

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



Report on Government Services 2024

Child care, education and training
(part B)

Produced by the Productivity Commission
on behalf of the Steering Committee for the
Review of Government Service Provision.

The Productivity Commission acknowledges the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to their Cultures, Country and Elders past and present.

© Commonwealth of Australia 2024



With the exception of content supplied by third parties, this copyright work is licensed under a Creative Commons Attribution 4.0 International licence. In essence, you are free to copy, communicate and adapt the work, as long as you attribute the work to the Productivity Commission (but not in any way that suggests the Commission endorses you or your use) and abide by the other licence terms. The licence can be viewed at: <https://creativecommons.org/licenses/by/4.0>.

Wherever a third party holds copyright in this material the copyright remains with that party. Their permission may be required to use the material, please contact them directly.

ISSN 2205-5703 (online version)

This work should be attributed as follows, *Source: Steering Committee for the Review of Government Service Provision, Report on Government Services 2024.*

If you have adapted, modified or transformed this work in anyway, please use the following, *Source: based on Steering Committee for the Review of Government Service Provision data, Report on Government Services 2024.*

An appropriate reference for this publication is:

SCRGSP (Steering Committee for the Review of Government Service Provision) 2024, Report on Government Services 2024, Productivity Commission, Canberra.

The Productivity Commission acts as the Secretariat for the Steering Committee.

Publication enquiries:

Phone 03 9653 2244 | email publications@pc.gov.au

Report on Government Services 2024

PART B: RELEASED ON 5 FEBRUARY 2024

Produced by the Productivity Commission for the Steering Committee for Review of Government Service Provision. The content for this PDF is generated from the online, interactive publication. Data below are the most recent at the time of preparing the report. In some cases, charts and tables may present data for a single jurisdiction. To access data for all jurisdictions and the most current data available, go to: www.pc.gov.au/rogs

B Child care, education and training

Data downloads

These data tables relate to the sector as a whole. Data specific to individual service areas are in the data tables under the relevant service area.

[Child care, education and training data tables \(XLSX 123.0 KB\)](#)

[Child care, education and training dataset \(CSV 225.1 KB\)](#)

Refer to the Sector overview text and corresponding table number in the data tables for detailed definitions, caveats, footnotes and data source(s).

Note: Data tables are referenced by table xA.1, xA.2, etc, with x referring to the section or overview. For example, table BA.1 refers to data table 1 for this sector overview.

Main aims of services within the sector

Child care, education and training (CCET) services aim to care for and develop the capacities and talents of children and students, to ensure that they have the necessary knowledge, understanding, skills and values for a productive and rewarding life.

Services included in the sector

[Early childhood education and care \(ECEC\)](#) >

Services related to early childhood and out-of-school care, comprising child care and preschool services.

[School education](#) >

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 \(VET\)](#) >

Tertiary education delivered by technical and further education (TAFE) institutes and other VET providers.

Higher education – education delivered by universities (not included as a service-specific chapter in this report).

Detailed information on the equity, effectiveness and efficiency of service provision and the achievement of outcomes for the ECEC, Schools and VET service areas is contained in the service-specific chapters.

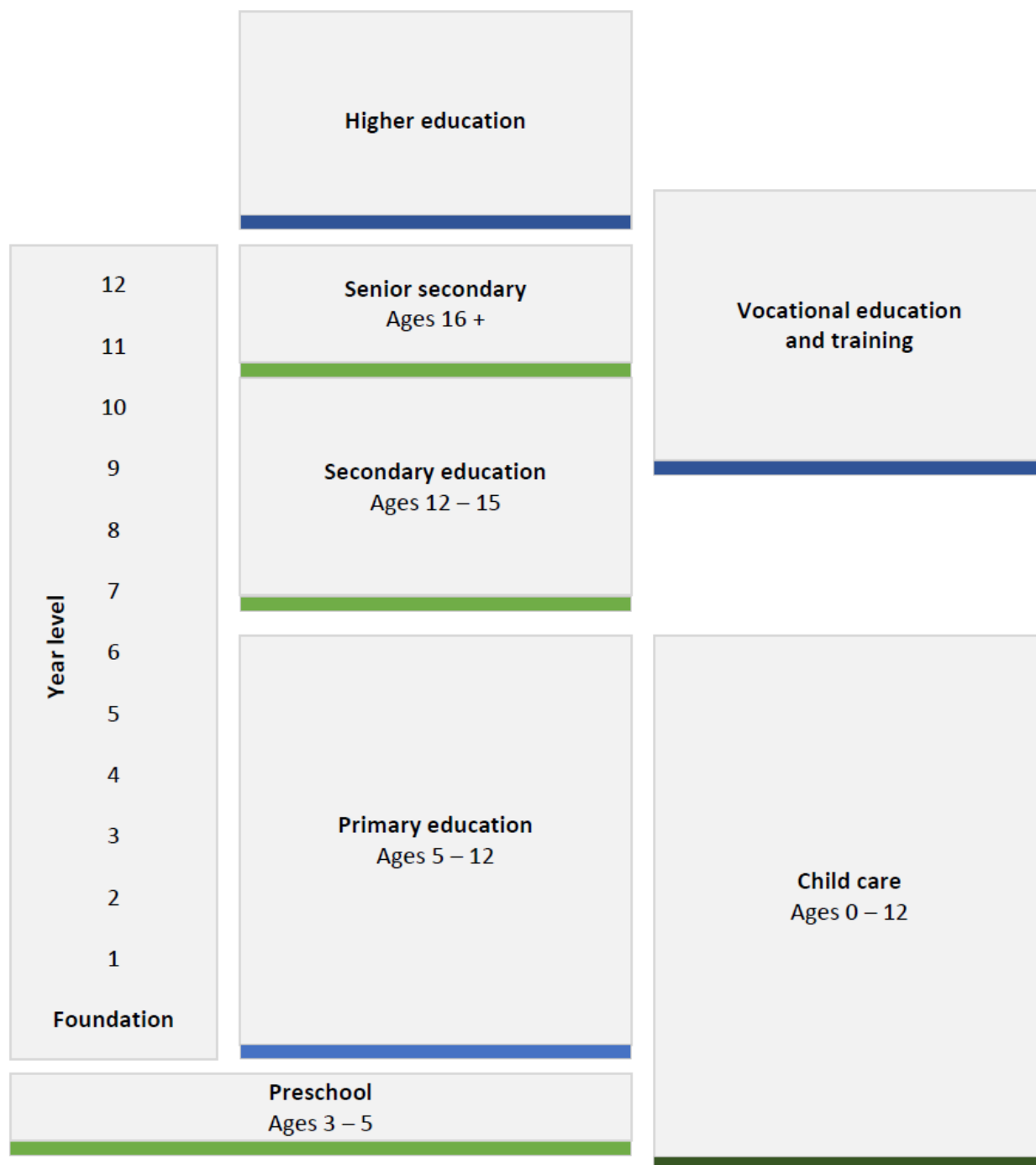
Government expenditure in the sector

Total government recurrent expenditure for CCET services for the latest years covered in this report was \$100.4 billion. School education was the largest contributor (\$78.7 billion in 2021-22, table 4A.1), followed by ECEC (\$14.6 billion in 2022-23, table 3A.1) and VET (\$7.1 billion in 2022, table 5A.1). For the 2021-22 financial year (the most recent financial year for which data is available across all sections) this represented 28.3% of total government expenditure covered in this report.

For higher education, expenditure data is not collected for this report, but in the Australian Bureau of Statistics (ABS) Government Finance Statistics (GFS), Annual report¹ it was around \$32.1 billion in 2021-22 (ABS unpublished).

Flows in the sector

The formal education and training system starts at preschool and continues through the years of compulsory schooling (generally to Year 10 – see sub-section 4.1, section 4) and post-school education. ECEC services provide education and care to children aged 0–12 years from infancy to preschool and out-of-school care during the primary school years (figure B.1). Formal learning does not always progress in a linear fashion from preschool to school (primary and secondary) to VET or university, as there are many learning pathways an individual may take over their lifetime.

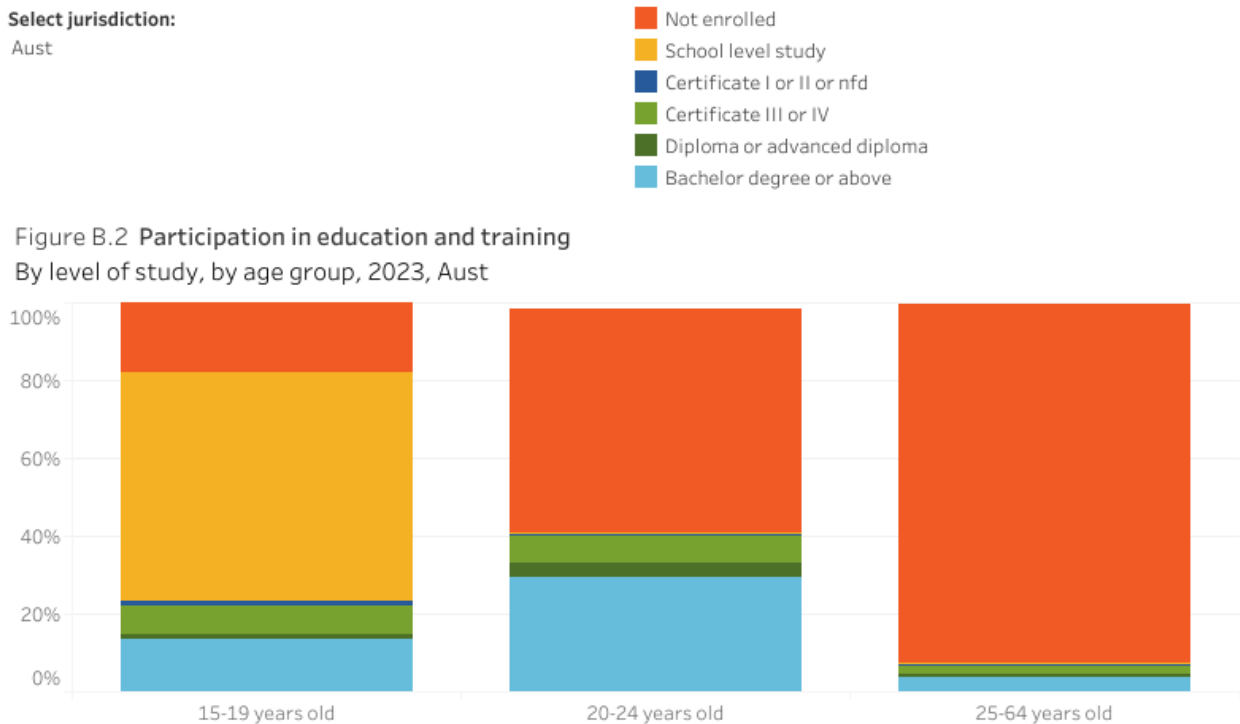
Figure B.1 Outline of the Australian child care, education and training system^{a, b, c}

a There are different starting ages and names for preschool (see section 3, table 3.1) and school education (see section 4, context) across jurisdictions. **b** In 2022, Year 7 is the first year of secondary schooling in all states and territories in Australia. **c** Providers can deliver qualifications in more than one sector, all subject to meeting the relevant quality assurance requirements.

Source: Australian, state and territory governments (unpublished).

Participation in education and training is particularly important for young people. Nationally in 2023, 61.1% of people aged 15-24 years were enrolled in education and training (81.0% of people

aged 15–19 years and 42.9% of people aged 20–24 years), compared to 7.8% of people aged 25–64 years (figure B.2).



Source: table BA.1
nfd = not further defined.

Data tables are referenced above by a 'BA' prefix and all data (footnotes and data sources) is available for download above (both in Excel and CSV format).

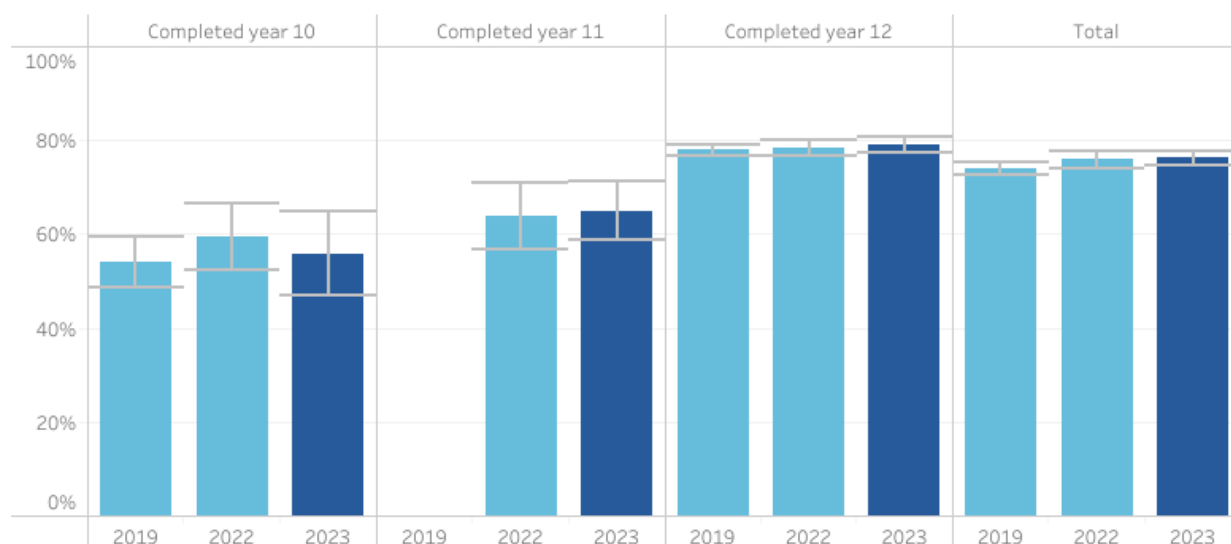


Young people’s successful transition from compulsory schooling to education, training and employment is particularly important, with a positive relationship between completion of Year 12 and subsequent engagement (figure B.3). Nationally in 2023, 76.2% of school leavers aged 17–24 years were fully participating in education, training or employment or both, an increase from 75.9% in 2022.

Select year(s):
Multiple values

Select jurisdiction:
Aust

Figure B.3 17-24 years old School leavers participating in education and training and/or employment
By highest school Year level completed, by year, Aust (a)



Source: table BA.2

(a) Refer to data table BA.2 for information on non-publication of data for individual jurisdictions.

Data tables are referenced above by a 'BA' prefix and all data (footnotes and data sources) is available for download above (both in Excel and CSV format).

+ a b | e a u

The 2021 Census results found 70.2% of the 1.9 million school leavers aged 17–24 years were fully engaged in either study or employment or both (table BA.3). Data by Indigenous status are in table BA.4 and by Socio-Economic Indexes for Areas (SEIFA) quintiles are in table BA.5.

Nationally in 2023, 74.6% of people aged 20–64 years had or were working towards a non-school qualification, up from 74.4% in 2022 (table BA.6). Similar results (73.5%) were reported in the 2021 Census (table BA.7). Census data by Indigenous status are in table BA.8.


Sector-wide indicators

This overview reports on two sector-wide indicators of governments' aim to develop the capacities and talents of children and students to ensure necessary knowledge, understanding, skills and values for a productive and rewarding life:

- Achievement of foundation skills – the literacy, numeracy and digital literacy skill levels of Australian adults.
- Attainment of qualifications – proportion of people aged 20–64 years with qualifications at Certificate III level or above.

High or increasing levels of the achievement of foundation skills or attainment of qualifications indicates an improvement in education and training outcomes.

Achievement of foundation skills

Achievement of foundation skills is a proxy indicator as it measures only a subset of the skills and values needed for a productive and rewarding life. However, foundation skills including the ability to read, write and engage with technology, are a critical foundation for participating in education, training and secure work and active participation in the community. Jobs and Skills Australia (JSA) is leading the development of a new national study on adult literacy, numeracy and digital skills with data to be considered for reporting against this indicator in future years. More information on the project is available on the [JSA website](#). 

Attainment of qualifications

Attainment of qualifications is a proxy indicator for skills as 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.

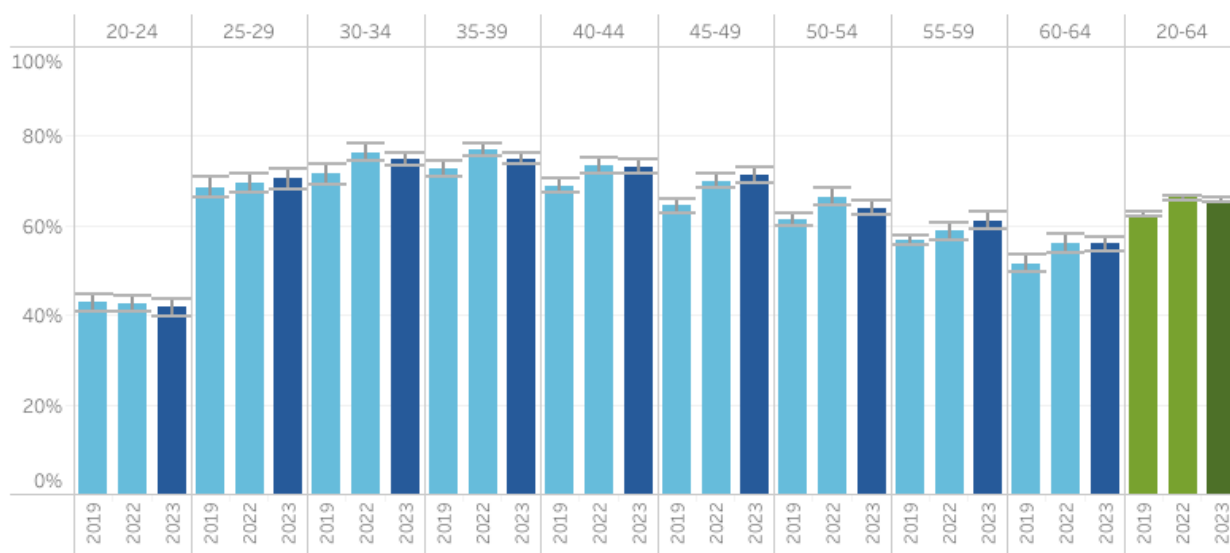
Nationally in 2023, 65.7% of people aged 20–64 years had a qualification at Certificate III level or above, slightly down from 66.2% in 2022 (figure B.4). Qualification rates at Certificate level III or above are highest for people aged 35–39 years (tables BA.9 and BA.10). Data by Indigenous status are in table BA.11. Data for people aged 20–24 years who have completed Year 12 (or equivalent) or Certificate III level or above by remoteness are in table BA.12. Results from the Census are in table BA.13.

Select year(s):
Multiple values

Select jurisdiction:
Aust

Select age group:
All

Figure B.4 20–64 year olds with qualifications at Certificate III level or above
By age group, by year, Aust



Source: table BA.9

Data tables are referenced above by a 'BA' prefix and all data (footnotes and data sources) is available for download above (both in Excel and CSV format).

 + a b | e a u

In 2023, 90.4% of people aged 20–24 years had completed year 12 (or equivalent) or Certificate II level or above (table BA.14). Census data by Indigenous status are in table BA.15.

References

ABS (Australian Bureau of Statistics) unpublished, *Government Finance Statistics, Annual, 2021-22*, Canberra.

Footnotes

1. Expenditure data from the GFS is not comparable to expenditure data collected for this report.

Report on Government Services 2024

PART B, SECTION 3: RELEASED ON 5 FEBRUARY 2024

3 Early childhood education and care

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

The **Indicator results** tab uses data from the data tables to provide information on the performance for each indicator in the **Indicator framework**. The same data is also available in CSV format.

Data downloads

[3 ECEC services data tables \(XLSX 461.0 KB\)](#)

[3 ECEC services dataset \(CSV 1.1 MB\)](#)

Refer to the corresponding table number in the data tables for detailed definitions, caveats, footnotes and data source(s).

[Guide: How to find what you need in RoGS \(PDF 288.5 KB\)](#)

Context

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 sustainably 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.

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 the following broad service types:

- *Child care services* – provide education and care services to children aged 0–12 years including the following service types: centre based day care; family day care; outside school hours care (OSHC); and other care. 'Explanatory material' tab includes definitions.
- *Preschool services* – are services that deliver a preschool program. A 'preschool program' is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full-time schooling (table 3.1).

Table 3.1 Preschool programs in Australia, 2022-23

| State/territory | Preschool program | | Transition to primary school Foundation year (year prior to Year 1) | |
|------------------------|-------------------|--|--|----------------------|
| | Program name | Age of entry – preschool program in year before full-time schooling (YBFS) | School year | Age of entry |
| NSW | Preschool | Generally aged 4 and 5 years | Kindergarten | 5 years by 31 July |
| Vic^a | Kindergarten | 4 years by 30 April | Preparatory | 5 years by 30 April |
| Qld | Kindergarten | 4 years by 30 June | Preparatory | 5 years by 30 June |
| WA | Kindergarten | 4 years by 30 June | Pre-Primary | 5 years by 30 June |
| SA^b | Preschool | 4 years by 1 May | Reception | 5 years by 1 May |
| Tas | Kindergarten | 4 years by 1 January | Preparatory | 5 years by 1 January |
| ACT | Preschool | 4 years by 30 April | Kindergarten | 5 years by 30 April |
| NT | Preschool | 4 years by 30 June | Transition | 5 years by 30 June |

a From 2023 in Victoria, children aged 3 years can participate in kindergarten services in the year prior to YBFS.

b Early access to South Australian Government funded preschool is available to Aboriginal or Torres Strait Islander children or children under the Guardianship of the Minister after their third birthday. In South Australia, the compulsory school starting age is 6 years at the oldest.

Source: State and territory governments (unpublished).

An ECEC service may offer more than one service type, such as centre based day care and OSHC (both child care services). The most common type of integrated service is a preschool program delivered within centre based day care. The range of service types offered differs across states and territories and between service providers.

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. In 2022-23, the Australian Government's main roles and responsibilities included:

- paying the Child Care Subsidy (CCS)¹ which is generally paid directly to child care providers. 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 reforms to improve preschool participation and outcomes, through the *Preschool Reform Agreement* (PRA)
- providing operational and capital funding to some providers.

Table 3.2 Summary of ECEC service funding by Australian, state and territory governments, 2022-23

| | | NSW | Vic ^a | Qld | WA | SA | Tas ^b | ACT ^c | NT ^d | Aust |
|--|-----------------------|-----|------------------|-----|----|----|------------------|------------------|-----------------|------|
| Funded child care services, for service types: | Centre based day care | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ |
| | Family day care | ✗ | ✗ | ✗ | ✓ | ✗ | ✗ | ✗ | ✓ | ✓ |
| | OSHC | ✓ | ✗ | ✓ | ✓ | ✗ | ✗ | ✗ | ✗ | ✓ |
| | In home care | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✓ |

| | | NSW | Vic ^a | Qld | WA | SA | Tas ^b | ACT ^c | NT ^d | Aust |
|--|--|-----|------------------|-----|----|----|------------------|------------------|-----------------|------|
| Funded preschool services / programs, in: | Local government / community preschools | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ | ✗ |
| | For-profit centre based day care | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | ✗ | ✓ | ✗ |
| | Not-for-profit centre based day care | ✓ | ✓ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | ✗ |
| | Government school | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ |
| | Non-government school | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✗ |

✓ Government provides funding to at least one of these services.

✗ Government does not provide funding to any of these services.

a From 2023, the Victorian Government provided funding to children aged 3 and 4 years at participating kindergarten services. **b** 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. **c** In the Australian Capital Territory, child care services and preschool services outside the government sector may receive support through capital grants, rental subsidies, and funding through budget initiatives. These services are not included in this table unless they also receive recurrent funding. **d** The Northern Territory Government also provides funding to three-year-old kindergarten services.

Source: Australian, state and territory governments (unpublished).

State and territory governments' roles and responsibilities vary across jurisdictions but mainly 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 PRA
- regulating approved services under the National Quality Framework (NQF) and licensing and/or registering child care services not approved under the NQF
- implementing strategies to improve the quality of ECEC programs
- 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 section is that involving Australian, state and territory government

funding and/or licensing.

1. The CCS replaced the Child Care Benefit and Child Care Rebate from 2 July 2018. The Child Care Subsidy System (CCSS) was introduced to manage the payment and administration of the CCS and is the source of the data. There are some changes to reporting under the CCSS. In particular, the introduction of new categories centre based day care (a consolidation of long day care and occasional care previously reported separately) and outside school hours care (a consolidation of outside school hours care and vacation care previously reported separately) and no longer separately identifying Budget Based Funded services.

Funding

Total Australian, state and territory real government recurrent and capital expenditure on ECEC services was \$14.8 billion in 2022-23, an increase of 10.5% from 2021-22 (table 3A.1). Australian Government expenditure accounted for \$11.6 billion (78.6%) and state and territory government expenditure \$3.2 billion, with preschool services accounting for 83.3% of the state and territory government expenditure (figure 3.1).

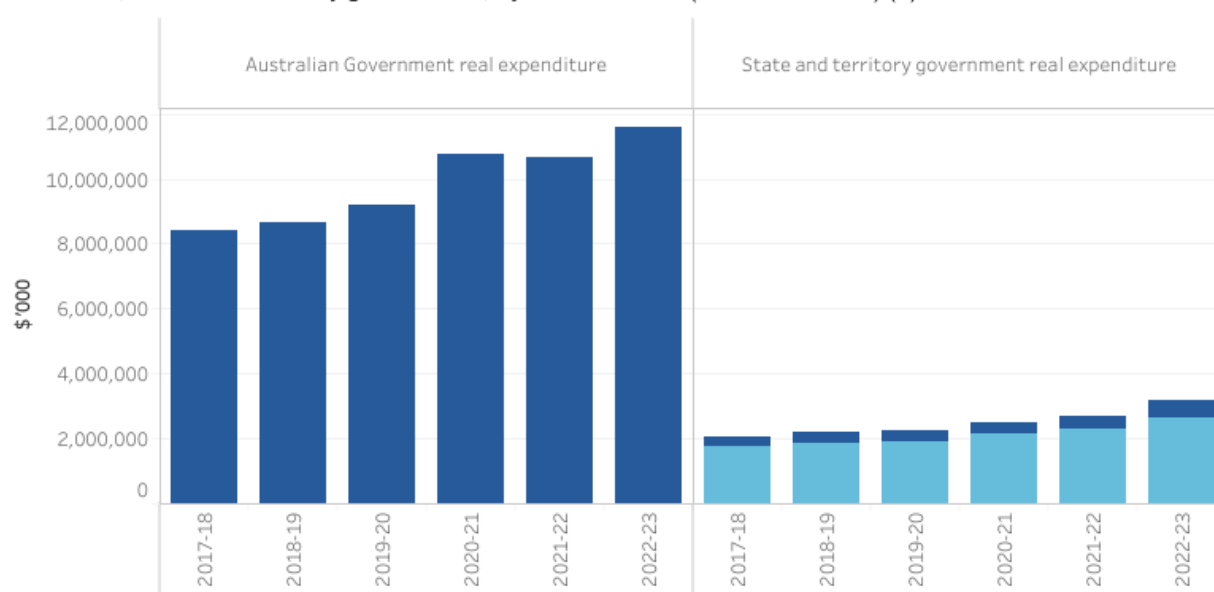
Australian Government expenditure of \$455.3 million allocated to state and territory governments in 2022-23 through the PRA (table 3A.4) is included under state and territory government expenditure.

Select year(s):
Multiple values

■ Child care services
■ Preschool services

Figure 3.1 Recurrent and capital expenditure

Australian, state and territory government, by ECEC services (2022-23 dollars) (a)



Source: tables 3A.2 & 3A.3

(a) Australian government preschool services expenditure is nil for all years.

Data tables are referenced above by a '3A' prefix and all data (footnotes and data sources) is available for download above (in Excel and CSV format).

Size and scope

Services delivering ECEC

In 2023², there were 14,382 Australian Government CCS approved child care services in Australia (table 3.3). Some child care services do not receive Australian Government funding and are funded by state and territory governments only or do not receive any government funding.

Table 3.3 Australian Government Child Care Subsidy (CCS) approved child care services
By service type, by jurisdiction, 2023

| | | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|---|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Centre based day care | % | 67.5 | 55.3 | 66.6 | 59.7 | 54.6 | 52.3 | 63.7 | 67.2 | 62.5 |
| Family day care | % | 2.4 | 3.3 | 3.5 | 2.6 | 1.5 | 3.4 | 2.0 | 1.6 | 2.8 |
| Outside School Hours Care (OSHC) | % | 29.9 | 41.2 | 29.6 | 37.4 | 43.5 | 44.4 | 34.0 | 31.1 | 34.5 |
| In home care | % | np | np | np | np | np | np | np | np | 0.2 |
| Total | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Child Care Subsidy (CCS) approved child care services | no. | 5,136 | 3,529 | 2,722 | 1,351 | 892 | 266 | 303 | 183 | 14,382 |
| State and territory government (only) funded child care service | no. | na | - | 24 | 3 | 127 | 10 | .. | 1 | 165 |

Source: tables 3A.5 & 3A.6

na Not available. np Not published. .. Not applicable. - Nil or rounded to zero.

Data tables are referenced above by a '3A' prefix and all data (footnotes and data sources) is available for download above (in Excel and CSV format).



In 2022, there were 12,999 ECEC services in Australia delivering preschool programs (table 3.4). Of these services, 8,685 (66.8%) were delivered from centre based day care and the remainder were delivered from stand-alone preschool services or preschool services attached to a school.

Table 3.4 Preschool programs

By service delivery setting and management type, by jurisdiction, 2022

| | | | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--|-----------------------|-------|-------|-------|-------|------|------|------|------|--------|------|
| Within a preschool service | Government | % | 3.8 | 7.7 | 8.2 | 40.2 | 40.4 | 44.4 | 30.1 | 51.5 | 15.1 |
| | Non-government | % | 15.7 | 29.9 | 18.1 | 14.8 | 2.6 | 16.5 | 1.5 | 2.9 | 18.1 |
| | Community | % | 15.1 | 27.3 | 15.9 | - | 0.5 | - | - | - | 14.2 |
| | Private | % | 0.1 | 0.3 | - | - | - | - | - | - | 0.1 |
| | Non-government school | % | 0.5 | 2.4 | 2.3 | 14.8 | 2.2 | 16.5 | 1.5 | 2.9 | 3.7 |
| Total | % | 19.5 | 37.6 | 26.3 | 55.0 | 43.1 | 60.9 | 31.6 | 54.4 | 33.2 | |
| Within centre based day care | Government | % | 5.2 | 3.5 | 1.0 | 0.9 | 7.3 | 3.5 | 1.5 | 6.2 | 3.5 |
| | Non-government | % | 75.3 | 58.8 | 72.7 | 44.1 | 49.6 | 35.6 | 66.9 | 39.4 | 63.3 |
| | Total | % | 80.5 | 62.4 | 73.7 | 45.0 | 56.9 | 39.1 | 68.4 | 45.6 | 66.8 |
| Within a preschool service | no. | 810 | 1,156 | 625 | 941 | 360 | 207 | 84 | 131 | 4,314 | |
| Within centre based day care | no. | 3,349 | 1,915 | 1,750 | 770 | 476 | 133 | 182 | 110 | 8,685 | |
| All ECEC services with a preschool program | no. | 4,159 | 3,071 | 2,375 | 1,711 | 836 | 340 | 266 | 241 | 12,999 | |

Source: table 3A.7
- Nil or rounded to zero.

Data tables are referenced above by a '3A' prefix and all data (footnotes and data sources) is available for download above (in Excel and CSV format).



Children using ECEC

In 2023³, 1,417,946 (34.5%) of children aged 0–12 years attended Australian Government CCS approved child care services, an increase of 6.3% from 1,334,232 in 2022 (table 3A.8). In each age group, the proportion of children attending approved child care services was the highest over the last ten years. The majority (59.3%) of children were attending centre based care services, followed by OSHC (39.6%) and family day care (5.6%) (table 3A.9).

In 2022, 553,542 children were enrolled in a preschool program, which includes children attending a preschool program for three-year-olds (table 3A.10)⁴. Of these children, 284,086 were enrolled in a preschool program in the state-specific year before full-time schooling (YBFS) (table 3A.11). The total enrolment figure provides an estimate of service activity, whilst the state-specific YBFS enrolment figure provides an estimate of the cohort for whom the year of preschool is in the year before they are anticipated to attend full-time school.

Estimated resident population for children aged 0–12 years at 31 December and children aged 3–5 years at 30 June are available in tables 3A.12 and 3A.13 respectively. Population estimates for children aged in their state-specific YBFS are available in table 3A.14.

2. & 3. Data for 2023 related to Australian Government CCS approved child care services is for the March quarter.

4. Data reported for three-year-olds enrolled in a preschool program may be incomplete due to different reporting arrangements in each jurisdiction.

Indicator framework

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

The performance indicator framework shows which data is complete and comparable in this report. For data that is not considered directly comparable, text includes relevant caveats and supporting commentary. [Section 1](#) discusses data comparability and completeness from a report-wide perspective. In addition to the contextual information for this service area (see Context tab), the report's statistical context ([Section 2](#)) contains data that may assist in interpreting the performance indicators presented in this section.

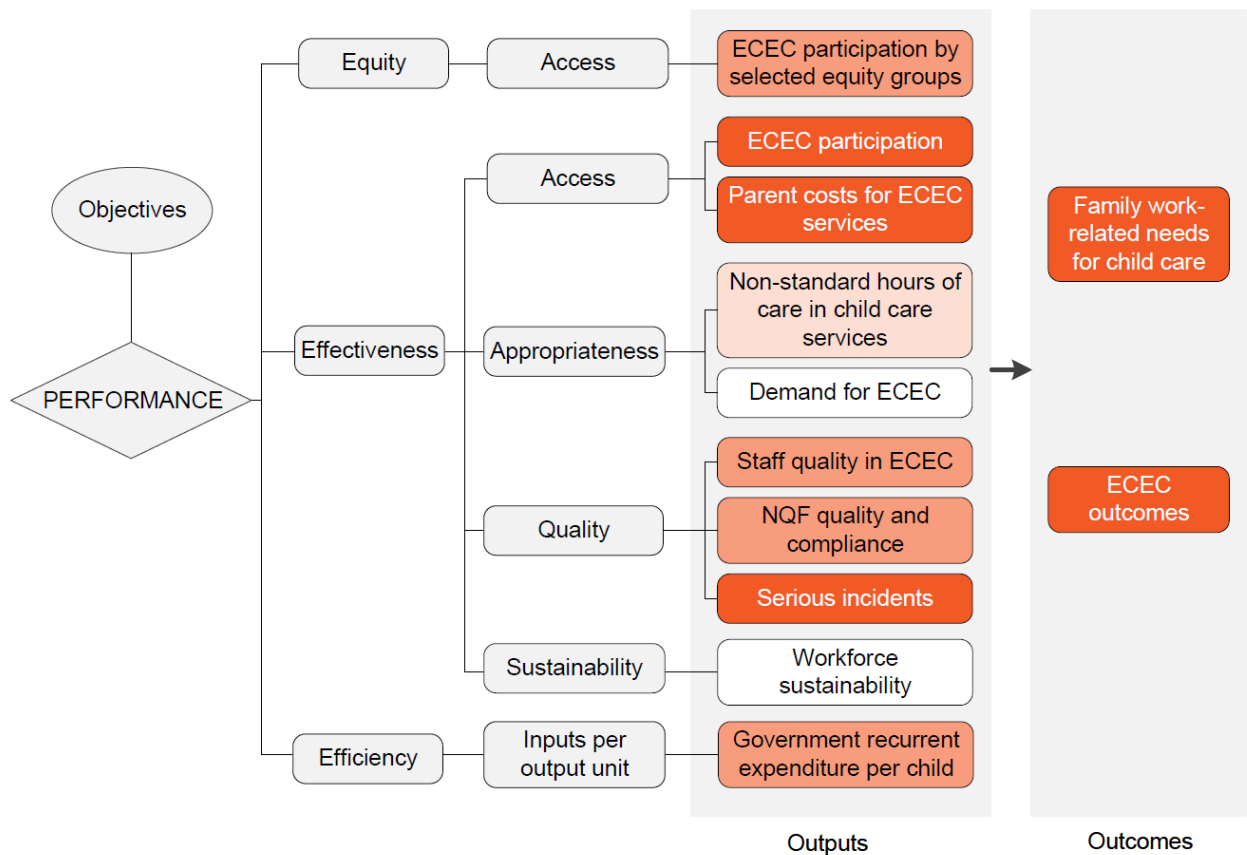
Improvements to performance reporting for ECEC services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see section 1). Output information is also critical for equitable, efficient and effective management of government services.

Outcomes

Outcomes are the impact of services on the status of an individual or group (see section 1).



Key to indicators*

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

* A description of the comparability and completeness is provided under the Indicator results tab for each measure

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

- ECEC participation by selected equity groups – most recent data for at least one measure is comparable and complete

Effectiveness – Access

- ECEC participation – most recent data for all measures is comparable and complete
- Parent costs for ECEC services – most recent data for all measures is comparable and complete

Effectiveness – Appropriateness

- Non-standard hours of care in child care services – most recent data for all measures is either not comparable and/or not complete
- Demand for ECEC – no data reported and/or no measures yet developed

Effectiveness – Quality

- Staff quality in ECEC – most recent data for at least one measure is comparable and complete
- NQF quality and compliance – most recent data for at least one measure is comparable or complete
- Serious incidents – most recent data for all measures is comparable and complete

Effectiveness – Sustainability

- Workforce sustainability – no data reported and/or no measures yet developed

Efficiency – Inputs per output unit

- Government recurrent expenditure per child – most recent data for at least one measure is comparable and complete

Outcomes

- Family work-related needs for child care – most recent data for all measures is comparable and complete
- ECEC outcomes – most recent data for all measures is comparable and complete

A description of the comparability and completeness is provided under the Indicator results tab for each measure.

Indicator results

An overview of the ECEC services performance indicator results is presented. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of ECEC services.

Information to assist the interpretation of this data can be found with the indicators below and all data (footnotes and data sources) is available for download above as an excel spreadsheet and as a CSV dataset. Data tables are identified by a '3A' prefix (for example, table 3A.1).

Specific data used in figures can be downloaded by clicking in the figure area, navigating to the bottom of the visualisation to the grey toolbar, clicking on the 'Download' icon and selecting 'Data' from the menu. Selecting 'PDF' or 'Powerpoint' from the 'Download' menu will download a static view of the performance indicator results.

1. ECEC participation by selected equity groups

'ECEC participation by selected equity groups' is an indicator of governments' objective to provide ECEC services in an equitable manner, and that there is access for, and participation of, Aboriginal and Torres Strait Islander, vulnerable and disadvantaged children.

'ECEC participation by selected equity groups' is defined by two measures:

- Children using child care – the proportion of children enrolled in Australian Government CCS approved child care services who are from selected equity groups, compared with their representation in the community, for those aged 0–5, 6–12 and 0–12 years
- Preschool program participation – the proportion of children enrolled in a preschool program in the state-specific YBFS who are from selected equity groups, compared with the representation of these groups in the community for those aged 4–5 years. This measure is also reported for children aged 3–5 years.

Selected equity groups include children:

- who are Aboriginal and Torres Strait Islander
- from non-English speaking backgrounds (NESB)
- from regional and remote areas
- from low-income families (measure 1 only), or from low socio-economic areas (measure 2 only). A low socio-economic area is defined for measure 2 to be children residing in an area with a Socio-economic Indexes for Areas Index of Relative Socio-economic Disadvantage quintile of 1
- with disability.

A high or increasing ECEC participation rate is desirable. Equitable access is suggested if participation of selected equity groups is similar to their representation in the community.

Nationally, children from selected equity groups had lower participation in child care than their representation in the community, except for children with disability aged 0–5 years (figure 3.2a).

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

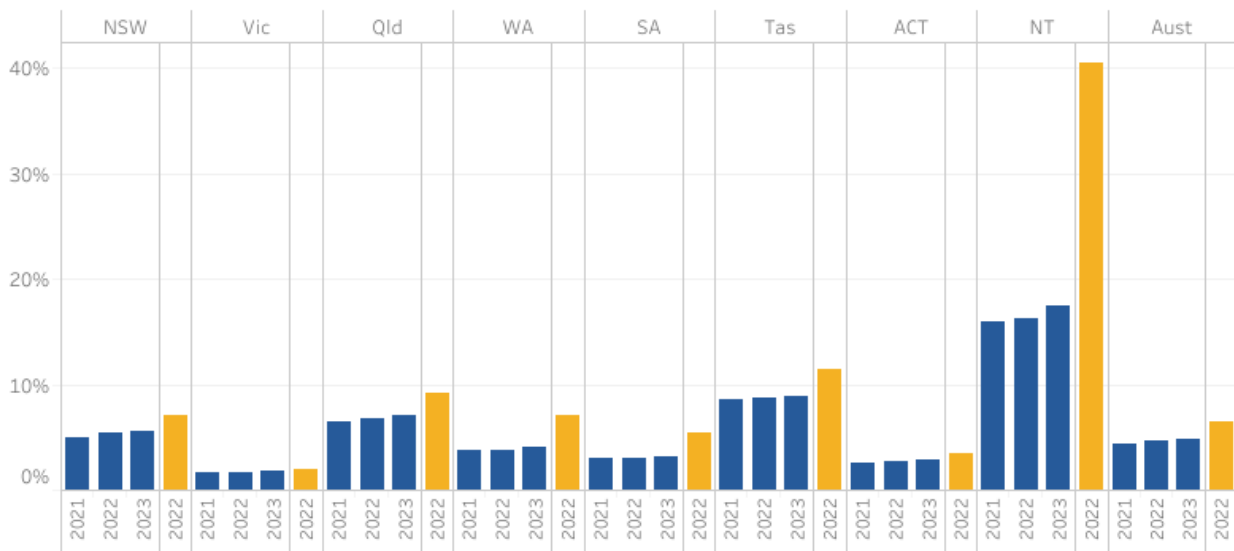
Select age group:
 0-5 years old
 6-12 years old
 0-12 years old

Select equity group:
 Aboriginal and Torres Strait Islander children
 Children from non-English speaking backgrounds (NESB)
 Children from regional areas
 Children from remote and very remote areas
 Children from low-income families
 Children with disability

■ In child care services
■ In the community, at 30 June

Figure 3.2a Measure 1: **Children attending CCS approved child care services compared with their representation in the community**

Aboriginal and Torres Strait Islander children, 0-5 years old, by jurisdiction, by year (a), (b)



Source: table 3A.15

(a) For children from remote areas: Victorian data is nil for representation in the community and representation in child care services. There are no remote areas in the ACT. (b) Refer to data tables 3A.15 for information on non-publication of data on selected equity groups for individual jurisdictions.

+ a b | e a u

Nationally, children from low socio-economic and remote areas, from NESB and children with disability had lower participation in preschool in the state-specific YBFS than the representation of children aged 4–5 years in the community. For Aboriginal and Torres Strait Islander children and children from regional areas it was higher (figure 3.2b).

Data is not comparable across jurisdictions for NESB children and children with disability (comparable for all other selected equity groups).

Data is not complete for the current reporting period for NESB. All required 2022 NESB data is not available for Western Australia and the Northern Territory.

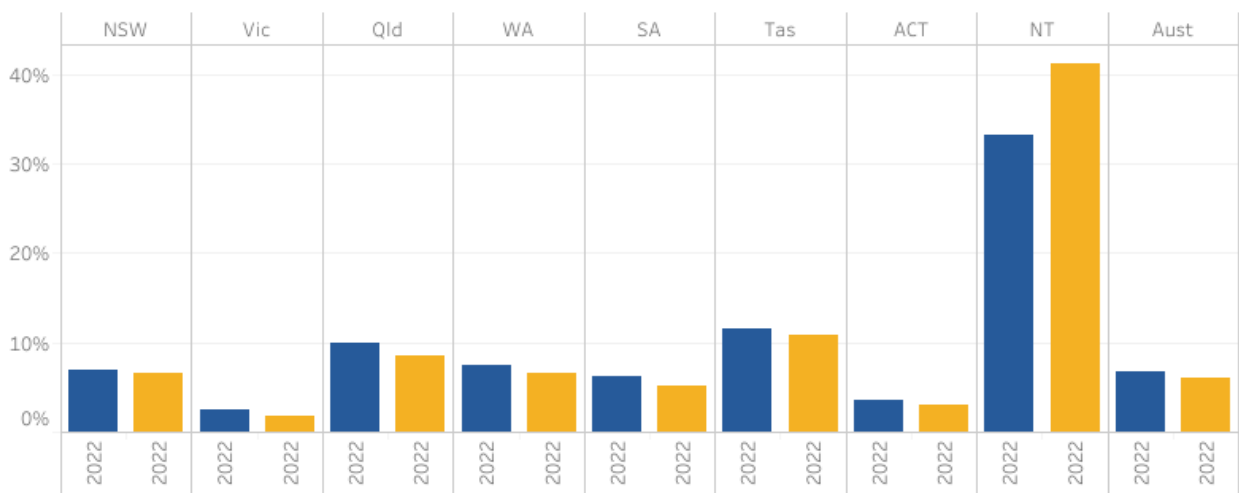
Select equity group:

- Aboriginal and Torres Strait Islander children
- Children from non-English speaking backgrounds (NESB)
- Children from regional areas
- Children from remote and very remote areas
- Children from low socio-economic areas
- Children with disability

- Proportion of all children in preschool programs
- Representation in the community, at 30 June

Figure 3.2b Measure 2: Children enrolled in a preschool program in the state-specific YBFS compared with children aged 4–5 years in the community

Aboriginal and Torres Strait Islander children, by jurisdiction, by year (a), (b)



Source: table 3A.16

(a) For children from remote areas: Victorian data is nil for representation in the community and representation in preschool programs. There are no remote areas in the ACT. (b) Refer to data table 3A.16 for information on non-publication of data on selected equity groups for individual jurisdictions.



For children aged 3–5 years, participation of selected equity groups in a preschool program is lower than their representation in the community (table 3A.17).

2. ECEC participation

‘ECEC participation’ is an indicator of governments’ objective to ensure that ECEC services are accessible.

‘ECEC participation’ is defined by two measures:

- Children using child care – the proportion of children who are enrolled in Australian Government CCS approved child care services by age group (0–5, 6–12 and 0–12 years)
- Preschool program participation – the proportion of children who are enrolled in a preschool program in the state-specific YBFS.

A higher or increasing proportion of children participating in ECEC services is desirable. However, this indicator can be difficult to interpret as this indicator does not provide information on parental preferences for using child care and preschool.

Nationally in 2023, 34.5% of children aged 0–12 years attended Australian Government CCS approved child care, up from 28.9% in 2014. Attendance by children aged 0–5 years in 2023 was 49.9% compared with attendance of those aged 6–12 years which was 22.2% (figure 3.3a).

Nationally, average hours of attendance per child was 33.0 hours per week for centre based day care and 24.9 hours per week for family day care, but considerably less for OSHC at 10.1 hours per week (table 3A.18).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

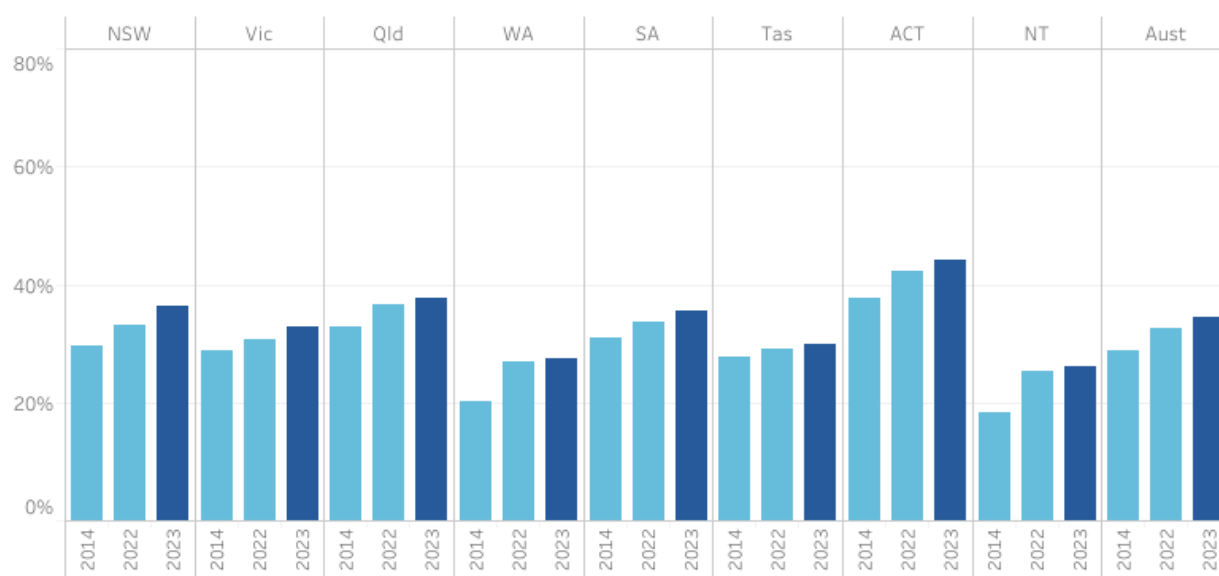
Select year(s):

Multiple values

Select age group:

- 0-5 years old
 6-12 years old
 0-12 years old

Figure 3.3a Measure 1: Children attending Australian Government CCS approved child care services 0-12 years old, by jurisdiction, by year



Source: table 3A.8

❄ + a b | e a u

Nationally in 2022, 89.1% of children were enrolled in a preschool program in the state-specific YBFS, up from 87.2% in 2021 (figure 3.3b).

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. State and territory data is based on the location of the child's residence.

In 2022, Aboriginal and Torres Strait Islander children had a higher enrolment rate in a preschool program in the state-specific YBFS (98.7%) compared to all children (tables 3A.11 and 3A.19). This trend has been consistent over the last four years. The majority of all children and Aboriginal and

Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS were enrolled for at least 15 hours per week (96.9% and 97.1% respectively) (tables 3A.20 and 3A.21).

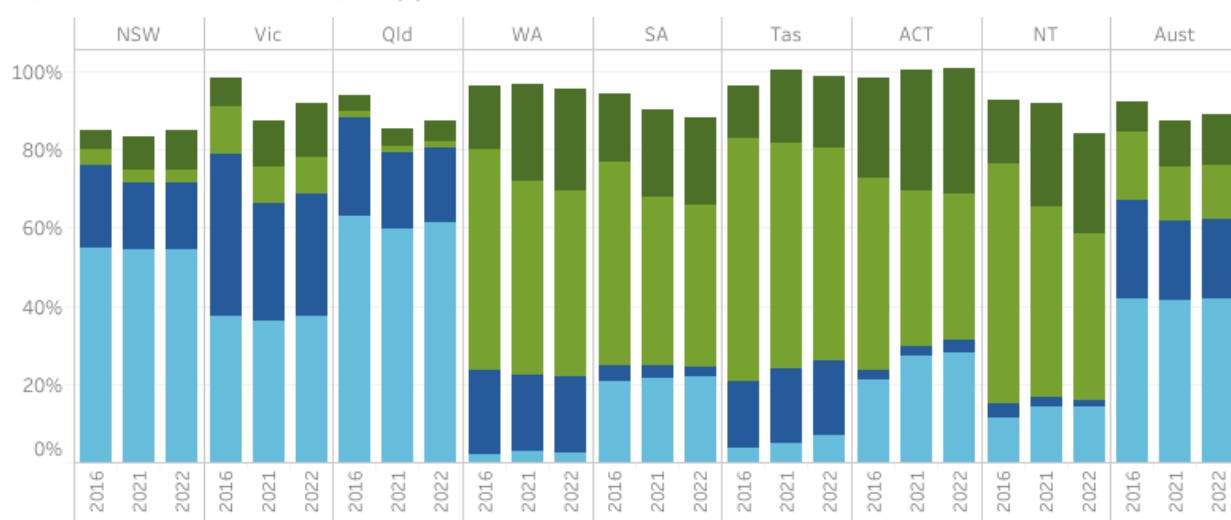
■ Data is comparable (subject to caveats) across jurisdictions and over time (from 2016 onwards).

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):
 Multiple values

■ Multiple services
 ■ Preschool program within a preschool service — Government preschool services
 ■ Preschool program within a preschool service — Non-government preschool services
 ■ Preschool program within Centre Based Day Care

Figure 3.3b Measure 2: Proportion of children enrolled in a preschool program in the state-specific YBFS By sector, by jurisdiction, by year (a)



Source: table 3A.11

(a) Multiple services: children enrolled in multiple preschool services or children enrolled in a preschool service and centre based day care service.



3. Parent costs for ECEC services

'Parent costs for ECEC services' is an indicator of governments' objective to ensure that ECEC services are affordable.

'Parent costs for ECEC services' is defined by three measures:

- Child care service costs – the median weekly cost for 50 hours of Australian Government CCS approved centre based day care and family day care. Costs are before the reduction due to the CCS or Child Care Rebate.
- Child care costs as a proportion of weekly disposable income – the proportion of weekly disposable income that families spend on centre based 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, \$215,000, \$235,000, \$255,000, \$275,000 and \$295,000. This proportion is reported for families with one child attending centre based day care or family day care for 30 hours

- Preschool program costs – 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 is held constant, lower median service costs are desirable. While a similar proportion of income spent across income groups suggests a more equitable outcome, families who use more care per week are expected to face higher out-of-pocket costs.

Various factors influence ECEC costs and care needs to be exercised when interpreting results, as:

- fees are set independently by ECEC 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, as well as localised issues such as land values and rental costs, rates, and other localised costs of living
- median costs data may reflect particular scenarios of ECEC use and family income level, so do not reflect the out-of-pocket costs by families at varying levels of income or care usage
- for preschool program costs, there are 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 preschool services, have no tuition fees.

The median weekly cost for 50 hours of care in 2023 was higher for centre based day care (\$610) than for family day care (\$577) (figure 3.4a). Median weekly costs differ across remoteness areas. In 2023, the median weekly cost of centre based day care in major cities and inner regional areas (\$613) was higher than in outer regional and remote areas (\$575) (table 3A.22).

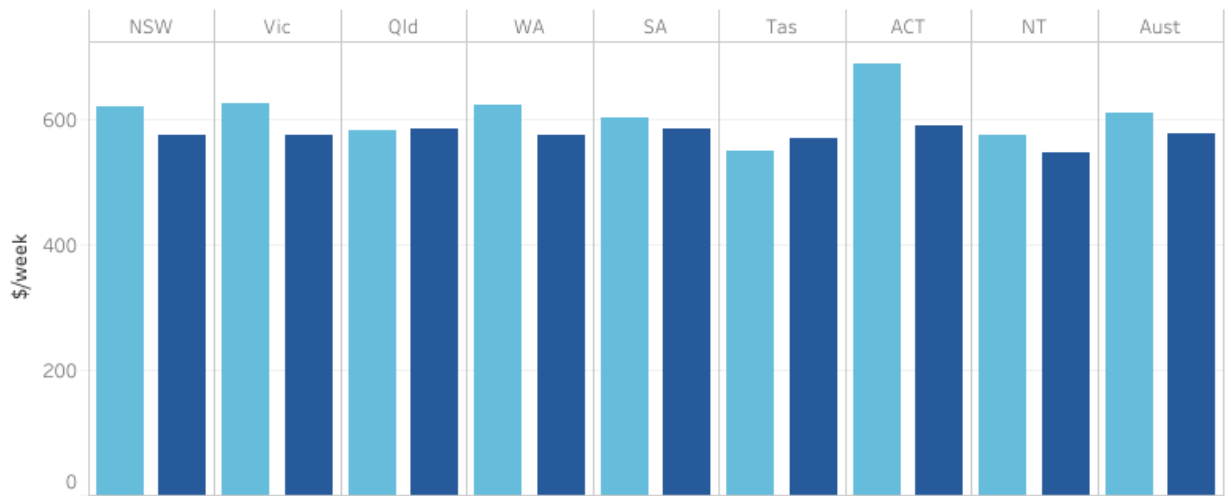
- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year:
2023

- Centre based day care
- Family day care

Figure 3.4a Measure 1: Median weekly cost of 50 hours of Australian Government CCS approved child care services

By selected service type, by jurisdiction, 2023 (\$/week, 2022-23 dollars)



Source: table 3A.22

+ a b | e a u

Nationally in 2023, child care subsidies reduced the out-of-pocket costs for families with one child in 30 hours of child care for all family income categories. However, the subsidies had a greater impact (as a proportion of family income) for lower income families, reducing the variation in the child care costs across income categories (table 3A.23).

Across jurisdictions in 2023, the out-of-pocket costs after subsidies for families with one child in 30 hours of child care, as a proportion of weekly disposable income (after subsidies), were similar for centre based day care and family day care (figure 3.4b). After subsidies, the out-of-pocket costs for both centre based day care and family day care were generally higher for families with a gross income of around \$155,000 to \$195,000 compared to the other income levels (table 3A.23).

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year:
2023

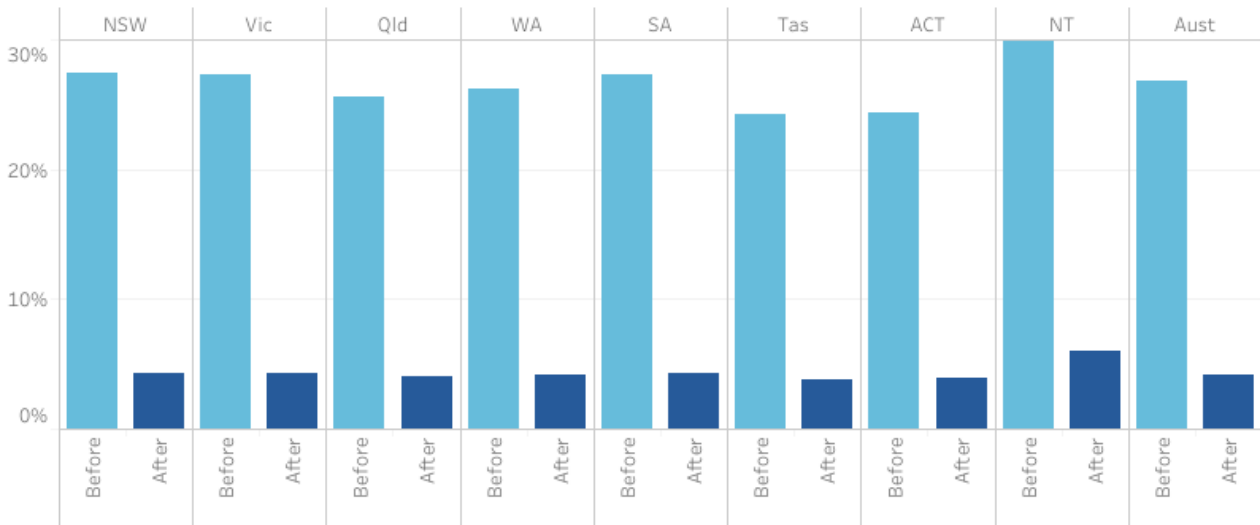
Select family income:
\$75,000

Select service type:
 Centre based day care
 Family day care

Legend:
■ Before child subsidies
■ After child subsidies

Figure 3.4b Measure 2: Out-of-pocket costs of child care for families with one child in 30 hours child care, as a proportion of weekly disposable income

By selected service type, gross family income of \$75,000, by jurisdiction, 2023 (a)



Source: table 3A.23

(a) Data for years prior to 2023 is not available for gross family income levels at \$235,000 and above.

+ a b | e a u

Nationally, the median cost per hour for a preschool program (after subsidies) per child was \$2.88 in 2022, up from \$2.05 in 2021 (figure 3.4c). Median hourly costs differ across remoteness areas. In 2022, the median hourly cost of preschool programs (after subsidies) in major cities was \$3.24, compared to \$2.00 in regional areas (table 3A.25).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

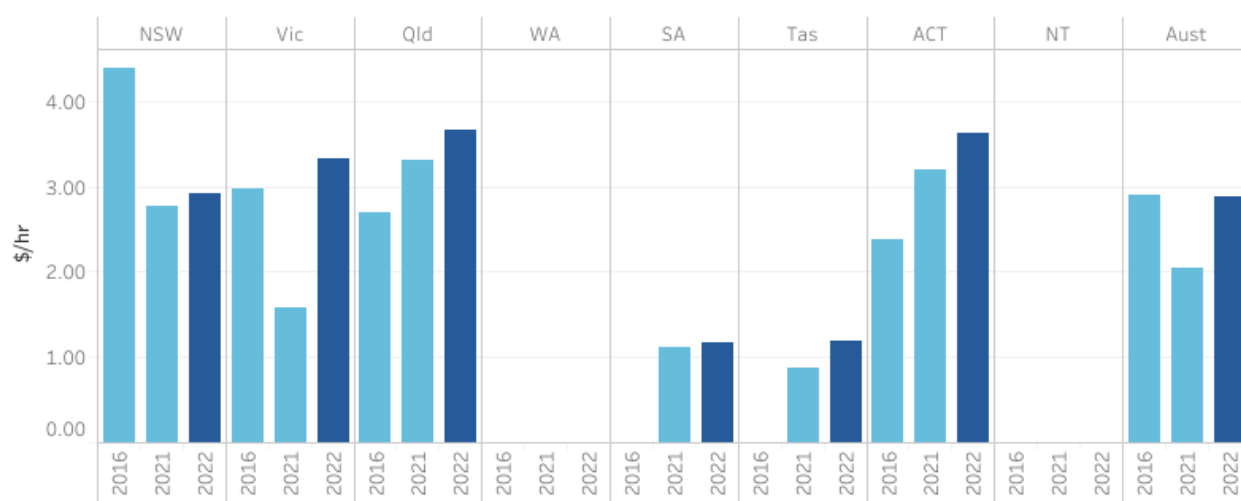
Multiple values

Select sector:

- Preschool program within a preschool service
- Preschool program within Centre Based Day Care
- All with a preschool program

Figure 3.4c Measure 3: Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4-5 years, by sector (2021-22 dollars)

All with a preschool program, by jurisdiction, by year



Source: table 3A.24

+ a b | e a u

4. 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.

'Non-standard hours of care in child care services' is defined as the proportion of Australian Government CCS approved child care services that provide non-standard hours of care, by service type. Definitions of 'standard hours of care' and 'non-standard hours of care' are provided in the 'Explanatory material' tab.

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.

In the March quarter 2023, 42.8% of all CCS approved child care services provided non-standard hours of care, with 41.1% providing care before 7am on weekdays. In this quarter, 60.0% of in-home care services provided non-standard hours of care, followed by family day care (55.1%), OSHC (42.9%) and 42.1% of centre based day care services (table 3.5).

■ Data is comparable (subject to caveats) across jurisdictions but not over time (data from 2018 onwards is not comparable to earlier years). Data collected from the Child Care Subsidy System (CCSS) is not comparable with earlier years data under the Child Care Management System (CCMS).

■ Data is complete (subject to caveats) for the current reporting period.

Select year:

2023

Table 3.5 Proportion of Australian Government CCS approved child care services that are available during non-standard hours

By service type, by jurisdiction, 2023 (a)

| | | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------|---|------|------|------|------|------|------|-------|------|------|
| Centre based day care | % | 17.6 | 52.0 | 75.4 | 53.8 | 57.5 | 26.7 | 6.0 | 17.2 | 42.1 |
| Family day care | % | 49.1 | 49.1 | 67.8 | 53.1 | 92.3 | 55.6 | 33.3 | 33.3 | 55.1 |
| OSHC | % | 37.0 | 31.3 | 74.2 | 55.4 | 45.1 | 13.1 | 4.4 | 30.6 | 42.9 |
| In home care | % | 54.5 | 71.4 | 75.0 | 25.0 | 50.0 | - | 100.0 | - | 60.0 |
| Total services | % | 23.9 | 44.1 | 74.8 | 54.2 | 53.1 | 22.8 | 6.4 | 21.4 | 42.8 |

Source: table 3A.26

na Not available. .. Not applicable. - Nil or rounded to zero.

(a) Data for 2019 is not available due to data quality issues arising from the implementation of the CCSS in 2018.

🔍 + a b | e a u

5. Demand for ECEC

'Demand for ECEC' is an indicator of governments' objective to ensure that ECEC services are accessible.

'Demand for ECEC' is defined as the proportion of children aged 0–12 years for whom additional formal child care or preschool services were currently required.

Additional care currently required refers to children who were already attending formal child care or preschool and parents wished for them to attend more, as well as children who did not attend any formal child care or preschool and parents wished for them to attend.

An increasing proportion of children with expressed need for additional ECEC may suggest that additional services are required.

Data is no longer available for reporting against this indicator. Previous data reported for this indicator is available in older editions of the report.

6. Staff quality in ECEC

'Staff quality in ECEC' is an indicator of governments' objective to ensure that ECEC services are high quality.

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

- The proportion of paid primary contact staff employed by Australian Government CCS 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 accessible to preschool programs (across all ECEC services) who are at least three year university trained and early childhood qualified.

High or increasing proportions are desirable due to the link between education levels of ECEC staff and children's learning outcomes.

In 2021, 82.1% of the 183,315 paid primary contact staff employed by Australian Government CCS approved child care services had a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience (figure 3.5a). Of all paid primary contact staff, 11.5% held a Bachelor degree or above, 38.1% held a Diploma or Advanced Diploma, and 26.4% held a Certificate III or IV (table 3A.27).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

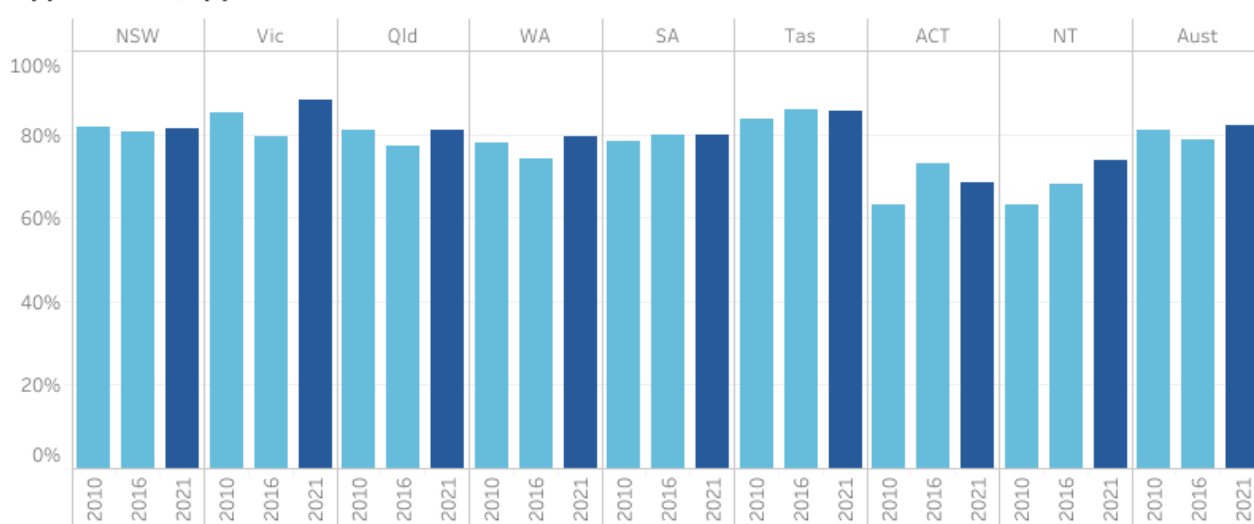
■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Figure 3.5a Measure 1: Paid primary contact staff employed by Australian Government CCS approved child care services, With a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience

By jurisdiction, by year



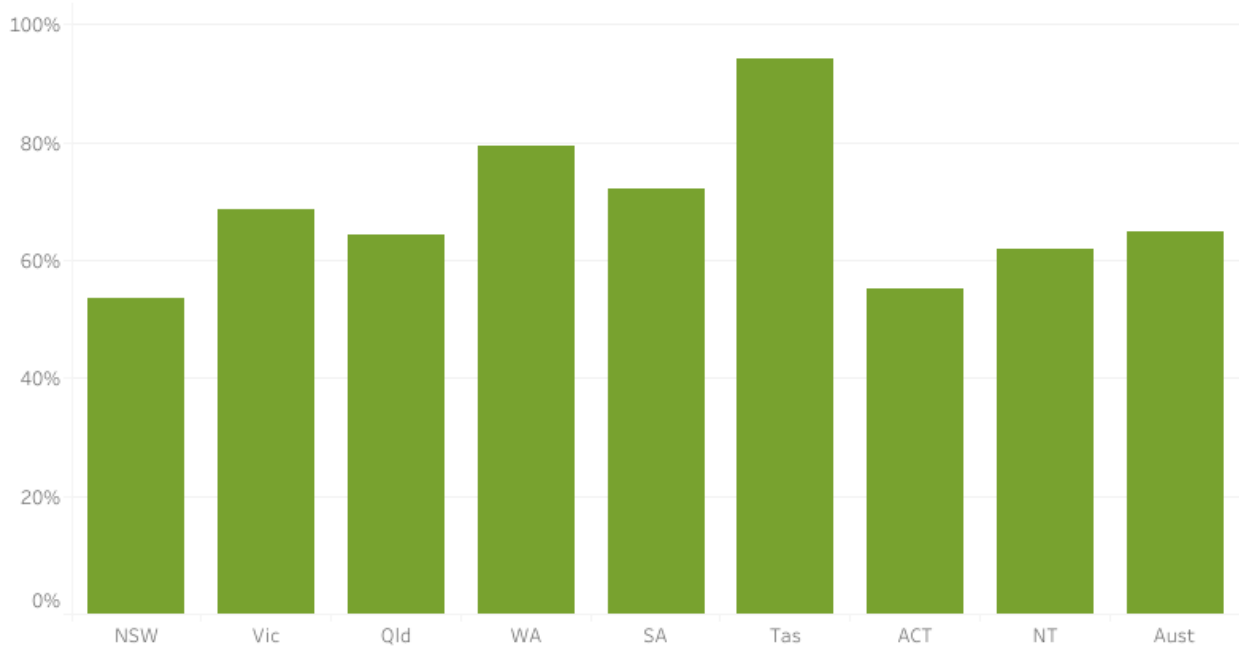
Source: table 3A.27

■ + a b | e a u

In 2021, 64.7% of the 35,462 teachers delivering preschool programs were at least three-year university trained and early childhood qualified (figure 3.5b). Over half (53.2%) of teachers delivering preschool programs were four-year university trained or above and early childhood qualified (table 3A.28).

- Data is not comparable across jurisdictions.
- Data is complete (subject to caveats) for the current reporting period.

Figure 3.5b Measure 2: Teachers delivering preschool programs
Total with at least three-year university trained and early childhood qualified, by jurisdiction, 2021



Source: table 3A.28

 + a b | e a u

7. NQF quality and compliance

'NQF quality and compliance' is an indicator of governments' objectives to ensure that ECEC services are high quality and are delivered in a safe, nurturing and inclusive environment.

'NQF quality and compliance' is defined by two measures:

- Achievement of National Quality Standard (NQS) – defined as the proportion of NQF approved services with a quality rating, whose overall NQS rating is: 'Meeting NQS', 'Exceeding NQS' or 'Excellent'.

Services receive an overall rating of Meeting NQS if they are rated as Meeting or Exceeding NQS in all seven quality areas. 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. The Excellent rating can only be awarded by the Australian Children's Education and Care Quality Authority (ACECQA), on application by the Approved Provider (ACECQA 2019). The 'Explanatory material' tab includes further information on NQS achievement.

A high proportion of services that achieve the NQS suggests a high quality of service provision.

- Confirmed breaches – defined as the number of confirmed breaches by NQF approved services, per 100 NQF approved services.

A confirmed breach is when a regulatory authority finds that a provider, nominated supervisor or family day care educator has failed to abide by relevant legislation, regulations or conditions at an NQF approved service.

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).

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

The majority of ECEC services are approved and regulated under the NQF, including child care services (centre based day care, family day care, vacation care and OSHC) and preschool services. As at 30 June 2023, there were 17,322 NQF approved ECEC services nationally – up from 16,986 in 2022 (table 3A.29). Some ECEC services are licensed and/or registered to operate by state and territory governments, but are not approved under the NQF, including occasional care and mobile preschools (state and territory governments, unpublished).

At 30 June 2023, 91.0% of NQF approved services had received a quality rating, with 21.0% of services assessed or reassessed in the previous 12 months (table 3A.29). Overall, 91.1% of centre based day care services and 86.4% of family day care services have received a quality rating.

At 30 June 2023, of the NQF approved services that had been rated, 89.1% achieved the NQS (65.0% met, 23.9% exceeded, and 0.2% were excellent) – up from 87.5% in the previous 12 months (figure 3.6).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

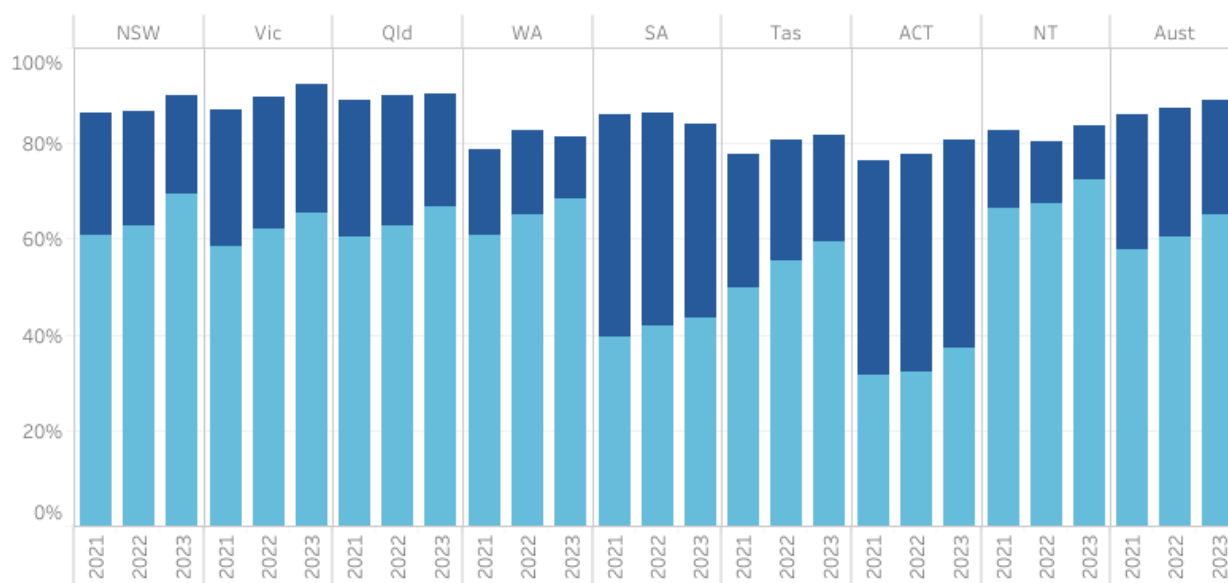
■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

■ Exceeding NQS (including Excellent)
■ Meeting NQS

Figure 3.6 Measure 1: NQF approved services with a quality rating, whose overall rating is Meeting or Exceeding NQS (including Excellent)

By jurisdiction, by year (a)



Source: table 3A.30

(a) 'Exceeding NQS (including excellent)' data is not able to be calculated for 2014 and 2015 as data for excellent is not available.

🔍 + a b | e a u

The proportion of NQF approved services with a rating level that achieved the NQS was highest for quality areas 6 (Collaborative partnerships with families and communities – 97.8%), 5 (relationships with children – 97.7%) and 4 (staffing arrangements – 97.1%). The quality area with the lowest proportion of services that achieved the NQS was quality area 1 (educational program and practice – 92.4%) (table 3A.31).

Nationally in 2022-23, there were 192.6 confirmed breaches per 100 NQF approved services, up from 162.2 in the previous year. The highest rate was for family day care (629.9 breaches per 100 services), followed by centre based day care services with 237.0 breaches (table 3.6a).

■ Data is not comparable across jurisdictions due to differences in administrative and reporting procedures, but is comparable (subject to caveats) within jurisdictions over time.

■ Data is complete (subject to caveats) for the current reporting period.

Measure 2: Rate of confirmed breaches per 100 NQF approved services

By year

Select year(s) (applies to both tables):
Multiple values

Select jurisdiction (applies to table 3.6b):
NSW

Table 3.6a *National* (a)

| | 2016-17 | 2021-22 | 2022-23 |
|-----------------------|---------|---------|---------|
| Centre based day care | | 209.6 | 237.0 |
| Vacation care | | 2.6 | 3.0 |
| OSHC | | 89.7 | 119.1 |
| Other care | | 2.7 | 1.5 |
| Preschool | | 51.9 | 58.6 |
| Family day care | | 441.0 | 629.9 |
| All service types | 97.9 | 162.2 | 192.6 |

Source: table 3A.32

Table 3.6b *NSW* (a)

| | 2016-17 | 2021-22 | 2022-23 |
|-----------------------|---------|---------|---------|
| Centre based day care | | 310.2 | 328.3 |
| Vacation care | | 4.3 | 4.8 |
| OSHC | | 154.9 | 186.1 |
| Other care | | - | - |
| Preschool | | 111.9 | 121.9 |
| Family day care | | 1,075.5 | 1,528.2 |
| All service types | 71.0 | 273.6 | 303.1 |

Source: table 3A.32

.. Not applicable. - Nil or rounded to zero.

(a) Data by service type is not available for 2016-17.

🔍 + a b | e a u

8. Serious incidents

'Serious incidents' is an indicator of governments' objective to ensure that ECEC services are delivered in a safe environment.

'Serious incidents' is defined as the number of serious incidents that have occurred at NQF approved services, per 100 NQF approved services. Serious incidents are incidents that seriously compromise the health, safety or wellbeing of children attending an ECEC service.

The scope of the serious incidents indicator is NQF approved services. Under regulation, an NQF approved service must notify the regulatory authority (within 24 hours) of any serious incident that involves a child that was being educated and cared for by an ECEC service.

Serious incidents includes any incidents: involving the death of a child; involving serious injury or trauma to, or illness of, a child; where the attendance of emergency services was sought (or ought reasonably to have been sought); and where a child has been locked in/out, removed from the premises in contravention of regulations, or is unaccounted for. More information on 'serious incidents' is in the 'Explanatory material' tab.

A low or decreasing rate of serious incidents may suggest safer ECEC services. Caution should be used in interpreting results within and across jurisdictions as variations may be affected by differences in the number of children (or hours of service delivery) per service. Nationally comparable data is not currently available on the number of children enrolled (or hours of service delivery provided) in NQF approved services. It should also be noted that the rate of serious incidents reflects the reporting practices of approved providers which can vary.

Nationally in 2022-23, there were 139.4 serious incidents per 100 NQF approved services, up from 123.8 in 2021-22 (figure 3.7). The majority of incidents involved serious injury or trauma to, or illness of, a child (77.8% of all serious incidents) followed by incidents where the attendance of emergency services was sought (or ought reasonably to have been sought) (12.6%) (table 3A.33).

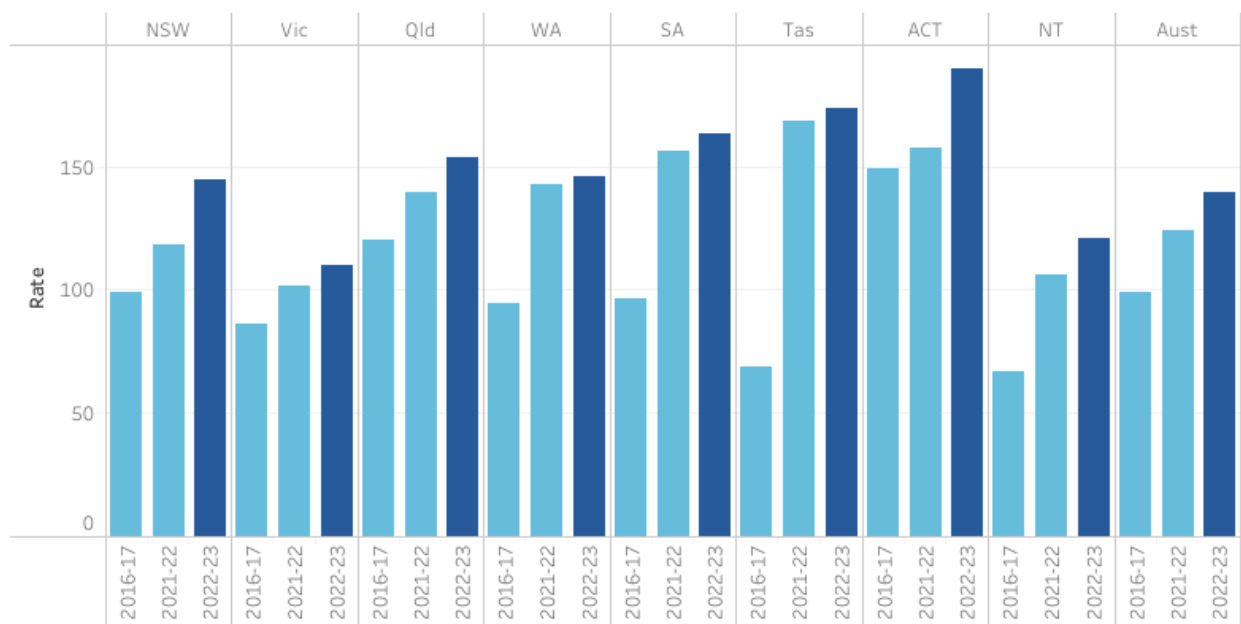
- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

Select service type:

- Centre based day care
- Vacation care
- Family day care
- OSHC
- Other care
- Preschool
- All service types

Figure 3.7 Rate of serious incidents per 100 NQF approved services
All service types, by jurisdiction, by year (a), (b)



Source: table 3A.33

(a) There were no serious incidents in Other care in 2022-23, no serious incidents in Preschool in Tasmania (these services are not covered by the NQF legislation) and no serious incidents in Vacation care in WA in 2022-23. (b) Refer to table 3A.33 for information on non-publication of data for individual jurisdictions.

9. Workforce sustainability

'Workforce sustainability' is an indicator of governments' objective to provide sustainable ECEC services.

ECEC workforce sustainability relates to the capacity of the ECEC workforce to meet current and projected future service demand. These measures are not a substitute for a full workforce analysis that allows for training, migration, changing patterns of work and expected future demand. They can, however, indicate that further attention should be given to workforce planning for ECEC services.

This indicator is currently under development for reporting in the future.

10. Government recurrent expenditure per child

'Government recurrent expenditure per child' is an indicator of governments' objective for ECEC services to be efficient.

Government recurrent expenditure per child is defined by two measures:

- Total government recurrent expenditure on ECEC per child in ECEC – the combined Australian Government and state and territory government recurrent expenditure on ECEC per child in ECEC (children in child care and preschool services).
- Australian Government recurrent expenditure per child attending CCS approved child care – the Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government CCS approved child care services.

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.

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.

In 2022-23, combined Australian Government and state and territory government real recurrent expenditure on ECEC services per child in ECEC was \$9,315, an increase of 3.4% from 2021-22 (figure 3.8a).

Data is not comparable across jurisdictions, but is comparable (subject to caveats) within jurisdictions over time from 2016-17 onwards. Data is not directly comparable with prior years due to changes in coverage and methodologies affecting the National Early Childhood Education and Care Collection (NECECC).

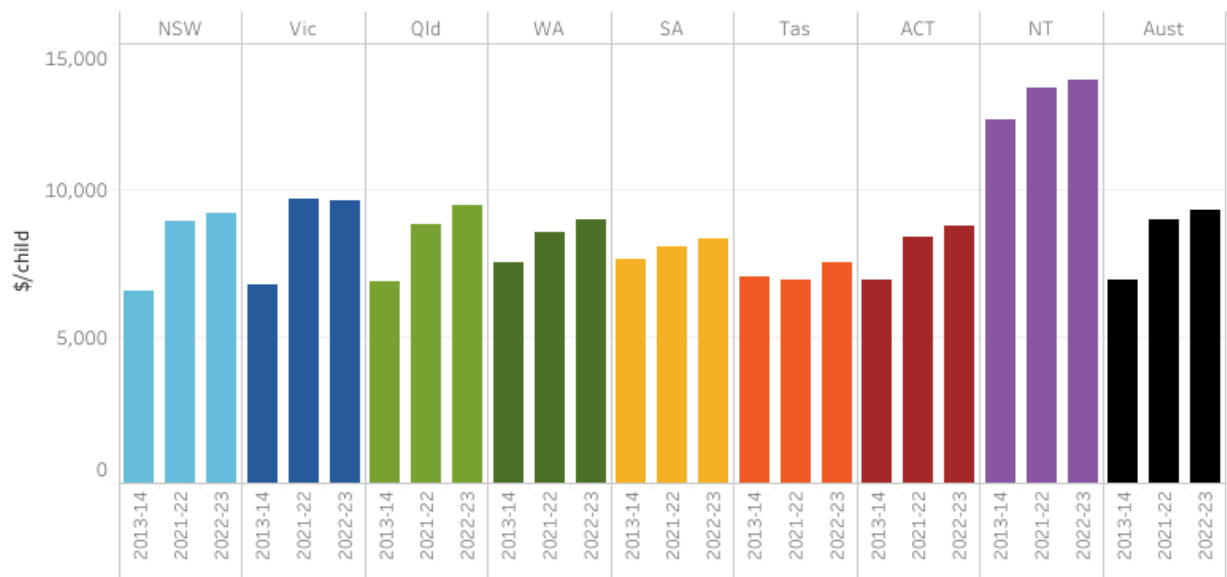
Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

NSW Vic Qld WA SA Tas ACT NT Aust

Figure 3.8a Measure 1: Australian, state and territory recurrent government expenditure on ECEC services per child
By jurisdiction, by year (2022-23 dollars)



Source: table 3A.34



Contextual data on the combined government recurrent expenditure on ECEC per child aged 0–12 years in the community is in table 3A.35.

Australian Government real recurrent expenditure per child attending CCS approved child care services was \$8,181 in 2022-23, up from \$7,984 in 2021-22 (figure 3.8b).

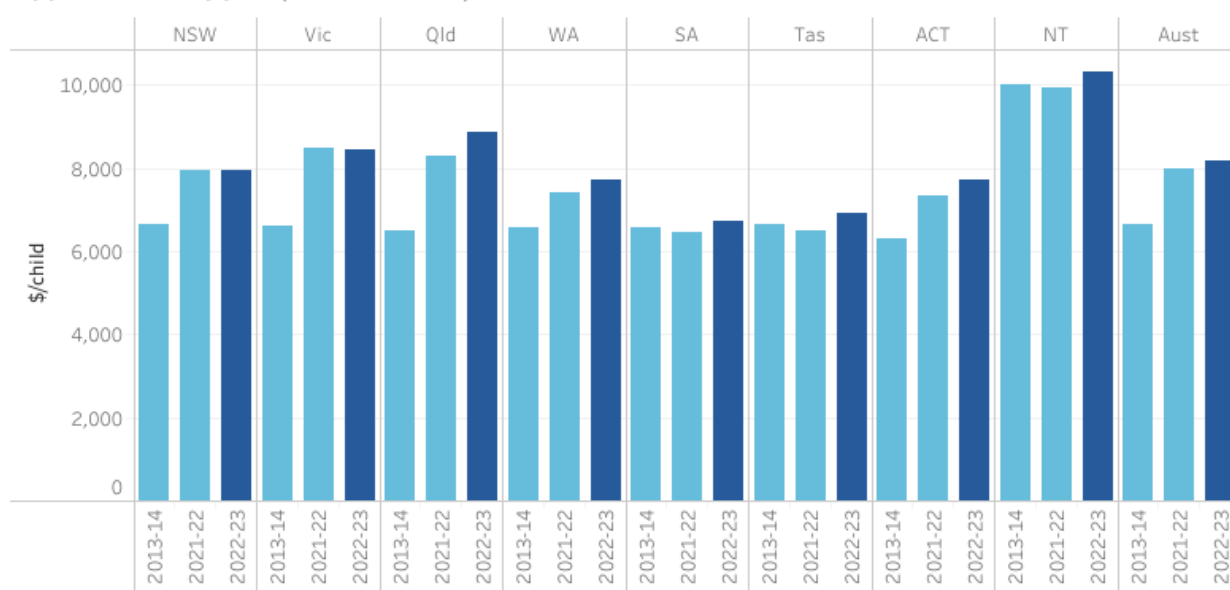
■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Figure 3.8b Measure 2: Australian Government recurrent expenditure on child care services per child aged 0-12 years attending CCS approved child care services
By jurisdiction, by year (2022-23 dollars)



Source: table 3A.36



11. 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 families, including enabling increased workforce participation.

'Family work-related needs for child care' is defined as the proportion of people aged 15 years or 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.

The ABS data used for reporting against this indicator is collected in February of each year.

Of the 250,900 people aged 15 years or over who in 2023 reported that they were not in the labour force due to caring for children, 28.3% reported this was due to a child care service-related reason (figure 3.9).

The most common child care service-related reason provided for not being in the labour force was the cost of child care (23.4%). The most common non-child care service related reason was a preference to look after children (30.7%) or children were 'too young or too old' for child care services (19.3%) (table 3A.37).

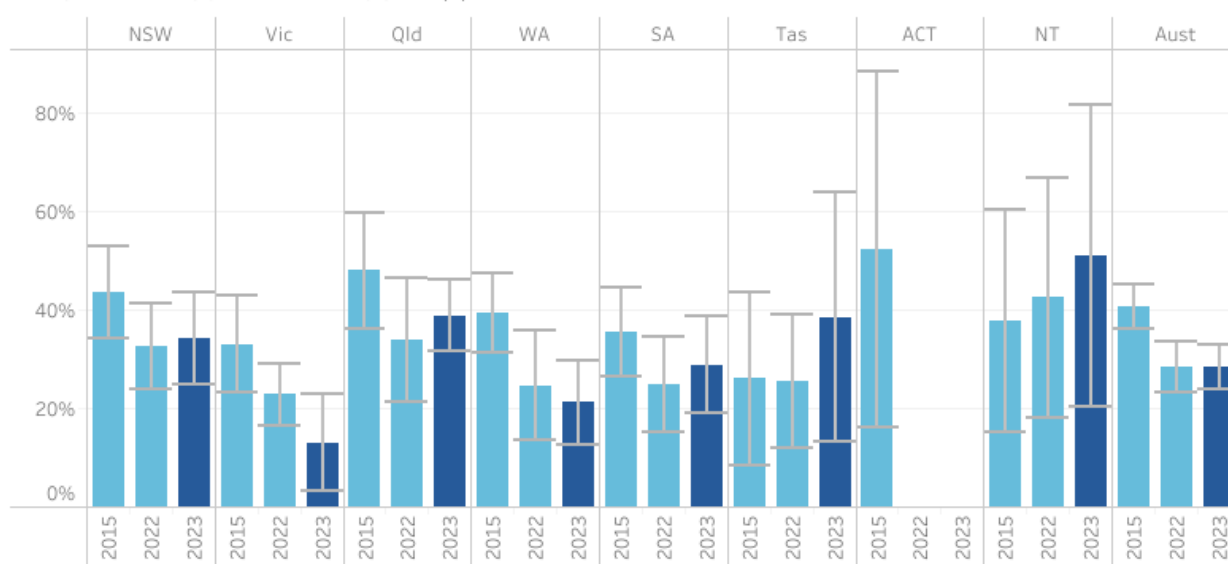
■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Figure 3.9 Proportion of people not in labour force mainly for child care service related reasons 15+ years old, by jurisdiction, by year (a)



Source: table 3A.37

(a) ACT data in 2023, 2022 and 2019 has relative standard errors of greater than 50% and is not published. Data is included in Australian totals.

✚ + a b | e a u

12. ECEC outcomes

'ECEC outcomes' is an indicator of governments' objective to provide ECEC services that meet the education, care, and development needs of children.

'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 communication 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:

- the data report on the correlation between ECEC experience and development outcomes. The causal impact of ECEC experience on development outcomes cannot be determined from the 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.

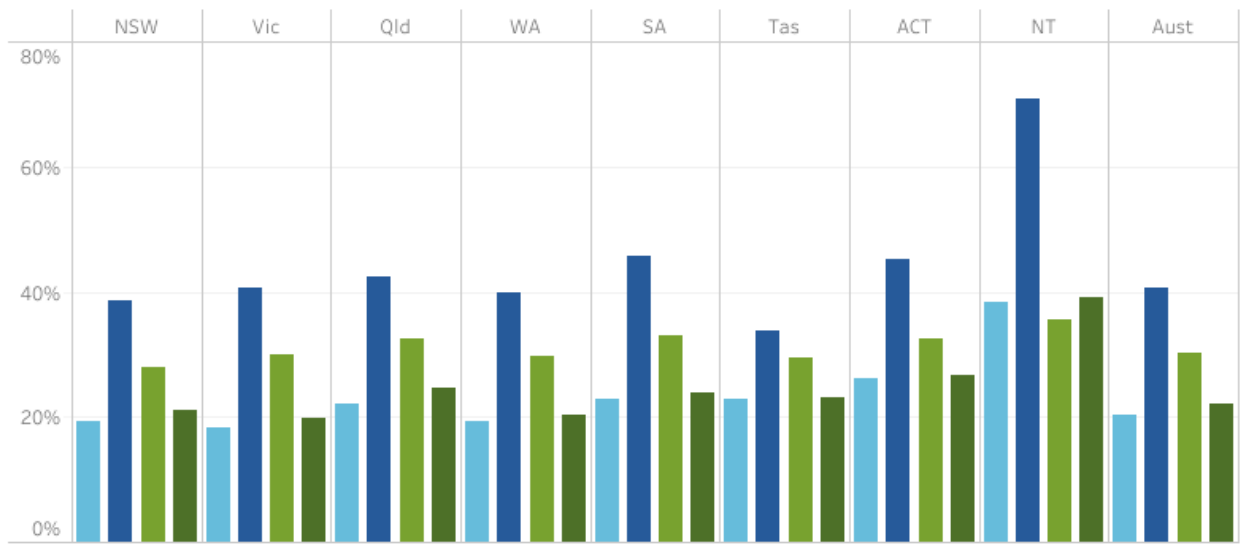
In 2021, 22.0% of children in their first year of full-time schooling were developmentally vulnerable on one or more domains – slightly higher than 2018 and the same as 2015 and 2012. Children who received some ECEC were less likely to be developmentally vulnerable on one or more domains (20.3% in 2021, higher than previous years), compared to children who did not receive any ECEC (40.7% in 2021, up from 2018, 2015 and 2012) (figure 3.10).

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year:
2021

- Received some ECEC
- Did not receive any ECEC
- Unknown ECEC experience
- All children

Figure 3.10 Children developmentally vulnerable on one or more domains of the the Australian Early Development Census (AEDC)
By ECEC experience, by jurisdiction, 2021



Source: table 3A.38

Indigenous data

Performance indicator data for Aboriginal and Torres Strait Islander people in this section are available in the data tables listed below. Further supporting information can be found in the 'Indicator results' tab and data tables.

ECEC services data disaggregated for Aboriginal and Torres Strait Islander people

| Table number | Table title |
|--------------|--|
| Table 3A.15 | Proportion of children attending Australian Government CCS approved child care services who are from selected equity groups, compared with their representation in the community |
| Table 3A.16 | Proportion of children enrolled in a preschool program in the state-specific YBFS who are from selected equity groups compared with the representation of children aged 4–5 years in the community |
| Table 3A.17 | Proportion of children enrolled in a preschool program aged 3–5 years who are from selected equity groups, compared with their representation in the community |
| Table 3A.19 | Aboriginal and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS, by remoteness |
| Table 3A.21 | Aboriginal and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS, by weekly hours |

Explanatory material

Key terms

| Terms | Definition |
|--|---|
| 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. |
| Centre based day care | An education and care service other than a family day care service which includes most long day care, preschool and OSHC services that are delivered at a centre. |
| 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 CCS. |
| Children from non-English speaking backgrounds (NESB) | Children living in situations where the main language spoken at home is not English. |
| Children with disability | A child that has a need for additional assistance in any of the following areas (learning and applying knowledge, education; communication; mobility; self-care; interpersonal interactions and relationships; other- including general tasks, domestic life, community and social life) compared to children of a similar age, that is related to underlying long term health condition or disability (long term is longer than six months). |
| Comparability | Data is considered comparable if (subject to caveats) it can be used to inform an assessment of comparative performance. Typically, data is considered comparable when 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 is considered complete if all required data is available for all jurisdictions that provide the service. |

| Terms | Definition |
|------------------------------|--|
| Family day care | Services providing small group early childhood education and care services for children in the home environment of a registered carer. Family day care is primarily aimed at children aged 0–5 years, 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. |
| 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). |
| 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. |
| Long day care | Services aimed primarily at children aged 0–5 years 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. |

| Terms | Definition |
|--|--|
| National Quality Framework (NQF) | <p>The NQF came into effect from 1 January 2012 and is a 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:</p> <ul style="list-style-type: none"> • an applied law system, comprising the <i>Education and Care Services National Law</i> and the Education and Care Services National Regulations • the NQS – which sets a national benchmark for the quality of services in seven key quality areas • an assessment and quality rating process • national approved learning frameworks • a regulatory authority in each state and territory responsible for the approval, monitoring and quality assessment of services in their state or territory • a national body – ACECQA, which guides the implementation of the NQF and works with regulatory authorities (ACECQA 2023). |
| NQF approved services | <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: centre based care services; and family day care services.</p> |
| National Quality Standard (NQS) achievement | <p>NQF approved services are rated against the NQS. Under the NQS, a service's overall quality rating is based on:</p> <ul style="list-style-type: none"> • 40 elements, which are assessed as Met or Not Met • 15 standards, which are rated on the four point scale below • Seven quality areas, which are also rated on the four point scale below. <p>Standards, quality areas and the overall quality rating are assessed on a four point scale:</p> <ul style="list-style-type: none"> • Exceeding NQS • Meeting NQS • Working Towards NQS • Significant Improvement Required. <p>In addition, a provider with a service that has an overall rating of Exceeding NQS, as well as a rating of Exceeding NQS in all seven quality areas, may choose to apply to ACECQA to be assessed for the Excellent rating.</p> <p>The current version of the NQS commenced in all states and territories on 1 February 2018. Prior to this, a service's overall quality rating was based on 58 elements across 18 standards and seven quality areas.</p> |

| Terms | Definition |
|-----------------------------------|---|
| Non-standard hours of care | <p>Defined by service type as:</p> <ul style="list-style-type: none"> • 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 only need to meet one of these three 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 one of these four 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 one of these two 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 one of these two 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 one of these three 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 one of these three criteria). |
| Occasional care | <p>Services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full-time parenting. These services provide developmental education and care activities for children, and are primarily aimed at children aged 0–5 years. Centres providing these services usually employ a mix of qualified and other staff.</p> |
| Other care | <p>A child care service type in this report that does not meet any of the other child care service type definitions. It may include services which support children with additional needs or in particular situations (including Aboriginal and Torres Strait Islander children, children from NESB, children with disability or of parents with disability, and children living in regional and remote areas). Other care services may include three-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-CCS approved services).</p> |


| Terms | Definition |
|---|--|
| 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 degree qualified teacher, aimed at children in the year or two before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded and/or privately provided. Preschool programs are often referred to by other terms such as early childhood education, early learning or kindergarten. |
| 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. |
| Qualified teacher | A degree qualified early childhood teacher who meets the requirements of the NQF. The ACECQA publishes a list of approved and former approved early childhood teaching qualifications. |
| 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). |
| 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. |


| Terms | Definition |
|-------------------------------|--|
| Selected equity groups | <p>An identifiable group within the general population who can have special difficulty accessing services. Selected equity groups for which data are reported in this section include: children from NESB; Aboriginal and Torres Strait Islander children; children from low-income families (CCS approved child care services only); children with disability; and children from regional or remote areas.</p> |
| Serious incidents | <p>For the purposes of the <i>Education and Care Services National Law</i>, the following are prescribed as serious incidents:</p> <ul style="list-style-type: none"> a. the death of a child: <ul style="list-style-type: none"> o while that child is being educated and cared for by an education and care service o following an incident occurring while that child was being educated and cared for by an education and care service b. any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service: <ul style="list-style-type: none"> o which a reasonable person would consider required urgent medical attention from a registered medical practitioner o for which the child attended, or ought reasonably to have attended, a hospital; <p>Example: broken limb.</p> c. any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital <p>Example: Severe asthma attack, seizure or anaphylaxis reaction.</p> d. any incident for which emergency services attended e. any circumstance where a child being educated and cared for by an education and care service: <ul style="list-style-type: none"> o appears to be missing or cannot be accounted for o appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations o is mistakenly locked in or locked out of the education and care service premises or any part of the premises. |
| Service | <p>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.</p> |

| Terms | Definition |
|--|--|
| Service type | <p>Refers to the following categories of ECEC services: long day care; family day care; OSHC; before/after school care; vacation care; occasional care; in home care, and; other care preschool services.</p> <p>All service type categories are considered child care services, except for preschool services.</p> |
| 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 and 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-specific year before full-time schooling (YBFS) | <p>Preschool programs delivered to children in the state-specific YBFS are intended to be available for 15 hours a week, or 600 hours per year (as per the PRA). Children aged 3–6 years may be enrolled in a preschool program in the state-specific YBFS although the programs are typically delivered to 4 and 5-year-olds.</p> <p>The state-specific YBFS population is made up of an age range of children specific to each state based on that state's preschool and school starting age provisions.</p> <p>State-specific YBFS data presented in this report are not fully comparable with YBFS data prior to 2016, included in previous reports, due to changes in the YBFS methodology.</p> <p>For more information on the state-specific YBFS methodology see <i>Preschool Education methodology</i> (ABS 2023).</p> |

| Terms | Definition |
|----------------------|--|
| Vacation care | Services provided for children aged 4–12 years enrolled in schools during the school holidays. |

References

ABS (Australian Bureau of Statistics) 2023, *Preschool Education methodology, 2022*, <https://www.abs.gov.au/methodologies/preschool-education-methodology/2022>  (accessed 4 April 2023).

ACECQA (Australian Children's Education and Care Quality Authority) 2023, *Guide to the National Quality Framework*, <https://www.cecqa.gov.au/national-quality-framework/guide-nqf>  (accessed 5 October 2023).

Report on Government Services 2024

PART B, SECTION 4: RELEASED ON 5 FEBRUARY 2024

4 School education

This section focuses on performance information for government-funded school education in Australia.

The **Indicator results** tab uses data from the data tables to provide information on the performance for each indicator in the **Indicator framework**. The same data is also available in CSV format.

Data downloads

[4 School education data tables \(XLSX 924.3 KB\)](#)

[4 School education dataset \(CSV 3.1 MB\)](#)

Refer to the corresponding table number in the data tables for detailed definitions, caveats, footnotes and data source(s).

[Guide: How to find what you need in RoGS \(PDF 288.5 KB\)](#)

Context

Objectives for school education

Australian schooling aims for all young Australians to become successful lifelong learners, confident and creative individuals, and active and informed members of the community positioning them to transition to further study or work and successful lives. It aims for students to improve academic achievement and excel by international standards.

To meet this vision, the school education system aims to:

- engage all students and promote student participation
- deliver high quality teaching of a world-class curriculum in a sustainable manner.

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

The vision and objectives align with the educational goals in the Alice Springs (Mparntwe) Education Declaration (EC 2019) and the National School Reform Agreement (NSRA) (COAG 2018).

Service overview

Schooling aims to provide education for all young people. The structure of primary and secondary schooling is the same across all states and territories in Australia.

Compulsory school education

Entry to school education is compulsory for all children in all states and territories. The child age entry requirements are subject to specific legislation and varies by jurisdiction (ABS 2023). In 2022,

minimum starting ages generally restrict enrolment to children aged between four-and-a-half and five years at the beginning of the year (ABS 2023). (See [section 3](#), 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, all young people must participate in schooling until they complete Year 10; and if they have completed Year 10, in full-time education, training or employment (or combination of these) until 17 years of age (COAG 2009). Some state and territory governments have extended these requirements for their jurisdiction.

Type and level of school education

Schools are the institutions within which organised school education takes place (a definition of 'school' is in the 'Explanatory material' tab) and are differentiated by the type and level of education they provide:

- *Primary schools* provide education from the first year of primary school – known as the 'foundation year' in the Australian Curriculum (the naming conventions used in each state and territory is included under 'foundation year (pre-year 1)' in the 'Explanatory material' tab). In 2022, primary school education extended to Year 6 across all states and territories in Australia. Prior to 2022, primary school education was to Year 7 in South Australia, and prior to 2015 was to Year 7 in Queensland and Western Australia.
- *Secondary schools* provide education from the end of primary school to Year 12 across all states and territories in Australia.
- *Special schools* provide education for students with 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 2023).

Affiliation, ownership and management

Schools can also be differentiated by their affiliation, ownership and management, which are presented as two broad categories:

- *Government schools* are owned and managed by state and territory governments
- *Non-government schools*, including Catholic and independent schools, are owned and managed by non-government establishments.

Roles and responsibilities

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 2018, the Australian Government introduced the *Quality Schools* package replacing the *Students First* funding model which had been in effect since 1 January 2014. More information

on these funding arrangements can be found under 'Interpreting efficiency data' in the 'Explanatory material' tab.

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).

Funding

Nationally in 2021-22, government recurrent expenditure on school education was \$78.7 billion, a 6.2% real increase from 2020-21 (table 4A.1). State and territory governments provided the majority of funding (68.1%) (figure 4.1).

Government schools accounted for \$58.7 billion (74.6%), with state and territory governments the major funding source (\$49.0 billion, or 83.4% of government schools' funding). Non-government schools accounted for \$19.9 billion (25.4%), with the Australian Government the major funding source (\$15.4 billion, or 77.1% of non-government schools funding) (table 4A.1).

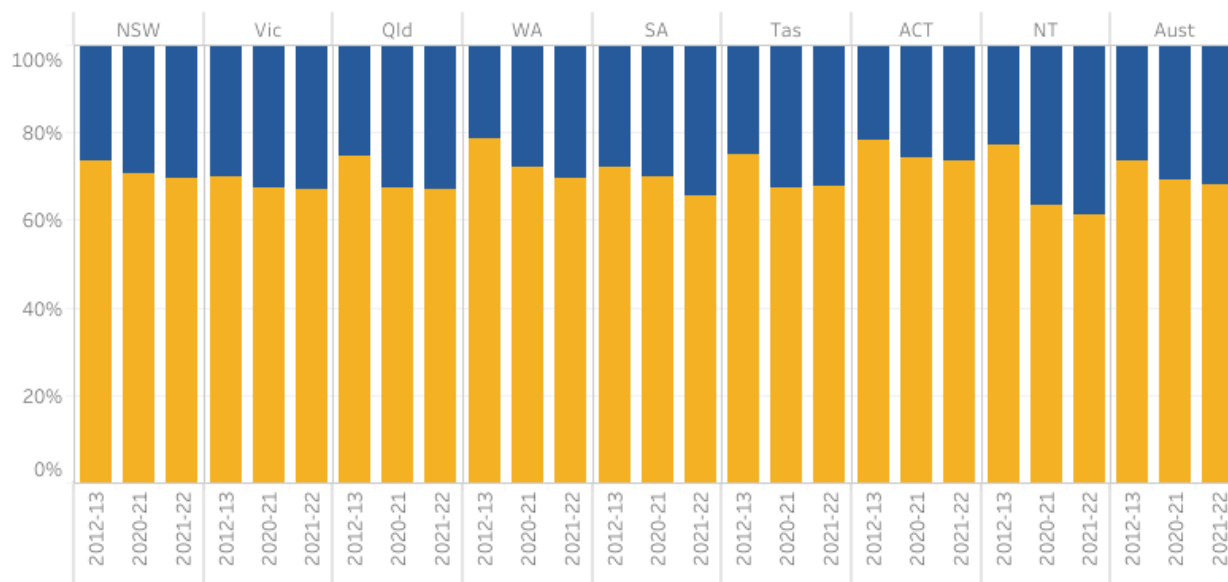
The share of government funding to government and non-government schools varies across jurisdictions and over time according to jurisdictional approaches to funding schools (more details are under 'Interpreting efficiency data' in the 'Explanatory material' tab) and is affected by certain characteristics, such as school structure and student body in each state and territory.

This report presents expenditure related to government funding only, not 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 61.1% of non-government school funding in 2022, with the remaining 38.9% sourced from private fees and fundraising (Australian Government Department of Education unpublished).

Select year(s):
Multiple values

■ Australian Government expenditure
■ State and territory government expenditure

Figure 4.1 Real recurrent expenditure as a Proportion of total government expenditure
All schools, by jurisdiction, by year



Source: table 4A.1

Data tables are referenced above by a '4A' prefix and all data (footnotes and data sources) is available for download from above (in Excel and CSV format).

Nominal Australian, state and territory government recurrent expenditure on school education is in table 4A.2. Data on Australian Government payments for school education services is in table 4A.3 and total government recurrent expenditure on government schools by school level is in table 4A.4.

Size and scope

Schools

In 2022, there were 9,614 schools in Australia (6,233 primary schools, 1,444 secondary schools, 1,417 combined schools, and 520 special schools) (table 4A.5). The majority of schools were government owned and managed (69.7%).

Settlement patterns (population dispersion), age distribution of the population and educational policy influence the distribution of school size and level in different jurisdictions. Data on school size and level are available from *Schools Australia, 2022* (ABS 2023).

Staff

In 2022, there were 457,047 active full-time equivalent (FTE) staff in schools in Australia (51.3% working in primary schools and 48.7% in secondary schools). The majority of active staff were engaged in duties in government schools (62.1%) (table 4A.6).

Nationally in 2022, there were 307,228 FTE teaching staff, an increase of 1.2% from 2021. Of these 50.8% were teaching in primary schools and 49.2% in secondary schools (ABS 2023).

Student body

There were 4.0 million FTE students enrolled in school nationally in 2022 (table 4A.7). Whilst the majority of students were full-time, there were 10,884 part-time students in 2022 (predominantly in secondary schools) (ABS 2023).

- *Government schools* had 2.6 million FTE students enrolled (64.4% of all FTE students). This proportion has decreased from a peak of 65.7% in 2019 and 2018, and is the lowest in the last 10 years of data reported
- *Non-government schools* had 1.4 million FTE students enrolled (35.6% of all FTE students)
- The proportion of FTE students enrolled in government schools is higher for primary schools (69.1%) than secondary schools (58.5%) (table 4A.7).

A higher proportion of FTE students were enrolled in primary schools (55.7%) than in secondary schools (44.3%) (table 4A.7). The Northern Territory had the highest proportion of FTE students enrolled in primary school education (59.9%).

The enrolment rate is close to 100% for Australian children aged 15 years (consistent with requirements under the NYPR) but decreases as ages increase. Nationally in 2022, the school participation rate was 97.3% for Australian children aged 15 years (down from 98.1% in 2021). In 2022, the rate decreased to 90.7% of 16-year-olds and 80.4% of 17-year-olds. Data for school participation rates for 15–19-year-olds by single year of age and totals are in table 4A.8.

Nationally, government schools had a higher proportion of students from selected equity groups than non-government schools, including for:

- Aboriginal and Torres Strait Islander students – 8.1% of government school students and 3.1% of non-government school students in 2022 (table 4A.9)
- students from a low socio-educational background – 31.4% of government school students and 13.2% of non-government school students in 2022 (table 4A.10)
- geographically remote and very remote students – 2.3% of government school students and 0.9% of non-government school students in 2022 (table 4A.11).

In 2022, students with disability at government (23.5%), Catholic (19.5%) and independent schools (22.4%) required an education adjustment due to disability (table 4A.12). Data by level of adjustment is in table 4A.12.

The student to teaching staff ratio for all schools in 2022 was 13.1 students to one teacher, a reduction from 13.3 students per teacher in 2021 (tables 4A.13–14). The student to teaching staff ratio was lower in non-government schools than government schools at 12.7 and 13.4 students to one teacher, respectively.

Secondary schools had a lower student to teacher ratio (11.8 students to one teacher) compared to primary schools (14.4 students to one teacher) (table 4A.14). This reflects different requirements for particular student groups, and for different school subjects in secondary schools.

School and Vocational Education and Training (VET)

School-aged people may participate in VET by either participating in 'VET in Schools', or (see [section 5](#)) remain engaged in education through a Registered Training Organisation (RTO). Nationally in 2022, there were 242,900 VET in Schools students (NCVER 2023). Overall, 403,500 people aged 15–19 years successfully completed at least one unit of competency as part of a VET

qualification at the Australian Qualifications Framework (AQF) Certificate II level or above (at a school or RTO) (table 4A.15).

Indicator framework

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of School education.

The performance indicator framework shows which data is complete and comparable in this report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. [Section 1](#) discusses data comparability and completeness from a report-wide perspective. In addition to the contextual information for this service area (see Context tab), the report’s statistical context ([Section 2](#)) contains data that may assist in interpreting the performance indicators presented in this section.

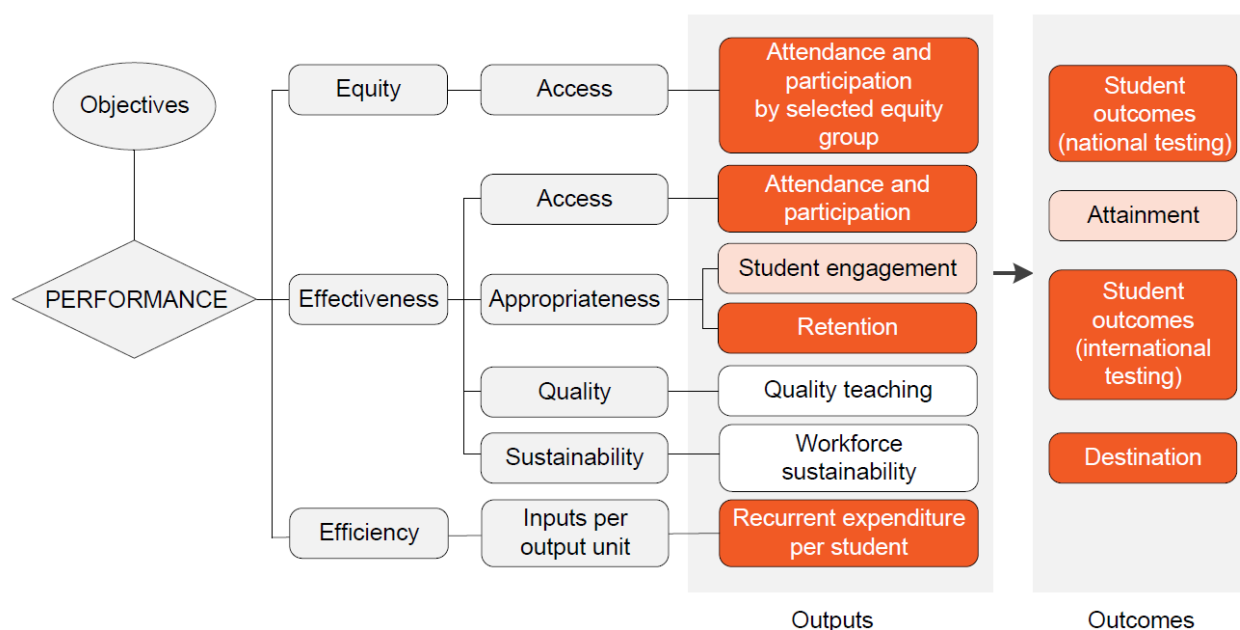
Improvements to performance reporting for School education are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see section 1). Output information is also critical for equitable, efficient and effective management of government services.

Outcomes

Outcomes are the impact of services on the status of an individual or group (see section 1).



Key to indicators*

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

* A description of the comparability and completeness is provided under the Indicator results tab for each measure

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

- Attendance by selected equity group – most recent data for all measures is comparable and complete

Effectiveness – Access

- Attendance and participation – most recent data for all measures is comparable and complete

Effectiveness – Appropriateness

- Student engagement – most recent data for all measures is either not comparable and/or not complete
- Retention – most recent data for all measures is comparable and complete

Effectiveness – Quality

- Quality teaching – no data reported and/or no measures yet developed

Effectiveness – Sustainability

- Workforce sustainability – no data reported and/or no measures yet developed

Efficiency – Inputs per output unit

- Recurrent expenditure per student – most recent data for all measures is comparable and complete

Outcomes

- Student outcomes (national testing) – most recent data for all measures is comparable and complete
- Attainment – most recent data for all measures is either not comparable and/or not complete
- Student outcomes (international testing) – most recent data for all measures is comparable and complete
- Destination – most recent data for all measures is comparable and complete

A description of the comparability and completeness is provided under the Indicator results tab for each measure.

Indicator results

An overview of the School education services performance indicator results are presented. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of school education services.

Information to assist the interpretation of this data can be found with the indicators below and all data (footnotes and data sources) is available for download above as an excel spreadsheet and as a CSV dataset. Data tables are identified by a '4A' prefix (for example, table 4A.1).

Specific data used in figures can be downloaded by clicking in the figure area, navigating to the bottom of the visualisation to the grey toolbar, clicking on the 'Download' icon and selecting 'Data' from the menu. Selecting 'PDF' or 'Powerpoint' from the 'Download' menu will download a static view of the performance indicator results.

1. Attendance by selected equity group

'Attendance by selected equity group' is an indicator of governments' objective for school education services to be provided in an equitable manner.

'Attendance by selected equity group' compares the attendance rate of those in the selected equity group (Aboriginal and Torres Strait Islander students, students in remote or very remote areas) with the attendance rate of those outside the selected equity group (non-Indigenous students, students in major cities and regional areas).

Similar rates of attendance for those within and outside the selected equity groups indicates equity of access.

The student attendance rate is the number of actual full-time equivalent student-days attended by full-time students in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1.

Nationally in 2023, attendance rates for students in Years 1–10 was 89.6% in major cities, decreasing to 81.1% in remote areas and 66.1% in very remote areas (figure 4.2a). The decrease was greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students. This pattern was similar for government and non-government schools, where the average attendance rates in major cities were higher than remote locations (table 4A.16).

Nationally in 2023, in all school sectors, the average attendance rate for non-Indigenous students was higher than for Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.2b and tables 4A.16–19). The attendance gap was larger at the higher year levels.

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select equity group (applies to figure 4.2a):

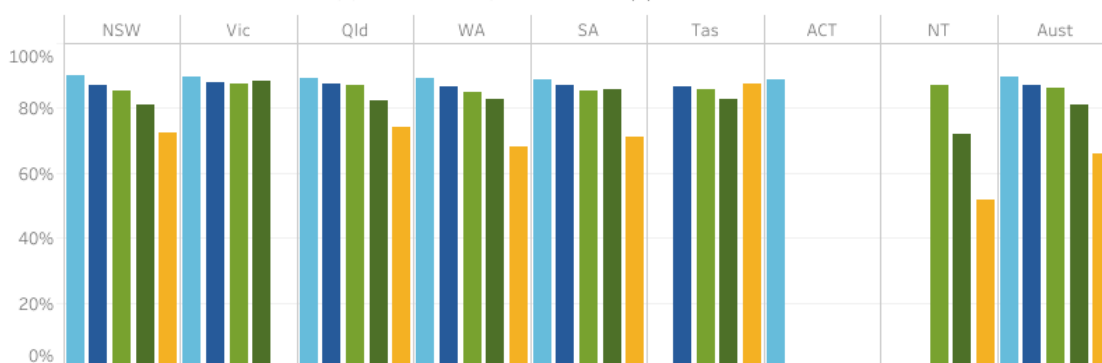
- All students
- Aboriginal and Torres Strait Islander students
- Non-Indigenous students

Select school type (applies to figure 4.2a):

- All schools
- Government schools
- Non-government schools

- Major cities
- Inner regional
- Outer regional
- Remote
- Very remote

Figure 4.2a Student attendance rates for Years 1–10
All students, All schools, 2023, by jurisdiction, by remoteness (a)



Source: table 4A.16

(a) There are no very remote areas in Victoria; no major city in Tasmania; no outer regional, remote or very remote areas in the ACT; no major city or inner regional areas in the NT.

Select year (applies figure 4.2b):

2023

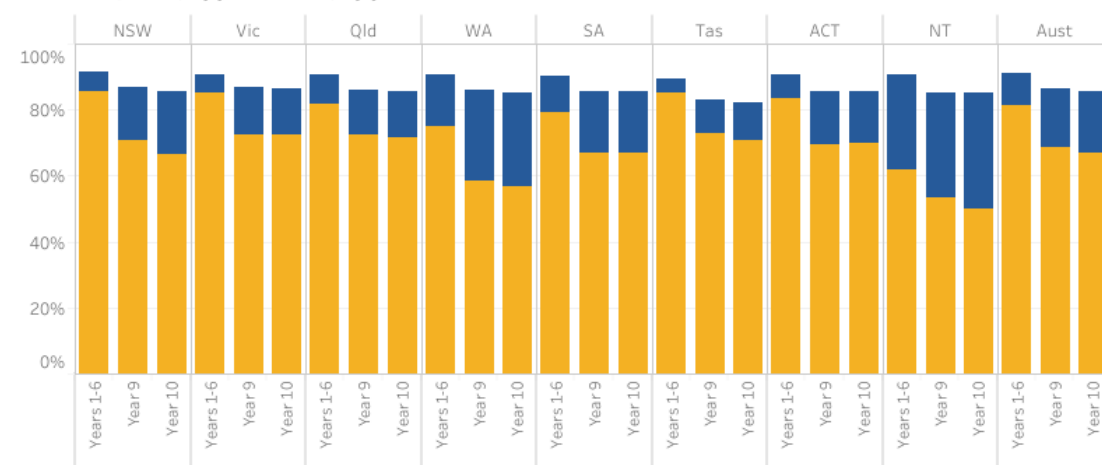
Select school Year level (applies to figure 4.2b):

Multiple values

- Rate difference between Aboriginal and Torres Strait Islander and non-Indigenous students
- Attendance rate of Aboriginal and Torres Strait Islander students

Figure 4.2b Student attendance rates by Indigenous status

All schools, 2023, by jurisdiction, by year level



Source: table 4A.19

tableau

The student attendance level is the proportion of full-time students whose attendance rate is greater than or equal to 90% over the period. Analysis of the attendance level can highlight ‘at risk’

populations (where a large proportion of individuals have had low attendance over the school year). Data on the student attendance level by Indigenous status and remoteness are in tables 4A.20–22.

2. Attendance

‘Attendance’ is an indicator of governments’ objective that school education services promotes student participation.

‘Attendance’ is defined by the student attendance rate – the number of actual full-time equivalent student-days attended by full-time students in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1.

Higher or increasing rates of attendance are desirable. Poor attendance has been related to poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013).

Nationally in 2023 across all schools, attendance rates decreased from 89.2% in Year 7 to 84.5% in Year 10 (figure 4.3). For Years 7–10, attendance rates are higher at non-government schools (89.8%) than government schools (84.0%) (tables 4A.17-18).

Nationally in 2023, the attendance rate for all school students for Years 1–6 was 90.2%, a decrease of 2.8 percentage points since 2018 (figure 4.3; table 4A.19).

■ Data is comparable (subject to caveats) across jurisdictions from 2018 onwards but not prior to 2018 and is not comparable over time (data for 2018 is not comparable to earlier years).

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

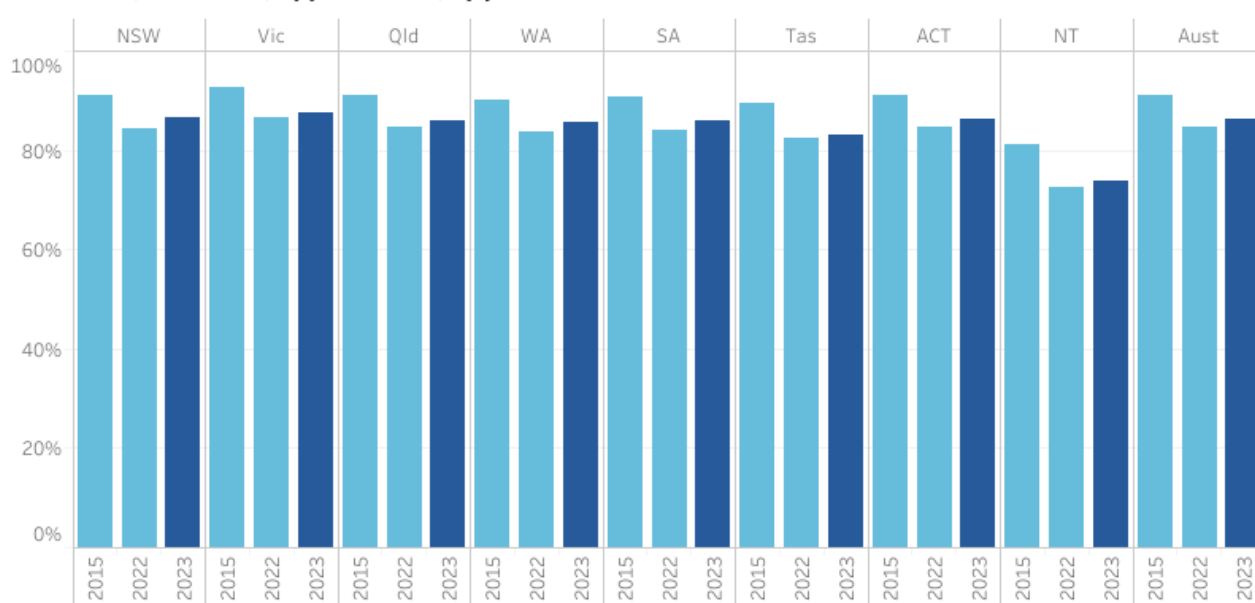
Select school type:

- All schools
 Government schools
 Non-government schools

Select Year level:

Years 7-10

Figure 4.3 Student attendance rates
 Years 7-10, All schools, by jurisdiction, by year



Source: table 4A.19

+ a b | e a u

3. Student engagement

‘Student engagement’ is an indicator of governments’ objective that school education services engage all students.

‘Student engagement’ is defined as encompassing the following three dimensions:

- *behavioural engagement* – which may be measured by identifiable behaviours of engagement, such as school attendance, attainment and retention
- *emotional engagement* – which may be measured by students’ attitudes to learning and school
- *cognitive engagement* – which may be measured by students’ perception of intellectual challenge, effort or interest and motivation (Fredricks, Blumenfeld, and Paris 2004).

It is measured using data from the Programme for International Student Assessment (PISA) – a triennial assessment of 15-year-old students conducted by the Organisation for Economic Cooperation and Development (OECD) that also collects student and school background contextual data. PISA collects information on one aspect of *emotional engagement* – students’ sense of

belonging at school. Students' level of agreement to six statements are combined to construct a Sense of Belonging at School Index (table 4A.23).

Higher or increasing scores on the index of sense of belonging at school (index) illustrate a greater sense of belonging at school, which is desirable. The index is standardised to have a mean of zero across OECD countries. Higher values of the index indicate a greater sense of belonging at school than the OECD average and lower values indicate a lesser sense of belonging at school than the OECD average.

This data should be interpreted with caution, as it is limited to one aspect of emotional engagement and captured for 15-year-old students.

National data is not currently agreed to report against behavioural or cognitive engagement. However contextual information is provided on state and territory government student engagement surveys, where they have been conducted (table 4.1). These surveys collect information from students across the behavioural, emotional, and cognitive domains of engagement. In addition, some aspects of behavioural engagement are captured via the attendance, retention and attainment indicators.

Nationally in 2022, the proportion of 15-year-old students that agreed or disagreed with the following statements was:

- I make friends easily at school (agree) – 77.6% (± 0.9)
- I feel like I belong at school (agree) – 70.2% (± 1.0)
- Other students seem to like me (agree) – 86.2% (± 0.8)
- I feel like an outsider (or left out of things) at school (disagree) – 78.9% (± 0.9)
- I feel awkward and out of place at my school (disagree) – 75.0% (± 0.9)
- I feel lonely at school (disagree) – 81.9% (± 0.8) (figure 4.4).

From these responses, the sense of belonging at school index for Australian students aged 15 years was -0.23 (± 0.02) in 2022, down from -0.19 (± 0.02) in 2018 (figure 4.4).

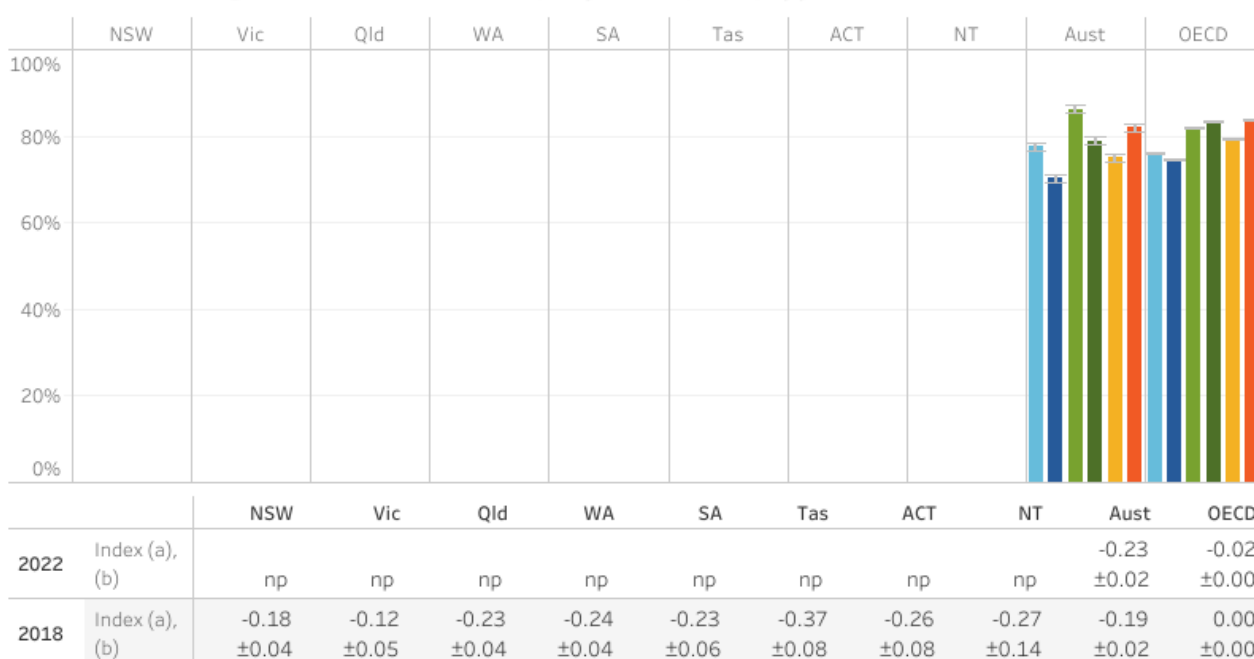
National data on the index, by selected equity group (sex, Indigenous status, geolocation, and socio-economic background) are included in table 4A.24. PISA 2022 data for states and territories and selected equity groups will be reported in the mid-year release.

■ Data is comparable (subject to caveats) across jurisdictions and over time.
■ Data is not complete (subject to caveats) for the current reporting period. State and territory data for the 2022 period are not published.

Select year
 (applies to Figure 4.4):
● 2022
○ 2018

- I make friends easily at school (agree)
- I feel like I belong at school (agree)
- Other students seem to like me (agree)
- I feel like an outsider (or left out of things) at school (disagree)
- I feel awkward and out of place at my school (disagree)
- I feel lonely at school (disagree)

Figure 4.4 Australian Sense of Belonging at School Index
 Students' level of agreement to six statements, 15 years old, 2022, by jurisdiction



Source: table 4A.23
 np Not published.



(a) The index is standardised to have a mean of zero across OECD countries. Higher values of the index indicate a greater sense of belonging at school than the OECD average and lower values indicate a lesser sense of belonging at school than the OECD average. (b) Index reported include 95% confidence interval (for example, 0.1 ± 0.01 percentage points).

🔗 + a b | e a u

Table 4.1 School student engagement survey results

New South Wales

| | |
|---------------------|---|
| Key Features | Student engagement data is collected from New South Wales government schools twice a year, in Term 2 and Term 3 through the Tell Them From Me survey. The survey is for students in Years 4 to 6 (primary schools) and Years 7 to 12 (high schools) and is available to all departmental schools. |
|---------------------|---|


| | |
|-------------------|---|
| Domain | <p>Data is collected on the key domains of student engagement: behavioural, emotional and cognitive. The survey collects students' perceptions of teaching practices such as expectations for success, explicit teaching, classroom management, and feedback.</p> <p>Other domains collected through the survey include students' experiences:</p> <ul style="list-style-type: none"> • Sense of belonging • Academic buoyancy and self-concept • Advocacy inside and outside school • Experiences of bullying • Positive relations with peers and teachers. |
| Statistics | <p>Student engagement is multi-dimensional and differs across school years. As such, there is no single indicator of engagement. Longitudinal modelling conducted by the New South Wales Department of Education shows that various drivers of student engagement can impact student outcomes. Students who demonstrate positive attitudes towards attendance and behaviour, and are academically motivated can be several months ahead in their learning compared with students who do not demonstrate these traits. Similarly, students who have a positive sense of belonging, who experience high academic expectations and high levels of advocacy at school experience a range of positive schooling outcomes.</p> |
| Link | <p>More information, including results from longitudinal modelling, is available from the New South Wales Department of Education website:</p> <ul style="list-style-type: none"> • https://education.nsw.gov.au/schooling/parents-and-carers/tell-them-from-me/about-tell-them-from-me-  • https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/browse-the-cese-library  |

Victoria

| | |
|---------------------|--|
| Key Features | <p>The annual Attitudes to School Survey gathers data to support: (1) student wellbeing; (2) engagement; (3) school improvement; and (4) planning in Victorian government schools.</p> <p>The online survey captures the attitudes and experiences of students in Years 4 to 12 and is designed principally to inform improvement opportunities within government schools.</p> |
| Domain | <p>The Attitudes to School Survey measures aspects of student's emotional and cognitive engagement.</p> |
| Statistics | <p>Results for 2022 indicate that the majority of Victorian government school students feel connected to their schooling. On a five-point Likert scale, students in Years 5 to 6 record a mean score of 4.0 and students in Years 7 to 9 record a mean score of 3.3.</p> |


| | |
|-------------|---|
| Link | https://www2.education.vic.gov.au/pal/data-collection-surveys/policy  |
|-------------|---|

Queensland

| | |
|---------------------|---|
| Key Features | The Queensland Engagement and Wellbeing (QEW) Survey collects data from Queensland state schools in a consistent and systematic way to gain a better understanding of the wellbeing and engagement of students. The survey is offered to schools annually in Term 2 on a voluntary basis for students in Years 4 to 12. There are ongoing projects to make the survey more accessible and appropriate for diverse student cohorts, including students with disability, those learning English as an Additional Language or Dialect, and Aboriginal and Torres Strait Islander students. |
| Domain | The QEW Survey measures 22 constructs across 12 domains that span both student wellbeing and engagement. It includes measures of emotional engagement (e.g., sense of belonging) and cognitive engagement (e.g., perseverance and motivation). Behavioural engagement data is collected through other collections (e.g., attendance). |
| Statistics | <p>In 2021, 98,909 students from 492 schools participated.</p> <p>In 2022, 92,852 students from 436 schools participated.</p> <p>In 2023, 120,987 students from 572 schools participated.</p> <p>As the QEW Survey is in the early stages of annual implementation no summary statistics have been publicly released.</p> |
| Link | https://qed.qld.gov.au/our-publications/reports/statistics/schooling/students/Pages/engagement-wellbeing-survey.aspx  |

Western Australia

| | |
|---------------------|---|
| Key Features | The Speaking Out Survey is a representative survey of Western Australian children and young people's wellbeing across several domains: life satisfaction, safety, health, sense of belonging, material basics, and access to support. Over 16,500 students in Years 4 to 12 participated in the latest 2021 survey. |
|---------------------|---|


| | |
|---------------|---|
| Domain | <p>Students in Years 4 to 12 are asked:</p> <ul style="list-style-type: none"> • how much they like school • whether they belong, are happy, and like learning at school • extent to which they are learning knowledge/skills to help them in future • how often they get along with classmates and teachers • whether a teacher or other adult at school cares about them, believes in them, and listens to them • how often they get extra help from teachers • whether parents/family ask about school or homework • how often they do homework • how well they do at school • importance of attending school every day • how often they missed school in the past 12 months • how often they feel safe at school • whether they have experienced bullying, cyberbullying (or both) by other students from school <p>Students in Years 7 to 12 are also asked:</p> <ul style="list-style-type: none"> • whether school/study is a source of pressure/stress • whether they know where to go for help for stress and other emotional worries at school |
| Link | <p>Speaking Out Survey results are available from: https://www.cryp.wa.gov.au/our-work/speaking-out-survey/ .</p> <p>The next survey is scheduled for 2025.</p> |



South Australia

| | |
|---------------------|--|
| Key Features | <p>Data is sourced from the Wellbeing and Engagement Collection (WEC). The purpose of the survey is to seek students' views about their wellbeing and engagement with school. The survey asks students about their social and emotional wellbeing; school relationships and engagement and learning in school; and physical health and wellbeing and after school activities. Students' answers are kept confidential.</p> <p>The WEC is collected annually (Term 1 in 2022) and in Term 2 in 2023 (1 May to 7 July 2023) from students in Year levels 4 to 12. All schools, government and non-government, are invited to participate. The survey is voluntary at a school, student and question level – 525 schools and 105,159 students in government and non-government schools participated; 93% (474 out of 508) of all government schools participated in 2023.</p> |
|---------------------|--|

Domain

- Connectedness to school – having at least one adult at school who provides support to a young person.
- Emotional engagement with teachers – support and relationships with teachers.
- School climate – overall tone of the school environment, including the way teachers and students interact and how students treat each other.
- School belonging – the degree to which young people feel connected and valued at their school.
- Peer belonging – feeling that they belong to a social group.
- Friendship intimacy – quality of social support from peers.
- Perseverance – having the tenacity to stick with things and pursue goals, despite challenges that arise.
- Cognitive engagement – persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.
- Academic self-concept – perceptions of themselves as students and how interested and confident they feel at school.

| | | The proportion of students who reported low, medium and high levels of wellbeing in 2023 | | |
|------------|--|--|----------|------------|
| | | Domain | High (%) | Medium (%) |
| Statistics | Connectedness to school | 59 | 30 | 10 |
| | Emotional engagement with teacher | 66 | 30 | 4 |
| | School climate | 34 | 42 | 24 |
| | School belonging | 40 | 36 | 23 |
| | Peer belonging | 49 | 35 | 16 |
| | Friendship intimacy | 67 | 22 | 11 |
| | Perseverance | 39 | 44 | 17 |
| | Cognitive engagement | 43 | 42 | 15 |
| | Academic self-concept | 57 | 32 | 11 |
| Link | https://www.education.sa.gov.au/department/research-and-data/wellbeing-and-engagement-collection/about-wellbeing-and-engagement-collection  | | | |


| Tasmania | |
|---------------------|--|
| Key features | <p>The Tasmanian Department of Education conducts an annual Student Wellbeing and Engagement Survey for students in Years 4 to 12 in Tasmanian government schools. This survey was first run in 2019 and with most recent results from 2022.</p> <p>The Student Wellbeing and Engagement Survey supports the Department for Education, Children and Young People's Child and Student Wellbeing Strategy: <i>Wellbeing for Learning</i>. The Wellbeing Strategy supports the Tasmanian Child and Youth Wellbeing Framework and adopts the six Australian Research Alliance for Children and Youth wellbeing domains: Loved and Safe, Material Basics, Healthy, Learning, Participating and Positive sense of culture and identity.</p> |
| Domain | <p>The domain of Learning within the Student Wellbeing and Engagement Survey measures the following subdomains of engagement:</p> <ul style="list-style-type: none"> • Emotional Engagement with teachers – Support and relationships with teachers. • Engagement (flow) – Being absorbed, interested and involved in activity or the world. • Cognitive Engagement – Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset. |
| Statistics | <p>The levels of engagement are determined based on respondents who indicated medium or high wellbeing, as a proportion of all responses across the questions associated with the three Learning subdomains associated with engagement in the Student Wellbeing and Engagement Survey.</p> <p>In 2022 these are:</p> <ol style="list-style-type: none"> 1. Emotional Engagement with teachers – 95% 2. Engagement (flow) – 63% 3. Cognitive Engagement – 81% |
| Link | <p>Information on the Student Wellbeing and Engagement Survey may be found at: https://www.decyp.tas.gov.au/wellbeing/student-wellbeing-and-engagement-survey </p> <p>Additional information on the department's Child and Student Wellbeing Strategy may be found at: https://www.decyp.tas.gov.au/about-us/strategies-and-frameworks/our-approach-to-wellbeing </p> |

Australian Capital Territory

| | |
|---------------------|--|
| Key Features | <p>The Australian Capital Territory conducts the Australian School Climate and School Identification Measurement Tool (ASCSIMT) survey in all public schools. All students in Years 4 to 12, school staff and parents of all students from preschool to Year 12 are invited to complete the survey. The ASCSIMT was developed in partnership with the Australian National University. The survey explores the relationships between school climate and the sense of belonging of students and how these relate to student behavioural and emotional engagement and to a number of domains of student wellbeing and behaviour. The survey is conducted every August in conjunction with the School Satisfaction Survey.</p> |
| Domain | <p>The domains addressed by the survey include:</p> <ul style="list-style-type: none"> • Academic emphasis (cognitive engagement) • Shared values and approach • Staff/student and student/student relations • School Identification (sense of belonging) • Emotional and behavioural engagement • Support and safety • A range of student behaviours • A range of emotional wellbeing elements |
| Statistics | np |
| Link | <p>The survey allows for longitudinal research into student engagement. Results of the survey are not published.</p> |

Northern Territory

| | |
|---------------------|---|
| Key features | <p>The Northern Territory Department of Education annual School Survey collects the opinions of staff, students and their families about school performance, culture and services.</p> <p>The Northern Territory School Survey is conducted in all Northern Territory government schools across weeks 4 to 6 of Term 3 (8 to 25 August 2023).</p> <p>There are three different versions of the survey designed to specifically target: students in Years 4 to 12, parents and carers of students at all year levels and school-based staff including teaching and administration staff.</p> |
| Domain | <p>The Northern Territory School Survey contains questions that aim to provide schools with key insights into student wellbeing, engagement, and learning experiences from the perspective of students, parents and school staff.</p> |

| | |
|------|---|
| Link | https://education.nt.gov.au/statistics-research-and-strategies/school-survey  |
|------|---|

Source: State and territory governments (unpublished).

4. Retention

'Retention' to the final years of schooling is an indicator of governments' objective that the school education system aims to engage all students and promote student participation.

'Retention' (apparent retention rate) is defined as the number of full-time school students in Year 10 that continue to Year 12.

The term 'apparent' is used because the measures are derived from total numbers of students in each of Year 10 and Year 12, not by tracking the retention of individual students. Uncapped rates (rates that can be greater than 100%) are reported for time series analysis. Care needs to be taken in interpreting the measures as they do 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 and territories and between countries
- the impact of full fee-paying overseas students.

These factors may lead to uncapped apparent retention rates that exceed 100%.

This indicator does not include part-time or ungraded students (which has implications for the interpretation of results for all jurisdictions) or provide information on students who pursue Year 12 (or equivalent qualifications) through non-school pathways.

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.

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.

Nationally in 2022, the apparent retention rate from Year 10 to Year 12 for full-time students was 79.0%, the lowest in the last 10 years of data reported (figure 4.5). The rate was higher for non-government schools (87.2%) compared to government schools (73.5%). This pattern was similar for both Aboriginal and Torres Strait Islander students and non-Indigenous students.

Consistent with the NYPR mandatory requirement that all young people participate in schooling until they complete Year 10, the apparent retention rate for all schools from the commencement of secondary school (at Year 7 or 8) to Year 10 has remained above 97% in all jurisdictions (other than the Northern Territory) since 2013. Nationally, the retention rate for Aboriginal and Torres Strait Islander students was over 97% in 2022, but lower than that of non-Indigenous students (table 4A.25).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select equity group:

- All full-time students
 Aboriginal and Torres Strait Islander full-time students
 Non-Indigenous full-time students

Select school type:

- All schools
 Government schools
 Non-government schools

Select year(s):

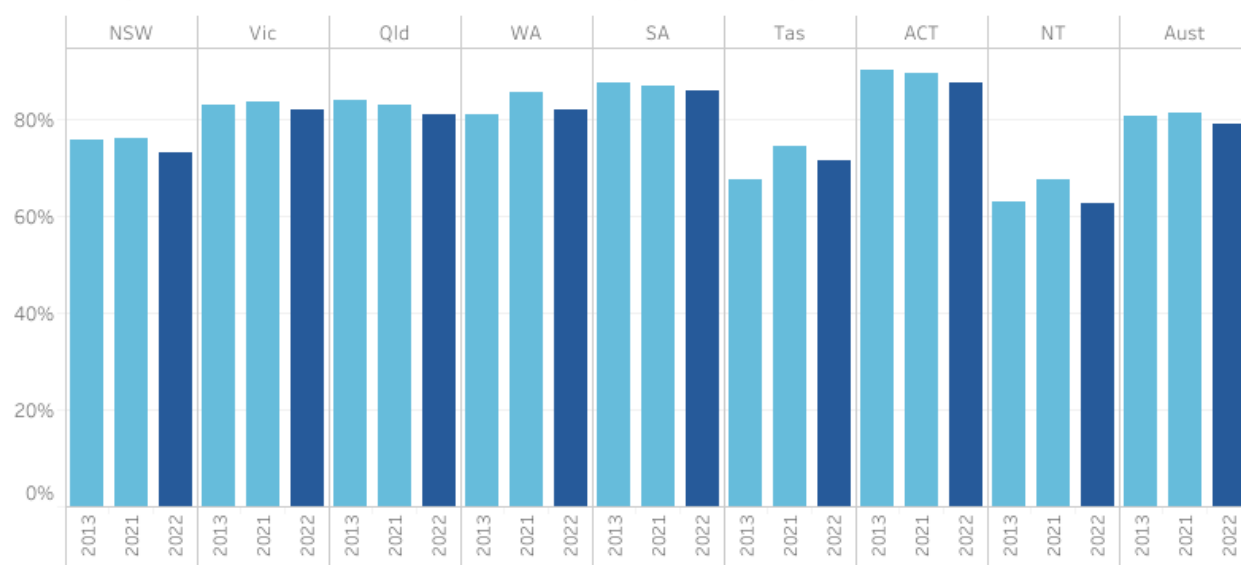
Multiple values

Select Year level:

- Year 7/8 to year 10
 Year 7/8 to year 12
 Year 10 to year 12

Figure 4.5 Apparent retention rates

Year 10 to year 12, All full-time students, All schools, by jurisdiction, by year



Source: table 4A.25

+ a b | e a u

5. Quality teaching

'Quality teaching' is an indicator of governments' objective that school education delivers high quality teaching of a world-class curriculum. A good quality curriculum provides the structure for the provision of quality learning (UNESCO-IBE 2016), while teachers are the single most important 'in-school' influence on student achievement (Hattie 2009). Teacher quality can influence student educational outcomes both directly and indirectly, by fostering a positive, inclusive and safe learning environment (Boon 2011).

'Quality teaching' is defined in relation to the teaching environment, including the quality of the curriculum and the effectiveness of the teachers. Teachers are considered effective where they:

- create an environment where all students are expected to learn successfully
- have a deep understanding of the curriculum and subjects they teach
- have a repertoire of effective teaching strategies to meet student needs
- direct their teaching to student needs and readiness
- provide continuous feedback to students about their learning

- reflect on their own practice and strive for continuous improvement (PC 2012).

This indicator may be measured in future by student responses to survey questions on their perceptions of the teaching environment including the curriculum. High or increasing proportions of students indicating positive responses to the teaching environment are desirable.

Data is not yet available for reporting against this indicator.

6. Workforce sustainability

'Workforce sustainability' is an indicator of governments' objective to provide sustainable school education services.

School teacher workforce sustainability relates to the capacity of the school teacher workforce to meet current and projected future service demand. These measures are not a substitute for a full workforce analysis that allows for training, migration, changing patterns of work and expected future demand. They can, however, indicate that further attention should be given to workforce planning for school education services.

This indicator is currently under development for reporting in the future.

7. Recurrent expenditure per student

'Recurrent expenditure per student' is an indicator of governments' objective to provide school education services in an efficient manner.

'Recurrent expenditure per student' is defined as total government recurrent expenditure per FTE student, reported for government schools and for non-government schools. Government recurrent expenditure per FTE student includes estimates for the User Cost of Capital (UCC) for government schools (more details are under 'Interpreting efficiency data' in the 'Explanatory material' tab). UCC is not included for non-government schools.

FTE student numbers (table 4A.7) are drawn from the ABS publication *Schools Australia 2022* (ABS 2023) and averaged over two calendar years to match the financial year expenditure data. From 2018-19, FTE enrolled students used to derive New South Wales and total Australian recurrent expenditure per student for government and all schools excludes Norfolk Island Central School (NICS) FTE enrolments. From 1 January 2022, responsibility for the provision of education services by NICS transitioned to the Queensland Government. From 2021-22, NICS FTE enrolments are excluded from the FTE enrolled students used to derive Queensland and total Australian recurrent expenditure per student for government and all schools.

Holding other factors constant, a low or decreasing government recurrent expenditure or staff expenditure per FTE student may represent better or improved efficiency.

Care should be taken with interpreting efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students 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).

- reporting requirements and methodologies may vary between years. Refer to footnotes in the data tables.

Nationally in 2021-22, government recurrent expenditure per FTE student in all schools was \$19,521 (figure 4.6). Between 2012-13 and 2021-22, real government expenditure per FTE student increased at an average rate of 2.6% per year (table 4A.28).

Nationally in 2021-22, government recurrent expenditure per FTE student in non-government schools was \$14,032 (excluding UCC). Between 2012-13 and 2021-22, real government expenditure per FTE student increased at an average rate of 3.7% per year.

Nationally in 2021-22, government recurrent expenditure (including UCC) was \$22,511 per FTE student in government schools (excluding UCC this was \$18,676). Between 2012-13 and 2021-22, real government expenditure (including UCC) per FTE student increased at an average rate of 2.3% per year.

■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

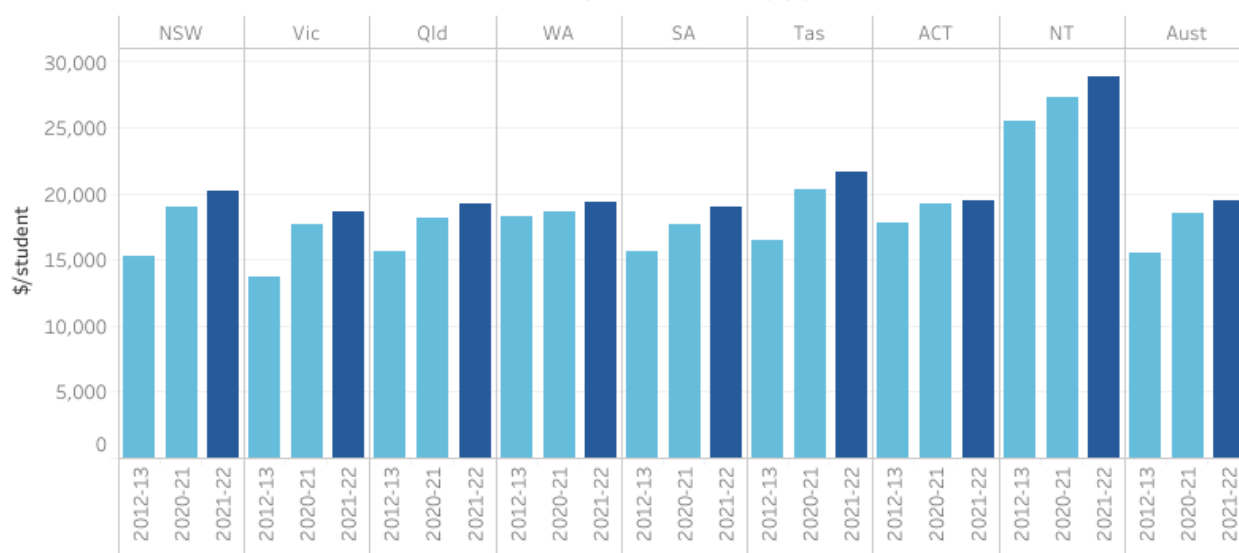
Multiple values

Select school type:

- All schools
- Government schools
- Non-government schools

Figure 4.6 Real recurrent expenditure per FTE student

All schools, All school levels, by jurisdiction, by year (2021-22 dollars) (a)



Source: table 4A.28

(a) As non-government school recurrent expenditure excludes UCC and government school recurrent expenditure includes UCC, the data is not comparable for comparing the efficiency of government and non-government schools.



In-school expenditure per FTE student was higher for government secondary schools (\$23,571 per FTE student) compared to government primary schools (\$19,892 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$1,151 per FTE student) (table 4A.29).

Differences in the 'student-to-staff ratio' can provide some context to differences in the government recurrent expenditure per FTE student (tables 4A.13–14). Further information is available under 'Size and scope' in the 'Context' tab.

8. Student outcomes (national testing)

'Student outcomes (national testing)' is an indicator of governments' objective that Australian schooling aims for all young Australians to become successful lifelong learners, confident and creative individuals, and active and informed members of the community.

'Student outcomes (national testing)' is defined by two measures drawn from the National Assessment Program – Literacy and Numeracy (NAPLAN) and National Assessment Program (NAP) sample assessments:

- NAPLAN testing is undertaken by students in Years 3, 5, 7 and 9. Results are reported in the NAPLAN national report for four levels of proficiency: Exceeding, Strong, Developing and Needs additional support, and mean scale score, for reading, writing and numeracy. (ACARA 2023).
 - As the key performance measure for NAPLAN results is under development, NAPLAN results will be reported in RoGS as the proportion of students achieving the 'Exceeding' or 'Strong' levels for reading, writing and numeracy. The mean scale score refers to a mean (average) score on a common national scale.
 - States and territories have different school starting ages resulting in differing average ages of students and time spent in schooling at the time of testing. See table 4.2 for more information on the average ages of students across jurisdictions at the time of testing in 2023.
 - Results from 2023 will mark the start of a new times series due to NAPLAN changes including: resetting the NAPLAN measurement scales; all tests being held online, except Year 3 writing test; and test dates being moved from May to March. With all schools nationally participating in the online adaptive NAPLAN testing, restarting the time series sets a new baseline for future comparisons of more precise data. Results from 2023 are not directly comparable with the paper test results of previous years.
- NAP Sample assessments: NAP national sample assessments are undertaken by students in Years 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 Civics and citizenship literacy, Science literacy (testing undertaken by Year 6 students only for all jurisdictions) and Information and communication technologies (ICT) 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.

Most data is accompanied by confidence intervals. The 'Explanatory material' tab includes details on NAPLAN and NAP confidence intervals.

A high or increasing mean scale score or proportion of students achieving 'Exceeding' or 'Strong' proficiency levels (NAPLAN) or at or above the proficiency standard (NAP) is desirable.

For NAPLAN in 2023, the proportion of Year 3, Year 5, Year 7 and Year 9 students achieving 'Strong' or 'Exceeding' proficiency levels for reading, writing and numeracy at the national level are in figure 4.7a.

The proportion of students achieving the four proficiency levels for reading, writing and numeracy by selected equity group (Indigenous status, geolocation, parental education and parental occupation) are in tables 4A.30, 4A.32, 4A.34, 4A.36, 4A.38 and 4A.40.

Mean scale scores reported for reading, writing and numeracy by selected equity group (Indigenous status, geolocation, parental education and parental occupation) are in tables 4A.31, 4A.33, 4A.35, 4A.37, 4A.39 and 4A.41 respectively.

Students are counted as participating if they were assessed or deemed exempt (other students identified as absent or withdrawn are counted as not participating). In 2023, the overall NAPLAN participation rate for Australia was 93.5% across all year levels for the reading, writing and numeracy domains, up from 91.6% in 2022. Participation rates ranged from 88.4% to 95.9% across all year levels for these domains (ACARA 2023).

- Data is comparable (subject to caveats) across jurisdictions.
- Data is complete (subject to caveats) for the current reporting period.

Select NAPLAN:

- NAPLAN Reading
- NAPLAN Writing
- NAPLAN Numeracy

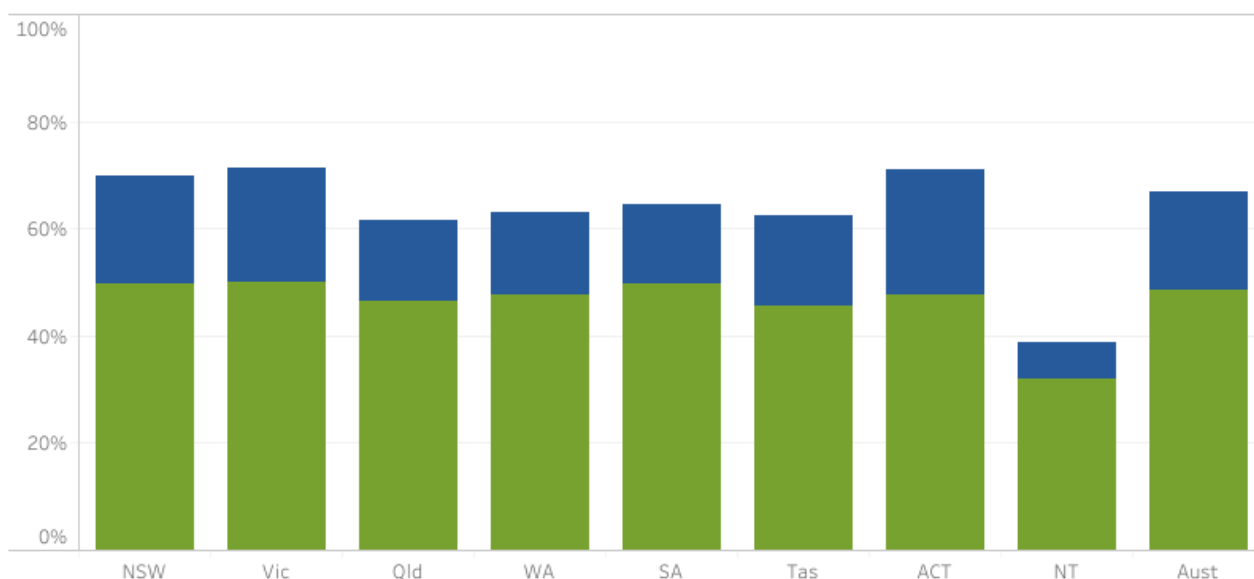
Select Year level:

- Year 3
- Year 5
- Year 7
- Year 9

Legend:

- Exceeding
- Strong

Figure 4.7a Measure 1: NAPLAN Reading
Students meeting 'Strong' or 'Exceeding' proficiency levels, Year 3, 2023, by jurisdiction



Source: table 4A.30

Table 4.2 2023 NAPLAN average age

| State/territory | Year 3 | Year 5 | Year 7 | Year 9 |
|-----------------|---------|----------|----------|----------|
| NSW | 8 y 6 m | 10 y 6 m | 12 y 6 m | 14 y 5 m |
| Vic | 8 y 7 m | 10 y 7 m | 12 y 7 m | 14 y 7 m |
| Qld | 8 y 4 m | 10 y 4 m | 12 y 4 m | 14 y 4 m |
| WA | 8 y 3 m | 10 y 3 m | 12 y 3 m | 14 y 3 m |
| SA | 8 y 5 m | 10 y 5 m | 12 y 5 m | 14 y 5 m |
| Tas | 8 y 9 m | 10 y 9 m | 12 y 9 m | 14 y 9 m |
| ACT | 8 y 6 m | 10 y 6 m | 12 y 6 m | 14 y 6 m |
| NT | 8 y 4 m | 10 y 4 m | 12 y 4 m | 14 y 4 m |
| Aust | 8 y 5 m | 10 y 5 m | 12 y 5 m | 14 y 5 m |

Nationally in 2019, 53.0% (± 2.0) of Year 6 students and 38.0% (± 2.6) of Year 10 students achieved at or above the proficient standard in NAP civics and citizenship literacy performance (figure 4.7b). Mean scale scores for citizenship literacy performance are in table 4A.43. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, geolocation and parental occupation) are in table 4A.44.

Nationally in 2018, 58.0% (± 2.4) of Year 6 students achieved at or above the proficient standard in NAP science literacy (table 4A.45). Mean scale scores for science literacy performance are in table 4A.46. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, geolocation and parental occupation) are in table 4A.47.

Nationally in 2022, 55.0% (± 2.4) of Year 6 students achieved at or above the proficiency standard in NAP ICT literacy performance, similar to the previous cycle in 2017 (table 4A.48). A significantly lower proportion of Year 10 students achieved at or above the proficiency standard in ICT literacy performance in 2022 (46.0% (± 3.2)) compared to 2017 (54.0% (± 3.0)). Mean scale scores for ICT literacy are in table 4A.49. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, geolocation and parental occupation) are in table 4A.50.

■ Data is comparable (subject to caveats) across jurisdictions and over time (see caveats in data tables).

■ Data is complete (subject to caveats) for the current reporting period. All required data is available for 2019 (for NAP civics and citizenship literacy), 2018 (for science literacy) and 2022 (for ICT literacy).

Select year(s):

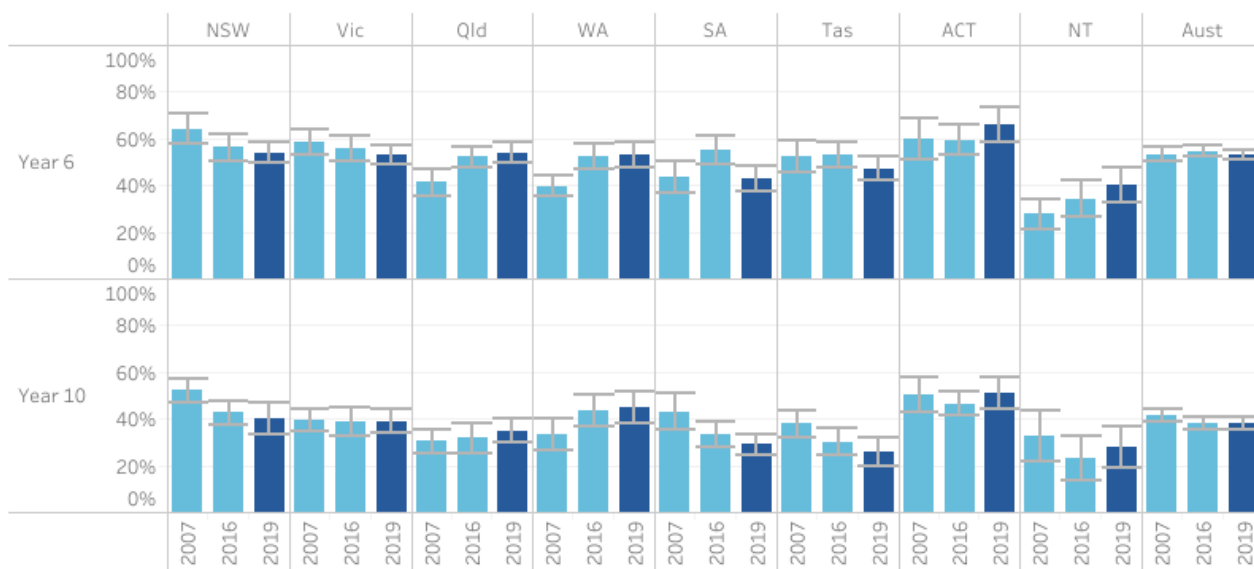
Multiple values

Select assessment:

- National Assessment Program, civics and citizenship literacy
- National Assessment Program, science literacy
- National Assessment Program, information and communication technologies

Figure 4.7b Measure 2: National Assessment Program, civics and citizenship literacy

Proportion of students at or above the proficient standard, Year 6 & Year 10, by jurisdiction, by year



Source: table 4A.42



9. Attainment

‘Attainment’ is an indicator of governments’ objective that Australian schooling aims for all young Australians to become successful lifelong learners, confident and creative individuals, and active and informed members of the community.

‘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 years 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 socio-economic status categories (as a disaggregation for socio-economic 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 attainment rate is desirable.

Nationally in 2022, the Year 12 certificate attainment rate for all students was 76.3%. The rates increased as socio-economic status increased. Across remoteness areas, the rates were substantially lower in very remote areas compared to other areas (figure 4.8).

■ Data is not comparable (subject to caveats) across jurisdictions, but is comparable within some jurisdictions over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year:

2022

Select equity group:

● Remoteness area

○ Socio-economic status

■ Major cities

■ Inner and outer regional

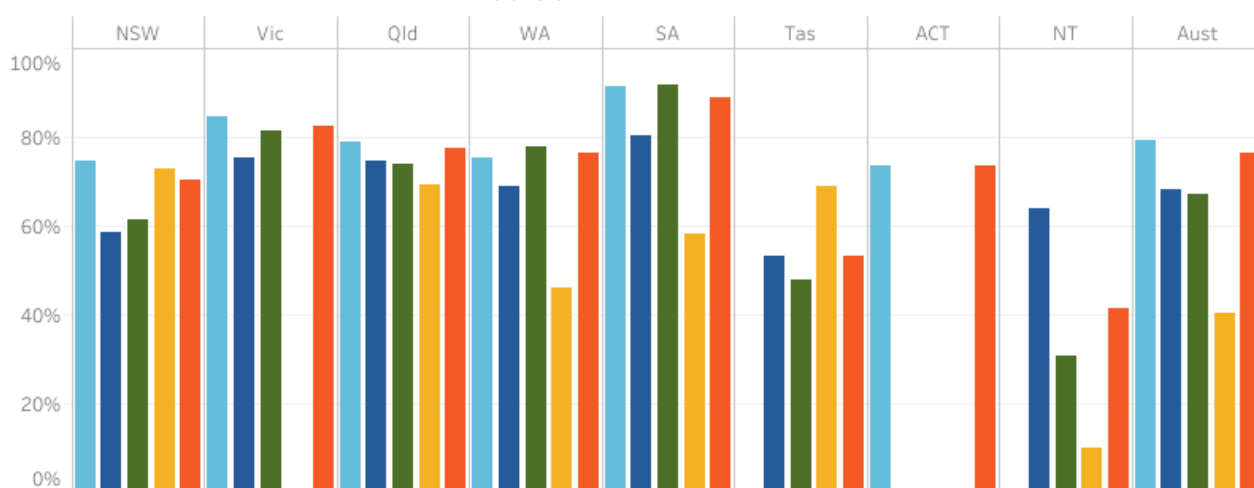
■ Remote

■ Very remote

■ Total

Figure 4.8 Year 12 Attainment rates

By jurisdiction, by Remoteness area, 2022 (a), (b)



Source: table 4A.51

(a) There are no very remote areas in Victoria; no major city in Tasmania; no outer regional, remote or very remote areas in the ACT; no major city or inner regional areas in the NT. For the ACT, data for 'major cities' includes 'inner regional areas'. (b) Refer to data tables 4A.51-52 for information on non-publication of data on remoteness area or socio-economic status for individual jurisdictions.



The child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years that attained at least a Year 12 or equivalent or AQF

Certificate II or above (that is school and non-school education and training to Year 12 or equivalent or above) (tables BA.14–15).

10. Student outcomes (international testing)

'Student outcomes (international testing)' is an indicator of governments' objective that Australian schooling aims for students to excel by international standards.

'Student outcomes (international testing)' is defined by Australia's participation in three international tests:

- 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 for mathematics and science in the TIMSS assessment.
- Programme for International Student Assessment (PISA) – conducted by the 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.
- 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 for reading literacy in the PIRLS assessment.

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.

TIMSS

Nationally in 2019, the proportion of students that achieved at or above the national proficient standard for the TIMSS:

- mathematics assessment was 69.6% (± 2.5) for Year 4 students and 68.0% (± 2.9) for Year 8 students (figure 4.9a)
- science assessment was 78.3% (± 2.3) for Year 4 students and 74.2% (± 2.4) for Year 8 students (table 4A.54).

Nationally in 2019, a higher or similar proportion of students achieved at or above the intermediate international benchmark compared to previous assessments. Results varied across jurisdictions (tables 4A.53–54).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Select assessment:

● TIMSS: Mathematics achievement assessment

○ TIMSS: Science achievement assessment

Figure 4.9a Measure 1: Trends in International Mathematics and Science Study (TIMSS)

Proportion of students achieving at or above the intermediate international benchmark, the Australian national proficient standard, Mathematics achievement assessment, by jurisdiction, by year level, by year



Source: table 4A.53

tableau

PISA

Nationally in 2022, the proportion of Australian 15-year-old students who achieved the national proficient standard (level 3 or above) in:

- reading literacy was 57.4% (± 0.7) (figure 4.9b)
- mathematical literacy was 50.8% (± 1.5) (table 4A.56)
- scientific literacy was 58.2% (± 1.5) (table 4A.57).

Across the three literacy domains, the proportions of Australian 15-year-old students who achieved at or above the national proficient standard in 2022 were significantly lower than the proportions in 2018 for mathematics literacy, but similar to the proportions in 2018 for reading literacy and scientific literacy (tables 4A.55-57).

In 2022, Australian 15-year-old students performed higher than the OECD average for all three assessment domains (De Bortoli, Underwood and Thomson 2023).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

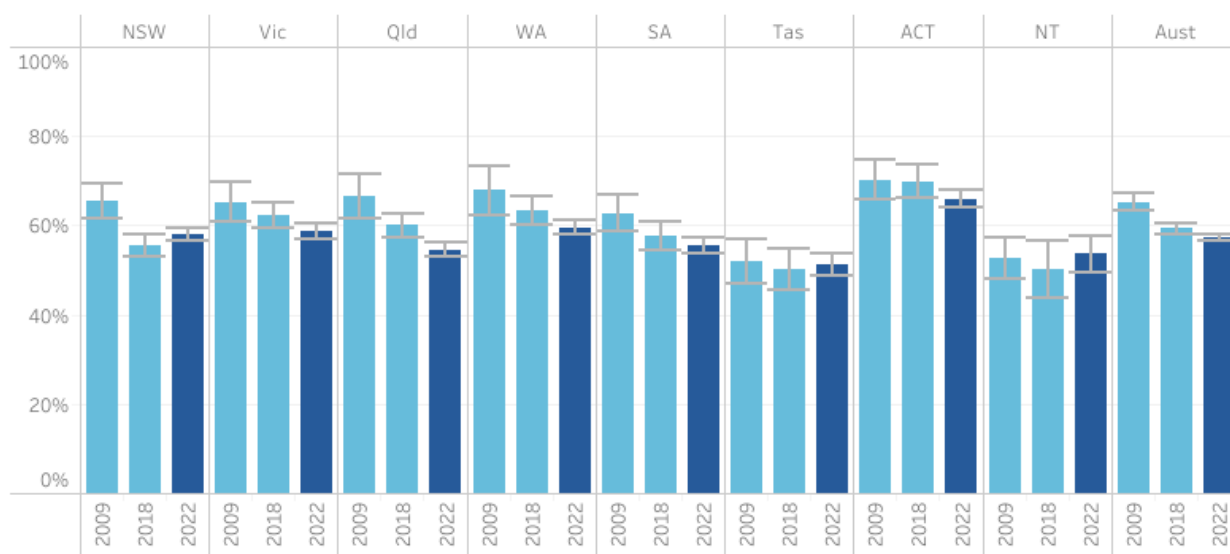
Multiple values

Select assessment:

- PISA: Reading literacy assessment
 PISA: Mathematical literacy assessment
 PISA: Scientific literacy assessment

Figure 4.9b Measure 2: Programme for International Student Assessment (PISA)

Proportion of students at or above the national proficient standard (Achieving level 3 or above), 15 years old students, Reading literacy assessment, by jurisdiction, by year



Source: table 4A.55

✚ + a b | e a u

PIRLS

Nationally in 2021, the proportion of Year 4 students that achieved at or above the national proficient standard for reading literacy was 80.2% (± 2.0), similar to 2016 (figure 4.9c). Across jurisdictions, the Australian Capital Territory was the only jurisdiction to show a significant improvement (table 4A.58).

Of the countries that participated in the PIRLS assessment in 2021, Australian Year 4 students:

- significantly outperformed students from 28 other countries.
- were significantly outperformed by students from 6 other countries (ACER 2023).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

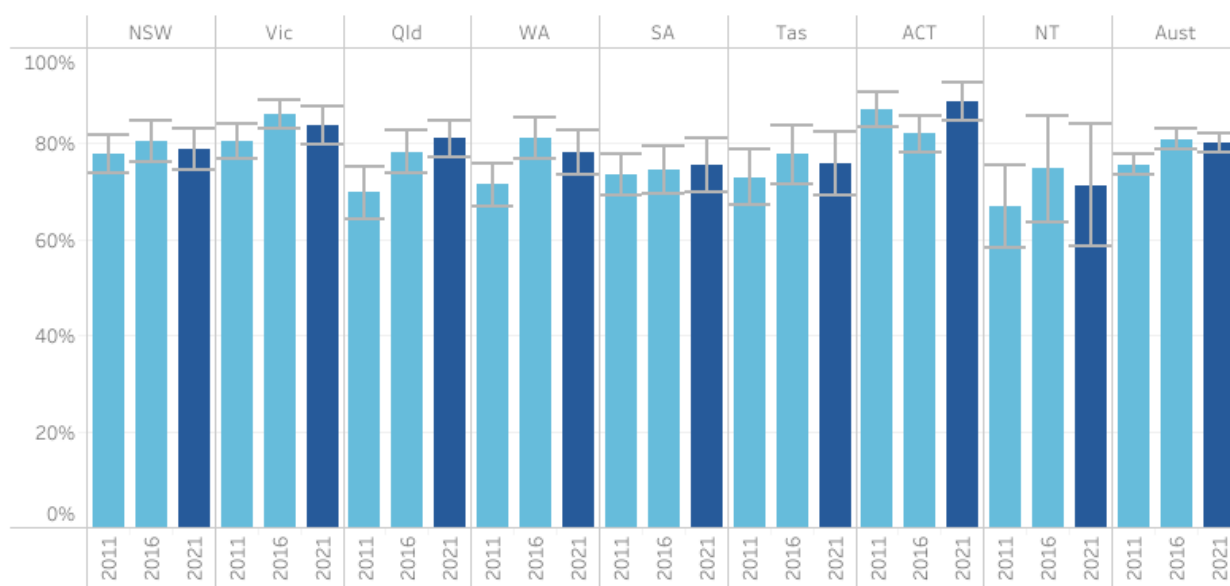
■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

All

Figure 4.9c Measure 3: Progress in International Reading Literacy Study (PIRLS)

Proportion of students achieving at or above intermediate against the PIRLS reading proficiency benchmark, Year 4 students, by jurisdiction, by year



Source: table 4A.58

✚ + a b | e a u

11. Destination

'Destination' is an indicator of governments' objective that Australian schooling aims for all young Australians to become active and informed members of the community positioning them to transition to further study or work and successful lives.

'Destination' is defined as the proportion of school leavers aged 15–24 years who left school in the previous year, who are participating in further education, training or employment. Data is reported for school leavers whose highest level of school completed was Year 12, or Year 11 and below.

A higher or increasing proportion of school leavers participating in further education, training or employment is desirable.

Data is sourced from the Survey of Education and Work and for this indicator relate to the jurisdiction in which the young person was a resident the year of the survey and not necessarily the jurisdiction in which they attended school.

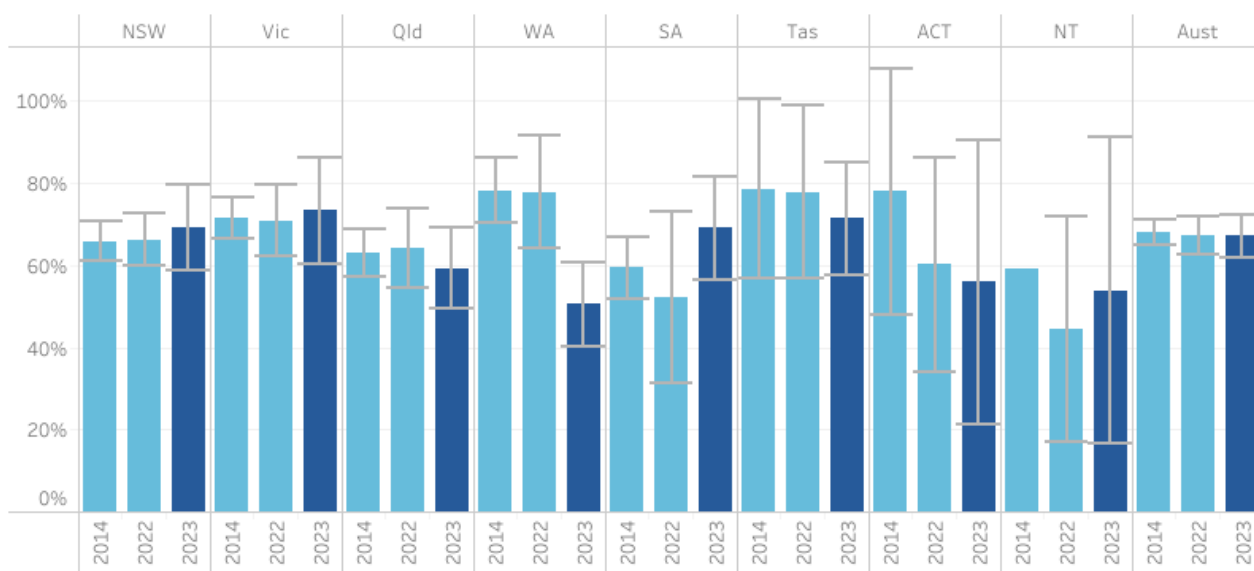
This report includes information on the student destination surveys conducted by each state and territory government, as context to this indicator (table 4.3). These surveys collect information from a larger number of students within relevant jurisdictions, but the research methods and data collection instruments differ which do not enable comparative reporting.

The proportion of all school leavers aged 15–24 years who left school in 2022 and who in 2023 were fully engaged in work or study was 67.2% (figure 4.10). Proportions were higher for Year 12 completers (72.0%), compared to those who completed Year 11 and below (51.0%) (table 4A.59).

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

Figure 4.10 Proportion of all school leavers who are fully engaged in education or work 15-24 years old, by jurisdiction, by year (a)



Source: table 4A.59

(a) Data is not published for the NT in 2019 and 2020.



The child care, education and training sector overview includes additional data on the participation of school leavers aged 17–24 years in work and study, including data on the Indigenous status and socio-economic status of school leavers (tables BA.2–5).

Table 4.3 School leaver destination survey results


New South Wales

Key Features

The New South Wales Post-School Destinations and Experiences Survey commenced in 2010 and has been conducted annually since 2013, collecting information about students' main destinations in the year after leaving school, either having completed Year 12 or left early. The survey includes students from government, Catholic and independent schools and can be completed online or via the telephone. In 2022, the sample comprised 29,457 Year 12 completers and 5,923 early school leavers. The population counts are 63,685 for Year 12 completers and 25,398 for early school leavers.

| | |
|-------------------|---|
| Statistics | <p>Of the Year 12 completers, 70.4% were undertaking some form of education and training (53.6% a Bachelor degree, 6.5% a vocational education and training (VET) course [including Advanced Diplomas, Diplomas and Certificates I-IV], 5.7% an apprenticeship and 4.6% a traineeship), 23.8% were employed, 3.8% looking for work and 2.1% were not in the labour force, education or training.</p> <p>Of the early school leavers 58.1% were undertaking some form of education or training (34.3% an apprenticeship, 13% a VET course, 9.4% a traineeship and 1.5% a Bachelor degree), 27.4% were employed, 10.9% looking for work and 3.6% were not in the labour force, education or training.</p> |
| Link | <p>Analytical reports and fact sheets providing detailed information on participant subgroups can be accessed from the New South Wales Department of Education website when the Minister has approved publication.</p> |

Victoria

| | |
|---------------------|--|
| Key Features | <p>The annual On Track survey studies the post-school destinations of Victorian students who complete Year 12, and those who leave school without completing in Years 10, 11 and 12. Consenting students from all school sectors participate in a telephone or online survey. On Track commenced in 2003.</p> <p>The 2022 On Track survey was conducted between September and November 2022, focussing on students who left school in 2021. The Department of Education surveyed 21,428 students who completed Year 12 and 1,571 students who left school in Years 10, 11 or 12 (non-completers).</p> |
| Statistics | <p>The majority of Year 12 completers were engaged in further education or training (72.2%), most were enrolled in Bachelor degrees (52.3%), while others were engaged in apprenticeships/traineeships (10.2%) or certificates/diplomas (9.7%). Year 12 completers not in education and training (27.8%) were either employed on a part-time (13.7%) or full-time (10.6%) basis, looking for work (2.7%) or not in the labour force, education, or training (0.8%). The proportion of students not in education and training includes 10.3% of Year 12 completers who deferred their tertiary study.</p> <p>Nearly half of non-completers were engaged in further education or training (49.0%), with apprenticeships/traineeships being the most popular pathway (35.4%) followed by certificates/diplomas (12.0%) and Bachelor degrees (1.6%). Non-completers not in education or training (51.0%) were mostly employed on a part-time (20.4%) or full-time (17.4%) basis, looking for work (9.7%), or not in the labour force education or training (3.4%).</p> |
| Link | <p>Information about the On Track survey, including the 2022 summary report, can be found on the Victorian Government website: https://www.vic.gov.au/on-track-survey .</p> |

Queensland

| | |
|---------------------|--|
| Key Features | <p>Since 2005, Queensland's annual Next Step survey has captured information about the journey from school to further study and employment. The survey takes place approximately six months after the end of the school year and asks a range of questions regarding graduates' study and work choices. All students who completed Year 12 at government and non-government schools in Queensland are invited to participate and can complete the survey online or via the telephone.</p> <p>The 2023 survey ran from April to June and collected responses from 37,114 Year 12 completers, a 72.8% response rate.</p> |
| Statistics | <p>In 2023, 91.3% of respondents were engaged in education, training or employment six months after completing Year 12. A further 6.1% were seeking work, while 2.5% were not in the labour force, education or training.</p> |
| Link | <p>Survey outputs include individual school reports, sector and region reports, a state-wide infographic and a report builder tool that allows users to create a custom report for their region of interest. Reports are available from the Next Step website (http://www.qld.gov.au/nextstep) on September 30 each year.</p> |


Western Australia

| | |
|---------------------|--|
| Key Features | <p>Each year, a post-school destination survey of Western Australian government school Year 12 students from the previous year are combined with university and TAFE data to build a comprehensive understanding of Year 12 students' destinations.</p> |
| Statistics | <p>In 2023, post-school destination information was collected for 9,021 students (62.8% of the Western Australian government school Year 12 student population in Semester 2, 2022). Of these students, 66.3% were in either education or training, with 38.2% at university, 5.4% studying an apprenticeship or a traineeship, 11.6% studying another type of nationally accredited training qualification, 1.5% repeating Year 12 studies or engaged in non-accredited training and 9.6% who had deferred their education or training. In addition, 6.2% were engaged exclusively in full-time employment, 13.9% in part-time employment, and 13.6% were neither working nor studying.</p> |


South Australia

South Australia does not undertake a post-school destination survey.

Tasmania

| | |
|-------------------|--|
| Features | <p>Tasmania participated in GENERATION for the first time in 2022, a new national longitudinal survey of Year 10 students.</p> <p>GENERATION will provide insights into young people and their transitions from school into post-school education, training and the workforce.</p> |
| Statistics | No summary statistics have been publicly released from this study. |
| Link | See more information about this new collection at https://generationsurvey.org.au/index.html  |

Australian Capital Territory

| | |
|---------------------|--|
| Key Features | <p>Since 2007, the Australian Capital Territory has conducted a telephone-based survey of all government and non-government students who successfully completed an Australian Capital Territory Senior Secondary Certificate in the preceding year, as well as students who left school before completing Year 12. 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 2018 this survey became multimodal with online self-completion and telephone interviews being utilised. In 2023, responses were received from 46% of the 2022 Year 12 graduates who were sent a Primary Approach Letter.</p> |
| Statistics | <p>The 2023 survey (conducted between 15 June to 27 July) found that 93% of 2022 Year 12 graduates were employed and/or studying in 2023 and overall 77% found Years 11 and 12 worthwhile. Of the 61% of 2022 graduates studying in 2023, 70% reported that they were studying at the higher education (Advanced Diploma or higher) level and 27% at the Vocational Education and Training (Certificate I-IV and Diploma) level. Of the 39% of graduates who were not studying in 2023, 60% 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 (79%) than those who did not (56%).</p> |
| Link | <p>Data from this survey is published in the 'ACT Post School Destinations and Pathways' series at https://www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/all-publications .</p> <p>Publication of the results of the 2023 survey is expected in the first half of 2024.</p> |

Northern Territory

The Northern Territory does not currently conduct a post-school destination survey.
Source: State and territory governments (unpublished).

Indigenous data

Performance indicator data for Aboriginal and Torres Strait Islander people in this section are available in the data tables listed below. Further supporting information can be found in the 'Indicator results' tab and data tables.

School education data disaggregated for Aboriginal and Torres Strait Islander people

| Table number | Table title |
|--------------|--|
| Table 4A.16 | Student attendance rates, by Indigenous status and remoteness |
| Table 4A.17 | Student attendance rates, government schools, by Indigenous status |
| Table 4A.18 | Student attendance rates, non-government schools, by Indigenous status |
| Table 4A.19 | Student attendance rates, all schools, by Indigenous status |
| Table 4A.20 | Student attendance level, government schools, by Indigenous status |
| Table 4A.21 | Student attendance level, non-government schools, by Indigenous status |
| Table 4A.22 | Student attendance level, by Indigenous status and remoteness |
| Table 4A.24 | PISA Sense of Belong at School Index, by equity group, Australia |
| Table 4A.25 | Apparent retention rates of secondary students, all schools |
| Table 4A.26 | Apparent retention rates of secondary students, government schools |
| Table 4A.27 | Apparent retention rates of secondary students, non-government schools |

| Table number | Table title |
|--------------|---|
| Table 4A.30 | NAPLAN Reading: Proportion of students by level of proficiency, by Indigenous status and geolocation |
| Table 4A.31 | NAPLAN Reading: Average NAPLAN score, by Indigenous status and geolocation |
| Table 4A.34 | NAPLAN Writing: Proportion of students by level of proficiency, by Indigenous status and geolocation |
| Table 4A.35 | NAPLAN Writing: Average NAPLAN score, by Indigenous status and geolocation |
| Table 4A.38 | NAPLAN Numeracy: Proportion of students by level of proficiency, by Indigenous status and geolocation |
| Table 4A.39 | NAPLAN Numeracy: Average NAPLAN score, by Indigenous status and geolocation |
| Table 4A.44 | National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by selected equity group |
| Table 4A.47 | National Assessment Program, proportion of students at or above proficient standard in science achievement performance, by selected equity group |
| Table 4A.50 | National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by selected equity group |

Explanatory material

Interpreting efficiency data

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 section does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

School expenditure data reported in this section

Efficiency indicators in this section 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 *Quality Schools* funding and *Students First* funding cannot be separated into capital and recurrent expenditure, these payments are treated as recurrent expenditure in this section. 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) finance.

- Each state and territory government reports its expenditure on government schools to the Government Schools Finance Statistics Group Secretariat. Recurrent expenditure on government schools comprises: employee costs (including salaries, superannuation, workers compensation, payroll tax, termination and long service leave, sick leave, fringe benefits tax); capital related costs (depreciation and user cost of capital [UCC]); umbrella departmental costs; and other costs (including rent and utilities). The Government Schools Finance Statistics Group Secretariat provides unpublished data on the UCC for government schools, imputed as 8% of the written down value of assets (table 4A.4).
- The Australian Government reports its allocation to each state and territory for government schools, consistent with Treasury Final Budget Outcomes – including the *Quality Schools* funding (from 1 January 2018), *Students First* funding (to 31 December 2017) and a range of National Partnership payments (table 4A.3).
- To avoid double counting, Australian Government allocations are subtracted from the Australian, state and territory expenditure to identify 'net' state and territory government expenditure (table 4A.1).

Sources of data – government recurrent expenditure on non-government schools

Total recurrent expenditure on non-government schools is sourced from unpublished data from state and territory governments, and published data from the Australian Government as follows:

- Each state and territory government provides unpublished data on its contributions to non-government schools (table 4A.1).

- The Australian Government reports its allocation to each state and territory for non-government schools, consistent with Treasury Final Budget Outcomes – including the *Quality Schools* funding (from 1 January 2018), *Students First* funding (to 31 December 2017) and National Partnership payments (see table 4A.3).

Allocation of funding

Quality Schools package – Australian Government

From 1 January 2018 the Australian Government introduced the *Quality Schools* package replacing the *Students First* funding model which had been in effect since 1 January 2014. The *Quality Schools* package is needs based. Commonwealth funding is based on the Schooling Resource Standard that provides a base amount per student and additional funding for disadvantage. Students with greater needs will attract higher levels of funding from the Commonwealth. Funding is provided for government and non-government schools.

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. The National School Reform Agreement, which commenced on 1 January 2019, sets the state and territory funding requirements as a percentage of the Schooling Resourcing Standard.

User cost of capital (UCC)

The 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 provide services. 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.

UCC is only reported for government schools (*not* non-government schools). It is estimated at 8% of the value of non-current physical assets, which are re-valued over time.


Source: Australian Government Department of Education (2023)

<https://www.education.gov.au/quality-schools-package/resources/what-quality-schools-package-and-what-does-it-mean-my-school> , accessed 14 August 2023

Key terms

| Terms | Definition |
|---|---|
| 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 is considered comparable if (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data is 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 is considered complete if all required data is available for all jurisdictions that provide the service. |
| Confidence interval | A confidence interval is a specified interval, with the sample statistic at the centre, within which the corresponding population value can be said to lie with a given level of confidence (section 2). |

| Terms | Definition |
|--|--|
| <p>Confidence intervals (for NAPLAN and NAP sample)</p> | <p>The NAPLAN and NAP sample confidence intervals are calculated by ACARA and take into account two factors:</p> <ul style="list-style-type: none"> • <i>Sampling error</i> – The sampling error accounts for adjustments for non-response and measures the variance across students. • <i>Measurement error</i> – The NAPLAN assessments can only sample a small part of the literacy or numeracy curriculum so as not to place too much burden on each students' time. Consequently, the result of the NAPLAN assessments will contain some uncertainty <i>for each student</i>. This uncertainty is referred to as measurement error. <p>Estimates of sampling and measurement errors are combined to obtain final standard errors and confidence intervals to determine statistical significance of mean differences and percentage differences in NAPLAN and NAP sample performance <i>within a report year</i>.</p> <p>For analysing difference across years, a further source of error needs to be accounted for:</p> <ul style="list-style-type: none"> • <i>Equating error</i> – The equating error measures the variance related to the impact of changes to the NAPLAN secure equating tests between years. That is, how closely the equating tests align between years. <p>To evaluate statistical significance of mean and percentage differences between years, ACARA tests the change between years taking into account the equating, sampling and measurement errors. However, the equating error is not represented within the reported confidence interval.</p> |
| <p>Foundation year (pre-year 1)</p> | <p>The first year of primary school.</p> <p>Naming conventions for the foundation year differ between states and territories. Foundation year 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. |
| <p>Full-time equivalent student</p> | <p>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.</p> |

| Terms | Definition |
|---|---|
| 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 (ASGS) | <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, 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 https://www.abs.gov.au/statistics/standards/australian-statistical-geography-standard-asgs-edition-3/jul2021-jun2026/remoteness-structure </p> <p>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 Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) standard. Data is not directly comparable. (The exception is Census and survey data which were already using the ASGS, and prior to that the Australian Standard Geographic Classification).</p> |
| Geographic classification (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).</p> <ul style="list-style-type: none"> • <i>Metropolitan zone</i>: Mainland State capital city regions and Major urban Statistical Districts (100,000 or more population). • <i>Provincial zone</i>: Provincial city statistical districts and Darwin statistical division (25,000–99,999 population); and Other provincial areas (Collection District [CD] ARIA+ score ≤ 5.92). <ul style="list-style-type: none"> ◦ Inner provincial areas (CD ARIA+ score < 2.4) ◦ Outer provincial areas (CD ARIA+ score > 2.4 and < 5.92). • <i>Remote zone</i>: Remote zone (CD ARIA+ score > 5.92) <ul style="list-style-type: none"> ◦ Remote areas (CD ARIA+ score > 5.92 and ≤ 10.53) ◦ Very remote areas (CD ARIA+ score > 10.53). |

| Terms | Definition |
|---|---|
| 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. |
| Low socio-educational background | <p>Students in the lowest quartile of the Index of Community Socio-Educational Advantage (ICSEA).</p> <p>The ICSEA is a student level score constructed by ACARA from information (obtained from school enrolment records) relating to parents' occupation, school education, and non-school education.</p> |
| Out-of-school expenditure | Costs relating indirectly to schools. See 'in-school expenditure'. |
| Pre-year 1 | See 'foundation year'. |
| 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 General Government Final Consumption Expenditure chain 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 | 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. |


| Terms | Definition |
|-------------------------------------|--|
| Socio-economic status | As identified in footnotes to specific tables. |
| Socio-educational background | See 'Low socio-educational background'. |
| 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 2023). |
| Student-to-staff ratios | The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary. The FTE of staff includes those who are generally active in schools and ancillary education establishments. |
| Student | A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age. |


| Terms | Definition |
|---------------------------------|---|
| Students with disability | <p>Students are counted in the Nationally Consistent Collection of Data on School Students with Disability where:</p> <ul style="list-style-type: none"> the student's impairment meets the <i>Disability Discrimination Act 1992</i> (DDA); AND the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability. <p>The DDA provides a broad definition of disability. The DDA covers individuals with disability, associates of a person with a disability, people who do not have a disability but who may face disability discrimination in the future, people who are not in fact impaired in functioning but treated as impaired, and people with conditions such as obesity, mild allergies or physical sensitivities, and those who wear glasses.</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 Northern Territory, 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 refers to nationally recognised VET qualifications or accredited courses undertaken by school students as part of the senior secondary certificate. The training that students receive reflects specific industry competency standards and is delivered by an external Registered Training Organisation (RTO), the school or school sector as an RTO or the school in partnership with an RTO. VET courses may require structured work placements and may be undertaken as a school-based apprenticeship or traineeship.</p> |


References

ABS (Australian Bureau of Statistics) 2023,

Schools, <https://www.abs.gov.au/statistics/people/education/schools/2022>  (accessed 16 October 2023).

ACARA (Australian Curriculum, Assessment and Reporting Authority) 2023, *NAPLAN national results*, <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/naplan-national-results>  (accessed 10 October 2023)


ACER (Australian Council for Educational Research) 2023, *Progress in International Reading Literacy Study: Australia's results from PIRLS 2021*, <https://doi.org/10.37517/978-1-74286-693-2>  (accessed 12 October 2023)


— 2020, *TIMSS 2019 Australia. Volume I: Student performance*, <https://doi.org/10.37517/978-1-74286-614-7>  (accessed 12 October 2023)


Boon, H.J. 2011, 'Raising the bar: ethics education for quality teachers', *Australian Journal of Teacher Education*, vol. 36, pp. 76–93.

Bruckauf, Z. and Chzhen, Y. 2016, *Education for All? Measuring inequality of educational outcomes among 15-year-olds across 39 industrialized nations*, Innocenti Working Papers no. 2016_08, UNICEF Innocenti Research Centre, Florence.

COAG 2018, *National School Reform Agreement*, https://federalfinancialrelations.gov.au/sites/federalfinancialrelations.gov.au/files/2021-07/national_school_reform_agreement_8.pdf  (accessed 20 December 2023).

— 2009, *National Partnership Agreement on Youth Attainment and Transitions*, https://federalfinancialrelations.gov.au/sites/federalfinancialrelations.gov.au/files/2021-01/youth_attainment_transitions_np.pdf  (accessed 27 March 2023).

De Bortoli, L., Underwood, C., and Thomson, S. 2003. *PISA 2022, Reporting Australia's results, Volume I: Student performance and equity in education*, ACER, <https://doi.org/10.37517/978-1-74286-725-0>  (accessed 5 December 2023).

EC (Education Council) 2019, *Alice Springs (Mparntwe) Education Declaration*, <https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>  (accessed 20 December 2023).

Fredricks, J., Blumenfeld, P., Paris, A. 2004, 'School Engagement: Potential of the Concept, State of the Evidence', *Review of Educational Research*, vol. 74 Spring 2004, pp 59–109.


Hattie, J.A. 2009, *Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement*, Routledge, New York, USA.

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

NCVER (National Centre for Vocational Education Research) 2023, *VET in Schools 2022*, <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/vet-in-schools-2022>  (accessed 9 October 2023).

PC (Productivity Commission) 2012, *Schools Workforce*, Research Report, Canberra.

PM&C (Department of the Prime Minister and Cabinet) 2014, *Roles and responsibilities in education, Part A: Early Childhood and Schools*, Reform of Federation White Issues Paper 4, Canberra.

UNESCO-IBE. (United Nations Education Scientific and Cultural Organisation – International Bureau of Education) (2016), *What Makes a Quality Curriculum?*, UNESCO International, Bureau of Education, Geneva, <http://unesdoc.unesco.org/images/0024/002439/243975e.pdf>  (accessed 14 August 2023).

Report on Government Services 2024

PART B, SECTION 5: RELEASED ON 5 FEBRUARY 2024

5 Vocational education and training

This section reports performance information for vocational education and training (VET) services.

The **Indicator results** tab uses data from the data tables to provide information on the performance for each indicator in the **Indicator framework**. The same data is also available in CSV format.

Data downloads

[5 Vocational education and training data tables \(XLSX 289.9 KB\)](#)

[5 Vocational education and training dataset \(CSV 637.9 KB\)](#)

Refer to the corresponding table number in the data tables for detailed definitions, caveats, footnotes and data source(s).

[Guide: How to find what you need in RoGS \(PDF 288.5 KB\)](#)

Context

Objectives for vocational education and training (VET)

The VET system aims to deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia's economic future. 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, employers and industries
- is high quality and sustainable.

Governments aim for a national training system that meets these objectives in an equitable and efficient manner.

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 2022, the main reason qualification completers participated in VET was for:

- employment related reasons (72.3% in total VET and 72.6% in government-funded VET)¹
- personal development (14.5% in total VET and 14.1% in government-funded VET)
- pathways to further study (13.2% in total VET and 13.4% in government-funded VET) (NCVER 2022).

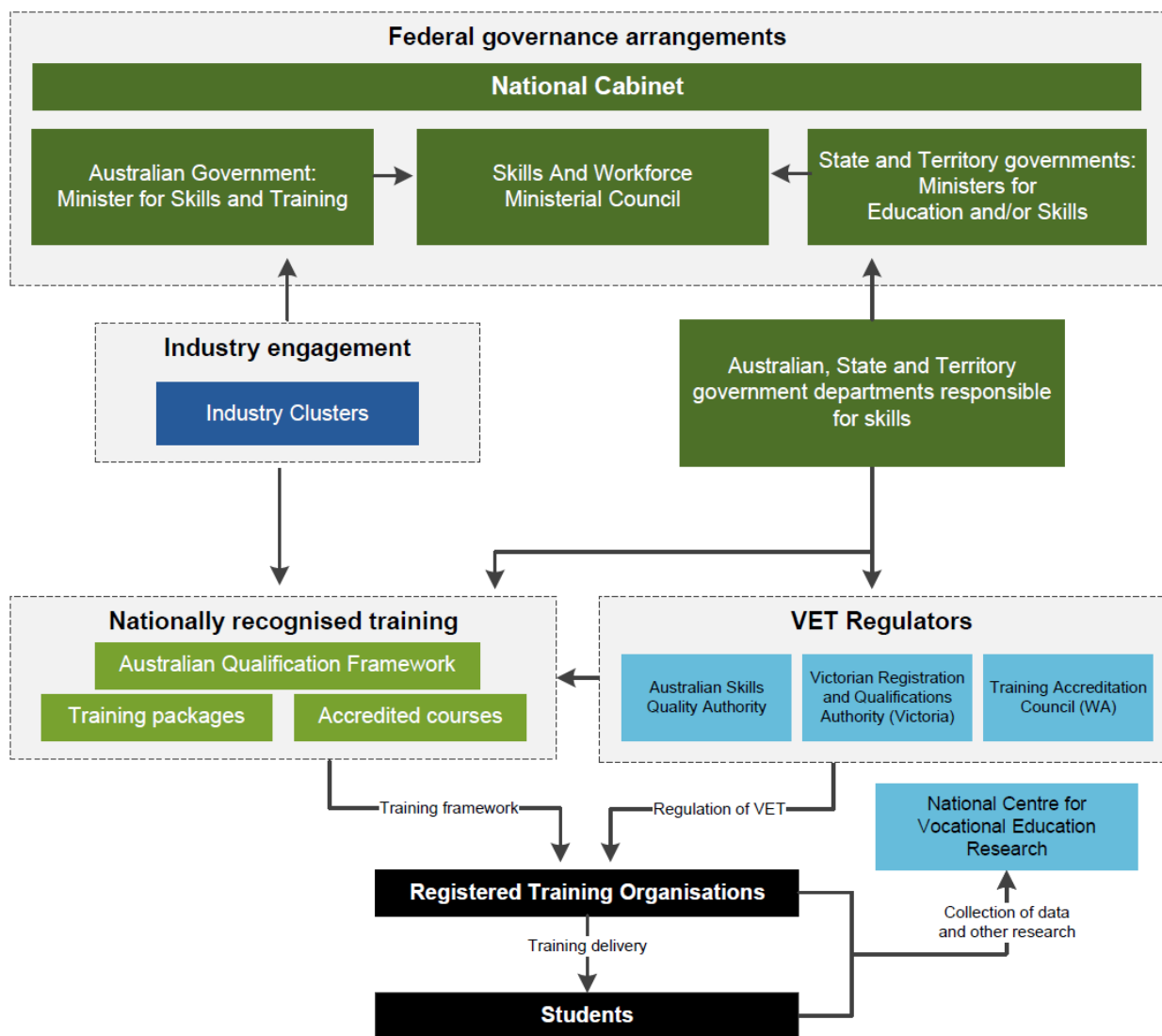
To achieve these aims, a student may choose to complete a single subject/unit of competency, module, skill set or VET qualification. VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF).

1. Total VET refers to nationally recognised vocational education and training activity delivered by Australian registered training organisations (RTOs) to students who undertook nationally recognised VET on a government funded or fee-for-service basis. All data for non-nationally recognised training and delivery from non-registered training providers has been excluded from reporting of total VET activity in this report.

Roles and responsibilities

VET is an area of shared responsibility between interlinked government, industry and individual stakeholders (figure 5.1).

Figure 5.1 VET roles and responsibilities



Federal governance arrangements

For the reporting period 2022/2022-23, government roles and responsibilities were outlined in the *National Agreement for Skills and Workforce Development*, and are summarised below:

- 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.
- State and territory governments manage VET delivery within their jurisdiction (including the effective operation of the training market).
- The Australian Government and state and territory governments work together to progress and implement national policy priorities. Up to May 2020, the Council of Australian Governments (COAG) Industry and Skills Council had responsibility for skills development and national training arrangements. In May 2020, COAG was replaced by a new architecture for federal relations. The National Cabinet announced the formation of six National Cabinet Reform Committees, including the Skills National Cabinet Reform Committee (Skills Committee). In late 2022, following a Review of Ministerial Councils conducted by First Secretaries, National Cabinet renamed the Committee the Skills and Workforce Ministerial Council, acknowledging the strong linkages between skills and workforce policy matters.

The Skills and Workforce Ministerial Council was established to support the ongoing reforms to vocational education and training outlined in the Heads of Agreement on Skills Reform, including:

- Simplifying, rationalising and streamlining national VET qualifications across industry occupation clusters and the AQF, and introducing improved industry engagement arrangements.
- Strengthening quality standards, building RTO capacity and capability for continuous improvement and developing a VET workforce quality strategy.

In 2022, the Skills and Workforce Ministerial Council was tasked by National Cabinet with the productivity priority of skills reform, which includes a 12 month Free-TAFE Agreement in 2023 and a new 5-year National Skills Agreement. The Free-TAFE agreement has been extended to three years from January 2024. The National Skills Agreement commenced on 1 January 2024 and delivers on National Cabinet's shared vision and principles for VET.

Industry engagement arrangements

Industry Clusters are groups of aligned industries with a strategic leadership role to identify, forecast and respond to the current and emerging skills needs and workforce challenges of their industries. Industry Clusters strengthen tripartite leadership in the VET system, bringing all parties to the table to find solutions to skills and workforce challenges. Employer organisations and unions work together in Industry Cluster governance (board composition, membership structures), and operational arrangements (strategic taskforces and technical sub-committees).

Industry clusters are responsible for ensuring qualifications are developed and updated quickly and training products are aligned with the needs of industry. They also have a role in driving collaboration across sectors, working cooperatively with RTOs to ensure training delivery meets employer needs and working with the National Careers Institute to promote careers.

The Department of Employment and Workplace Relations undertakes compliance assessments of training packages developed by Industry Clusters against the standards set by Skills Ministers.

Regulation of VET

The Australian Skills Quality Authority (ASQA) accredits courses and regulates RTOs to ensure nationally approved quality standards are met. ASQA has jurisdiction over all RTOs, except for those that are state accredited and operate solely in Victoria or WA (and do not offer courses to interstate and overseas students).

Registered Training Organisations

RTOs are those training providers registered by ASQA (or, in some cases, a state regulator) to deliver VET services, 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

Nationally recognised training leads to vocational qualifications and credentials that are recognised across Australia. It consists of the following components:

- *Training packages* specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the AQF. Training packages are approved for implementation by the Australian Industry and Skills Committee (AISC).
- *Accredited qualifications* refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package.
- *Accredited courses* have been assessed by a VET regulator as compliant with the Standards for VET accredited courses 2012.
- *Training package skill sets* are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need.
- *Units of competency and accredited modules* define the skills and knowledge to operate effectively in a workplace context. They are the smallest study components that can be assessed and recognised. Where a student enrolls in a unit/module not part of one of the categories above, they are reported as 'subjects not delivered as part of a nationally recognised program'.

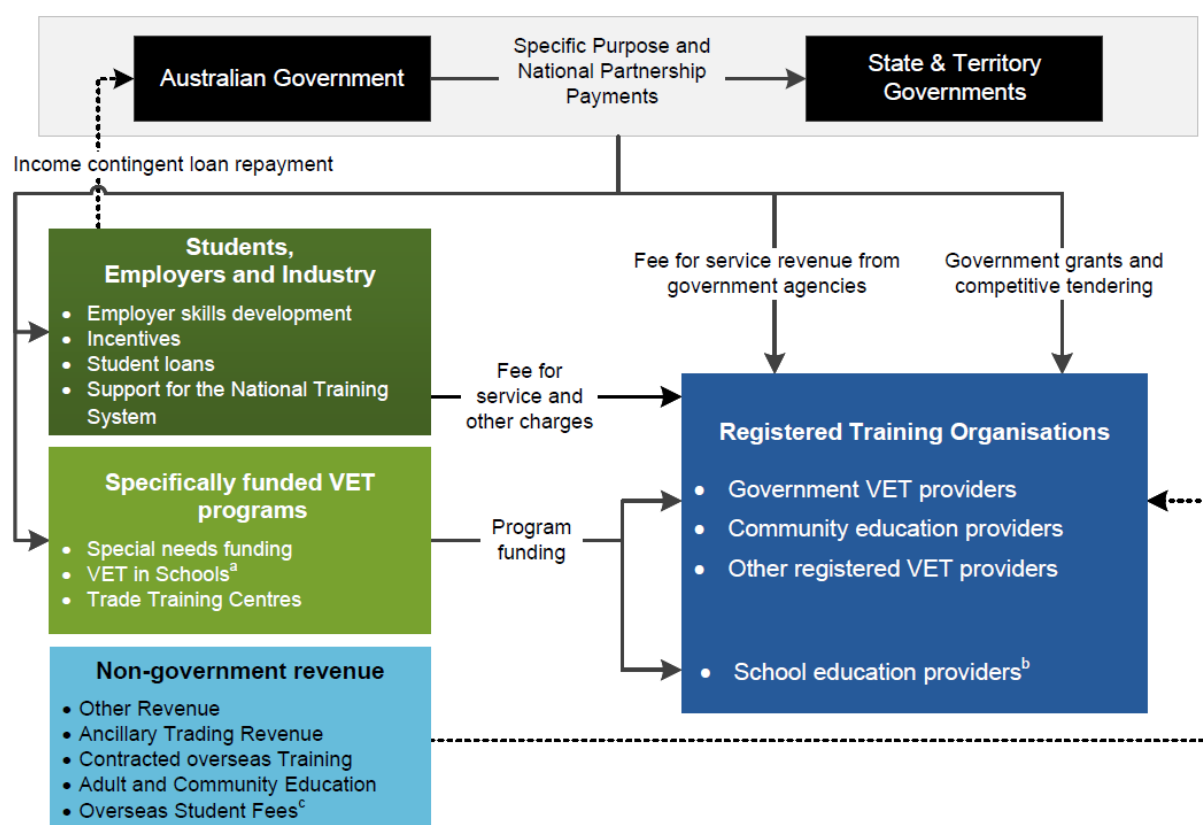
All nationally recognised training is listed on the National Training Register and only RTOs can deliver nationally recognised training and issue nationally recognised qualifications or statements of attainment on the full or partial completion of training. Apprenticeships/traineeships combine

employment and competency-based training, including both formal nationally recognised training and on-the-job training.

Funding

Figure 5.2 outlines the major funding flows within the VET system.

Figure 5.2 Major funding flows within the VET system



a 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.

b School education institutions may operate with an RTO arm, providing courses that may combine traditional studies with VET.

c 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. In 2022, available VET funding for state and territory government was \$5.9 billion (table 5A.5).

- State and territory governments provided \$3.6 billion (62.0%).
- The Australian Government provided around \$2.2 billion to state and territory governments (38.0%) with the majority provided through specific purpose payments.

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 amounted to \$1.3 billion in 2022, a decrease from 2021 (table 5A.4).

Nationally in 2022, \$3.1 billion (53.0%) of government appropriations and program funding was allocated on a competitive basis – a 7.4% decrease in real terms from 2021. The majority of funding allocated on a competitive basis was provided through entitlement funding programs (see Explanatory material tab for a definition) (59.8% of all contestable funding allocated to VET in 2022) (table 5A.5).

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 Student Loans – see Explanatory material tab for a 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, Skills Service Organisations and the Australian Apprenticeship Support Network).

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 VET delivered in secondary schools.

Size and scope

Students

Nationally in 2022, around 4.5 million students participated in VET (total VET students) (table 5A.8). Around 2.0 million students were enrolled in qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (over 1.3 million), followed by Certificate level I or II (413,700), and Diploma or above (375,100) qualifications. Other students were enrolled in subjects not delivered as part of a nationally recognised program (over 3.0 million) and in training package skill sets and accredited courses (210,200).

In 2022, almost 1.2 million students participated in government-funded VET (table 5A.9). Over 1.0 million students were enrolled in government-funded qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (742,500), followed by Certificate level I or II (181,800) and Diploma or above (131,900) qualifications. Other students were enrolled in other forms of government-funded nationally recognised and non-nationally recognised training.

Data on student participation in government-funded VET by target group (by Indigenous status, remoteness area and disability status) is available in tables 5A.10–12.

Training providers

In 2022, there were 3,589 registered VET training organisations delivering nationally recognised training in Australia (table 5A.6), of which 1,267 delivered nationally recognised government-funded VET through state and territory training departments (NCVER, unpublished). There were 1,464 VET providers delivering government-funded nationally recognised, locally developed and non-nationally recognised training, at 41,327 locations in Australia (table 5A.7).

Indicator framework

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services.

The performance indicator framework shows which data is complete and comparable in this report. For data that is not considered directly comparable, text includes relevant caveats and supporting commentary. [Section 1](#) discusses data comparability and completeness from a report-wide perspective. In addition to the contextual information for this service area (see Context tab), the report's statistical context ([section 2](#)) contains data that may assist in interpreting the performance indicators presented in this section.

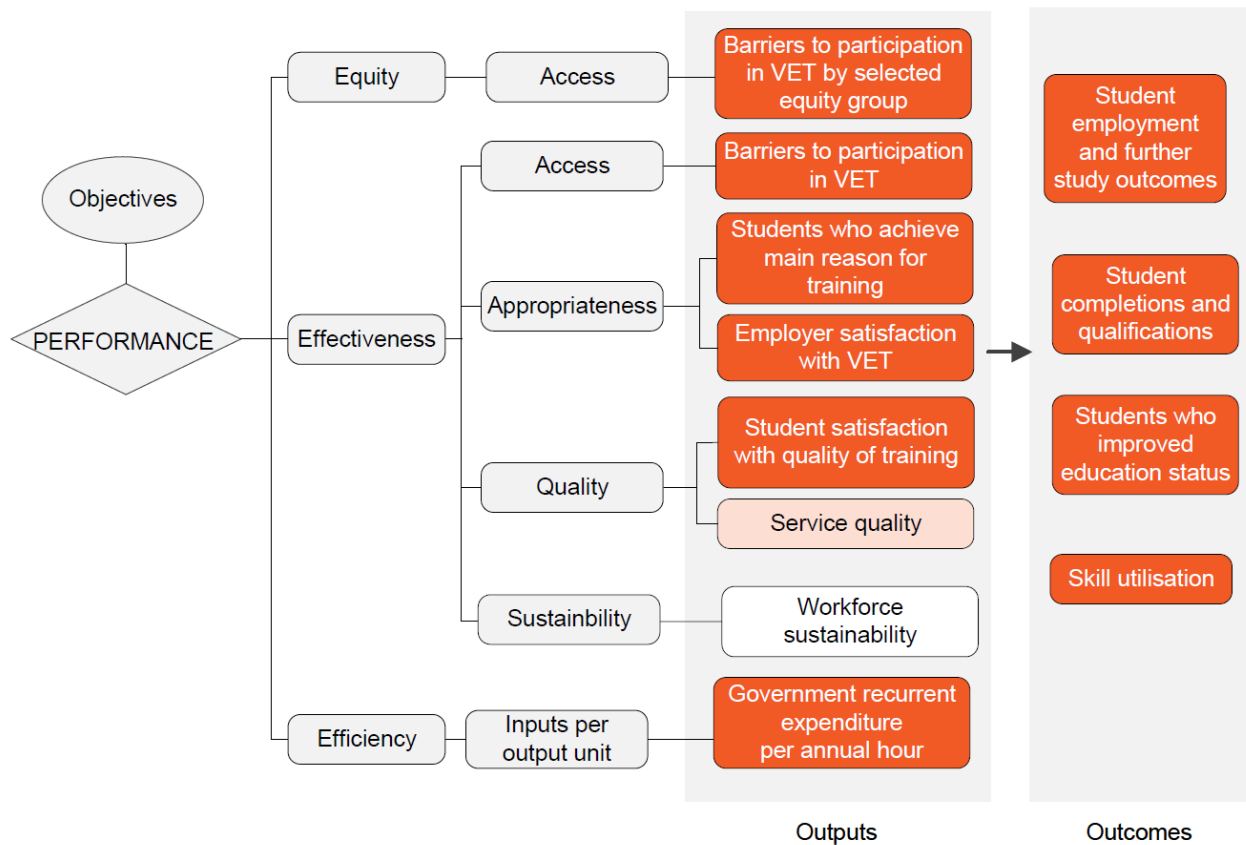
Improvements to performance reporting for VET services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see section 1). Output information is also critical for equitable, efficient and effective management of government services.

Outcomes

Outcomes are the impact of services on the status of an individual or group (see section 1).



Key to indicators*

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

* A description of the comparability and completeness is provided under the Indicator results tab for each measure

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

- Barriers to participation in VET by selected equity group – most recent data for all measures is comparable and complete

Effectiveness – Access

- Barriers to participation in VET – most recent data for all measures is comparable and complete

Effectiveness – Appropriateness

- Students who achieve main reason for training – most recent data for all measures is comparable and complete
- Employer satisfaction with VET – most recent data for all measures is comparable and complete

Effectiveness – Quality

- Student satisfaction with quality of training – most recent data for all measures is comparable and complete
- Service quality – most recent data for all measures is either not comparable and/or not complete

Effectiveness – Sustainability

- Workforce sustainability – no data reported and/or no measures yet developed

Efficiency – Inputs per output unit

- Government recurrent expenditure per annual hour – most recent data for all measures is comparable and complete

Outcomes

- Student employment and further study outcomes – most recent data for all measures is comparable and complete
- Student completions and qualifications – most recent data for all measures is comparable and complete
- Students who improved education status – most recent data for all measures is comparable and complete
- Skill utilisation – most recent data for all measures is comparable and complete

A description of the comparability and completeness is provided under the Indicator results tab for each measure.

Indicator results

An overview of the VET services performance indicator results are presented. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of VET services.

Information to assist the interpretation of this data can be found with the indicators below and all data (footnotes and data sources) is available for download above as an excel spreadsheet and as a CSV dataset. Data tables are identified by a '5A' prefix (for example, table 5A.1).

Specific data used in figures can be downloaded by clicking in the figure area, navigating to the bottom of the visualisation to the grey toolbar, clicking on the 'Download' icon and selecting 'Data' from the menu. Selecting 'PDF' or 'Powerpoint' from the 'Download' menu will download a static view of the performance indicator results.

1. Barriers to participation in VET by selected equity group

'Barriers to participation in VET by selected equity group' is an indicator of governments' objective that the national training system is provided in an equitable manner.

'Barriers to participation in VET by selected equity group' is defined as the proportion of the population aged 15–64 years from selected equity groups who reported facing barriers to accessing or completing VET courses. For this report, the selected equity groups are:

- people from remote and very remote areas
- People from low socioeconomic areas. A low socioeconomic area is defined to be people residing in an area with a Socioeconomic Indexes for Areas Index of Relative Socioeconomic Disadvantage of the lowest quintile.

Data is not available for reporting against this measure for other selected equity groups.

Data for barriers to accessing courses by remoteness and SEIFA groups is collected from the Survey of Work–Related Training and Adult Learning (WRTAL), 2021-22. Participants were asked whether there were any occasions in the past 12 months where they had wanted to do a qualification at bachelor degree level or above, or below bachelor level, but had not been able to, and if so, what were the reasons they were not able to.

Similar proportion of persons in selected equity groups reporting that they encounter barriers to accessing or completing VET courses relative to people not from these selected equity groups is desirable.

In 2020-21, the proportion of people who wanted to participate in any (or more) formal study below bachelor degree level in the last 12 months but could not was highest in major cities (2.7%) and lowest in outer regional and remote areas (0.4%). Results across SEIFA quintiles were fairly constant ranging from 0.7% in both the lowest and highest quintiles to 0.9% in the third quintile (figure 5.3).

■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select enrolment:

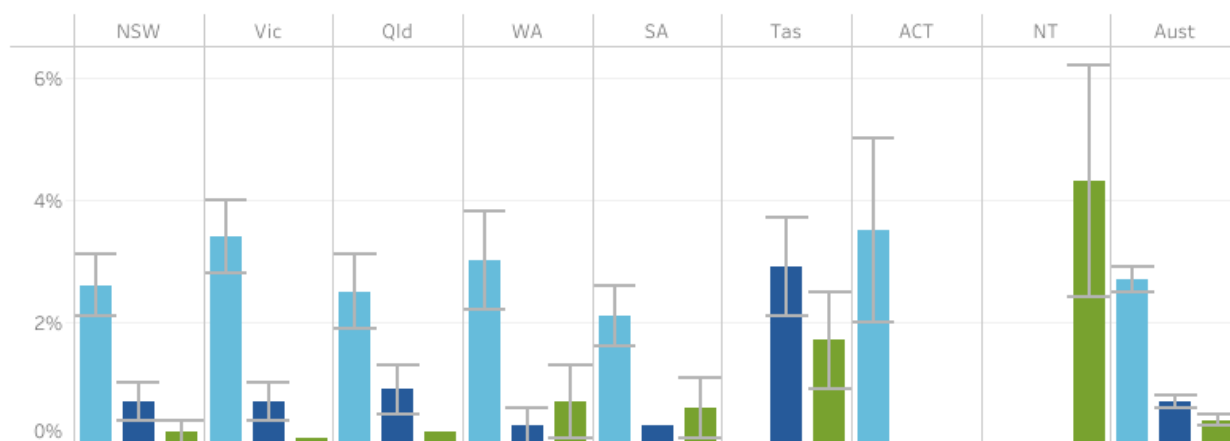
- Enrolment in a qualification (or more qualifications) below bachelor degree level in the last 12 months
- Enrolment in a qualification (or more qualifications) at bachelor degree level or above in the last 12 months
- Enrolment in any (or more) formal study in the last 12 months

Select equity group:

- Remotness
- SEIFA quintiles
- Major cities
- Inner regional
- Outer regional and remote

Figure 5.3 Could not participate but wanted to in more (or any) learning below bachelor degree level in the last 12 months

15-64 years old, by jurisdiction, by Remotness, 2020-21 (a), (b), (c)



Source: table 5A.32

- (a) There are no major cities in Tasmania. There are no outer regional or remote areas in the ACT. There are no major cities or inner regional areas in the NT. (b) Confidence intervals are not available where the proportion has a relative standard error greater than 50%. (c) Refer to data tables for information on the non-publication of data for individual jurisdictions.

+ a b | e a u

2. Barriers to participation in VET

'Barriers to participation in VET' is an indicator of governments' objective to create a national training system that is accessible to all working age Australians.

'Barriers to participation in VET' is defined as the proportion of the population aged 15–64 years who reported facing barriers to accessing or completing VET courses.

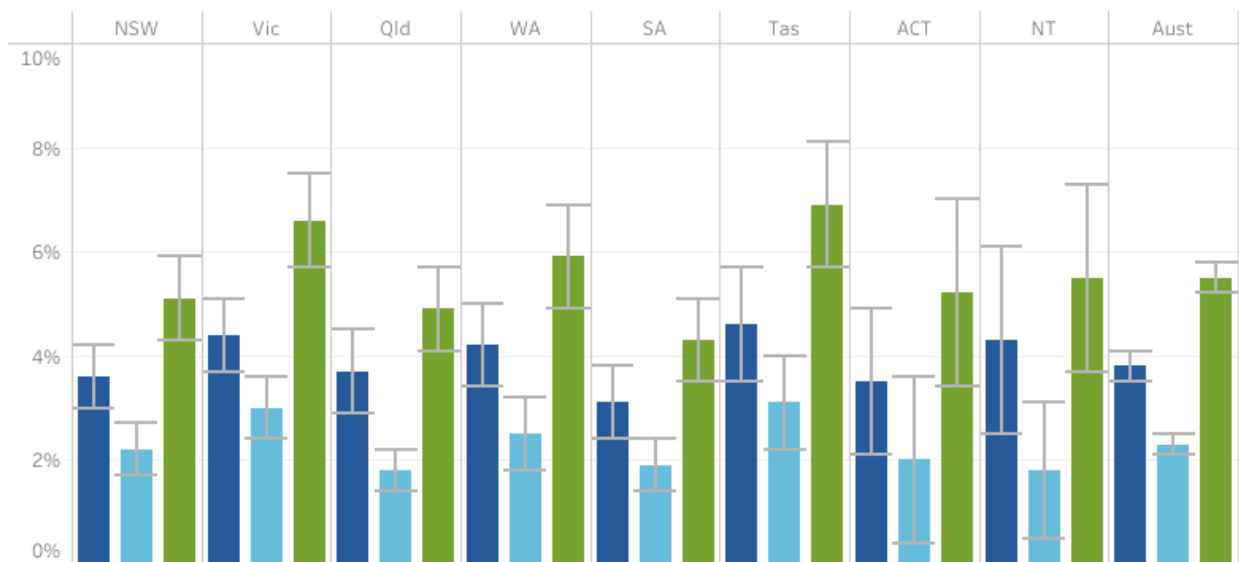
Data for barriers to accessing courses is collected from the Survey of Work-Related Training and Adult Learning (WRTAL), 2021-22. Participants were asked whether there were any occasions in the past 12 months where they had wanted to do a qualification at bachelor degree level or above, or below bachelor level, but had not been able to, and if so, what were the reasons they were not able to.

A lower proportion of persons reporting that they encounter barriers to accessing or completing VET courses is desirable.

Nationally in 2020-21, 5.5% of people wanted to participate in any (or more) formal study in the last 12 months but could not. The proportion was higher for barriers to enrolment in a qualification (or more qualifications) below bachelor degree level (3.8%), than for enrolment in a qualification (or more qualifications) at bachelor degree level or above (2.3%) (figure 5.4). The main barriers to participation include too much work / no time and financial reasons.

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.
- Enrolment in a qualification (or more qualifications) below bachelor degree level in the last 12 months
- Enrolment in a qualification (or more qualifications) at bachelor degree level or above in the last 12 months
- Enrolment in any (or more) formal study in the last 12 months

Figure 5.4 Could not participate but wanted to in more (or any) learning
15-64 years old, by jurisdiction, by enrolment, 2020-21



Source: table 5A.32

+ a b l e a u

3. Students who achieve main reason for training

'Students who achieve main reason for training' is an indicator of governments' objective to create a national training system that meets the needs of students, employers and industries.

'Students who achieve main reason for training' is defined as the proportion of government-funded VET qualification completers who reported that the training helped or partly helped them achieve their main reason for training.

This measure relates to the activities of government-funded VET activity only.

Data is collected from the annual national Student Outcomes Survey for qualification completers aged 18 years and over. Survey data for a year (for example, 2022) refers to the cohort of students that graduated the year before (for example, 2021).

A high or increasing proportion of students whose training helped them achieve their main reason for training is desirable.

Nationally in 2022, 87.2% of government-funded 2021 VET qualification completers reported that training helped to fully or partly achieve their main reason for training (figure 5.5). The proportion was higher for Aboriginal and Torres Strait Islander government-funded qualification completers (88.4%) in 2022 (table 5A.13).

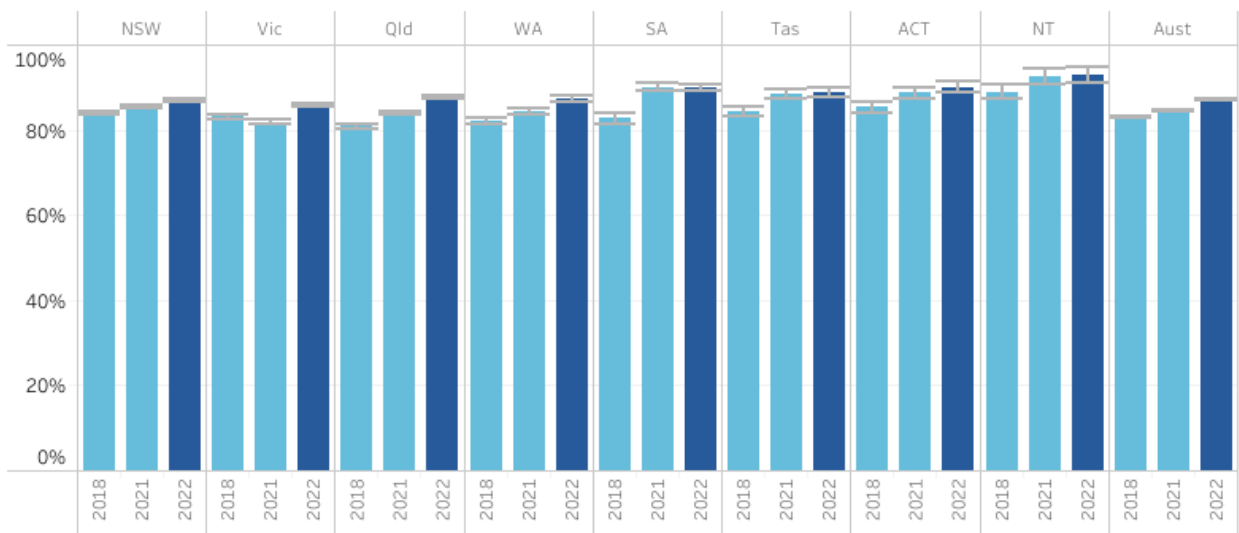
- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

Select disaggregation:

- Partly helped achieve main reason for training
- Fully helped achieve main reason for training
- Fully helped or partly helped achieve main reason for training

Figure 5.5 Government-funded VET qualification completers whose training fully helped or partly helped achieve main reason for training
By jurisdiction, by year



Source: table 5A.13



4. 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 students, employers and industries.

'Employer satisfaction with VET' is defined as the proportion of employers who engaged in an aspect of VET, and who were satisfied with all forms of VET engagement.

'Engagement with VET' includes if the employer had employees undertaking an apprenticeship or traineeship, or had arranged or provided their employees with nationally recognised training, or had employees with formal vocational qualifications as a requirement of their job.

This measure relates to total VET activity².

Data is collected from the biennial Survey of Employers' Use and Views of the VET system and represents the responses of employers with at least one employee and their training experiences in the 12 months prior to the survey.

A high or increasing proportion of employers who are satisfied with VET in meeting the skill needs of their workforce is desirable.

Nationally in 2023, 56.8% of Australian employers were engaged with VET (table 5A.15), of which 66.4% were satisfied with all forms of VET engagement (down from 72.9% in 2015) (figure 5.6). By type of training engaged in, satisfaction with apprenticeships and traineeships has shown the largest percentage point decrease (8.5%; from 81.7% in 2015 to 73.2% in 2023) (figure 5.6 and table 5A.16).

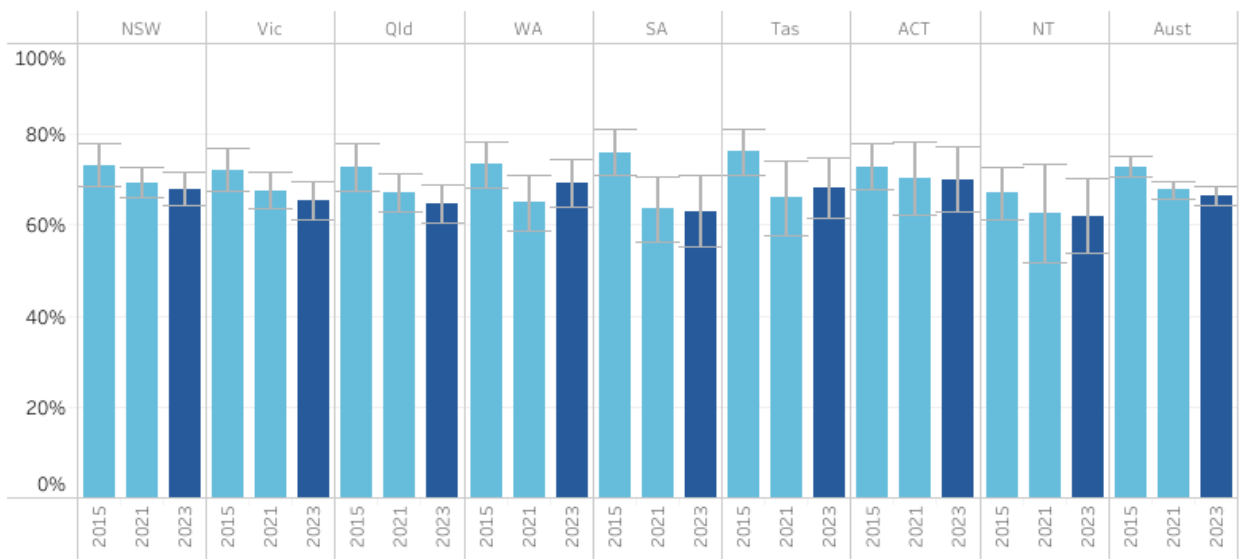
- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

Select type of training engaged in:

- Satisfaction with all forms of VET engagement
- Satisfaction with nationally recognised training
- Satisfaction with apprenticeships or traineeships
- Satisfaction with formal vocational qualifications as a job requirement

Figure 5.6 Employer Satisfaction with all forms of VET engagement
By jurisdiction, by year



Source: table 5A.16



2. As government-funded VET engagement of employers cannot be determined from the survey.

5. 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 high quality.

‘Student satisfaction with quality of training’ is defined as the proportion of government-funded VET qualification completers who were satisfied with the overall quality of training.

This measure relates to government-funded VET activity only.

Data is collected from the annual national Student Outcomes Survey for qualification completers aged 18 years and over. Survey data for a year (for example, 2022) refers to the cohort of students that graduated the year before (for example, 2021). Qualification completers satisfied with their training include those who 'Strongly agree' or 'Agree' with the relevant questionnaire item.

A high or increasing proportion of qualification completers satisfied with their training is desirable.

Nationally in 2022, 89.3% of all government-funded 2021 VET qualification completers indicated that they were satisfied with the overall quality of their training (figure 5.7). The proportion was higher for Aboriginal and Torres Strait Islander government-funded qualification completers (92.2%) in 2022 (table 5A.14).

Satisfaction with instructors (87.5%) was lower than satisfaction with assessment (89.3%) in 2022 (table 5A.14).

■ Data is comparable (subject to caveats) across jurisdictions and over time (data from 2019 onwards is not comparable with data prior to 2019).

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

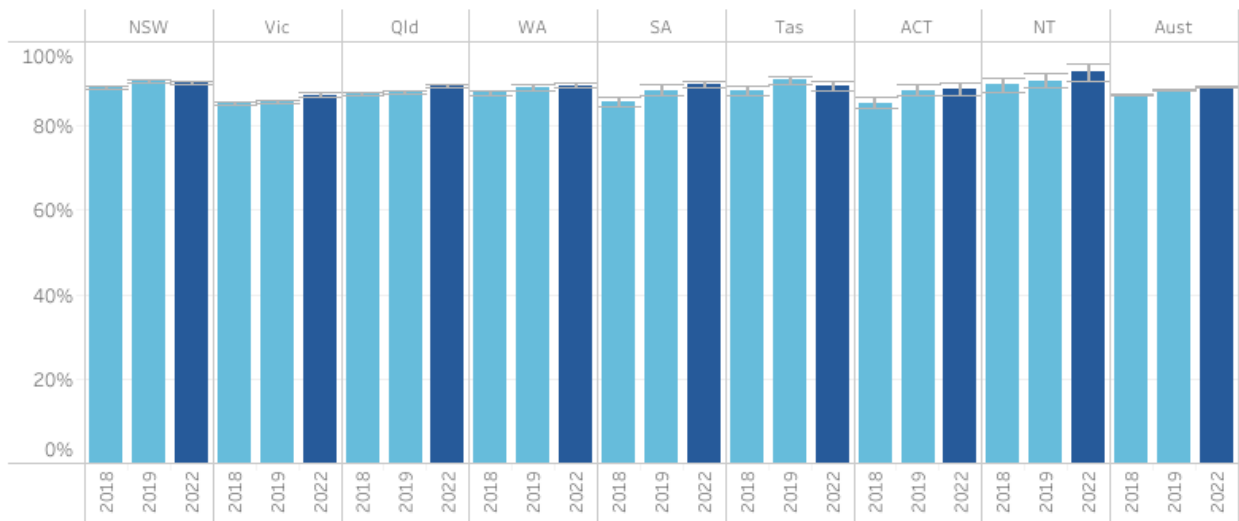
Select Indigenous status:

All people

Aboriginal and Torres Strait Islander people

Figure 5.7 Student satisfaction with quality of training

Government-funded VET qualification completers, All people, by jurisdiction, by year



Source: table 5A.14

🌐 + a b l e a u

6. Service quality

'Service quality' is an indicator of governments' objective to create a national training system that is high quality.

'Service quality' is defined as providers that were subject to compliance audit and had critical/serious findings as a proportion of all regulated providers.

A lower proportion of providers with critical/serious audit findings is desirable.

Data for this indicator are provided by the Australian Skills Quality Authority (ASQA). ASQA only has partial coverage for regulating VET training providers in Victoria and Western Australia so caution needs to be used when comparing the results from these jurisdictions. While data are broken down by jurisdiction, ASQA does not consider these boundaries when undertaking its duties.

In 2022-23, the proportion of the providers audited as a proportion of all regulated providers was 5.8%. The proportion of providers that were subject to compliance audit and with critical/serious findings, as a proportion of all regulated providers was 1.4%. This is an increase from 0.4% in 2021-22 (figure 5.8).

■ Data is not comparable across jurisdictions, but is comparable (subject to caveats) within jurisdictions over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

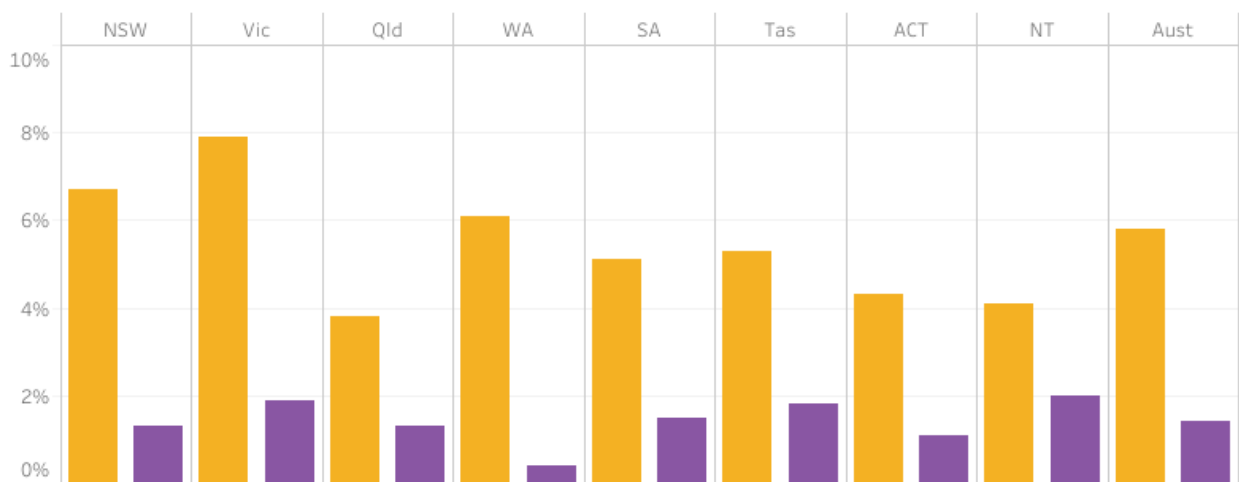
2022-23

■ Providers audited as a proportion of all regulated providers

■ Providers that were subject to compliance audit and with critical/serious findings, as a proportion of all regulated providers

Figure 5.8 Providers regulated by ASQA, compared to providers subject to compliance audit with critical/serious non-compliance findings

By jurisdiction, 2022-23



Source: table 5A.34

🌐 + a b | e a u

7. Workforce sustainability

'Workforce sustainability' is an indicator of governments' objective to provide sustainable VET services.

VET workforce sustainability relates to the capacity of the VET workforce to meet current and projected future service demand. These measures are not a substitute for a full workforce analysis that allows for training, migration, changing patterns of work and expected future demand. They can, however, indicate that further attention should be given to workforce planning for VT services.

This indicator is currently under development for reporting in the future.

8. 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.

'Government recurrent expenditure per annual hour' is defined as government recurrent expenditure (including user cost of capital) divided by government-funded annual hours (for further information on expenditure data see Interpreting efficiency data in the Explanatory material tab).

This measure relates to government-funded VET *plus* fee-for-service activity of government providers.

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.

Nationally in 2022, government real recurrent expenditure decreased 5.2% from 2021 (table 5A.1), and the number of governments funded annual hours (course mix adjusted) decreased 2.6% (table 5A.2). These annual movements resulted in a decrease in recurrent expenditure per annual hour from \$21.44 in 2021 to \$20.86 in 2022 (figure 5.9).

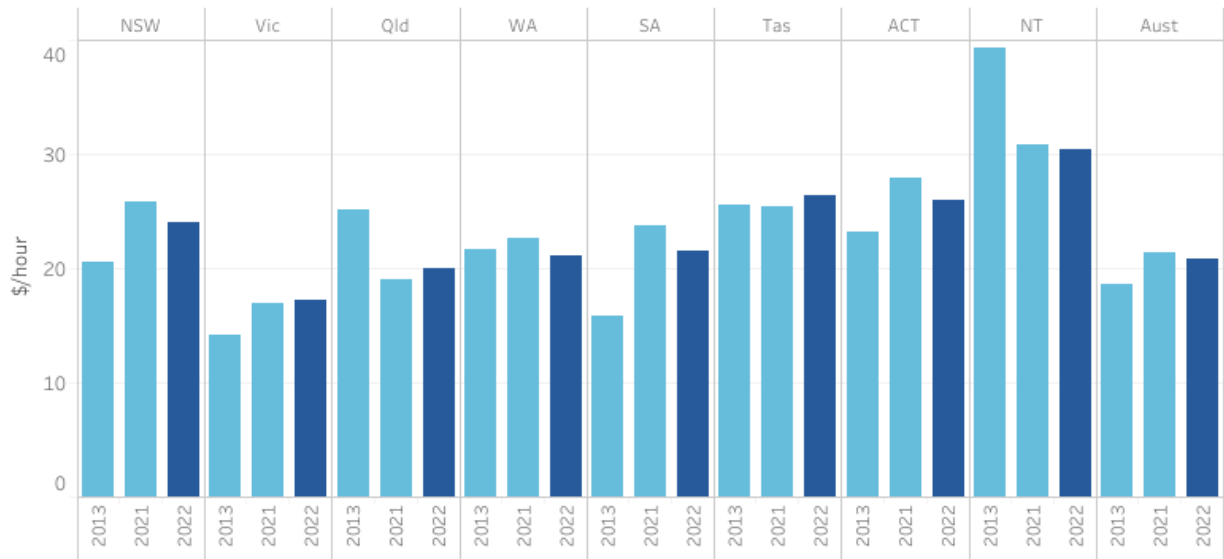
■ Data is comparable (subject to caveats) across jurisdictions and over time.

■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Figure 5.9 Government recurrent expenditure per annual hour
By jurisdiction, by year (2022 dollars)



Source: table 5A.2

+ a b | e a u

9. Student employment and further study outcomes

'Student employment and further study outcomes' is an indicator of governments' objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to participate effectively in the labour market and contribute to Australia's economic future.

'Student employment and further study outcomes' is defined by two measures. The proportion of total VET qualification completers aged 20–64 years:

- employed and/or in further study after training (total and by selected equity groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability])

- who improved their employment status after training (total and by selected equity groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability]).

'Improved employment status' is at least one of:

- employment status changing from not employed before training to employed either full-time or part-time after training. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information)
- 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, gained extra skills, increased earnings, or other job-related benefits.

Survey data for a year (for example, 2022) refers to the cohort of students that graduated the year before (for example, 2021).

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.

Nationally in 2022, 89.1% of 20–64 year old total VET qualification completers from 2021 were employed and/or continued on to further study after training (figure 5.10a) – up from 86.6% in 2021. The proportion was higher for people from remote and very remote areas (91.5%) and lower for Aboriginal and Torres Strait Islander people (86.1%) and people with disability (78.4%) (table 5A.17).

For government-funded VET qualification completers, 87.5% were employed and/or continued on to further study in 2022 (lower than the proportion for total VET qualification completers) – up from 85.4% in 2021 (table 5A.18).

Nationally in 2022, 71.4% of 20–64 year old total VET qualification completers from 2021 improved their employment status after training (figure 5.10b) – up from 67.2% in 2021. The proportion was higher for people from remote and very remote areas (77.6%), slightly lower for Aboriginal and Torres Strait Islander people (69.9%) and lower for people with disability (55.1%) than the national average (table 5A.19). For government-funded qualification completers, 69.8% had improved employment status in 2022 (lower than the proportion for total VET qualification completers) – up from 65.2% in 2021 (table 5A.20).

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year:

2022

Select scope:

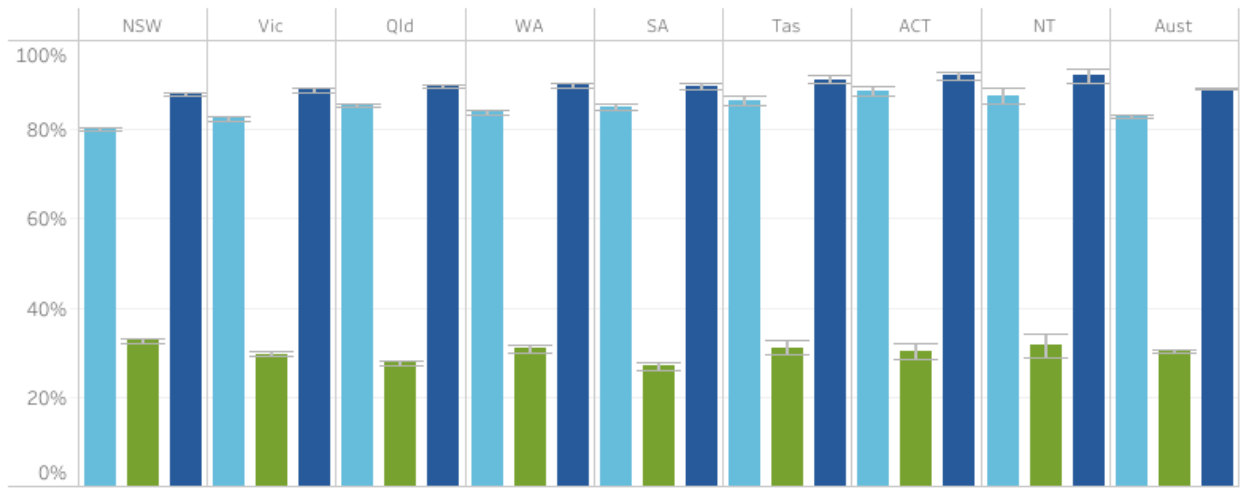
- Total VET qualification completers
- Government-funded VET qualification completers

Select equity group:

- All people
- Aboriginal and Torres Strait Islander people
- Remote and very remote
- With disability

- Employed after training
- In further study after training
- Employed and/or in further study

Figure 5.10a Measure 1: **Total VET qualification completers, by employment and further study outcomes**
All people, 20-64 years old, by jurisdiction, 2022 (a)



Source: table 5A.17

(a) There are no very remote areas in Victoria; remote or very remote areas in the ACT.



By type of improved employment status for total VET qualification completers, the proportion was highest for qualification completers receiving a job-related benefit (82.6%), followed by qualification completers employed after training (who were not employed before training) (55.3%) and employed at a higher skill level after training (17.5%). In 2022, for both total VET and government-funded qualification completers, the proportion who improved their employment status was lower for qualification completers completing a Certificate I/II qualification (58.9 and 52.6% respectively), compared with qualification completers completing a Certificate III/IV qualification (72.6 and 71.7% respectively) or a Diploma and above qualification (74.1 and 73.1% respectively) (tables 5A.21–22).

- Data is comparable (subject to caveats) across jurisdictions and over time (data from 2019 onwards is not comparable with data prior to 2019).
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Select scope:

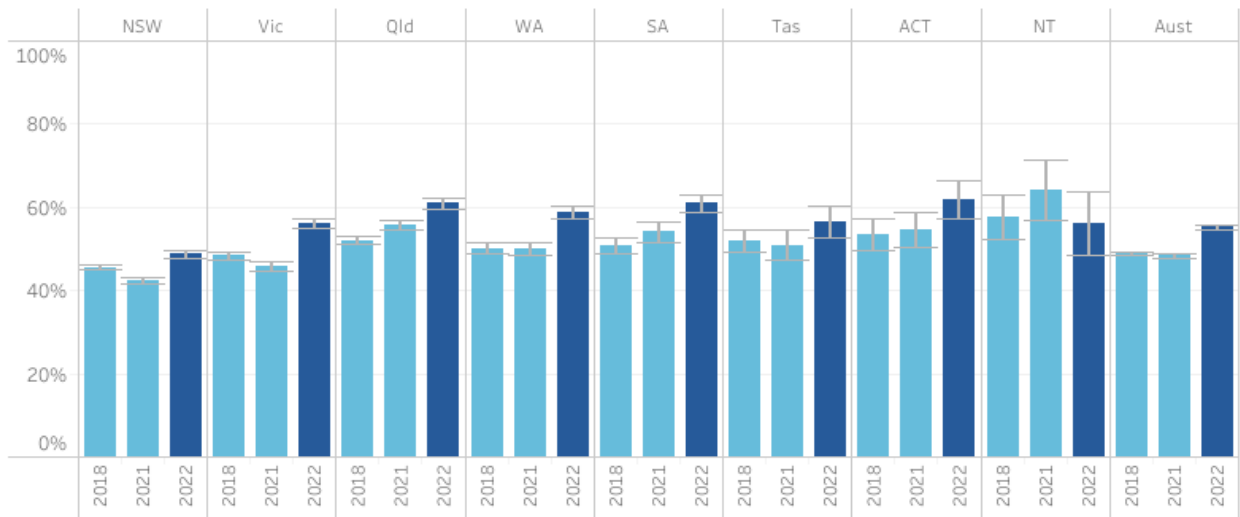
- Total VET qualification completers
- Government-funded VET qualification completers

Select employment status:

- Employed after training (of those not employed before training)
- Employed at a higher skill level after training (of those employed before training)
- Received a job-related benefit (of those employed after training)
- Total who improved their employment status after training

Figure 5.10b Measure 2: Total VET qualification completers Employed after training (of those not employed before training)

All people, 20-64 years old, by jurisdiction, by year



Source: table 5A.21



10. Student completions and qualifications

‘Student completions and qualifications’ is an indicator of governments’ objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia’s economic future.

‘Student completions and qualifications’ is defined as the number of total VET AQF qualifications completed each year by students aged 15–64 years, per 1,000 people aged 15–64 years (total and by selected equity groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability]).

Qualification completions data is ‘preliminary’ for 2022 and ‘final’ for earlier years.

A higher or increasing rate of completed qualifications increases the national pool of skilled people in Australia. However, this measure needs to be interpreted with care as the rate of qualification completions:

- by selected equity group (other than for remoteness) depends on obtaining accurate responses to self-identification questions at the time of enrolment, which may vary across jurisdictions. A large unknown (or not stated) response could mean that the completion rate for the selected equity group is understated
- uses a different data source for the numerator and denominator, which can affect comparability.

Nationally in 2022, around 716,400 qualifications were completed by total VET students aged 15–64 years (table 5A.23) – equivalent to 42.6 qualifications per 1,000 people aged 15–64 years (figure 5.11a). The rate was higher for Aboriginal and Torres Strait Islander people (49.4), and higher for people from remote and very remote areas (43.0). The number of qualification completions by total VET students declined 5.3% from 2018 to 2022 (table 5A.23).

Around 316,900 qualifications were completed by government-funded VET students aged 15–64 years – equivalent to 18.9 qualifications per 1,000 people aged 15–64 years (table 5A.24). The number of government-funded VET qualification completions declined 7.0% from 2018 to 2022 (table 5A.24).

Data is comparable (subject to caveats) across jurisdictions and over time.

Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Select scope:

Total VET

Government-funded VET

Select equity group:

All people

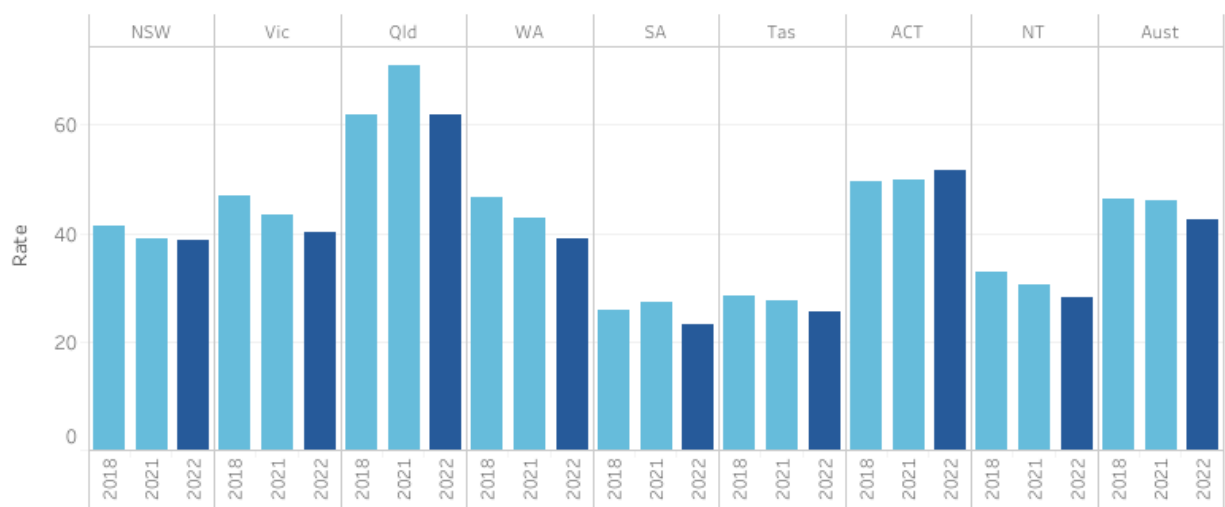
Aboriginal and Torres Strait Islander people

Remote and very remote

With disability

Figure 5.11a VET AQF qualifications completed per 1,000 people

Total VET, All people, 15-64 years old, by jurisdiction, by year (a)



Source: table 5A.23

(a) There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT.

By qualification level, the rate of total VET qualifications completed per 1,000 people aged 15–64 years was highest for Certificate III/IV (24.5), followed by Certificate I/II (9.9) and Diploma and above (8.2) (figure 5.11b).

Of the 716,400 qualifications completed by total VET students, 57.5% were for Certificate III/IV, 23.2% for Certificate I/II and 19.3% for Diploma and above (table 5A.25). For the 316,900 completed by government-funded VET students, there was a greater concentration in Certificate III/IV (64.3%), followed by 22.1% for Certificate I/II and 13.6% for Diploma and above (table 5A.26).

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

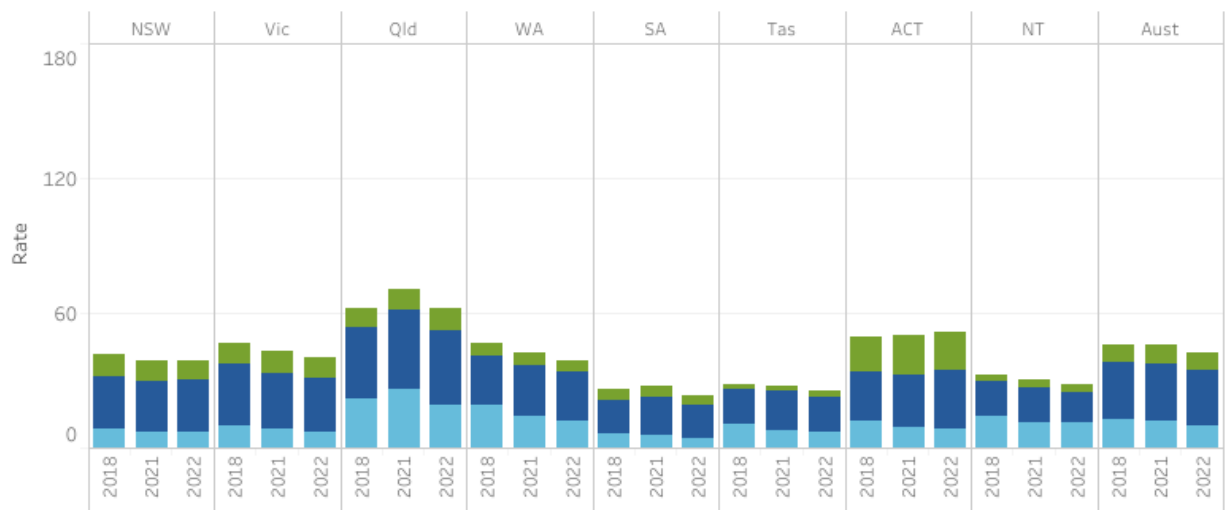
Select year(s):
Multiple values

Select Indigenous status:
 All people
 Aboriginal and Torres Strait Islander people

Select scope:
 Total VET
 Government-funded VET

Diploma and above
 Certificate III or IV
 Certificate I or II

Figure 5.11b VET AQF qualifications completed per 1,000 people, by AQF level
Total VET, All people, 15-64 years old, by jurisdiction, by year



Source: table 5A.25



11. Students who improved education status

'Students who improved education status' is an indicator of governments' objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia's economic future.

'Students who improved education status' is defined as the proportion of total VET AQF qualifications completed by 20–64 year olds which were at a higher education level than their

previous highest education level (total and by selected equity groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability]).

Higher or increasing proportions of students with improved education status after training indicate that the skill levels of the working age population are increasing.

Of all total VET qualification completers aged 20–64 years that completed an AQF qualification nationally in 2022, 46.5% did so with a higher qualification than their previous highest AQF qualification (figure 5.12). The proportion was higher for all three selected equity groups – Aboriginal and Torres Strait Islander people (56.6%), people from remote and very remote areas (50.7%) and for people with disability (49.1%) (table 5A.27).

Nationally, for government-funded VET qualification completers aged 20–64 years that completed an AQF qualification in 2022, 55.9% did so with a higher qualification than their previous highest AQF qualification (table 5A.28).

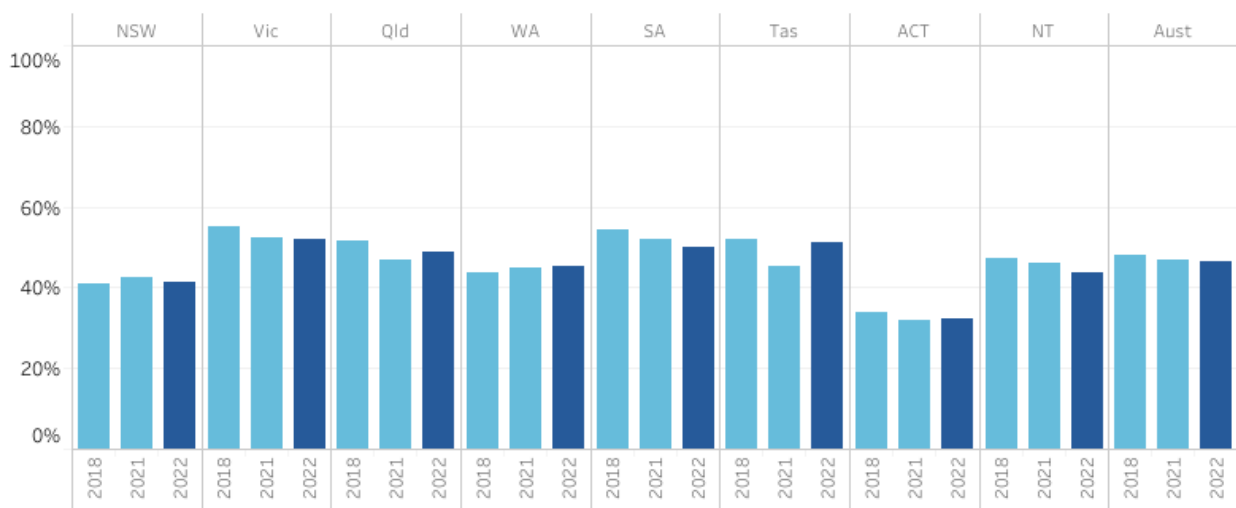
- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

Select scope:
 Total VET
 Government-funded VET

Select equity group:
 All people
 Aboriginal and Torres Strait Islander people
 Remote and very remote
 With disability

Figure 5.12 Total VET: Proportion of all VET AQF qualifications completed who improved education status
All people, 20-64 years old, by jurisdiction, by year (a)



Source: table 5A.27

(a) There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT.



For total VET qualification completers that completed an AQF Certificate III or above in 2022, 50.1% did so with a higher qualification than their previous AQF – lower than the proportion for government-funded Certificate III or above qualification completions (60.1%) (tables 5A.29-30).

Additional information is provided on the number of qualifications completed as a proportion of the number of enrolments (rather than the proportion of the number of completions). In 2022, 13.8% of total VET enrolments by 20–64 year olds were completed at a higher education level – lower than government-funded VET enrolments (14.7%) (tables 5A.27-28).

12. Skill utilisation

'Skill utilisation' is an indicator of governments' objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia's economic future.

'Skill utilisation' is defined as the proportion of persons aged 15–64 years who completed their highest VET qualification (AQF Certificate levels I to IV, Diploma and Advanced Diploma) in the last five years, that are working in the field of the highest VET qualification or not working in the same field and the qualification is relevant to their current job.

A high or increasing proportion of persons who were either working in the field of their highest VET qualification or the qualification was relevant to their current job is desirable.

Nationally in 2018-19, 79.8% of persons aged 15–64 years that completed their highest VET qualification in the last five years, were either working in the field of that qualification or not working in same field and the qualification was relevant to their current job. This proportion is lower than 2015 (83.0%), but similar to 2010-11 (79.9%) (figure 5.13).

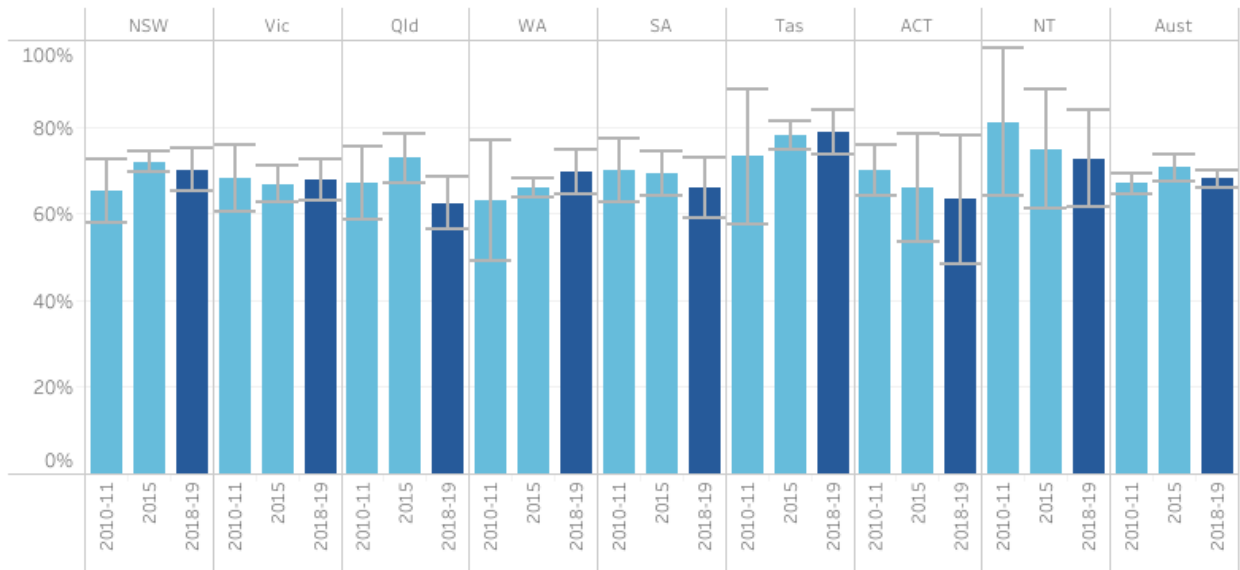
Nationally in 2018-19, 68.1% were working in the field of the highest VET qualification and 11.6% were not working in the same field but the qualification is relevant to their current job (table 5A.33).

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select disaggregation:

- Currently working in the field of highest VET qualification
- Highest VET qualification is relevant to current job, but not working in same field as qualification
- Working in field of highest VET qualification, or not working in same field and highest VET qualification is relevant to current job

Figure 5.13 Skill utilisation: Currently working in the field of highest VET qualification
15-64 years old, by jurisdiction, by year



Source: table 5A.33

Indigenous data

Performance indicator data for Aboriginal and Torres Strait Islander people in this section is available in the data tables listed below. Further supporting information can be found in the 'Indicator results' tab and data tables.

Vocational education and training data disaggregated for Aboriginal and Torres Strait Islander people

| Table number | Table title |
|--------------|---|
| Table 5A.10 | Participation of 15-64 and 18-24 year olds in government-funded VET, by Indigenous status |
| Table 5A.13 | Whether training helped qualification completers achieve their main reason for training, all government-funded qualification completers |
| Table 5A.14 | Proportion of all government-funded qualification completers satisfied with the quality of their training, by satisfaction outcome |
| Table 5A.17 | Proportion of 20-64 year old total VET qualification completers employed and/or in further study after training, by selected equity group |
| Table 5A.18 | Proportion of 20-64 year old government-funded VET qualification completers employed and/or in further study after training, by selected equity group |
| Table 5A.19 | Proportion of total VET qualification completers aged 20-64 years who improved their employment status after training, by selected equity group |
| Table 5A.20 | Proportion of government-funded qualification completers aged 20-64 years who improved their employment status after training, by selected equity group |
| Table 5A.23 | Total VET AQF qualifications completed per 1,000 people aged 15-64 years, by selected equity group |
| Table 5A.24 | Government-funded VET AQF qualifications completed per 1,000 people aged 15-64 years, by selected equity group |

| Table number | Table title |
|---------------------|--|
| Table 5A.25 | Total VET AQF qualifications completed per 1,000 people aged 15-64 years, by AQF level |
| Table 5A.26 | Government-funded VET AQF qualifications completed per 1,000 people aged 15-64 years, by AQF level |
| Table 5A.27 | Total VET AQF qualification completions by 20-64 year olds with improved education status after training, by selected equity group |
| Table 5A.28 | Government-funded VET AQF qualification completions by 20-64 year olds with improved education status after training, by selected equity group |

Explanatory material

Interpreting efficiency data

Comparability of cost estimates

Government recurrent expenditure for 2017 onwards is calculated using data prepared by Commonwealth, state and Territory governments under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET funding data. Data is prepared annually on an accrual basis.

Government recurrent expenditure for 2017 onwards is deemed as being equivalent to the recurrent funds received by state and territory government departments responsible for VET (net of payroll tax) provided by state and territory governments and the following Commonwealth fund:

- Ongoing specific purpose payments and National Parentship Agreement funding; and
- A limited subset of Commonwealth recurrent program funding – the Adult Migrant English Program (AMEP) and Skills for Education and Employment (SEE) paid directly by the Commonwealth to public providers.

Expenditure is also increased by the user cost of capital (estimated as 8% of the value of total physical non-current assets owned by government RTOs).

For the years prior to 2017, government recurrent expenditure is calculated using data prepared by state and territory governments under the AVETMISS for VET financial data. Details for the calculation for years prior to 2017 are available in the footnotes for table 5A.1.



Payroll tax payments by government-owned RTOs are deducted from the total to ensure a consistent treatment across jurisdictions.

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 value of land is presented separately from the value of other assets to allow users assessing the results to consider any differences in land values across jurisdictions. The basis for the 8% capital charge is discussed in section 1.



To promote comparability of the data across states and territories, as well as comparability between the financial and activity data, annual hours are adjusted by the course mix weight when calculating the efficiency indicator.

Expenditure data for years prior to 2021 is adjusted to real dollars (2021 dollars) using the gross domestic product chain price index (table 5A.31).


Key terms

| Terms | Definition |
|--|--|
| Accredited courses | Accredited courses are those that have been assessed by ASQA as compliant with the Standards for VET accredited courses. For more information see https://www.asqa.gov.au/course-accreditation/users-guide-standards-vet-accredited-courses  . |
| Accredited qualifications | Accredited qualifications refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package. For more information see https://www.aqf.edu.au  . |
| Adult and community education providers | Organisations that deliver community-based adult education and training, 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 anticipated hours of supervised training under a traditional delivery strategy. |
| Australian Qualifications Framework (AQF) | The national policy for regulated qualifications in Australian education and training. It incorporates the quality assured 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 | Fulfilment of all of the requirements of a course enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment). |
| Course | A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification. |
| Course mix weight | Annual hours of delivery are 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. |

| Terms | Definition |
|---|--|
| Disability | <p>In the National VET Provider Collection, refers to whether the student self-identifies as having a disability, impairment or long-term condition. In the ABS Survey of Disability, Ageing and Carers, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.</p> |
| 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> <ul style="list-style-type: none"> • Student entitlement to VET training – Provides 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. • 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. |
| Enrolment | <p>The registration of a student at a training 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> |
| Fee-for-service activity | <p>Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.</p> |
| Formal study and non-formal learning | <p>The ABS Survey of Work-Related Training and Learning (WRTAL) defines formal study and non-formal learning as:</p> <ul style="list-style-type: none"> • formal study activities lead to a qualification recognised by the AQF such as a Degree, Diploma or Certificate, and also includes VET study at school • non-formal learning activities are structured training or courses that do not form part of an award or qualification recognised by AQF (ABS 2022). |

| Terms | Definition |
|---|---|
| Government-funded VET | Government-funded VET refers to domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Government-funded data is sourced from the National VET Provider Collection.. |
| Graduate | A student who completed a training package qualification or an accredited qualification'. From 2020, qualification completers are reported in NCVER publications as 'Qualification completers'. |
| 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. |
| Module | See Unit of competency and accredited module . |
| Multi-sector training providers | Multi-sector training providers offer both higher education and VET courses. |
| Nationally recognised training | Training that leads to vocational qualifications and credentials that are recognised across Australia, that are delivered by RTOs. Nationally recognised training is listed on the National Training Register (training.gov.au). It consists of the following components: training package qualifications, accredited qualifications, accredited courses, training package skill sets in addition to units of competency and accredited units. Additional information is available at https://www.ncver.edu.au/data/assets/pdf_file/0030/9661800/NCVER_DMS-209183-v3-TVA_2019_fact_sheet_What_are_NRT_and_non-NRT_.pdf  |
| Non-nationally recognised training | Includes locally developed courses, higher level qualifications and locally developed skill sets. Non-nationally recognised training are not listed on the National Training Register (training.gov.au). Additional information is available at https://www.ncver.edu.au/data/assets/pdf_file/0030/9661800/NCVER_DMS-209183-v3-TVA_2019_fact_sheet_What_are_NRT_and_non-NRT_.pdf  |
| Qualification completer | A student who completed a training package qualification or an accredited qualification. |
| Real expenditure/funding/assets | Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the gross domestic product chain price deflator and expressed in terms of final year prices. |

| Terms | Definition |
|--|--|
| Recurrent funding | Funding provided by the Australian, state and territory governments to cover operating costs, salaries and rent. |
| Registered training organisation (RTO) | <p>RTOs are training providers 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 Australian Quality Training Framework or the VET Quality Framework.</p> <p>RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.</p> |
| Remoteness | Remoteness areas are based on the Access/Remoteness Index of Australia (ARIA+), developed by the National Centre for Social Applications of Geographic Information Systems. ARIA+ is based on ABS Australian Statistical Geography Standard Statistical Area Level 2 regions. Remoteness areas include major cities, inner and outer regional areas, and remote and very remote areas. |
| Skill sets | Are groupings of units of competency that are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or licensing or regulatory requirement. They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set. |
| Students | Are individuals who were enrolled in a subject or completed a qualification during the reporting period. |
| Technical and further education (TAFE) institutes | Are government training providers that provide a range of technical and vocational education and training courses and other programs. |

| Terms | Definition |
|---|--|
| Total VET | <p>Total VET refers to nationally recognised training (incorporating both government funded and fee-for-service activity) delivered by registered training providers. Total VET activity includes domestic and overseas VET activity. Data is sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed.</p> <p>The scope of total VET activity reporting varies to the government-funded scope in a number of ways and therefore caution should be used if comparing total VET and government-funded VET data. Total VET scope includes government-funded activity related to VET in Schools in addition to Commonwealth funded programs and VET delivery at overseas campuses which are not included in government-funded scope.</p> |
| Training package | <p>Training packages specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the AQF. Training packages are approved for implementation by the AISC. For more information refer to https://www.aisc.net.au/training-packages . Training package skill sets are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need.</p> |
| Training providers | <p>Are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.</p> |
| Unit of competency and accredited module | <p>Units of competency and accredited modules defines the skills and knowledge to operate effectively in a workplace context. They are the smallest units/modules that can be assessed and recognised. Where a student enrolls in a unit/module not part of one of the categories above, they are reported as 'subjects not delivered as part of a nationally recognised program'.</p> |
| User cost of capital | <p>The opportunity cost of funds tied up in the capital used to deliver services, calculated as 8% of the total value of the physical non-current assets.</p> |
| Vocational education and training (VET) | <p>Is post-compulsory education and training that provides people with occupational or work-related knowledge and skills. VET also includes programs that provide the basis for subsequent vocational programs.</p> |

| Terms | Definition |
|--------------------------|--|
| VET participation | <p>VET participation is measured by students, which are defined as individuals who were enrolled in a subject or completed a qualification during the reporting period.</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.</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> |
| VET Student Loans | <p>Commenced on 1 January 2017, replacing the VET FEE-HELP scheme. It offers income contingent loan support to eligible students studying diploma level and above VET qualifications.</p> |

References

ABS (Australian Bureau of Statistics) 2022, *Work-Related Training and Learning, 2020-21, Australia*, Canberra.

NCVER (National Centre for Vocational Education Research) 2022, *Australian vocational education and training statistics: VET student outcomes 2022*, Adelaide.