET Provider Collection. However, this activity continues to be reported to the Higher Education Statistics Collection in the Department of Education and Training. In 2014, TAFE NSW reported 775 students undertaking Bachelor degrees to the National VET Provider Collection.
14.	In 2015, the data submission for New South Wales Private Providers reported continuing enrolments for the first time.
15.	<p>The decline in hours of delivery and FYTEs in New South Wales in 2015 can be attributed to a number of factors, including:</p> <ul style="list-style-type: none"> <li data-bbox="309 757 1434 813">• a 10.5 per cent decline in subject enrolments in the state, from 4.3 million subjects to 3.8 million subjects. <li data-bbox="309 835 1434 958">• TAFE NSW's reporting higher education activity to the Higher Education Statistics Collection instead of the National VET Provider Collection in 2015. In 2014, TAFE NSW reported 5100 subject enrolments, 303 300 hours and 420 FYTEs associated with bachelor degrees. <li data-bbox="309 981 1434 1167">• an increase in continuing subject enrolments at TAFE NSW, from 280 700 continuing subject enrolments in 2014 to 991 600 continuing subject enrolments in 2015. No hours are reported for continuing enrolments, so an increase in continuing enrolments can affect the hours of delivery reported. This increase in continuing enrolments at TAFE NSW between 2014 and 2015 has been attributed to the introduction of new policies and funding models aligned to qualifications.
<i>Victoria</i>	
16.	No additional explanatory information.
<i>Queensland</i>	
17.	No additional explanatory information.
<i>Western Australia</i>	
18.	No additional explanatory information.
<i>South Australia</i>	
19.	The funding of the SA 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.
20.	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 submission, as some students were reported in the VET in Schools Collection instead.
21.	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 ASGS regions (SA2, SA3, SA4), student remoteness (ARIA+) and SEIFA.
<i>Tasmania</i>	
22.	In Tasmania, significant structural changes have occurred in the TasTAFE system and these may affect comparability of data between 2009 and 2013.

Table 5A.86 Explanatory notes to the National VET provider collection

No.	Explanatory information
23.	Prior to 2015, Tasmania reported student data at an RTO level. Therefore students who undertook training at more than one RTO were counted more than once. In 2015, students were reported at a state level with each student uniquely identified within the collection. This creates an apparent reduction of about 3 500 students when compared with previous annual collections.
<i>Australian Capital Territory</i>	
24.	No additional explanatory information.
<i>Northern Territory</i>	
25.	From 2011, no data has been submitted for NT Adult and Community Education (ACE) as they are no longer providing accredited training associated with ACE. In 2010, 11 students, 76 subject enrolments, 1013 nationally agreed hours and one full-year training equivalent were reported.

Data quality and comparability issues — general*Qualifications*

26. 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.
27. For consistency of reporting, senior secondary education is excluded from AQF qualifications. It has been included as part of 'other recognised courses' in the non-AQF qualifications grouping. The 'other recognised courses' also includes foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

Training provider profile

28. Data for the training provider profile is 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 via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In NSW and SA, some training providers may be reported both as a community education provider and other provider. However, they are only reported once in Training providers reporting.
29. 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.

Not known information

30. Data reported in the National VET Provider Collection as 'not known' are reported for the following reasons:
- Information was not collected.
 - A student has not responded to a question on the enrolment form.
 - Invalid information was provided.

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.

Table	Proportion of students with 'not known' data, 2011–15					
		2011	2012	2013	2014	2015
Indigenous status	%	7.0	5.0	3.9	3.6	3.6
Disability status	%	12.7	10.7	9.8	8.7	9.8
Non-English speaking background	%	7.4	7.2	7.3	6.7	6.5

Table 5A.86 Explanatory notes to the National VET provider collection

No.	Explanatory information
<i>Remoteness classifications</i>	
31.	Student remoteness is based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is 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 >.

Source: NCVET unpublished, *National VET provider collection*.

Table 5A.87 **Explanatory notes to the Student Outcomes Survey**

No.	Explanatory information
Scope of the 2015 Student Outcomes Survey	
01.	The scope of the survey is nationally recognised VET, as summarised in the figure below.
02.	The survey includes: <ul style="list-style-type: none"> 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.
03.	The survey excludes: <ul style="list-style-type: none"> 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.

Scope of the 2015 Student Outcomes Survey

Source of funding	Government VET providers — TAFE and other	Community education providers	Other registered providers
Government subsidised/financed			
Domestic fee-for-service			
International fee-for-service			

		Government Funded VET: Scope of Student Outcomes Survey data reported in RoGS.
		Scope of the 2015 Student Outcomes Survey

Changes to reporting scope derivations

04. In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', 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).
05. 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 NSW, Victoria, Queensland and WA. Prior to this only students from community education providers in NSW 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.
06. In 2015, fee-for-service activity from community education providers was excluded from the scope of the survey.

Data quality and comparability issues — general

07. Two types of error are possible in an estimate based on a survey: sampling error and non-sampling error.

Table 5A.87 Explanatory notes to the Student Outcomes Survey

<i>No.</i>	<i>Explanatory information</i>
<i>Non-sampling error</i>	
08.	<p>Non-sampling error may occur for reasons such as non-response bias, incorrect responses, interviewer errors, attrition and processing errors. NCVET do not consider that these sources of error 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:</p> <ul style="list-style-type: none"> • 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.
<i>Sampling error</i>	
09.	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.
10.	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.

Table **Response rates for graduates to the 2015 Student Outcomes Survey**

<i>State/Territory</i>	<i>Response rate (%)</i>
New South Wales	38.9
Victoria	35.1
Queensland	34.2
Western Australia	34.1
South Australia	40.9
Tasmania	39.4
Australian Capital Territory	38.8
Northern Territory	40.5
Australia	36.7

Comparability of survey questions

11. The Student Outcomes Survey was first conducted in 1995 and has been conducted annually by NCVET since 1997. The majority of data items in the 2015 survey are directly comparable with questions from the 2005 survey onwards; 2005 was the first year information on government-funded students from community education and private training providers was published.

Table 5A.87 Explanatory notes to the Student Outcomes Survey

No.	Explanatory information
<i>Remoteness classifications</i>	
12.	Student remoteness is based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is 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 >.

Source: NCVET 2016, *Government-funded student outcomes 2015: technical notes*, Adelaide.