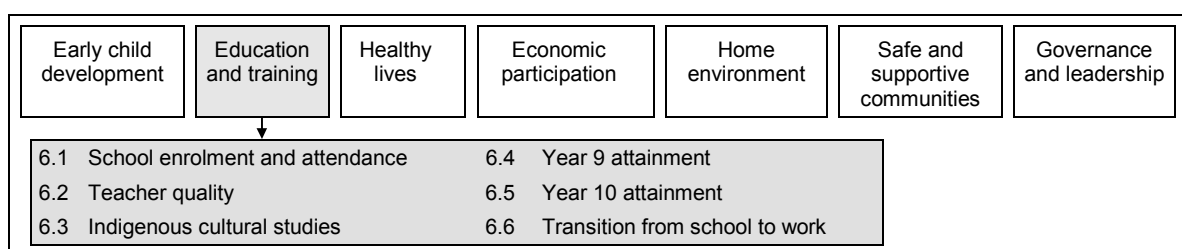

6 Education and training

Strategic areas for action



Education is a life-long activity, beginning with learning and development in the home through to the more formal settings of school education, vocational education and training (VET) and higher education. Education and training aims to develop the capacities and talents of students, so they have the necessary knowledge, understanding, skills and values for a productive and rewarding life. Actions in this strategic area can help strengthen communities and regions economically and socially through learning and employment, and there are strong links between higher levels of education and improved health outcomes.

Several COAG targets and headline indicators reflect the importance of education and training:

- early childhood education (section 4.3)
- reading, writing and numeracy (section 4.4)
- year 12 attainment (section 4.5)
- post-secondary education — participation and attainment (section 4.7).

Other COAG targets and headline indicators can be directly influenced by education and training outcomes:

- employment (section 4.6)
- household and individual income (section 4.9).

Outcomes in the education and training area can be affected by outcomes in several other strategic areas for action, or can influence outcomes in other areas:

-
- early child development (basic skills for life and learning, hearing impairment) (chapter 5)
 - healthy lives (access to primary health care and fewer preventable hospitalisations will affect education outcomes, while education outcomes can influence tobacco consumption and harm, and obesity and nutrition) (chapter 7)
 - economic participation (labour market participation, home ownership) (chapter 8)
 - governance and leadership (governance capacity and skills) (chapter 11).

The indicators in this strategic area for action focus on the key factors that contribute to positive education and training outcomes, as well as measures of the outcomes themselves:

- school enrolment and attendance — there is a direct relationship between the number of days absent from school and academic performance. The primary measure for section 6.1 is attendance rates for students enrolled in years 1–10
- teacher quality — the quality of teaching is a key determinant of student learning outcomes. However, defining and measuring teacher quality is contentious. Section 6.2 discusses research into the determinants of teacher quality and identifies measures that might be reported once data become available
- Indigenous cultural studies — culturally appropriate education for Indigenous students can contribute to good ‘mainstream’ academic outcomes, as well as consolidating community teachings and knowledge. It can also help preserve Indigenous languages. Indigenous cultural studies also provide an opportunity for Indigenous people to share their knowledge with the wider community. There is no primary measure for section 6.3, but the following information is included: qualitative examples of culturally inclusive curricula; survey data on the teaching of Indigenous culture at school or in further studies; and administrative data on Indigenous employment at schools
- Year 9 attainment — anecdotal evidence suggests that many Indigenous children are leaving school in years 9 and 10 with poor literacy and numeracy skills and with limited post-school options. The primary measure for section 6.4 is apparent retention rates from years 7 or 8 to year 9. This section also includes information on: year 9 student attendance rates; year 9 or below as the highest level of schooling for people 15 years and older; and student performance in international testing programs in science, mathematics and reading
- Year 10 attainment — year 10 generally signifies the end of compulsory schooling, and there is a significant drop off in Indigenous enrolments. The primary measure for section 6.5 is apparent retention rates from years 7 or 8 to year 10. This section also includes information on: year 10 student attendance

rates; and people 15 years and older with year 10 or below as the highest level of schooling completed

- transition from school to work — the transition from school to work is a critical period. Young people who are neither actively engaged in education and training, nor employed, are at risk of long term disadvantage. The primary measures for section 6.6 are: the proportion of Indigenous people aged 18 to 24 years who are neither participating in education and training nor employed; and the labour force status of people, aged 18 to 64 years, who have achieved a qualification of certificate level III or higher.

Attachment tables

Attachment tables for this chapter are identified in references throughout this chapter by an ‘A’ suffix (for example, table 6A.1.1). These tables can be found on the Review web page (www.pc.gov.au/gsp), or users can contact the Secretariat directly.

6.1 School enrolment and attendance

Box 6.1.1 Key messages

- Attendance rates in government schools for years 5 and 10 were lower for Indigenous students than non-Indigenous students, in all states and territories in 2009 (figure 6.1.1).
- The gap between Indigenous and non-Indigenous students’ attendance rates was greater in year 10 (between 9 and 24 percentage points) than in year 5 (between 3 and 17 percentage points) in 2009 (figure 6.1.1 and table 6A.1.1).

COAG has identified student attendance as one of the progress measures for the Closing the Gap target of halving the gap for Indigenous students in year 12 attainment or equivalent attainment rates by 2020. National and international research identify that regular school attendance is important to achieving core skills, such as literacy and numeracy (UNICEF Innocenti Research Centre 2004; Purdie and Buckley 2010).

The primary measure for this indicator is student attendance rates for students enrolled in years 1–10. The focus of this section is on student attendance rates for years 5 and 10 as indicative of middle and later years of compulsory schooling. Data on student attendance rates for years 1–10, across all school sectors for 2007–2009 are available in tables 6A.1.1–9.

Student attendance data are based on enrolments and therefore do not include children not enrolled. This section therefore includes data on student enrolment rates (enrolments by age compared to the equivalent projected age cohort in the population). Enrolment rates indicate the proportion of children in the community who are enrolled at school. They do not show whether enrolled children actually attend school on a daily basis.

The Western Australian Aboriginal Child Health Survey 2000–2002 has shown a direct relationship between the number of days absent from school and academic performance (Zubrick et al. 2006). This survey also found that attendance of Aboriginal students was well below that of non-Aboriginal students (see also Schwab and Sutherland 2004; Taylor 2004).

Analysis of the 2002 National Aboriginal and Torres Strait Islander Social Survey by Hunter (2007) found that arrest of Indigenous youth is strongly associated with low school attendance rates for 15 to 17 year olds. Having been arrested in the last five years is associated with a reduction in attendance at school by around 25 percentage points.

A 2006 study found that there were three main contributing factors to a child's low school attendance — lack of parental insistence that children go to school in the morning (see also Purdie and Buckley 2010; Taylor 2010), teacher quality and bullying and teasing (DEWR 2006). Indigenous school children are less likely to have parental support, for example, help with homework, compared with non-Indigenous children (UNICEF Innocenti Research Centre 2004).

A literature review, for the Closing the Gap Clearinghouse, on evaluated programs that were aimed at increasing attendance found very few high-quality evaluations in this area (Purdie and Buckley 2010). As school attendance is one of the progress measures for the COAG Closing the Gap target on year 12 attainment (section 4.5), better evidence is required on what is working in this area. Available evaluations showed that a common feature of the successful programs was collaboration between public agencies and the community (often by engaging parents or community-based organisations) in program design and decision-making (Purdie and Buckley 2010). Some of the programs considered successful in increasing attendance for Indigenous children at school are outlined in box 6.1.2.

Box 6.1.2 'Things that work' — increasing school attendance

The **Clontarf Foundation** has Academies in Victoria, WA and the NT, with 2200 young men participating in the program in 2010. Each Academy operates in partnership (but independent of) a school. Football is used to attract young Indigenous males to school and, while the school caters for their educational needs, the Academy provides high quality coaching, specialist physical conditioning, health education and mentoring in life skills. In order to remain in the Academy, the young men must attend school regularly, apply themselves to the study of appropriate courses and embrace the Academy's requirements for behaviour and self discipline.

Across all partner schools, retention rates were 93.5 per cent and overall attendance rates were 77 per cent in 2009. Average attendance rates for the Alice Springs partner schools increased from 70 per cent in 2007 to 87 per cent in 2008 average and monthly attendance rates at the Roebourne partner school increased from 30 per cent in February 2009 to 67 per cent in December 2009 (Henderson 2009).

In 2009, 110 boys completed year 12 (a 48 per cent increase from 2008), of whom 76 graduated with secondary education certificates. In addition, 87 VET Certificates were earned by boys who variously completed years 10, 11 and 12 (Clontarf Foundation 2010).

The **Catherine Freeman Foundation** (Queensland) has a non-truancy project in the remote Indigenous community of Palm Island. The project presents mountain bikes to students who show the biggest improvements in attendance, academic achievement, attitude to peers, behaviour in school and manners. Other programs include an after-school activity program, a scholarships program (in partnership with the Australian Indigenous Education Foundation), and an educational and aspirations tours program. Over the past 2 years, the program has resulted in a 20 per cent increase in attendance rates at local schools (Purdie and Buckley 2010).

Victorian Wannik Dance Academies (Victoria) have been established in three secondary schools, with academy classes timetabled so that students do not miss regular school. Attendance rates were between 85 per cent and 89 per cent at the three academies in 2010, and significant parental involvement had been achieved, with many parents helping out with performances. (Victorian Government unpublished).

Student attendance

Student attendance is defined as the number of actual full time equivalent student days attended over the collection period¹ as a percentage of the total number of

¹ Presently, the collection period measure is transitional, with most jurisdictions providing government schools data for the first semester, whereas non government schools provide data over a period including the last 20 days in May.

possible student days (see SCRGSP 2011, p. 4.18 for more details on the scope and definitions for this indicator).

In Australia in 2009, school attendance was compulsory for children between 6 (except in Tasmania where it was 5) and 15 years of age with the following variations:

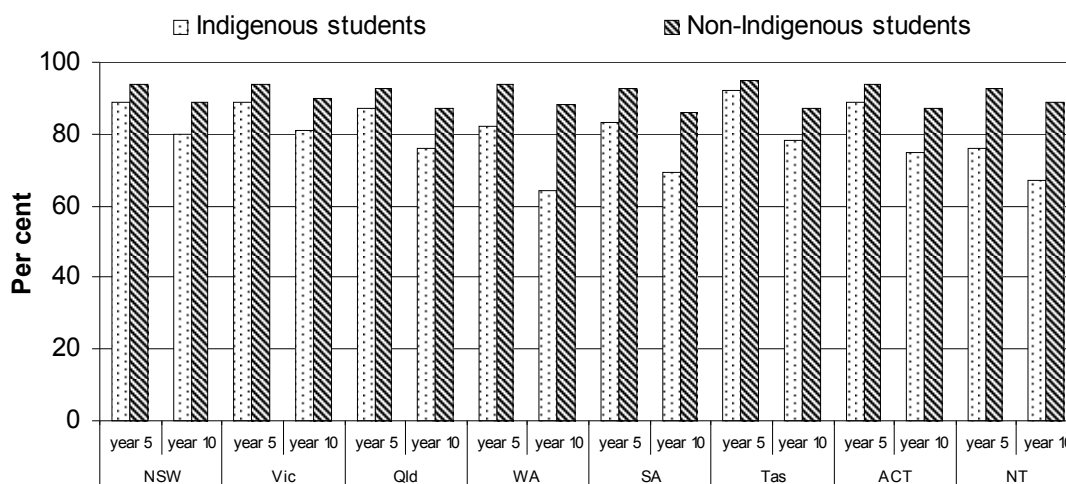
- reaching 15 years of age (NSW, ACT and NT)
- reaching 16 years of age (Victoria, SA² and Tasmania)
- reaching 16 years of age or completing year 10 (Queensland³)
- the end of the year in which students turn 17 years of age (WA).

As part of the Compact with Young Australians, COAG implemented a National Youth Participation Requirement (NYPR), commencing on 1 January 2010 (COAG 2009). Young people will be required to participate in schooling (or an approved equivalent) until they complete year 10, and then participate full-time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17. The NYPR has been implemented through State and Territory legislation where equivalent provisions are not already in place, and exemptions will continue in line with existing State and Territory practice.

² Students in SA are required to be in full-time education or training until the age of 17, or until they gain a qualification (whichever comes first). The compulsory school age remains 16.

³ Queensland students are required to remain in education or training for two years after compulsory schooling or until they turn 17 years of age, or until they complete a Queensland Certificate of Education (or Queensland Certificate of Individual Achievement), Senior Statement or a Certificate III or IV vocational qualification.

Figure 6.1.1 **Student attendance rates for years 5 and 10, government schools, 2009**



Source: Australian Curriculum, Assessment and Reporting Authority (unpublished); table 6A.1.1.

Figure 6.1.1 presents data on student attendance rates for government schools in 2009. Attendance rates cannot be compared across school sectors. Data on student attendance rates across all school sectors for the period 2007–2009 are available in tables 6A.1.1–9. Years 5 and 10 have been selected to represent the middle (primary) and later (secondary) years of schooling.

- Attendance rates for Indigenous students, at government schools, were lower than for non-Indigenous students for years 1–10 in all states and territories (table 6A.1.1).
- Attendance rates declined at government schools in all jurisdictions from year 5 to year 10 for both Indigenous and non-Indigenous students, but declined by more for Indigenous students (figure 6.1.1 and table 6A.1.1).
- From 2007 to 2009, there was little change in the attendance of Indigenous and non-Indigenous students in government schools in years 5 and 10 (tables 6A.1.1–9).
- Across the other school sectors (Catholic schools and independent schools), attendance rates for Indigenous students were generally lower than for non-Indigenous students for years 1–10 (tables 6A.1.2–3).

Attendance rates by geolocation are available for the NT for 2009 and 2010 (NT Department of Education and Training 2011). Attendance rates for Indigenous students, at government schools, in provincial and remote areas was higher (83.0 per cent and 81.1 per cent, respectively) than rates in very remote areas (57.8 per cent) in 2010. The attendance rate for Indigenous students in very remote

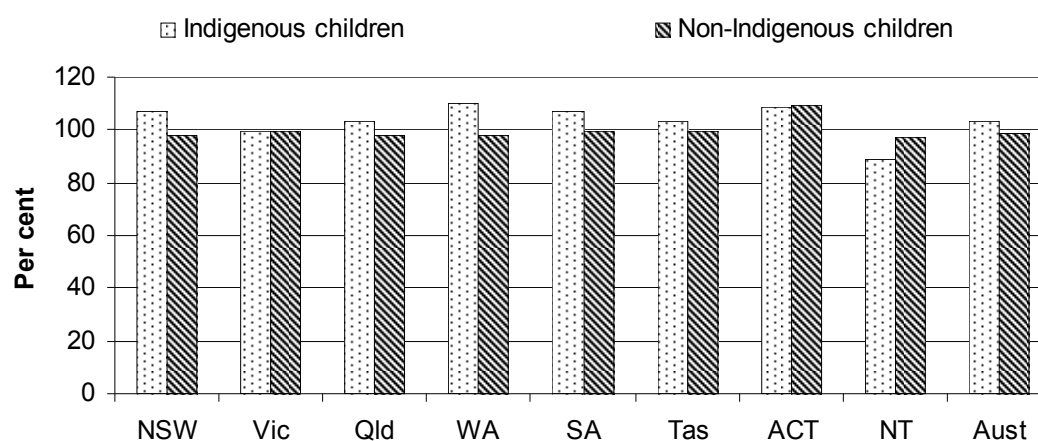
areas decreased from 63.0 per cent in 2009 to 57.8 per cent in 2010 (NT Department of Education and Training 2011).

Student enrolments

The number of children enrolled in school in 2010 was sourced from the National Schools Statistics Collection (NSSC). The NSSC considered students enrolled in year one minus one (prep, or pre-year one) to be in primary school. Enrolment rates have been derived by dividing the number of children enrolled at school by the estimated population for that age group. School enrolment rates do not measure whether enrolled children have attended school.

Data on student enrolment rates should be interpreted with caution because of quality issues associated with the identification of Indigenous students in both the NSSC and population statistics. For example, rates calculated for most jurisdictions are greater than 100 per cent.

Figure 6.1.2 Proportion of children aged 6–15 years enrolled in school, 2010^a



^a See table 6A.1.10 for detailed explanatory notes on data.

Source: ABS (unpublished) *Schools Australia 2010*, Cat. no. 4221.0; ABS (unpublished) *Population by age and sex, Australian states and territories, June 2010*, Cat. no. 3201.0; ABS (unpublished) *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, Cat. no. 3238.0; table 6A.1.10.

Nationally, 103.7 per cent of Indigenous children aged 6–15 years were enrolled (either full or part time) in schools in 2010, compared with 98.7 per cent of non-Indigenous children. These rates also varied across jurisdictions (figure 6.1.2).

Enrolment rates for Indigenous and non-Indigenous children were relatively stable between 2006 and 2010.

6.2 Teacher quality

Box 6.2.1 Key message

- Teacher quality is considered the most important in-school factor in improving learning outcomes for Indigenous students. COAG has agreed to a National Partnership on Improving Teacher Quality, but no data were available for this report.

Defining and measuring teacher quality is part of COAG's strategy to close the gap in educational outcomes between Indigenous and non-Indigenous students, and has been made a broader priority under the Council of Australian Governments (COAG) National Education Agreement (COAG 2009a). The National Partnership Agreement on Improving Teacher Quality targets a series of reforms aimed at improving teacher and school leader quality for all students, and in particular, for students in disadvantaged Indigenous, rural/remote and hard to staff schools (COAG 2009b).

The measures identified by COAG for this indicator are:

- the level of teacher and school leader quality at Indigenous schools
- the numbers of high quality teachers and school leaders attracted to and retained in Indigenous schools.

Few or no data are currently available for these measures. Future directions in data are discussed later in this chapter.

Evidence presented in other sections of this report shows that Indigenous students underperform relative to non-Indigenous students on a range of measures. In 2010, the proportion of Indigenous year 3, 5, 7 and 9 students who did not achieve the national minimum standard for reading, writing and numeracy was substantially higher than was the proportions of all students (section 4.4). This gap in learning outcomes between Indigenous students and all students increased as the degree of remoteness increased. A higher proportion of Indigenous students complete schooling only to year 9 or year 10 than non-Indigenous students (sections 6.4 and 6.5). Indigenous students are much less likely to leave school with a year 12 certificate compared with non-Indigenous students (section 4.5).

Student outcomes are determined by a number of factors, including family background, school resourcing, class size, and student motivation and ability. An additional determinant of student learning outcomes is the quality of classroom teaching (OECD 2005; Dinham, Ingvarson and Kleinhenz 2008). How teacher quality is defined and measured is a contentious area of research with differing approaches. Generally, research indicates that teacher quality depends not only on the quality of the people in the teaching profession, but also their initial teacher education, their continuing professional development, and their work practices and working environment (OECD 2005).

Research into teacher quality and associated student outcomes is varied. There is strong evidence that higher student achievement outcomes are linked to teachers' experience level and test scores in obtaining teaching qualifications (Jackson 2009). However, there is also evidence to show that, at secondary school level, measures of teacher quality such as years of teaching experience and the level of teachers' tertiary qualification (bachelors or masters) are not significant predictors of student achievement.

On the other hand, teachers studying at university level the subjects they teach, and receiving training in how to teach, were noted to be more important factors in improving student grades (Wenglinsky 2002). Being taught by a teacher with a sound knowledge of the subject matter, particularly at the secondary level, is a strong predictor of student performance (Wayne and Youngs 2003; Goldhaber and Brewer 2002; Hill, Rowan and Loewenberg Ball 2005). The Senate Standing Committee on Employment, Workplace Relations and Education (2007) noted research findings that maths and science teachers with degrees in these disciplines had students who achieved higher results.

High quality initial teacher education is necessary, but not sufficient, for ongoing teacher effectiveness (OECD 2004). Ongoing professional development is important for teachers, particularly with teaching increasingly being seen in the context of providing 'lifelong learning'. Continual professional learning is the central means for capacity building in the teaching profession (Dinham, Ingvarson and Kleinhenz 2008).

Other research indicates that students taught by new teachers underperform compared to students taught by more experienced teachers, with the gains from additional classroom experience peaking after several years. Retaining new teachers in the profession to ensure they gain classroom experience improves teacher quality and improves student outcomes (Rivkin, Hanushek and Kain 2005, Leigh 2007b). This is particularly important for remote schools where there are high proportions of Indigenous students and high rates of teacher turnover. These schools can have difficulty attracting and retaining quality teaching staff — either Indigenous

teachers or qualified and experienced non-Indigenous teachers (Maher 2009). For non-Indigenous teachers, this may be due to difficulty in delivering culturally appropriate programs, as well as the isolation associated with living in a remote community where different languages are spoken (Maher 2009).

An alternative to the input approach of identifying the characteristics of quality teachers would be to measure the effect a teacher has on student outcomes (for example, grades). The National Partnership on Improving Teacher Quality focuses on outcomes and outputs (COAG 2009b). Therefore, this report does not explore output and outcome measures of teacher quality.

Under the National Partnership, the Commonwealth, State and Territory governments have agreed to:

- build professional pathways for Indigenous people and Indigenous Education Workers who wish to progress to teaching
- improve support and provide reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and difficult-to-staff schools
- strengthen Indigenous teachers' and school leaders' engagement with community members (Department of Employment, Education and Workplace Relations unpublished).

The National Partnership on Teacher Quality also states that Commonwealth, State and Territory governments will share responsibility for ensuring that non-government school authorities participate appropriately in teacher quality reforms (COAG 2009b). This is an important issue for states and territories with significant numbers of Indigenous students in non-government schools. For example, in the NT, in 2009, 19.0 per cent of Indigenous students attended non-government schools (SCRGSP 2011, table 4A.24).

6.3 Indigenous cultural studies

Box 6.3.1 Key message

- Many schools have introduced Indigenous language, culture and history programs to improve education outcomes for Indigenous students and to improve all students' knowledge and appreciation of Indigenous peoples and cultures (box 6.3.2).
- In 2008, around two-thirds of Indigenous 5 to 24 year olds who had ever attended school or further studies reported being taught Indigenous culture as part of their studies. The proportions of people who had been taught Indigenous culture were lower in older age groups, with the lowest proportions for those in age groups 45 years and over (figure 6.3.1).

In consultations following previous editions of this report, various Indigenous groups, governments and agencies have expressed differing views on the Indigenous cultural studies indicator. Some Indigenous organisations and communities were concerned that attention on culturally appropriate education for Indigenous people could come at the expense of good academic outcomes. Other Indigenous groups considered that cultural studies consolidated community teaching, improved school attendance and could assist in preserving Indigenous language. Many people also argued that Indigenous cultural studies for non-Indigenous students provide an opportunity for Indigenous people to share their knowledge with the wider community and can help overcome ignorance and misunderstanding that may otherwise lead to racism and discrimination.

There is no primary measure for this indicator. Information in this section includes:

- qualitative examples of culturally inclusive curricula
- survey data on the teaching of Indigenous culture at school or in further studies
- administrative data on rates of Indigenous employment at schools.

The approach taken in this report acknowledges that students involved in subjects they feel are relevant, appealing, and culturally appropriate will have increased participation, enjoyment, and confidence, and in turn, be able to develop their skills and abilities to negotiate the hurdles of higher education and the workforce (DEECD 2010). A literature review for the Closing the Gap Clearinghouse, reported that several Indigenous-specific reasons for non-attendance at schools had been proposed:

The majority of which relate to a lack of recognition by schools of Indigenous culture and history; failure to fully engage parents, carers and the community; and ongoing disadvantage in many areas of the daily lives of Indigenous Australians (Purdie and Buckley 2010).

Culturally inclusive curricula

Where cultural perspectives are incorporated into the school curriculum, Indigenous students' performances have been found to be comparatively better than those of Indigenous students in other schools. Watson et al. (2006) reported that Aboriginal students, as a group, had better numeracy performance in schools where teaching methods were culturally inclusive and responsive, language based, and in some cases where teaching incorporated the use of visual and immersive strategies. Although Purdie et al (2000) found that positive self-identity as an Indigenous person was not linked directly to school success, positive self-identity as a student was. Students that had a sense of belonging in the school; had teachers who were warm, supportive and had positive expectations; a curriculum which had relevance; and support and encouragement from family, peers and community, had better educational outcomes (Purdie et al. 2000).

While government directed initiatives, such as culturally inclusive curricula, can influence the cultural awareness and inclusiveness of education systems, other important factors include management structures in schools themselves (through the school philosophy and involvement in their community) and individual teachers (via their teaching methods and attitudes to Indigenous culture) (Purdie et al. 2000).

The *National Report to Parliament on Indigenous Education and Training, 2008* provides qualitative information on the implementation and maintenance of culturally inclusive curricula in schools in 2008. The report includes information on progress in implementing strategies to ensure Indigenous perspectives were incorporated into school curriculum and programs, not only in the traditional areas of history and the social sciences, but also in mathematics, science and environmental studies (DEEWR 2011).

The case studies in box 6.3.2 illustrate how schools and education providers are including Indigenous culture and perspectives into their curricula. These initiatives aim to improve the knowledge and understanding of all students (both Indigenous and non-Indigenous).

Box 6.3.2 Things that work — Indigenous cultural studies

The **Partnership, Acceptance, Learning, Sharing (PALS)** program (WA) funds schools to encourage students to run projects that promote and advance reconciliation, and strengthen relationships between Indigenous and non-Indigenous people in their local community. An initiative of the WA Department of Indigenous Affairs, in partnership with BHP Billiton, the program deals with issues of prejudice and racism by encouraging young people to embrace Aboriginal culture. In 2010, 218 schools were involved in 246 projects and 6 workshops, including: recording oral histories; writing books; learning language; cultural camps; art workshops; student exchanges and dreamtime story learning. Schools can enter their PALS project in the annual PALS Awards, by documenting their communities' views and beliefs before and after the PALS project. Annual surveys of participating schools have found that school and community participants have benefited from a shared understanding of Aboriginal life, history and culture (WA Government unpublished).

The **Teacher Education Scholarship Program** (NSW) supports Indigenous people to become secondary or primary school teachers in public schools. Scholarship holders are appointed as permanent teachers following successful completion of all university teacher education program requirements and Department of Education and Communities' recruitment requirements.

The number of scholarships awarded to Indigenous applicants has grown from 30 scholarships in 2002 to 86 scholarships in 2011. Between 2002 and April 2011, 124 Indigenous scholarship holders were appointed to schools (NSW Government unpublished).

Teaching Indigenous culture in schools

Approaches to incorporating Indigenous content into curriculum vary across education systems and schools. Schools exist in different contexts and have varying numbers of Indigenous students. One fifth of schools had no Indigenous students in 2009 (20.1 per cent). In almost 50 per cent of schools (48.6 per cent), Indigenous students made up less than 5 per cent of enrolments. In 2 per cent of schools, more than 95 per cent of students were Indigenous and in 1 per cent of schools all students were Indigenous (DEEWR unpublished).

Up until 2008, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) collected limited information related to this indicator, which was completed by education systems and schools who were funded under the *Indigenous Education (Targeted Assistance) Act 2000* (DEEWR 2010). The collection of these data ceased in 2009, following changes to education funding under the COAG National Education Agreement (COAG 2009). DEEWR (2008) reported that, in 2006, over 16 000 Indigenous students and 13 000 non-Indigenous

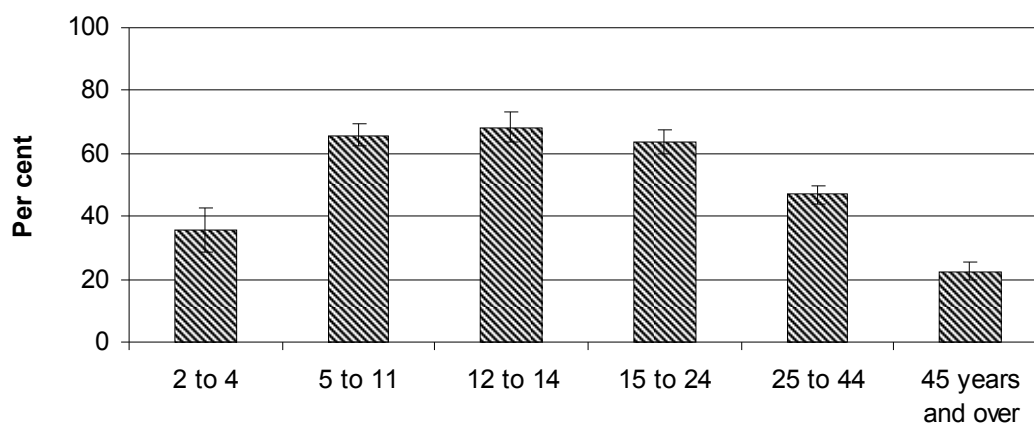
students located in 260 Australian schools were involved in an Indigenous language program. Most participating students attended government schools in NSW, WA, SA and the NT.

The Western Australian Department of Education 2008 census found that Aboriginal languages were taught to 6143 students in 68 schools from kindergarten to year 11, which is an increase of 755 students from the previous year. Across WA, 78 Aboriginal staff have completed Aboriginal Languages Teacher Training and, of these, 54 are currently employed teaching languages. Aboriginal language resource packages have been developed in close consultation with community elders in a variety of languages, including Yindjibarndi, Nyangumarta, Mangala, Bardi, Gooniyandi, Bunuba, Banyjima, Wangkatha, Walmajarri and Wajarri, for use in remote area schools (DEEWR 2011).

An Australian curriculum, spanning subjects in kindergarten to year 12, is currently being developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Specific modules about Indigenous culture and history will be incorporated in history subjects and implemented nationally for kindergarten to year 10 by the end of 2013 (ACARA 2009a; 2010). The curricula for all subjects also include specifications to ensure the inclusion of all groups and acknowledges the need for all children in Australia to:

...understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians (ACARA 2009b).

Figure 6.3.1 Proportion of Indigenous people who were taught Indigenous culture in school or as part of further studies, by age, 2008^{a, b, c}



^a Proportions for Indigenous children aged 2 to 14 years are calculated as a percentage of the number of children who usually attend school. ^b Proportions for persons aged 15 years and over are calculated as a percentage of the number of people who ever attended school or undertook further studies. ^c Responses to 'Whether taught Indigenous culture in schools' for Indigenous children aged 2 to 14 and some Indigenous people aged 15 to 17 years were provided by an adult proxy.

Source: ABS (unpublished) NATSISS 2008, table 6A.3.1.

The ABS National Aboriginal and Torres Strait Islander Social Survey 2008 (NATSISS 2008) asked Indigenous people of all age groups whether they had ever been taught Indigenous culture in school or as part of further studies. Different responses from different age groups can provide some insight into how Indigenous culture has been incorporated into school and further study curricula over time. According to the NATSISS 2008:

- similar proportions of Indigenous people aged 5 to 11 years (65.9 per cent), 12 to 14 years (68.2 per cent) and 15 to 24 years (63.9 per cent) were taught Indigenous culture at school or as part of further studies (figure 6.3.1)
- lower proportions of Indigenous people were taught Indigenous culture at school or as part of further studies in the 45 years and over age group (22.6 per cent) and 25 to 44 years age group (47.1 per cent) (figure 6.3.1)
- NSW, WA, SA, the ACT and the NT had similar rates of 2 to 14 year old Indigenous students who were taught Indigenous culture at school (around 70 per cent of their respective Indigenous populations) (table 6A.3.1)
- across remoteness areas, proportions of Indigenous children aged 2 to 14 years had been taught Indigenous cultural studies at school ranged from 57.8 to 69.5 per cent). People aged 15 years and over living in very remote areas of

Australia were significantly more likely to have been taught Indigenous culture at school or as part of further studies (56.3 per cent) than people living in other remoteness areas (ranging from 41.3 per cent in outer regional areas to 45.6 per cent in major cities) (table 6A.3.2).

Indigenous employment in schools

The employment of Indigenous teachers and the presence of Indigenous adults in the school have been found to promote positive self-identity among Indigenous students (Purdie et al. 2000). While no specific data are available on Indigenous or non-Indigenous teachers teaching Indigenous studies, some data on Indigenous employment in schools have been included to provide information on Indigenous involvement in school education.

Table 6.3.1 Indigenous employment in schools

	2003	2004	2005	2006	2007	2008
<i>Government schools</i>						
Number of Indigenous teachers ^{a, b}	1 473	1 493	1 459	1 649	1 691	1 845
Indigenous teachers as a proportion of all teachers (%) ^{a, b}	0.8	0.8	0.9	1.0	1.0	1.0
Indigenous students as a proportion of all students (%)	4.9	5.1	5.2	5.4	5.6	5.7
Number of AIEWs in schools ^{a, b, c}	1 435	1 459	1 570	1 745	1 649	1 672
Ratio of Indigenous students to Indigenous teachers and AIEWs ^{a, b}	37.9	38.6	38.8	35.8	38.1	37.1
Number of Indigenous staff in schools ^{a, b, d}	3 507	3 618	3 924	4 395	4 627	4 828
Total number of staff in schools ^d	232 545	236 869	235 037	238 891	249 615	249 754
Indigenous staff as a proportion of all staff in schools (%) ^{a, b}	1.5	1.5	1.7	1.8	1.9	1.9
Indigenous administrative and clerical staff as a proportion of all administrative and clerical staff (%)	4.8	5.0	4.0	4.1	4.1	4.0
<i>Catholic schools^e</i>						
Number of Indigenous teachers ^{a, b}	72	73	106	110	126	132
Indigenous teachers as a proportion of all teachers (%) ^{a, b}	0.2	0.2	0.2	0.2	0.3	0.2
Indigenous students as a proportion of all students (%) ^f	1.5	1.6	1.7	1.7	2.0	1.9
Number of AIEWs in schools ^{a, b, c}	495	523	461	463	407	460
Ratio of Indigenous students to Indigenous teachers & AIEWs ^{a, b, f}	27.8	27.6	18.7	19.3	23.4	22.8
Number of Indigenous staff in schools ^{a, b, d}	552	562	548	608	613	660
Total number of staff in schools ^d	63 186	64 886	64 205	68 978	67 652	74 495
Indigenous staff as a proportion of all staff in schools (%) ^{a, b}	0.9	0.9	0.9	0.9	0.9	0.9
Indigenous administrative and clerical staff as a proportion of all administrative and clerical staff (%)	2.7	2.6	3.2	3.5	3.4	2.5

AIEWs = Aboriginal and Islander Education Workers. ^a For some states and territories, these data are based on actual numbers and for others it is based on full time equivalents (FTE). ^b Figures are not to be considered as nationally reflective because not all states and territories reported on employment in any one year. ^c Includes school and non school based AIEWs. ^d Includes teachers, specialist support staff (including teacher aides and AIEWs), administrative and clerical staff. ^e The number of Indigenous students in Catholic schools is based on the number in all Catholic schools, not just Indigenous Education Strategic Initiatives Programme (IESIP) funded Catholic systems. Staff numbers are those in IESIP funded Catholic systems. ^f Catholic schools' enrolment data include some other non-government schools, including many Indigenous run schools that have greatly influenced the results.

Source: DEEWR (2011) *National Report to Parliament on Indigenous Education and Training 2008*; DEST IESIP performance reports 2003–2004 (unpublished); DEEWR IEP performance reports 2005–2008 (unpublished); table 6A.3.3.

A general indication of the number of Indigenous teachers and Aboriginal and Islander Education Workers (AIEWs) in 2003 to 2008 is available from table 6A.3.1. The data collection ceased in 2009.

AIEWs provide assistance to Indigenous students and liaise with educational bodies, government agencies and committees. AIEWs have varying levels of formal qualifications, which may affect their ability to provide educational assistance (as opposed to advice and support in relation to cultural matters). In 2008, 50.9 per cent of AIEWs in government schools and 57.6 per cent of AIEWs in Catholic schools had completed or were studying towards formal qualifications, up from 31.3 per cent in government schools and 47.1 per cent in Catholic schools in 2001 (table 6A.3.4).⁴

Between 2003 and 2008, there were increases in the number of Indigenous teachers and other Indigenous staff in schools (table 6.3.1) but Indigenous teachers and other Indigenous staff consistently made up a much smaller proportion of all teachers and staff than did Indigenous students as a proportion of all students (table 6.3.1).

- The number of AIEWs employed in the government system and the Catholic system fluctuated each year between 2003 and 2008 (table 6.3.1).
- The ratio of Indigenous students to Indigenous teachers and AIEWs in government schools increased slightly from 36.4 in 2001 to 37.1 in 2008, indicating that numbers of Indigenous students rose faster than numbers of Indigenous teachers and AIEWs (table 6A.3.3).

⁴ Smaller numbers of AIEWs in Catholic systems can mean that small changes in numbers studying or total AIEWs can cause proportions to vary from year to year without necessarily indicating a trend.

6.4 Year 9 attainment

Box 6.4.1 Key messages

- Apparent retention rates from years 7 or 8 to year 9 for Indigenous students increased from 95.0 per cent in 1998 to around 100 per cent in 2010 (table 4A.5.19).
- 34.1 per cent of Indigenous people aged 15 years and older reported year 9 or below as their highest level of schooling in 2008, compared to 16.0 per cent of non-Indigenous people aged 15 years and older (table 4A.5.6).
- Around one third of Indigenous students achieved the minimum proficiency level in international tests for science, mathematics and reading literacy in 2009, compared to around two thirds of non-Indigenous students (tables 6.4.1–3).

Evidence suggests that many Indigenous children are leaving school in years 9 and 10 with poor literacy and numeracy skills and with limited post school options (Zubrick et al. 2006). Early school leaving is associated with poor employment outcomes and income in later life. Some of the causes of early school leaving include poor literacy and numeracy skills; lack of student engagement in learning; the quality of teaching staff; low socioeconomic background (ACER 2002; Bortoli and Thompson 2010; Purdie and Corrigan 2004). Programs that have been successful in encouraging Indigenous students to stay at school can be found in section 4.5, box 4.5.2.

The primary measure for this indicator is apparent retention rates from years 7 or 8 to year 9. This section also includes data on the related measures: year 9 student attendance rates; year 9 or below as the highest level of schooling for people 15 years and older; and science, mathematics and reading test results as indicators of proficiency in these subjects.

Student retention

The available retention data for year 9 do not fully reflect the high rate of early school leaving amongst Indigenous students, because apparent retention rates are based on enrolment numbers. High enrolment rates are to be expected, because normal year level progression means students in year 9 are generally of an age at which school education is compulsory. Apparent retention rates do not reflect school attendance or whether the student completed the school year (because data are collected in August). Some information on methods for calculating retention rates and definitional issues are addressed in section 4.5.

Table 6.4.1 Apparent retention rates of full time secondary students to year 9, all schools, 2010 (per cent)^{a, b, c, d, e}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous									
Male	104.9	106.5	101.8	98.6	103.0	113.6	117.6	80.8	100.9
Female	105.7	105.5	101.0	94.5	96.2	114.1	121.1	88.1	100.8
Total	105.3	106.0	101.4	96.6	99.7	113.9	119.1	84.2	100.8
Non-Indigenous									
Male	99.9	100.8	100.6	100.8	100.5	100.4	101.5	97.0	100.4
Female	100.7	101.3	100.7	101.2	101.0	99.4	101.4	98.7	100.9
Total	100.3	101.1	100.6	101.0	100.8	99.9	101.5	97.8	100.7

^a The apparent retention rate is the percentage of full time students who continued to year 9 from respective cohort groups at the commencement of their secondary schooling (year 7/8). ^b Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions after the base year. ^c The exclusion of part time students from standard apparent retention rate calculations has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there is a high proportion of part time students. ^d The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender. ^e Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT and as a result, Indigenous apparent retention rates may misrepresent the retention of students in secondary schooling in the NT.

Source: ABS (2011); table 4A.5.31.

High apparent retention rates from years 7 or 8 to year 9 are to be expected because normal year level progression means students in year 9 are generally of an age at which school education is compulsory (table 6.4.1). Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions after the base year.

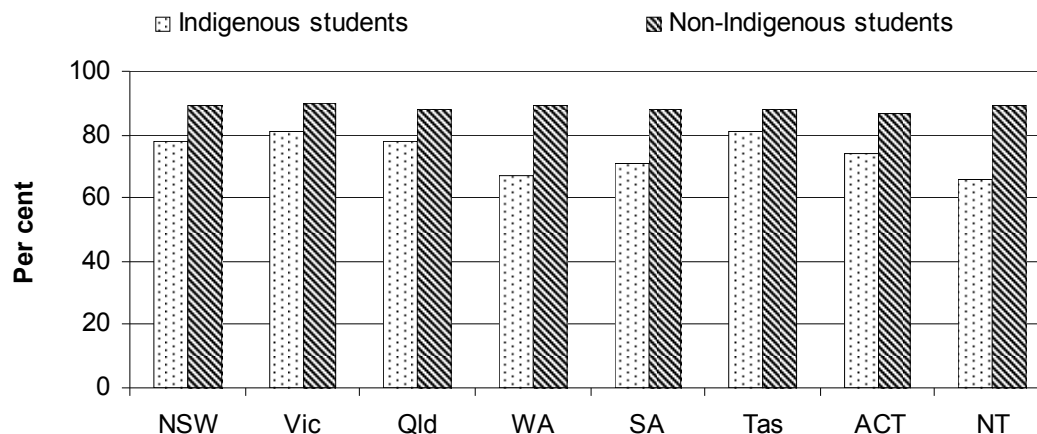
Nationally, from 1998 to 2010 apparent retention rates from years 7 or 8 to year 9 for Indigenous students increased from 95.0 per cent to 100 per cent (table 4A.5.19). Further data on apparent retention rates from 2002 to 2008 by jurisdiction and gender are included in tables 4A.5.23–31.

Student attendance

Student attendance is defined as the number of actual full time equivalent student days attended over the collection period⁵ as a percentage of the total number of possible student days. More information on attendance rates and definitional issues are addressed in section 6.1.

⁵ Presently, the collection period measure is transitional, with most jurisdictions providing government schools data for the first semester, whereas non-government schools provide data over a period including the last 20 days in May.

Figure 6.4.1 Student attendance rates for year 9, government schools, 2009



Source: ACARA (unpublished); table 6A.1.1.

Figure 6.4.1 presents data on student attendance rates for government schools in 2009. Attendance rates cannot be compared across school sectors. Data on student attendance rates across all school sectors for the period 2007–2009 are available in tables 6A.1.1–9.

- Attendance rates for Indigenous students, at government schools, were lower than for non-Indigenous students for year 9 in all states and territories in 2009 (table 6A.1.1).
- Across the other school sectors (Catholic schools and independent schools), attendance rates for Indigenous students were mostly lower than for non-Indigenous students for year 9 in 2009 (tables 6A.1.2–3).
- From 2007 to 2009, there was little change in the attendance rates of Indigenous and non-Indigenous students in government schools in year 9 (tables 6A.1.1, 6A.1.4 and 6A.1.7).

Highest level of schooling completed

Data on the highest level of schooling completed are from the ABS National Aboriginal and Torres Strait Islander Social Survey 2008 (NATSISS 2008) and the ABS National Health Survey 2007-08 (NHS 2007-08), for Indigenous and non-Indigenous people, respectively. These data show that:

-
- the proportion of Indigenous people aged 15 years and over leaving school before completing year 10 decreased significantly between 1994 (52.1 per cent) and 2008 (34.1 per cent) (table 4A.5.10)
 - the proportion of people aged 15 years and over leaving school before completing year 10 was twice as high for Indigenous people (34.1 per cent) as non-Indigenous people (16.0 per cent) in 2008 (table 4A.5.6).

Internationally comparable learning outcomes

Australia participates in two international tests: the OECD Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). Both tests report results for Australian Indigenous and non-Indigenous students.

TIMSS data for year 8 students for 2002-03 and 2006-07 were presented in previous reports (2007 and 2009) and can be found in tables 6A.4.4 and 6A.4.5. The TIMSS 2010-11 will be available in 2012. Detailed information about TIMSS is available at <http://www.acer.edu.au/timss>.

The PISA 2009 are the most recent internationally comparable learning outcomes data available. The PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. The nationally agreed proficiency level is defined as level 3 or above on PISA reading literacy, PISA mathematical literacy and PISA scientific literacy assessments (COAG 2009). Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills. It is different to the year 9 NAPLAN national minimum standard data included in section 4.4.

The PISA participating schools were stratified according to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Schools Geographic Location Classification. In PISA 2009, 68 per cent of schools were located in a metropolitan zone, 28 per cent were in provincial zones and around four per cent of schools were in remote areas (Thomson et al. 2010). Detailed information about PISA 2009 is available in Bortoli and Thompson (2010); Thomson et al. (2010) and OECD (2010).

The PISA tables in this section include 95 per cent confidence intervals in brackets. Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates. An estimate of 80 with a confidence interval of ± 2 , for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result

would lie between 78 and 82. The learning outcomes proportion for a given level can be thought of in terms of a range. If one outcome level ranges from 78–82 and another from 77–81, then it is not possible to say with confidence that one differs from the other (because there is an overlap and there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference between the two estimates.

Table 6.4.2 Proportion of 15 year old secondary students achieving at or above level 3 for reading, mathematics and science literacy (PISA) ^{a, b}

	<i>Science literacy</i>	<i>Mathematics literacy</i>	<i>Reading literacy</i>
2009			
Indigenous students	37.8 (±2.7)	34.5 (±2.6)	34.7 (±2.7)
Non-Indigenous students	68.5 (±0.9)	64.8 (±1.0)	66.3 (±0.9)
2006			
Indigenous students	34.3 (± 2.8)	32.4 (± 2.6)	33.5 (± 2.5)
Non-Indigenous students	68.0 (± 0.9)	67.5 (± 0.9)	66.5 (± 0.9)
2003			
Indigenous students	na	30.1 (± 3.2)	38.4 (± 3.9)
Non-Indigenous students	na	67.9 (± 0.9)	70.6 (± 0.9)
2000			
Indigenous students	na	na	38.1 (± 3.4)
Non-Indigenous students	na	na	69.9 (± 1.3)

^a These data are from assessments conducted for the Programme for International Student Assessment (PISA). The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). ^b The nationally agreed proficiency level is defined as level 3 or above on PISA reading literacy, PISA mathematical literacy and PISA scientific literacy assessments (COAG 2009). **na** Not available.

Source: ACER (unpublished); tables 6A.4.1–3.

Across the three core assessment domains (reading literacy, mathematical literacy and scientific literacy) and four PISA cycles (2000, 2003, 2006 and 2009) Indigenous students were substantially over-represented at the lower end of the assessment domain scales (levels 1 and 2) (tables 6A.4.1–3).

In scientific literacy, the proportion of 15 year olds who achieved the national proficiency level (level 3) or above:

- was 37.8 per cent for Indigenous students compared with 68.5 per cent for non-Indigenous students in 2009
- did not change between 2006 and 2009 for Indigenous or non-Indigenous students (table 6.4.2).

In mathematical literacy, the proportion of 15 year olds who achieved the national proficiency level (level 3) or above:

- was 34.5 per cent for Indigenous students compared with 64.8 per cent for non-Indigenous students in 2009
- did not change for Indigenous students between 2003 and 2009 but there was a statistically significant decline for non-Indigenous students (table 6.4.2).

In reading literacy, the proportion of 15 year olds who achieved the national proficiency level (level 3) or above:

- was 34.7 per cent for Indigenous students compared with 66.3 per cent for non-Indigenous students in 2009
- did not change for Indigenous students between 2000 and 2009 but there was a statistically significant decline for non-Indigenous students (table 6.4.2).

6.5 Year 10 attainment

Box 6.5.1 Key messages

- Apparent retention rates from years 7 or 8 to year 10 for Indigenous students increased from 83.1 per cent in 1998 to 95.8 per cent in 2010. The non-Indigenous rates increased from 97.5 per cent to around 100 per cent (table 4A.5.19).
- 64.8 per cent of Indigenous people aged 15 years and older reported leaving school before completing year 11 or 12 in 2008, compared to 39.5 per cent of non-Indigenous people aged 15 years and older (table 4A.5.6).

Attempts to increase rates of higher level school attainment for Indigenous people have been made a priority under the Council of Australian Governments (COAG) National Education Agreement (COAG 2009). In general, schooling in Australia is compulsory until 15 or 16 years of age, which equates roughly to year 10. A body of evidence points to the benefits of continuing school after the period of compulsory schooling ends. (See sections 4.5 and 6.4). Programs that have been successful in encouraging Indigenous students to stay at school can be found in section 4.5, box 4.5.2.

The primary measure for this indicator is apparent retention rates from years 7 or 8 to year 10. This section also includes data on the related measures: year 10 student attendance rates; and people 15 years and older with year 10 or below as the highest level of schooling completed.

There is a strong correlation between the level of schooling attained and a person's employment prospects. In 2008, the employment rate of Indigenous people increased with the level of schooling they had attained. The employment rate of Indigenous people aged 15 years and over who had completed schooling only to year 9 or below was 30.0 per cent, while 51.0 per cent of Indigenous people who completed schooling to year 10 or 11 reported being employed. Of the Indigenous people who had a non-school qualification, 70.0 per cent reported having a job (table 4A.5.7).

Household income also increases with the level of education attained. ABS National Aboriginal and Torres Strait Islander Social Survey 2008 (NATSISS 2008) data show that 69.2 per cent of Indigenous people who had completed schooling to year 9 or below were in the lowest equivalised household income quintile. The corresponding proportion of Indigenous people who had completed schooling to years 10 or 11 was 55.3 per cent (table 4A.5.7). Conversely, the proportions of Indigenous people who had completed schooling to year 9 or below, and year 10 or 11 who were in the highest income quintile, were 1.3 per cent and 3.2 per cent, respectively (table 4A.5.7).

Student retention

Apparent retention rates do not reflect school attendance or whether the student completed the school year (because data are collected in August). Information on methods for calculating retention rates and definitional issues are addressed in sections 4.5 and 6.4.

Table 6.5.1 Apparent retention rates of full time secondary students to year 10, all schools, 2010 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous									
Male	94.6	85.9	99.7	89.5	100.6	115.1	93.8	85.9	95.2
Female	101.5	95.4	99.5	92.1	97.8	106.9	100.0	76.6	96.5
Total	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
Non-Indigenous									
Male	99.3	100.5	101.4	102.9	102.4	99.7	100.7	93.8	100.6
Female	99.5	102.2	102.6	103.0	103.7	100.2	100.6	96.8	101.5
Total	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0

^a The apparent retention rate is the percentage of full time students who continued to year 10 from respective cohort groups at the commencement of their secondary schooling (year 7/8). See notes to table 4A.5.31 for more detail. 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. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions after the base year. ^b The exclusion of part time students from standard apparent retention rate calculations has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there are high proportions of part time students. ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT and as a result, Indigenous apparent retention rates may misrepresent the retention of students in secondary schooling in the NT.

Source: ABS (2011); table 4A.5.31.

Apparent retention rates from years 7 or 8 to year 10 are lower than from years 7 or 8 to year 9, because normal year level progression means some students in year 10 are of an age at which school education is no longer compulsory. In 2010:

- 95.8 per cent of Indigenous students continued from years 7 or 8 to year 10. All non-Indigenous students continued to year 10 (table 6.5.1)
- apparent retention rates from years 7 or 8 to year 10 for Indigenous students were lower than the corresponding apparent retention rates for non-Indigenous students in all State and Territories, except Tasmania, where the rate was higher (table 6.5.1).

Nationally, from 1998 to 2010, apparent retention rates from years 7 or 8 to year 10 for Indigenous students increased from 83.1 per cent to 95.8 per cent while non-Indigenous rates also increased (table 4A.5.19). Further data on apparent retention rates from 2002 to 2010 by jurisdiction and gender are included in tables 4A.5.23–31.

Table 4A.5.32 shows apparent retention rates for full time students who continued to year 12 from year 10. Nationally, Indigenous students' retention from year 10 to year 12 in 2010 was 52.5 per cent compared with a 79.5 per cent retention rate for non-Indigenous students. Apparent retention rates from year 10 to year 12 for

Indigenous students increased from 46.0 per cent in 2004 to 52.5 per cent in 2010, while non-Indigenous rates remained relatively constant (table 4A.5.32).

Student attendance

Student attendance is defined as the number of actual full time equivalent student days attended over the collection period⁶ as a percentage of the total number of possible student days. More information on attendance rates and definitional issues are addressed in section 6.1. The school attendance rate at government schools was much lower for Indigenous students than non-Indigenous students in year 10 across all jurisdictions in 2009 (table 6A.1.1). Attendance rates for Indigenous students in year 10 were very close to or higher than attendance rates for non-Indigenous students at independent schools in Tasmania (table 6A.1.2) and Catholic schools in Victoria, Queensland, SA, Tasmania, the ACT and the NT (table 6A.1.3).

Highest level of schooling completed

Data on the highest level of schooling completed are derived from the NATSISS 2008 and the ABS National Health Survey 2007-08 (NHS 2007-08), for Indigenous and non-Indigenous people, respectively. These data show that:

- the proportion of Indigenous people aged 15 years and over leaving school before completing year 11 or 12 decreased significantly between 1994 (80.3 per cent) and 2008 (64.8 per cent) (table 4A.5.10)
- the proportion of people aged 15 years and over leaving school before completing year 11 or 12 was significantly higher for Indigenous people (64.8 per cent) than for non-Indigenous people (39.5 per cent) in 2008 (table 4A.5.6).

⁶ Presently, the collection period measure is transitional, with most jurisdictions providing government schools data for the first semester, whereas non government schools provide data over a period including the last 20 days in May.

6.6 Transition from school to work

Box 6.6.1 Key messages

- 40.1 per cent of Indigenous 18 to 24 year olds in 2008 were neither employed (unemployed or not in the labour force) nor studying, compared to 9.8 per cent of non-Indigenous people in the same age group (figure 6.6.1).
- There was no significant change in the proportions of Indigenous and non-Indigenous 18 to 24 year olds who were neither employed nor studying between 2002 and 2008 (figure 6.6.2).

Indigenous people's transition from education to the workforce is an important factor in improving Indigenous employment rates. The primary measures for this indicator are:

- the proportion of young Indigenous people aged 18 to 24 years who are neither participating in education and training nor employed
- labour force status of people, aged 18 to 64 years, who have achieved a qualification of certificate level III or higher.

The first measure identifies a group who may not be successfully making the transition from education to work, and who are 'at risk' of long term disadvantage. The second measure looks at 'outcomes from education', by comparing labour force outcomes for Indigenous and non-Indigenous people aged 18 to 64 years over who have achieved a certain level of education.

School-leavers without a school qualification may have few opportunities for work, and as time passes, their chances of gaining employment or re-entering full time education are likely to decline further (McMillan and Marks 2003). There is also a growing body of research on the 'entrenched disadvantage' faced by Indigenous school-leavers in the transition to employment, including high rates of arrest among Indigenous youth — which both disrupts educational progress and eventually can impact on ability to secure employment — and social exclusion factors such as labour market discrimination and the relatively higher cost of education to those of lower socio-economic status (Hunter 2010).

Studies examining labour market outcomes of non-graduates and graduates from university or TAFE have concluded that the transition from study to work was generally smoother for graduates, and that tertiary qualifications worked to protect young people from many of the difficulties involved with making this transition. University and TAFE graduates earned significantly more than those who entered the workforce directly from school (Lamb 2001; Lamb and McKenzie 2001). Corrie

and McKenzie (2009) found that early school leavers were more likely to be employed in low level positions in occupations such as labouring, retail sales and hospitality.

Sections 4.5, 6.4 and 6.5 contain more information on secondary school retention and attainment for Indigenous students. Unemployment and labour force participation for Indigenous people aged 15 to 64 years are discussed in section 4.6. More information on employment undertaken by Indigenous people — including employment by full time and part time status, sector, industry and skill level — is in section 8.1.

Opportunities for Indigenous youth to move from education into employment are provided by Job Network providers as well as independent organisations throughout Australia, including programs offered by the Aboriginal Employment Strategy, Quality Industry Training and Employment, and Myuma Pty Ltd which aim to connect Indigenous people with training and employment opportunities (NCVER 2009). Centrelink offers support to young Indigenous jobseekers through the Indigenous Wage Subsidy, which is available to employers to subsidise the cost of wages for new Indigenous employees (Centrelink 2009). In addition to this, the Australian Government's Indigenous Cadetship Program targets Indigenous students, and links them to employers who offer cadetship positions (DEEWR 2009). Box 8.1.2 in chapter 8 provides some examples of successful programs in improving Indigenous employment outcomes.

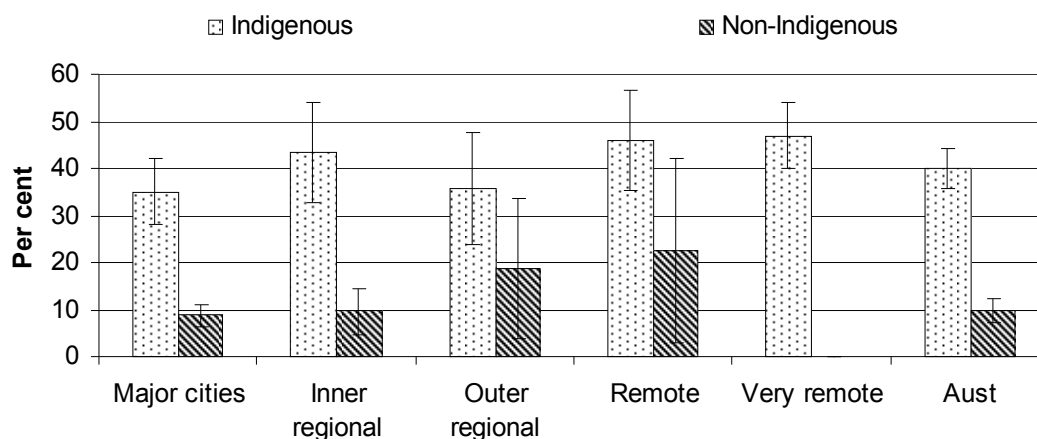
Data for both of the primary measures for this indicator are from the ABS National Aboriginal and Torres Strait Islander Social Survey 2008 and 2002 (NATSISS 2002, 2008) the ABS National Health Survey 2004-05 and 2007-08 (NHS 2004-05, 2007-08), the ABS General Social Survey 2002 (GSS 2002).

Young people at risk of long term disadvantage — people aged 18 to 24 years neither working or studying

This measure looks at the participation in the work force and education system of people aged 18 to 24 years. It examines the proportion of people in this age group who are neither in full or part time employment, nor in full or part time study.

Young people who spend extended periods of time outside the work force and full time education may be missing out on employment experience, the development of work skills and familiarity with new technologies, which decreases their chances of finding employment in the future. This cohort of the population is considered 'at risk' of long term difficulties in securing employment.

Figure 6.6.1 **Proportion of 18–24 year olds not employed and not studying, by remoteness, 2008^{a, b}**



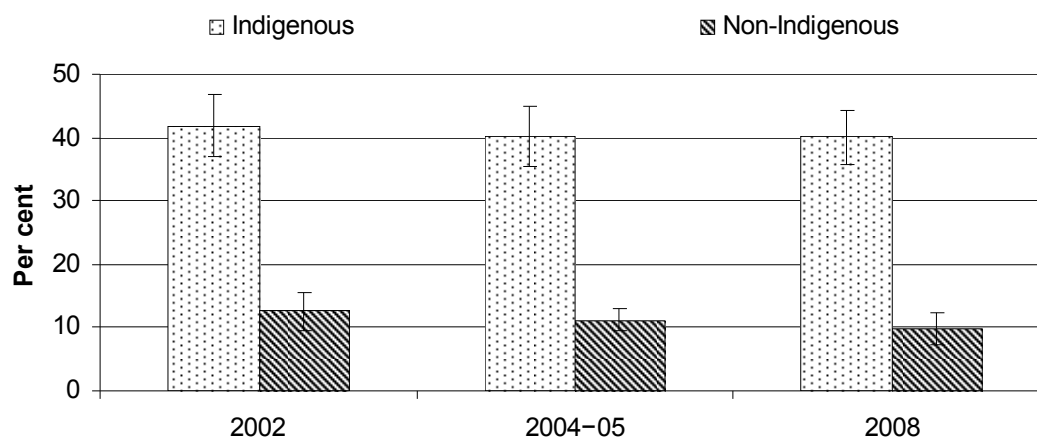
^a Non-Indigenous proportion in very remote areas not available. ^b Error bars represent 95 per cent confidence intervals around each estimate (see chapter 3 for more information).

Source: ABS (unpublished) NATSISS 2008; ABS (unpublished) NHS 2007-08; tables 6A.6.1 and 6A.6.2.

In 2008, for those aged 18 to 24 years old:

- nationally, 40.1 per cent of Indigenous people were neither employed (unemployed or not in the labour force) nor studying, compared to 9.8 per cent of non-Indigenous people (figure 6.6.1)
- there was no significant difference between the proportions of Indigenous people who were neither employed nor studying across remoteness areas (figure 6.6.1)
- the proportion of Indigenous people who were neither employed nor studying was highest in WA (50.6 per cent), and lowest in the ACT (25.4 per cent) (table 6A.6.1)
- a lower proportion of Indigenous males (30.2 per cent) than Indigenous females (49.9 per cent) was neither employed and nor studying. Similarly, a lower proportion of non-Indigenous males (7.1 per cent) than non-Indigenous females (12.6 per cent) were neither employed nor studying (table 6A.6.5).

Figure 6.6.2 Proportion of 18–24 year olds not employed and not studying, 2002–2008^a



^a Error bars represent 95 per cent confidence intervals around each estimate (see chapter 3 for more information).

Source: ABS (unpublished) NATSISS 2002; ABS (unpublished) NATSISS 2008; ABS (unpublished) NATSIHS 2004-05; ABS (unpublished) GSS 2002; ABS (unpublished) NHS 2004-05; ABS (unpublished) NHS 2007-08; tables 6A.6.1 and 6A.6.2.

Between 2002 and 2008, for people aged 18 to 24 years:

- there was no significant change in the proportions of Indigenous and non-Indigenous people who were not employed and not studying (figure 6.6.2)

Data disaggregated by State and Territory, sex, and remoteness area for people aged 18 to 24 years who were not employed or studying from 2002 to 2008 are included in attachment tables 6A.6.1–5.

Some people are not working or studying because of childcare responsibilities. Young Indigenous females are more likely to be outside the labour force and full time education because they are performing home duties. In 2009, the birth rate of Indigenous females aged 19 years was around five times as high as that for non-Indigenous females (143 babies per 1000 females, and 29 babies per 1000 females, respectively) (table 5A.2.30). In 2008, 24.7 per cent of Indigenous people aged 18 to 24 years who were not in the labour force listed child care as the primary reason. (table 4A.6.25). Teenage birth rates for Indigenous and non-Indigenous females are examined in more detail in section 5.2.

Outcomes from education — labour force status by educational attainment

This measure examines the labour force status of people who have, and have not, achieved qualifications of various levels. It shows the relationship between employment outcomes and attainment of a certain level of educational qualification. Certificate level 3 is usually considered the minimum qualification necessary to substantially improve a person's employment outcomes (see section 4.7 for more information on post secondary education, participation and attainment).

Table 6.6.1 Labour force status, people aged 18–64 years, 2002 and 2008

	2002		2008	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
<i>Labour force participation as a proportion of the population aged 18–64 years (%)</i>				
Certificate III to advanced diploma ^a	81.9	85.6	84.7	86.8
Bachelor degree or higher ^b	90.8	89.2	90.0	87.7
Certificate III and higher	83.9	87.2	85.8	87.2
Other ^c	59.5	72.5	59.9	73.6
<i>Employed people as a proportion of the labour force aged 18–64 years (%)</i>				
Certificate III to advanced diploma ^a	72.6	82.4	77.2	84.7
Bachelor degree or higher ^b	80.4	86.9	85.3	85.4
Certificate III and higher	74.3	84.4	78.8	85.1
Other ^c	46.1	66.7	48.9	70.5

^a Includes Certificate III/IV and advanced diploma/diploma. ^b Includes bachelor degree, graduate diploma/graduate certificate and postgraduate certificate. ^c Includes certificate I and II and those who do not have a non-school qualification.

Source: ABS (unpublished) NATSISS 2002; ABS (unpublished) GSS 2002; ABS (unpublished) NATSISS 2008; ABS NHS 2007-08; table 6A.6.6.

Between 2002 and 2008, for people aged 18 to 64 years:

- the labour force and employment participation rates of Indigenous people with either a certificate III, Bachelor degree, or higher qualification, did not change significantly across the years (table 6.6.1)
- there was little difference in the labour force and employment participation rates of Indigenous people with either a certificate III, Bachelor degree or higher qualification, between remoteness areas or by sex (tables 6A.6.6–7).

Tables 6A.6.6–8 provide data on labour force status by level of qualifications for 2002, 2004–05 and 2008. Table 6A.6.9 presents these data by Community Development Employment Projects (CDEP) status.

The Report on Government Services (SCRGSP 2011) contains data on the proportion of VET graduates who reported being in employment and/or who continued on to further study after completing training.

Nationally, in 2009:

- 67.1 per cent of Indigenous VET graduates indicated that they were employed after completing a course (compared with 78.1 per cent of non-Indigenous VET graduates)
- 34.2 per cent of Indigenous VET graduates reported they had continued on to further study (compared with 32.1 per cent of all TAFE graduates) (SCRGSP 2011, tables 5A.26–7).

Data on VET graduates' employment and/or further study outcomes is also available by State and Territory (SCRGSP 2011).

6.7 Future directions in data

School enrolment and attendance

There are limitations with these data: data on government, catholic and independent school sectors are not able to be aggregated and data for individual school years are not able to be aggregated. The key challenge is to improve comparable reporting on attendance.

Teacher quality

The National Partnership on Teacher Quality includes reforms to improve the quality and availability of teacher workforce data by undertaking a Longitudinal Teacher Workforce Study. Data will also become available from the national reporting by states and territories under national partnership processes. These data sources, as well as other data collected under additional reforms, should allow the measures used for this indicator to be reported on in future years.

In support of the partnership, a set of National Professional Standards for Teachers were announced on 9 February 2011 (AITSL 2011). These standards aim to provide a nationally consistent basis to recognise teacher quality levels, and include specific descriptors for Aboriginal and Torres Strait Islander students.

Indigenous cultural studies

Data on the Indigenous status of teachers may be available from the National Schools Statistics Collection for future editions of the report. This collection is a joint undertaking of State and Territory departments of education, DEEWR, ABS, and the Ministerial Council for Education, Early Childhood Development and Youth Affairs.

Transition from school to work

The ABS program of ongoing Indigenous specific household surveys will continue to provide selected education and labour data on a three-yearly cycle to report on this indicator. Data on this topic are also available from the five-yearly Census.

Unpublished data on employment and training outcomes for VET graduates are obtained from the National Centre for Vocational Education Research's Student Outcomes Survey, and are reported in the Report on Government Services on an annual basis (SCRGSP 2011).

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6A Education and training — attachment

The tables in this file accompany the report, *Overcoming Indigenous Disadvantage: Key Indicators 2011*, prepared by the Steering Committee for the Review of Government Service Provision. Background and definitions are available in the report, which is available on the Review website (www.pc.gov.au/gsp).

This file is available in both Microsoft Excel and Adobe PDF formats on the Review website (www.pc.gov.au/gsp). Users without Internet access can contact the Secretariat to obtain these tables (details inside the front cover of the report).

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Table 6A.1.1

Table 6A.1.1 Student attendance rates, government schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	88	85	80	78	80	88	75
Non-Indigenous	94	94	94	94	94	94	93	91	89	89	91	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	88	89	89	89	89	86	82	81	81	82	82
Non-Indigenous	93	94	94	94	94	94	93	91	90	90	89	89
Total	93	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	86	86	87	87	87	87	87	82	78	76	89	94
Non-Indigenous	93	93	93	93	93	93	93	91	88	87	86	93
Total	92	92	93	93	93	93	92	90	88	86	86	93
WA												
Indigenous	80	80	81	82	82	81	82	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	89	88	na	na
Total	92	93	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	81	81	82	83	83	83	82	77	71	69	80	71
Non-Indigenous	92	93	93	93	93	92	92	90	88	86	92	89
Total	92	92	92	92	92	92	92	89	87	85	92	89
Tas												
Indigenous	92	93	93	93	92	92	88	87	81	78	na	na
Non-Indigenous	94	94	95	95	95	94	92	90	88	87	na	na
Total	94	94	95	94	95	94	92	90	88	86	na	na

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Table 6A.1.1

Table 6A.1.1 Student attendance rates, government schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	90	88	90	89	86	79	80	74	75	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	87	87	na	na
Total	94	94	94	94	93	93	91	88	87	87	na	na
NT												
Indigenous	71	73	74	75	76	75	72	67	66	67	78	85
Non-Indigenous	93	93	93	93	93	93	93	90	89	89	74	92
Total	82	83	84	85	86	85	83	80	80	81	78	92

na Not available.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (unpublished).

Table 6A.1.2

Table 6A.1.2 Student attendance rates, independent schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	88	93	91	89	91	91	90	84	80	82	91
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	92	88
Total	94	94	95	94	95	94	95	94	93	93	92	88
Vic												
Indigenous	91	92	88	95	94	96	82	86	87	81	95	83
Non-Indigenous	93	94	95	94	94	94	95	94	93	93	94	89
Total	93	94	94	94	94	94	94	94	93	93	94	89
Qld												
Indigenous	83	83	85	83	88	84	88	86	86	81	81	76
Non-Indigenous	93	92	93	93	94	93	93	92	91	92	91	92
Total	93	92	93	93	94	93	93	92	91	91	91	91
WA												
Indigenous	80	83	78	85	81	81	84	82	83	79	62	40
Non-Indigenous	93	94	95	94	95	94	94	95	95	93	94	67
Total	93	94	94	94	95	94	94	94	94	93	88	58
SA												
Indigenous	87	84	86	84	88	88	87	85	77	78	98	75
Non-Indigenous	93	93	93	94	94	93	94	93	93	92	94	95
Total	93	93	93	94	94	93	94	93	93	92	94	95
Tas												
Indigenous	95	96	94	97	95	93	96	92	94	93	na	na
Non-Indigenous	94	95	95	96	94	95	96	94	94	94	78	93
Total	94	95	95	96	94	95	96	94	94	94	78	93

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Table 6A.1.2

Table 6A.1.2 Student attendance rates, independent schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	83	88	97	87	85	98	90	69	90	71	na	na
Non-Indigenous	93	95	94	94	95	93	95	94	94	94	na	na
Total	93	95	94	94	95	93	95	94	94	94	na	na
NT												
Indigenous	52	70	73	64	64	68	81	85	84	83	na	73
Non-Indigenous	92	92	93	94	94	94	93	91	93	92	na	na
Total	86	89	90	89	89	92	91	90	90	90	na	73

na Not available.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (unpublished).

Table 6A.1.3

Table 6A.1.3 Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	89	88	89	88	90	88	85	86	78	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	94	94	95	94	95	94	94	93	93	92	91	na
Vic												
Indigenous	91	91	92	89	90	91	85	86	85	88	na	na
Non-Indigenous	93	93	94	93	94	93	94	93	92	91	na	na
Total	93	93	94	93	94	93	94	93	92	91	na	na
Qld												
Indigenous	89	89	89	88	90	92	87	89	88	88	94	69
Non-Indigenous	93	94	94	93	94	93	94	93	92	91	91	38
Total	93	93	94	93	94	93	94	93	92	91	91	63
WA												
Indigenous	72	78	69	76	78	73	73	85	80	79	52	-
Non-Indigenous	92	94	94	94	94	94	94	95	94	93	91	68
Total	91	93	93	93	93	94	93	94	94	93	85	68
SA												
Indigenous	92	95	94	92	91	91	91	86	90	90	95	na
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	93	95
Total	93	94	94	94	94	94	94	94	93	92	93	95
Tas												
Indigenous	93	92	94	96	96	95	95	97	92	93	98	96
Non-Indigenous	95	95	96	95	95	94	95	94	93	93	97	94
Total	95	95	96	95	95	94	95	94	93	93	97	94

Table 6A.1.3

Table 6A.1.3 Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	82	88	88	91	93	89	88	86	91	na	na
Non-Indigenous	94	93	94	93	94	94	93	91	91	90	na	na
Total	94	93	94	93	94	94	93	91	91	90	na	na
NT												
Indigenous	63	64	70	69	71	65	75	67	71	69	na	na
Non-Indigenous	89	88	88	89	87	91	91	88	91	89	na	na
Total	77	76	81	81	81	80	85	80	83	81	na	na

na Not available. – Nil or rounded to zero.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (unpublished).

Table 6A.1.4

Table 6A.1.4 Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	89	84	81	78	81	87	76
Non-Indigenous	94	94	95	94	94	94	93	91	90	89	92	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	89	89	89	89	89	86	85	82	82	83	83
Non-Indigenous	94	94	94	94	94	94	94	91	90	90	90	90
Total	94	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	85	87	87	87	88	88	87	82	78	76	70	95
Non-Indigenous	93	94	94	94	94	94	93	91	88	87	89	91
Total	92	93	93	93	93	93	93	90	88	86	86	92
WA												
Indigenous	78	81	80	82	82	81	81	74	68	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	90	87	na	na
Total	92	92	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	80	83	84	83	84	83	83	77	70	70	81	69
Non-Indigenous	93	93	94	94	93	93	93	91	88	86	93	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Tas												
Indigenous	93	94	93	93	93	92	90	86	83	81	na	na
Non-Indigenous	94	95	95	95	95	95	93	91	89	88	na	na
Total	94	95	95	95	95	95	93	91	89	87	na	na

Table 6A.1.4

Table 6A.1.4 Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	90	90	90	88	90	85	79	76	80	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	88	87	na	na
Total	93	94	94	94	94	93	91	89	88	87	na	na
NT												
Indigenous	70	73	73	74	74	74	73	70	70	69	81	52
Non-Indigenous	92	93	93	93	93	93	92	91	90	89	83	93
Total	82	83	84	85	84	85	82	81	81	82	81	86

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 6A.1.5

Table 6A.1.5 Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	91	91	92	91	93	94	92	88	84	76	88	98
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	95	91
Total	95	94	95	95	95	95	95	94	94	93	95	91
Vic												
Indigenous	91	93	93	86	95	91	85	93	89	87	100	79
Non-Indigenous	94	94	95	94	94	94	94	94	93	93	90	82
Total	93	94	95	94	94	94	94	94	93	93	91	82
Qld												
Indigenous	83	86	86	87	88	89	88	89	85	84	92	81
Non-Indigenous	94	93	93	94	94	94	94	94	93	93	97	92
Total	93	93	93	93	94	94	93	93	93	92	96	92
WA												
Indigenous	74	75	75	76	85	83	80	85	85	81	72	53
Non-Indigenous	94	94	95	94	94	94	95	95	94	93	97	73
Total	93	93	94	94	94	94	95	94	93	93	85	65
SA												
Indigenous	88	89	88	86	91	94	82	88	84	89	98	79
Non-Indigenous	93	94	95	95	95	95	94	94	94	93	92	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Tas												
Indigenous	94	95	97	92	94	95	95	91	91	90	na	na
Non-Indigenous	92	92	93	93	94	94	94	93	93	93	93	99
Total	92	92	94	93	94	94	94	93	93	93	93	99

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Table 6A.1.5

Table 6A.1.5 Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	89	95	91	90	86	80	93	75	86	na	na
Non-Indigenous	95	94	94	94	95	94	93	95	94	94	na	na
Total	95	94	94	94	95	94	93	95	94	94	na	na
NT												
Indigenous	64	71	77	73	67	71	84	84	75	82	na	66
Non-Indigenous	92	94	96	96	95	94	92	92	91	91	na	na
Total	88	91	93	93	92	91	91	90	87	89	na	66

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 6A.1.6

Table 6A.1.6 Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	90	90	90	91	91	87	87	85	90	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	95	na
Total	94	94	95	94	95	94	94	93	93	92	95	na
Vic												
Indigenous	86	90	85	86	86	86	88	81	79	81	na	20
Non-Indigenous	93	93	94	94	94	93	94	92	92	91	93	84
Total	93	93	94	93	94	93	94	92	92	91	93	77
Qld												
Indigenous	87	89	87	88	88	88	89	90	88	84	96	81
Non-Indigenous	93	94	94	95	95	95	94	93	93	91	88	46
Total	93	94	94	95	95	95	94	93	93	91	89	66
WA												
Indigenous	73	71	77	75	76	76	81	77	79	76	na	na
Non-Indigenous	92	92	93	93	94	92	94	94	92	93	93	na
Total	91	91	92	92	93	91	93	93	92	92	92	na
SA												
Indigenous	89	95	92	89	88	90	92	82	89	85	na	45
Non-Indigenous	94	94	95	94	95	94	94	94	92	92	93	88
Total	94	94	95	94	95	94	94	94	92	92	93	88
Tas												
Indigenous	91	94	94	92	93	93	96	92	94	87	93	90
Non-Indigenous	93	93	94	94	93	94	94	93	92	91	85	90
Total	93	93	94	94	93	94	94	93	92	91	85	90

Table 6A.1.6

Table 6A.1.6 Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	92	92	87	88	91	87	92	86	87	88	na	na
Non-Indigenous	94	93	94	93	93	92	93	92	90	89	94	na
Total	94	93	94	93	93	92	93	91	90	89	94	na
NT												
Indigenous	67	72	72	75	77	71	72	69	71	69	na	na
Non-Indigenous	91	91	90	91	90	90	90	89	89	88	na	na
Total	82	84	84	86	86	85	85	82	84	83	na	na

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) 2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter.

Table 6A.1.7

Table 6A.1.7 Student attendance rates, government schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	89	89	89	89	89	84	81	78	81	85	76
Non-Indigenous	94	94	95	95	94	94	93	91	90	89	92	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	89	89	90	90	90	89	87	85	81	83	84	84
Non-Indigenous	94	95	95	95	95	95	94	92	91	91	90	90
Total	94	95	95	95	95	94	94	92	91	91	90	90
Qld												
Indigenous	87	87	87	88	88	88	87	84	80	78	84	94
Non-Indigenous	94	94	94	94	94	94	94	92	89	88	90	88
Total	94	94	94	94	94	93	93	91	88	87	89	90
WA												
Indigenous	78	80	82	82	82	83	82	75	68	64	..	..
Non-Indigenous	93	94	94	94	94	94	94	92	90	88	..	96
Total	92	93	93	93	93	93	93	91	88	86	..	96
SA												
Indigenous	83	85	86	85	86	84	84	78	74	75	81	74
Non-Indigenous	93	94	94	94	93	93	93	91	89	87	93	91
Total	93	93	93	93	93	93	92	90	88	87	93	90
Tas												
Indigenous	94	94	94	94	93	93	91	88	85	83	..	..
Non-Indigenous	95	95	96	96	95	95	94	92	90	88	..	..
Total	95	95	95	95	95	95	94	91	89	88	..	..

Table 6A.1.7

Table 6A.1.7 Student attendance rates, government schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	88	88	89	88	87	86	85	81	81	..	..
Non-Indigenous	94	94	94	94	94	92	92	90	88	88	..	..
Total	93	94	94	94	94	92	91	90	88	88	..	..
NT												
Indigenous	71	72	73	75	75	75	75	75	71	69	74	69
Non-Indigenous	91	93	93	93	93	93	92	92	89	88	..	95
Total	82	83	84	85	85	85	85	84	82	81	75	87

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2009) 2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter.

Table 6A.1.8

Table 6A.1.8 Student attendance rates, independent schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	92	87	93	90	92	93	88	87	89	80	95	100
Non-Indigenous	94	94	94	94	94	94	94	93	93	92	94	92
Total	94	94	94	94	94	94	94	93	93	92	94	92
Vic												
Indigenous	78	93	83	82	79	96	84	69	85	67	..	53
Non-Indigenous	94	94	94	94	94	94	95	94	94	94	79	80
Total	94	94	94	94	94	94	95	94	94	94	79	79
Qld												
Indigenous	87	79	86	82	82	81	82	84	77	72	81	71
Non-Indigenous	93	93	94	93	94	94	93	92	92	92	94	81
Total	93	93	94	93	93	93	93	92	91	91	94	79
WA												
Indigenous	67	75	71	74	72	72	78	83	75	72	..	33
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	94	48
Total	93	93	93	93	94	94	94	94	94	94	94	44
SA												
Indigenous	86	83	88	93	89	91	83	86	90	87	75	100
Non-Indigenous	93	95	95	95	94	94	94	94	93	92	95	95
Total	93	95	94	95	94	94	94	94	93	92	95	95
Tas												
Indigenous	98	97	95	88	91	97	88	94	90	99	..	65
Non-Indigenous	94	95	95	95	95	95	95	94	95	93	96	99
Total	94	95	95	95	95	95	95	94	95	93	96	99

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Table 6A.1.8

Table 6A.1.8 Student attendance rates, independent schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	88	95	98	99	80	78	86	62	93	..	..
Non-Indigenous	94	95	95	94	95	95	94	93	92	91	..	..
Total	94	95	95	94	95	94	94	93	92	91	..	..
NT												
Indigenous	76	75	76	79	82	86	94	91	84	84	..	63
Non-Indigenous	93	95	92	94	92	93	95	94	94	93	95	..
Total	90	92	90	93	91	92	95	94	91	91	95	63

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEEETYA (2008) 2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter.

Table 6A.1.9

Table 6A.1.9 Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	88	89	90	89	89	88	86	85	85	89	..
Non-Indigenous	94	94	94	94	95	94	94	93	93	93	94	55
Total	94	94	94	94	94	94	94	93	93	92	94	55
Vic												
Indigenous	88	78	88	85	83	83	77	81	82	76	65	76
Non-Indigenous	93	93	93	94	93	93	94	93	92	91	87	68
Total	93	93	93	93	93	93	94	93	92	91	87	68
Qld												
Indigenous	86	89	88	87	88	87	90	89	86	83	100	60
Non-Indigenous	94	94	94	94	95	94	94	94	93	92	91	90
Total	93	94	94	94	95	94	94	94	93	92	91	82
WA												
Indigenous	76	79	75	80	77	78	76	82	83	83	..	..
Non-Indigenous	92	92	92	93	93	93	93	93	92	92	92	..
Total	91	92	92	92	92	92	93	93	92	92	86	..
SA												
Indigenous	92	92	93	91	95	93	92	85	85	89	..	..
Non-Indigenous	94	95	95	95	95	95	95	94	93	93	95	95
Total	94	95	95	95	95	95	95	94	93	93	95	95
Tas												
Indigenous	85	91	88	90	96	93	92	93	89	88	..	..
Non-Indigenous	89	89	89	91	90	90	89	88	87	86	..	..
Total	89	89	89	91	90	90	90	88	87	86	..	..

Table 6A.1.9

Table 6A.1.9 Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	94	92	84	77	94	91	94	91	87	..	..
Non-Indigenous	94	94	94	94	94	93	93	90	90	88	96	..
Total	94	94	94	94	94	93	93	90	90	88	96	..
NT												
Indigenous	85	84	84	85	85	87	79	86	89	83	..	..
Non-Indigenous	91	89	91	89	90	89	89	89	90	90	..	..
Total	90	89	89	89	89	89	87	88	90	89	..	..

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2008) 2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter.

Table 6A.1.10

Table 6A.1.10 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2010

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
	Indigenous children									
Number of children aged 6–15 years enrolled in school (a)	no.	40 858	8 245	39 353	18 998	7 490	4 572	1 114	13 360	133 990
Total 6–15 year old population (b) (c)	no.	38 231	8 291	38 000	17 209	7 006	4 417	1 026	15 086	129 266
Proportion of 6–15 year old population enrolled in school	%	106.9	99.4	103.6	110.4	106.9	103.5	108.6	88.6	103.7
	Non-Indigenous children									
Number of children aged 6–15 years enrolled in school (a) (d)	no.	841 853	654 803	543 096	270 115	188 340	60 134	44 908	18 654	2 621 903
Total 6–15 year old population (c) (e)	no.	858 028	659 671	552 574	276 649	189 487	60 380	40 971	19 140	2 656 900
Proportion of 6–15 year old population enrolled in school	%	98.1	99.3	98.3	97.6	99.4	99.6	109.6	97.5	98.7
	All children									
Number of children aged 6–15 years enrolled in school (a)	no.	882 711	663 048	582 449	289 113	195 830	64 706	46 022	32 014	2 755 893
Total 6–15 year old population (c)	no.	896 259	667 962	590 574	293 858	196 493	64 797	41 997	34 226	2 786 166
Proportion of 6–15 year old population enrolled in school	%	98.5	99.3	98.6	98.4	99.7	99.9	109.6	93.5	98.9

(a) Includes children enrolled full-time or part-time in 2010. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in *Schools, Australia 2009* (Cat. no. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

Table 6A.1.10

Table 6A.1.10 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2010

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

(e) In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

Source: ABS (unpublished) *Schools Australia 2010*, Cat. no. 4221.0; ABS (unpublished) *Population by Age and Sex, Australian States and Territories, June 2010*, Cat. no. 3201.0; ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, Cat. no. 3238.0.

Table 6A.1.11

Table 6A.1.11 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	38 996	7 734	38 387	19 162	7 223	4 537	1 053	12 850	129 942
Total 6–15 year old population (b) (c)	no.	38 471	8 330	37 911	17 406	7 009	4 498	1 035	15 033	129 693
Proportion of 6–15 year old population enrolled in school	%	101.4	92.8	101.3	110.1	103.1	100.9	101.7	85.5	100.2
Non-Indigenous children										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	841 550	653 913	541 098	269 189	188 742	60 802	44 789	18 674	2 618 757
Total 6–15 year old population (c) (e)	no.	858 655	658 262	549 194	273 946	190 206	60 914	40 985	19 192	2 651 354
Proportion of 6–15 year old population enrolled in school	%	98.0	99.3	98.5	98.3	99.2	99.8	109.3	97.3	98.8
All children										
Number of children aged 6–15 years enrolled in school (a)	no.	880 553	661 651	579 484	288 341	195 974	65 339	45 842	31 527	2 748 711
Total 6–15 year old population (c)	no.	897 126	666 592	587 105	291 352	197 215	65 412	42 020	34 225	2 781 047
Proportion of 6–15 year old population enrolled in school	%	98.2	99.3	98.7	99.0	99.4	99.9	109.1	92.1	98.8

(a) Includes children enrolled full-time or part-time in 2009. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in *Schools, Australia 2009* (Cat. no. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

Table 6A.1.11

Table 6A.1.11 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009

<i>Unit</i>	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

(e) In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

Source: ABS (unpublished) *Schools Australia 2009*, Cat. no. 4221.0; ABS (unpublished) *Population by Age and Sex, Australian States and Territories, June 2009*, Cat. no. 3201.0; ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, Cat. no. 3238.0.

Table 6A.1.12

Table 6A.1.12 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2008

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	37 640	7 456	37 214	19 158	7 034	4 233	998	13 189	126 922
Total 6–15 year old population (b) (c)	no.	38 873	8 369	37 816	17 474	6 985	4 579	1 050	14 873	130 061
Proportion of 6–15 year old population enrolled in school	%	96.8	89.1	98.4	109.6	100.7	92.4	95.0	88.7	97.6
Non-Indigenous children										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	843 908	651 635	536 324	265 879	189 789	61 725	44 594	18 425	2 612 279
Total 6–15 year old population (c) (e)	no.	858 027	655 867	543 831	269 552	190 857	61 386	40 822	19 085	2 639 385
Proportion of 6–15 year old population enrolled in school	%	98.4	99.4	98.6	98.6	99.4	100.6	109.2	96.5	99.0
All children										
Number of children aged 6–15 years enrolled in school (a)	no.	881 548	659 091	573 538	285 037	196 823	65 958	45 592	31 614	2 739 201
Total 6–15 year old population (c)	no.	896 900	664 236	581 647	287 026	197 842	65 965	41 872	33 958	2 769 446
Proportion of 6–15 year old population enrolled in school	%	98.3	99.2	98.6	99.3	99.5	100.0	108.9	93.1	98.9

(a) Includes children enrolled full-time or part-time in 2008. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

Table 6A.1.12 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2008

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

(e) In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

Source: ABS (unpublished) *Schools Australia 2008*, Cat. no. 4221.0; ABS (unpublished) *Population by Age and Aex, Australian States and Territories, June 2009*, Cat. no. 3201.0; ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, Cat. no. 3238.0.

Table 6A.1.13

Table 6A.1.13 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2007

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	36 428	7 126	36 053	18 816	6 909	4 316	972	12 772	123 392
Total 6–15 year old population (b) (c)	no.	39 124	8 383	37 537	17 435	6 954	4 609	1 049	14 661	129 792
Proportion of 6–15 year old population enrolled in school	%	93.1	85.0	96.0	107.9	99.4	93.6	92.7	87.1	95.1
Non-Indigenous children										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	847 477	649 843	528 449	262 221	190 063	61 902	44 878	18 258	2 603 091
Total 6–15 year old population (c) (e)	no.	861 078	654 860	538 561	266 865	191 943	61 855	41 183	19 090	2 635 787
Proportion of 6–15 year old population enrolled in school	%	98.4	99.2	98.1	98.3	99.0	100.1	109.0	95.6	98.8
All children										
Number of children aged 6–15 years enrolled in school (a)	no.	883 905	656 969	564 502	281 037	196 972	66 218	45 850	31 030	2 726 483
Total 6–15 year old population (c)	no.	900 202	663 243	576 098	284 300	198 897	66 464	42 232	33 751	2 765 579
Proportion of 6–15 year old population enrolled in school	%	98.2	99.1	98.0	98.9	99.0	99.6	108.6	91.9	98.6

(a) Includes children enrolled full-time in 2007. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

Table 6A.1.13

Table 6A.1.13 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2007

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

(e) In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

Source: ABS (unpublished) *Schools Australia 2007*, Cat. no. 4221.0; ABS (unpublished) *Population by Age and Sex, Australian States and Territories, June 2009*, Cat. no. 3201.0; ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, Cat. no. 3238.0.

Table 6A.1.14

Table 6A.1.14 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2006

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	35 332	6 930	34 653	18 778	6 677	4 401	945	12 126	119 842
Total 6–15 year old population (b)	no.	35 936	7 538	32 955	14 610	6 353	4 248	969	12 256	114 936
Proportion of 6–15 year old population enrolled in school	%	98.3	91.9	105.2	128.5	105.1	103.6	97.5	98.9	104.3
Non-Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	849 996	649 195	521 281	260 802	190 234	62 457	45 035	18 306	2 597 306
Total 6–15 year old population (b)	no.	797 941	608 348	489 122	241 604	180 556	58 729	39 457	16 440	2 432 541
Proportion of 6–15 year old population enrolled in school	%	106.5	106.7	106.6	107.9	105.4	106.3	114.1	111.4	106.8
All children										
Number of children aged 6–15 years enrolled in school (a)	no.	885 328	656 125	555 934	279 580	196 911	66 858	45 980	30 432	2 717 148
Total 6–15 year old population (b)	no.	833 877	615 886	522 077	256 214	186 909	62 977	40 426	28 696	2 547 477
Proportion of 6–15 year old population enrolled in school	%	106.2	106.5	106.5	109.1	105.4	106.2	113.7	106.0	106.7

(a) Includes children enrolled full-time in 2006.

(b) Numbers of children in the population are as at 30 June 2006.

Source: ABS (unpublished) *Schools Australia, 2006*, Cat. no. 4221.0; ABS (unpublished) *2006 Census of Population and Housing*, Cat. No. 2068.0.

Table 6A.3.1

Table 6A.3.1 Teaching of Indigenous culture in schools, by State and Territory, 2008 (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Estimate ('000)									
Child was taught Indigenous culture at school									
Aged 2 to 4 years									
Taught Indigenous culture at school	1 820	298	1 002	619	509	np	np	608	4 976
Total who usually attend school	5 857	753	3 342	1 278	1 006	350	79	1 300	13 964
Aged 5 to 11 years									
Taught Indigenous culture at school	19 138	3 188	14 365	7 476	3 923	1 672	514	6 941	57 218
Total who usually attend school	25 567	5 661	25 434	11 333	4 956	3 026	744	10 120	86 842
Aged 12 to 14 years									
Taught Indigenous culture at school	8 902	1 281	6 806	3 371	1 303	np	np	2 763	25 639
Total who usually attend school	11 778	2 397	10 861	5 134	1 871	1 365	274	3 940	37 620
Children aged 2 to 14 years									
Taught Indigenous culture at school	29 859	4 767	22 174	11 466	5 734	2 734	787	10 311	87 833
Total who usually attend school	43 202	8 811	39 637	17 745	7 833	4 741	1 097	15 360	138 426
Total who don't usually attend school.	6 314	2 008	9 188	4 252	1 129	1 128	186	3 708	27 914
Total children aged 2 to 14 years	49 516	10 819	48 826	21 997	8 962	5 869	1 283	19 068	166 339
Taught Indigenous culture at school or as part of further studies									
Aged 15 to 24 years									
Taught indigenous culture	20 898	4 234	16 439	8 532	3 796	3 118	556	8 658	66 231
Total that attended school or undertook further studies	30 604	7 024	28 821	13 768	5 908	4 116	907	12 542	103 690
Aged 25 to 44 years									
Taught indigenous culture	17 456	3 907	15 133	9 100	3 555	2 305	588	10 731	62 774
Total that attended school or undertook further studies	37 300	8 758	37 709	18 218	7 218	4 624	1 232	18 170	133 230

Table 6A.3.1

Table 6A.3.1 Teaching of Indigenous culture in schools, by State and Territory, 2008 (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Aged 45 years and over									
Taught indigenous culture	5 038	1 277	4 518	3 138	1 184	892	182	3 358	19 587
Total that attended school or undertook further studies	28 193	6 139	23 571	10 956	4 625	3 588	671	8 915	86 658
Aged 15 years and over									
Taught indigenous culture	43 392	9 418	36 090	20 770	8 535	6 315	1 326	22 747	148 592
Total that attended school or undertook further studies	96 097	21 921	90 101	42 942	17 751	12 328	2 810	39 627	323 578
	Proportion (%)								
Child was taught Indigenous culture at school (b)									
Aged 2 to 4 years	31.1	39.6	30.0	48.5	50.6	np	np	46.7	35.6
Aged 5 to 11 years	74.9	56.3	56.5	66.0	79.2	55.3	69.1	68.6	65.9
Aged 12 to 14 years	75.6	53.4	62.7	65.7	69.6	np	np	70.1	68.2
Total aged 2 to 14 years	69.1	54.1	55.9	64.6	73.2	57.7	71.7	67.1	63.5
Children aged 2 to 14 years that usually attend school (c)	87.2	81.4	81.2	80.7	87.4	80.8	85.5	80.6	83.2
Children aged 2 to 14 years that don't usually attend school (d)	12.8	18.6	18.8	19.3	12.6	19.2	14.5	19.4	16.8
Taught Indigenous culture at school or as part of further studies (e)									
Aged 15 to 24 years	68.3	60.3	57.0	62.0	64.3	75.7	61.3	69.0	63.9
Aged 25 to 44 years	46.8	44.6	40.1	50.0	49.2	49.9	47.7	59.1	47.1
Aged 45 years and over	17.9	20.8	19.2	28.6	25.6	24.9	27.2	37.7	22.6
Total aged 15 years and over	45.2	43.0	40.1	48.4	48.1	51.2	47.2	57.4	45.9
	RSE (%)								
Child was taught Indigenous culture at school (b)									
Aged 2 to 4 years	17.3	24.4	32.9	20.2	17.1	np	np	26.6	9.9

Table 6A.3.1

Table 6A.3.1 Teaching of Indigenous culture in schools, by State and Territory, 2008 (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Aged 5 to 11 years	4.8	6.1	6.6	6.4	4.2	11.2	9.6	5.0	2.7
Aged 12 to 14 years	6.1	11.0	9.7	9.0	12.1	np	np	7.0	3.6
Total aged 2 to 14 years	4.3	5.0	5.9	6.2	4.1	9.7	6.6	3.9	2.4
Children aged 2 to 14 years that usually attend school (c)	1.4	1.5	2.1	1.8	2.0	2.0	3.7	1.8	0.8
Children aged 2 to 14 years that don't usually attend school (d)	9.4	6.6	9.1	7.5	14.2	8.4	22.0	7.5	3.9
Taught Indigenous culture at school or as part of further studies (e)									
Aged 15 to 24 years	5.3	5.8	8.7	6.3	7.0	6.7	12.6	6.1	3.1
Aged 25 to 44 years	7.3	5.7	7.0	6.3	6.5	10.6	12.7	6.6	3.1
Aged 45 years and over	14.2	13.5	16.4	11.3	17.3	13.4	20.2	8.9	5.8
Total aged 15 years and over	4.7	4.0	5.5	4.2	4.7	6.0	7.0	5.3	2.2

RSE=Relative Standard Error

- (a) Estimates with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.
- (b) Proportions and relative standard errors for 'Culture taught in school' are calculated as a percentage of the children who usually attend school in each of the respective age groups.
- (c) Proportions and relative standard errors for 'Children aged 2 to 14 years that usually attend school' are calculated as a percentage of the total population of children aged 2 to 14 years. Total who usually attend school includes 'not known'.
- (d) Proportions and relative standard errors for 'Children aged 2 to 14 years that don't usually attend school' are calculated as a percentage of the total population of children aged 2 to 14 years.
- (e) Proportions and relative standard errors for 'Taught Indigenous culture at school or as part of further studies' are calculated as a percentage of the 'Total that attended school or undertook further studies'.

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

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2008*, Cat. no. 4714.0.

Table 6A.3.2

Table 6A.3.2 Teaching of Indigenous culture in schools, by remoteness areas, 2008 (a)

	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Child taught Indigenous culture at school								
Aged 2 to 4 years								
Taught Indigenous culture at school	1 242	1 069	1 355	3 665	496	815	1 311	4 976
Total who usually attend school	4 592	3 599	2 861	11 053	1 333	1 578	2 911	13 964
Aged 5 to 11 years								
Taught Indigenous culture at school	19 158	12 993	10 937	43 089	5 424	8 705	14 129	57 218
Total who usually attend school	27 596	19 593	18 569	65 758	8 845	12 240	21 084	86 842
Aged 12 to 14 years								
Taught Indigenous culture at school	8 565	6 783	4 803	20 152	2 135	3 353	5 488	25 639
Total who usually attend school	12 673	8 957	8 143	29 773	3 154	4 692	7 847	37 620
Children aged 2 to 14 years								
Taught Indigenous culture at school	28 965	20 845	17 095	66 905	8 055	12 872	20 927	87 833
Total who usually attend school	44 860	32 150	29 574	106 584	13 332	18 511	31 842	138 426
Total who don't usually attend school	7 995	6 237	6 323	20 556	2 558	4 800	7 358	27 914
Total children aged 2 to 14 years	52 856	38 387	35 897	127 139	15 890	23 310	39 200	166 339
Taught Indigenous culture at school or as part of further studies								
Aged 15 to 24 years								
Taught indigenous culture	21 734	16 721	12 740	51 195	4 932	10 103	15 036	66 231
Total that attended school or undertook further studies	33 755	25 028	21 886	80 669	8 008	15 013	23 021	103 690
Aged 25 to 44 years								
Taught indigenous culture	20 939	10 431	11 862	43 231	6 189	13 354	19 543	62 774
Total that attended school or undertook further studies	45 097	25 268	27 339	97 704	12 798	22 729	35 527	133 230
Aged 45 years and over								

Estimate ('000)

Table 6A.3.2

Table 6A.3.2 Teaching of Indigenous culture in schools, by remoteness areas, 2008 (a)

	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Taught indigenous culture	5 280	2 724	5 446	13 450	1 661	4 476	6 137	19 587
Total that attended school or undertook further studies	26 242	16 866	23 489	66 597	8 217	11 844	20 061	86 658
Aged 15 years and over								
Taught indigenous culture	47 953	29 875	30 048	107 877	12 782	27 933	40 716	148 592
Total that attended school or undertook further studies	105 094	67 161	72 713	244 969	29 023	49 586	78 609	323 578
					Proportion (%)			
Child taught Indigenous culture at school (b)								
Aged 2 to 4 years	27.0	29.7	47.4	33.2	37.2	51.6	45.0	35.6
Aged 5 to 11 years	69.4	66.3	58.9	65.5	61.3	71.1	67.0	65.9
Aged 12 to 14 years	67.6	75.7	59.0	67.7	67.7	71.5	69.9	68.2
Total aged 2 to 14 years	64.6	64.8	57.8	62.8	60.4	69.5	65.7	63.5
Children aged 2 to 14 years that usually attend school (c)	84.9	83.8	82.4	83.8	83.9	79.4	81.2	83.2
Children aged 2 to 14 years that don't usually attend school (d)	15.1	16.2	17.6	16.2	16.1	20.6	18.8	16.8
Taught Indigenous culture at school or as part of further studies (e)								
Aged 15 to 24 years	64.4	66.8	58.2	63.5	61.6	67.3	65.3	63.9
Aged 25 to 44 years (f)	46.4	41.3	43.4	44.2	48.4	58.8	55.0	47.1
Aged 45 years and over (f)	20.1	16.1	23.2	20.2	20.2	37.8	30.6	22.6
Total aged 15 years and over	45.6	44.5	41.3	44.0	44.0	56.3	51.8	45.9
					RSE (%)			
Child taught Indigenous culture at school (b)								
Aged 2 to 4 years	18.5	33.7	15.0	12.7	31.6	18.5	16.2	9.9
Aged 5 to 11 years	4.5	6.2	6.2	3.2	6.3	5.5	4.1	2.7
Aged 12 to 14 years	6.3	6.9	11.0	4.4	9.5	6.8	5.6	3.6

Table 6A.3.2

Table 6A.3.2 Teaching of Indigenous culture in schools, by remoteness areas, 2008 (a)

	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Total aged 2 to 14 years	4.5	5.1	5.0	2.9	5.4	5.1	3.5	2.4
Children aged 2 to 14 years that usually attend school (c)	1.9	2.1	2.0	1.0	2.4	1.9	1.5	0.8
Children aged 2 to 14 years that don't usually attend school (d)	10.4	11.0	9.3	5.1	12.5	7.3	6.6	3.9
Taught Indigenous culture at school or as part of further studies (e)								
Aged 15 to 24 years	6.2	6.1	7.0	3.7	9.3	5.5	4.7	3.1
Aged 25 to 44 years	5.5	8.7	7.7	4.0	9.0	5.9	4.7	3.1
Aged 45 years and over	12.3	14.7	13.1	7.7	16.2	9.7	8.4	5.8
Total aged 15 years and over	4.2	4.5	5.5	2.7	8.2	4.5	3.7	2.2

RSE=Relative Standard Error.

- (a) Estimates with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution.
- (b) Proportions and relative standard errors for 'Culture taught in school' are calculated as a percentage of the children who usually attend school in each of the respective age groups.
- (c) Proportions and relative standard errors for 'Children aged 2 to 14 years that usually attend school' are calculated as a percentage of the total population of children aged 2 to 14 years. Total who usually attend school includes 'not known'.
- (d) Proportions and relative standard errors for 'Children aged 2 to 14 years that don't usually attend school' are calculated as a percentage of the total population of children aged 2 to 14 years.
- (e) Proportions and relative standard errors for 'Taught Indigenous culture at school or as part of further studies' are calculated as a percentage of the 'Total that attended school or undertook further studies'.
- (f) Difference between rate for total non-remote areas and total remote areas is statistically significant.
- Nil or rounded to zero.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2008*, Cat. no. 4714.0.

Table 6A.3.3

Table 6A.3.3 **Indigenous employment in schools, government and Catholic schools 2001 to 2008 (a)**

	2001	2002	2003	2004	2005	2006	2007	2008
Government Schools								
Number of Indigenous teachers (b), (c)	1 338	1 350	1 473	1 493	1 459	1 649	1 691	1 845
Indigenous teachers as a proportion of all teachers (%) (b), (c)	0.8	0.8	0.8	0.8	0.9	1.0	1.0	1.0
Indigenous students as a proportion of all students (%) (d)	4.5	4.7	4.9	5.1	5.2	5.4	5.6	5.7
Number of AIEWs in schools (b), (c), (e), (f)	1 406	1 441	1 435	1 459	1 570	1 745	1 649	1 672
Ratio of Indigenous students to Indigenous teachers and AIEWs (b), (c), (d)	36.4	38.1	37.9	38.6	38.8	35.8	38.1	37.1
Number of Indigenous staff in schools including teachers, specialist support staff (including teacher aides and AIEWs), administrative and clerical staff (b), (c), (g), (h)	2 824	3 239	3 507	3 618	3 924	4 395	4 627	4 828
Total number of staff in schools including teachers, specialist support staff (including teacher aides and AIEWs), administrative and clerical staff	214 363	212 594	232 545	236 869	235 037	238 891	249 615	249 754
Indigenous staff as a proportion of all staff in schools (%) (b), (c), (h)	1.3	1.5	1.5	1.5	1.7	1.8	1.9	1.9
Indigenous administrative and clerical staff as a proportion of all administrative and clerical staff (%)	3.5	4.6	4.8	5.0	4.0	4.1	4.1	4.0
Catholic schools								
Number of Indigenous teachers (b), (c)	52	66	72	73	106	110	126	132
Indigenous teachers as a proportion of all teachers (%) (b), (c)	0.1	0.2	0.2	0.2	0.2	0.2	0.3	0.2
Indigenous students as a proportion of all students (%) (d)	1.3	1.4	1.5	1.6	1.7	1.7	2.0	1.9
Number of AIEWs in schools (b), (c), (e), (f)	442	477	495	523	461	463	407	460
Ratio of Indigenous students to Indigenous teachers and AIEWs (b), (c), (d)	28.8	28.0	27.8	27.6	18.7	19.3	23.4	22.8
Number of Indigenous staff in schools including teachers, specialist support staff (including teacher aides and AIEWs), administrative and clerical staff (b), (c), (g), (h)	473	535	552	562	548	608	613	660

Table 6A.3.3

Table 6A.3.3 **Indigenous employment in schools, government and Catholic schools 2001 to 2008 (a)**

	2001	2002	2003	2004	2005	2006	2007	2008
Total number of staff in schools including teachers, specialist support staff (including teacher aides and AIEWs), administrative and clerical staff	56 268	58 451	63 186	64 886	64 205	68 978	67 652	74 495
Indigenous staff as a proportion of all staff in schools (%) (b), (c), (h)	0.8	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Indigenous administrative and clerical staff as a proportion of all administrative and clerical staff (%)	3.2	3.3	2.7	2.6	3.2	3.5	3.4	2.5

AIEWs = Aboriginal and Islander Education Workers.

- (a) The number of Indigenous students in Catholic schools is based on the number in all Catholic schools, not just IESIP funded Catholic systems. Staff numbers are those in IESIP funded Catholic systems.
- (b) For some states these figures are based on actual numbers and for some others it is based on full time equivalent (FTE).
- (c) Figures are not to be considered as nationally reflective because not all states reported on employment in any one year.
- (d) Catholic schools' enrolment data includes some other non government schools including many indigenous run schools that have greatly influenced the results.
- (e) Figure for 2001 includes 140 teacher aides in Queensland who were not classified as AIEWs because they were not placed in identified positions.
- (f) Includes school and non school based AIEWs.
- (g) Changes in the way staffing in the category 'specialist support staff' was reported by two state departments in 2003 means that it is not possible to provide a consistent picture of change over the period 2002-03.
- (h) Total for government schools in 2001 is less than the sum of numbers for Indigenous teachers and AIEWs because the total Indigenous staff numbers in government schools does not include 140 teacher aides in Queensland not classified as AIEWs.
- (i) Reporting these data to DEEWR in Indigenous Education Performance Reports ceased on 31 December 2008.

Source: DEEWR *National Report to Parliament on Indigenous Education and Training 2008*; DEST (unpublished) *IESIP performance reports 2003-2004*; DEEWR (unpublished) *IEP performance reports 2005-2008*.

Table 6A.3.4

Table 6A.3.4 Aboriginal and Islander Education Workers in government and Catholic schools who have completed or are undertaking professional development leading to formal qualifications, 2001 to 2008

	Degree		Diploma		Certificate		Other qualification		Total		Total AIEWs	
	Unit	no.	%	no.	%	no.	%	no.	%	no.	%	no.
2001												
Government schools (a)		64	4.6	49	3.5	327	23.3	na	-	440	31.3	1 406
Catholic schools		68	15.4	63	14.3	77	17.4	na	-	208	47.1	442
2002												
Government schools (a)		67	4.6	75	5.2	345	23.9	na	-	487	33.8	1 441
Catholic schools		85	17.8	66	13.8	103	21.6	na	-	254	53.2	477
2003												
Government schools (a)		106	7.4	93	6.5	357	24.9	na	-	556	38.7	1 435
Catholic schools		80	16.2	77	15.6	95	19.2	na	-	252	50.9	495
2004												
Government schools		143	9.8	80	5.5	369	25.3	na	-	592	40.6	1 459
Catholic schools		82	15.7	82	15.7	83	15.9	na	-	247	47.2	523
2005												
Government schools (a), (b), (c)		146	9.3	165	10.5	235	15.0	35	2.2	581	37.0	1 570
Catholic schools (a)		114	24.7	59	12.8	92	20.0	34	7.4	299	64.9	461
2006												
Government schools		281	16.1	66	3.8	227	13.0	70	4.0	644	36.9	1 745
Catholic schools		111	24.0	74	16.0	108	23.3	38	8.2	331	71.5	463
2007												
Government schools		359	21.8	138	8.4	241	14.6	81	4.9	819	49.7	1 649
Catholic schools		99	24.3	87	21.4	134	32.9	30	7.4	350	86.0	407
2008 (d)												
Government schools (b), (c)		396	23.6	106	6.3	248	14.8	101	6.0	851	50.9	1 672
Catholic schools		78	17.0	79	17.1	86	18.6	22	4.8	265	57.6	460

Table 6A.3.4 Aboriginal and Islander Education Workers in government and Catholic schools who have completed or are undertaking professional development leading to formal qualifications, 2001 to 2008

AIEWs = Aboriginal and Islander Education Workers.

- (a) From 2005 onwards, education providers reported on the number of AIEWs who have achieved, or are studying for, other qualifications.
- (b) The increase in AIEWS undertaking diploma courses in 2005 was because of a decision by the SA Department of Education and Children's Services to make it compulsory for AIEWs to have a diploma qualification.
- (c) Does not include data on partially completed qualifications for 2005 and 2006 from the Queensland Department of Education and the Arts and the South Australian Department of Education and Childrens' Services.
- (d) Reporting these data to DEEWR in Indigenous Education Performance reports ceased on 31 December 2008.

– Nil or rounded to zero. **na** Not available.

Source: DEST (unpublished) IESIP performance reports 2001–2004; DEEWR (unpublished) Indigenous Education Program performance reports 2005–2008.

Table 6A.4.1

Table 6A.4.1 Proportion of 15 year old secondary students achieving each level of the overall science literacy scale (per cent) (a), (b) [PISA]

	<i>Indigenous students</i>	<i>Non-Indigenous students</i>	<i>All students</i>
2009			
Level 6	0.5 (±0.3)	3.2 (±0.5)	3.1 (±0.5)
Level 5	2.4 (±0.6)	11.8 (±0.6)	11.5 (±0.6)
Level 4	11.0 (±1.3)	25.0 (±0.7)	24.5 (±0.7)
Level 3	24.0 (±2.1)	28.6 (±0.7)	28.4 (±0.7)
Level 2	27.1 (±1.7)	19.7 (±0.6)	20.0 (±0.6)
Level 1	21.8 (±2.1)	8.7 (±0.5)	9.2 (±0.5)
Below level 1	13.3 (±1.6)	3.1 (±0.2)	3.4 (±0.3)
At or above level 3	37.8 (±2.7)	68.5 (±0.9)	67.5 (±0.9)
2006			
Level 6	0.4 (± 0.6)	2.9 (± 0.6)	2.8 (± 0.6)
Level 5	3.3 (± 2.4)	12.0 (± 1.0)	11.8 (± 1.0)
Level 4	11.6 (± 3.3)	25.0 (± 1.0)	24.6 (± 1.0)
Level 3	19.1 (± 3.9)	28.1 (± 1.0)	27.8 (± 1.0)
Level 2	26.2 (± 5.1)	20.0 (± 1.2)	20.2 (± 1.2)
Level 1	23.0 (± 5.9)	9.4 (± 0.8)	9.8 (± 1.0)
Below level 1	16.5 (± 5.9)	2.6 (± 0.4)	3.0 (± 0.6)
At or above level 3	34.3 (± 2.8)	68.0 (± 0.9)	67.0 (±1.7)

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) The nationally agreed proficiency level is defined as Level 3 and above.

Source: Australian Council for Educational Research (unpublished).

Table 6A.4.2

Table 6A.4.2 Proportion of 15 year old secondary students achieving each level of the overall mathematics literacy scale (per cent) (a), (b) [PISA]

	<i>Indigenous students</i>	<i>Non-Indigenous students</i>	<i>All students</i>
2009			
Level 6	0.7 (±0.3)	4.6 (±0.6)	4.5 (±0.6)
Level 5	2.5 (±0.7)	12.2 (±0.5)	11.9 (±0.5)
Level 4	9.0 (±1.4)	22.1 (±0.6)	21.7 (±0.6)
Level 3	22.3 (±1.8)	25.9 (±0.6)	25.8 (±0.5)
Level 2	25.1 (±1.9)	20.1 (±0.6)	20.3 (±0.6)
Level 1	21.5 (±1.8)	10.4 (±0.5)	10.8 (±0.5)
Below level 1	18.9 (±2.0)	4.7 (±0.3)	5.1 (±0.3)
At or above level 3	34.5 (±2.6)	64.8 (±1.0)	63.9 (±1.0)
2006			
Level 6	0.5 (± 0.6)	4.4 (± 1.0)	4.3 (± 1.0)
Level 5	2.4 (± 1.6)	12.4 (± 1.0)	12.1 (± 1.0)
Level 4	9.7 (± 2.9)	23.6 (± 1.0)	23.2 (± 1.0)
Level 3	19.8 (± 3.7)	27.1 (± 1.2)	26.9 (± 1.2)
Level 2	28.5 (± 5.1)	20.3 (± 1.2)	20.5 (± 1.2)
Level 1	21.9 (± 5.1)	9.3 (± 0.8)	9.7 (± 0.8)
Below level 1	17.1 (± 6.5)	2.9 (± 0.4)	3.3 (± 0.6)
At or above level 3	32.4 (± 2.6)	67.5 (± 0.9)	66.5 (±1.8)
2003			
Level 6	0.9 (± 1.0)	5.9 (± 1.0)	5.8 (± 0.8)
Level 5	3.7 (± 1.8)	14.2 (± 1.0)	14.0 (± 1.0)
Level 4	8.4 (± 2.9)	23.6 (± 1.2)	23.3 (± 1.2)
Level 3	17.1 (± 3.9)	24.2 (± 1.4)	24.0 (± 1.4)
Level 2	26.8 (± 6.1)	18.4 (± 1.2)	18.6 (± 1.2)
Level 1	25.0 (± 10.2)	9.7 (± 1.0)	10.0 (± 1.0)
Below level 1	18.1 (± 7.4)	4.0 (± 0.8)	4.3 (± 0.8)
At or above level 3	30.1 (± 3.2)	67.9 (± 0.9)	67.1 (±1.8)

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) The nationally agreed proficiency level is defined as Level 3 and above.

Source: Australian Council for Educational Research (unpublished).

Table 6A.4.3

Table 6A.4.3 **Proportion of 15 year old secondary students achieving each level of the overall reading literacy scale (per cent) (a), (b), (c) [PISA]**

	<i>Indigenous students</i>	<i>Non-Indigenous students</i>	<i>All students</i>
2009			
Level 6	0.3 (± 0.3)	2.2 (± 0.3)	2.1 (± 0.3)
Level 5	2.1 (± 0.5)	11.0 (± 0.3)	10.7 (± 0.5)
Level 4	9.5 (± 1.2)	24.5 (± 0.7)	24.1 (± 0.7)
Level 3	22.7 (± 2.1)	28.7 (± 0.8)	28.5 (± 0.7)
Level 2	26.4 (± 2.0)	20.2 (± 0.6)	20.4 (± 0.6)
Level 1a	22.3 (± 1.7)	9.6 (± 0.4)	10.0 (± 0.4)
Level 1b	12.0 (± 1.8)	3.0 (± 0.3)	3.3 (± 0.3)
Below level 1b	4.5 (± 1.0)	0.8 (± 0.1)	1.0 (± 0.1)
At or above level 3	34.7 (± 2.7)	66.3 (± 0.9)	65.3 (± 0.9)
2006			
Level 5	3.3 (± 1.8)	10.8 (± 1.2)	10.6 (± 1.2)
Level 4	8.9 (± 2.7)	25.4 (± 1.4)	24.9 (± 1.4)
Level 3	21.3 (± 4.1)	30.3 (± 1.4)	30.1 (± 1.2)
Level 2	28.1 (± 6.5)	20.8 (± 1.4)	21.0 (± 1.4)
Level 1	22.5 (± 4.7)	9.2 (± 0.8)	9.6 (± 1.0)
Below level 1	15.9 (± 4.7)	3.4 (± 0.6)	3.8 (± 0.6)
At or above level 3	33.5 (± 2.5)	66.5 (± 0.9)	65.6 (± 1.8)
2003			
Level 5	4.0 (± 2.2)	14.9 (± 1.4)	14.6 (± 1.4)
Level 4	11.5 (± 3.7)	27.3 (± 1.6)	26.9 (± 1.6)
Level 3	22.9 (± 6.9)	28.5 (± 1.6)	28.4 (± 1.6)
Level 2	23.6 (± 6.5)	18.2 (± 1.2)	18.3 (± 1.2)
Level 1	23.2 (± 10.6)	7.9 (± 0.8)	8.2 (± 0.8)
Below level 1	14.9 (± 9.4)	3.4 (± 0.6)	3.6 (± 0.8)
At or above level 3	38.4 (± 3.9)	70.6 (± 0.9)	69.9 (± 1.9)
2000			
Level 5	4.2 (± 2.5)	17.4 (± 2.4)	17.1 (± 2.4)
Level 4	8.4 (± 3.9)	26.2 (± 2.2)	25.8 (± 2.2)
Level 3	25.6 (± 7.6)	26.2 (± 2.4)	26.2 (± 2.4)
Level 2	29.1 (± 7.4)	18.5 (± 1.8)	18.7 (± 1.8)
Level 1	20.1 (± 5.9)	8.8 (± 1.6)	9.1 (± 1.6)
Below level 1	12.7 (± 5.1)	2.9 (± 0.6)	3.1 (± 0.6)
At or above level 3	38.1 (± 3.4)	69.9 (± 1.3)	69.0 (± 2.4)

Table 6A.4.3 Proportion of 15 year old secondary students achieving each level of the overall reading literacy scale (per cent) (a), (b), (c) [PISA]

	<i>Indigenous students</i>	<i>Non-Indigenous students</i>	<i>All students</i>
(a)	These data are from assessments conducted for the Programme for International Student Assessment (PISA). In PISA 2009, the reading literacy proficiency scale was expanded from the five levels identified in 2000, to seven levels. The new levels describe the reading literacy skills at each end of the proficiency scale – those students with very high or very low reading proficiency. A new level (Level 6) located above Level 5 describes the reading literacy skills of students with very high levels of reading proficiency. At the other end of the proficiency scale, Level 1 has been re-labelled as Level 1a and a new level (Level 1b) has been introduced to describe the skills of those students who previously were simply described as not having achieved Level 1.		
(b)	The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).		
(c)	The nationally agreed proficiency level is defined as Level 3 and above.		
<i>Source:</i> Australian Council for Educational Research (unpublished).			

Table 6A.4.4

Table 6A.4.4 **Proportion of year 8 students reaching the international benchmarks for mathematics, (a), (b), (c) [TIMSS]**

	<i>Indigenous students</i>	<i>Non-Indigenous students</i>	<i>All students</i>
2006-07			
Advanced benchmark	1.6 ± 2.6	6.1 ± 2.6	5.8 ± 2.5
High benchmark	5.7 ± 4.1	19.3 ± 2.5	18.3 ± 2.4
Intermediate benchmark	26.1 ± 9.6	37.3 ± 2.7	36.7 ± 2.7
Low benchmark	29.3 ± 7.8	27.5 ± 2.7	27.8 ± 2.5
Not at low benchmark	37.3 ± 10.2	9.8 ± 1.7	11.5 ± 2.0
At or above intermediate benchmark	33.0 ± 10.0	63.0 ± 3.7	na
2002-03			
Advanced benchmark	0.5 ± 0.6	7.0 ± 2.3	6.6 ± 2.2
High benchmark	7.8 ± 6.6	23.4 ± 3.9	22.6 ± 3.8
Intermediate benchmark	24.5 ± 11.5	36.3 ± 3.8	35.7 ± 3.7
Low benchmark	34.0 ± 9.9	24.1 ± 3.6	24.7 ± 3.4
Not at low benchmark	33.4 ± 11.7	9.3 ± 2.4	10.5 ± 2.8
At or above intermediate benchmark	32.8 (± na)	66.7 (± na)	na

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) There is currently no nationally agreed proficiency level set for the TIMSS.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

na Not available.

Source: Australian Council for Educational Research (unpublished).

Table 6A.4.5

Table 6A.4.5 **Proportion of year 8 students reaching the international benchmarks for science, (per cent) (a), (b), (c) [TIMSS]**

	<i>Indigenous students</i>	<i>Non-Indigenous students</i>	<i>All students</i>
2006-07			
Advanced benchmark	1.6 ± 2.3	8.8 ± 2.9	8.3 ± 2.7
High benchmark	12.2 ± 6.5	26.1 ± 2.1	25.2 ± 2.0
Intermediate benchmark	23.4 ± 9.6	37.0 ± 2.7	36.4 ± 2.7
Low benchmark	32.1 ± 8.5	21.1 ± 2.7	22.0 ± 2.7
Not at low benchmark	30.8 ± 9.0	6.9 ± 1.4	8.2 ± 1.5
At or above intermediate benchmark	37.0 ± 10.0	72.0 ± 3.1	na
2002-03			
Advanced benchmark	2.4 ± 4.0	9.2 ± 2.3	8.7 ± 2.2
High benchmark	12.7 ± 7.1	31.9 ± 3.1	31.0 ± 3.1
Intermediate benchmark	31.6 ± 10.2	36.6 ± 2.6	36.6 ± 2.5
Low benchmark	32.7 ± 11.4	17.4 ± 2.7	18.2 ± 2.6
Not at low benchmark	20.7 ± 11.9	4.9 ± 1.5	5.5 ± 1.6
At or above intermediate benchmark	46.7 (± na)	77.7 (± na)	na

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

(b) There is currently no nationally agreed proficiency level set for the TIMSS.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

na Not available.

Source: Australian Council for Educational Research (unpublished).

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
1994									
Estimate									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	'000	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	'000	na	na	na	na	na	na	na	na
Total	'000	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	'000	na	na	na	na	na	na	na	na
Total 18–24 year old population	'000	na	na	na	na	na	na	na	na
Proportion									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
Total	%	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na
RSE (%)									
18–24 year old population engaged in FT employment, education or training	%								
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na
Total	%	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na
2002									
Estimate									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	2.6	1.3	1.4	5.3	0.2	0.2	0.5	5.7

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
Participation in FT employment and not in FT education	'000	3.1	2.1	2.4	7.7	0.9	1.0	1.9	9.6
Participation in a combination of employment and education (b)	'000	1.5	0.6	0.3	2.4	0.2	0.3	0.5	2.8
Total fully engaged	'000	7.2	4.0	4.1	15.3	1.3	1.6	2.8	18.1
PT education and not in employment (h)	'000	0.6	0.7	0.2	1.5	np	np	0.1	1.6
PT employment and not in education	'000	2.3	1.6	1.1	5.0	np	np	5.3	10.3
Total partially engaged	'000	2.9	2.3	1.3	6.5	1.1	4.3	5.4	11.9
18–24 year olds not employed and not studying	'000	7.3	3.4	5.0	15.7	1.7	4.4	6.1	21.8
Total 18–24 year old population (c)	'000	17.4	9.6	10.4	37.4	4.2	10.3	14.5	51.9
Proportion									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	%	15.1	13.0	13.4	14.1	5.4	2.2	3.1	11.0
Participation in FT employment and not in FT education (d) (e)	%	17.7	22.0	23.6	20.5	22.1	9.4	13.1	18.4
Participation in a combination of employment and education (b)	%	8.7	6.0	2.6	6.3	3.7	3.3	3.4	5.5
Total fully engaged (f), (g)	%	41.6	41.0	39.5	40.8	31.1	15.0	19.6	34.9
PT education and not in employment (h)	%	3.3	7.3	2.1	4.0	np	np	1.0	3.1
PT employment and not in education (i), (j)	%	13.2	16.6	10.6	13.4	np	np	36.6	19.8

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
Total partially engaged (g), (k)	%	16.5	23.8	12.7	17.3	27.3	41.7	37.6	23.0
18–24 year olds not employed and not studying	%	42.0	35.1	47.8	41.8	41.6	42.2	42.0	41.9
Total 18–24 year old population (c)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	%	21.0	24.9	27.8	12.8	40.8	41.5	30.6	11.9
Participation in FT employment and not in FT education	%	20.4	21.9	13.3	10.4	16.2	23.6	16.4	9.1
Participation in a combination of employment and education (b)	%	53.0	52.7	45.1	36.3	53.1	33.1	28.9	30.3
Total fully engaged	%	12.5	12.6	10.0	7.1	14.7	16.3	12.5	6.2
PT education and not in employment	%	50.6	36.3	39.2	26.8	np	np	43.6	24.8
PT employment and not in education	%	33.0	25.5	18.3	17.9	np	np	8.9	10.2
Total partially engaged	%	27.7	21.9	16.3	15.4	17.5	9.4	8.4	9.4
18–24 year olds not employed and not studying	%	13.9	15.6	7.7	7.7	13.0	8.6	7.2	6.0
Total 18–24 year old population (c)	%	–	–	–	–	–	–	–	–

2004-05

Estimate

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	3.5	0.9	1.5	5.9	np	np	0.5	6.4
Participation in FT employment and not in FT education	'000	5.6	3.4	3.7	12.8	0.9	1.7	2.6	15.3
Participation in a combination of employment and education (b)	'000	0.6	0.5	0.6	1.7	np	np	0.2	2.0
Total fully engaged	'000	9.8	4.8	5.8	20.4	1.1	2.2	3.3	23.7
PT education and not in employment	'000	np	np	np	0.5	np	np	0.1	0.6
PT employment and not in education	'000	np	np	np	6.1	np	np	3.6	9.7
Total partially engaged	'000	2.9	1.7	2.0	6.6	1.1	2.7	3.7	10.3
18–24 year olds not employed and not studying	'000	6.4	4.6	4.5	15.5	2.1	5.2	7.2	22.7
Total 18–24 year old population	'000	19.1	11.0	12.3	42.5	4.2	10.0	14.2	56.7
Proportion									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	%	18.5	7.9	12.0	13.9	np	np	3.4	11.2
Participation in FT employment and not in FT education(d)	%	29.4	31.2	29.9	30.0	20.3	17.1	18.0	27.0
Participation in a combination of employment and education (b) (l)	%	3.4	4.2	5.1	4.1	np	np	1.7	3.5

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
Total fully engaged (f)	%	51.3	43.3	46.9	48.0	26.3	21.8	23.1	41.7
PT education and not in employment (h)	%	np	np	np	1.1	np	np	0.9	1.1
PT employment and not in education (i)	%	np	np	np	14.4	np	np	25.3	17.1
Total partially engaged (k)	%	15.1	15.3	16.4	15.5	24.9	26.7	26.2	18.2
18–24 year olds not employed and not studying	%	33.6	41.3	36.7	36.5	48.7	51.5	50.7	40.1
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)									
18–24 year old population engaged in FT employment, education or training	%	18.7	34.6	32.9	15.4	np	np	37.3	14.4
Participation in FT education and not in FT employment	%	11.2	19.7	16.7	8.5	27.0	22.6	17.5	7.6
Participation in a combination of employment and education (b)	%	56.4	47.6	53.3	30.3	np	np	37.7	26.8
Total fully engaged	%	9.2	13.9	13.0	6.9	22.6	17.5	14.0	6.2
PT education and not in employment	%	np	np	np	38.9	np	np	53.7	32.6
PT employment and not in education	%	np	np	np	15.1	np	np	13.4	10.7
Total partially engaged	%	20.6	35.5	19.8	13.9	18.5	16.9	13.2	10.0
18–24 year olds not employed and not studying	%	11.7	13.0	15.5	8.0	12.6	11.0	8.6	6.1
Total 18–24 year old population	%	–	–	–	–	–	–	–	–

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
2008									
Estimate									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	4.0	1.2	1.2	6.4	0.2	0.6	0.9	7.3
Participation in FT employment and not in FT education	'000	5.6	3.3	5.1	14.0	1.4	1.5	2.9	17.0
Participation in a combination of employment and education (b)	'000	1.0	0.6	0.4	2.0	0.3	0.5	0.8	2.8
Total fully engaged	'000	10.6	5.1	6.7	22.5	2.0	2.7	4.7	27.2
PT education and not in employment	'000	0.2	np	np	0.8	np	np	0.2	1.0
PT employment and not in education	'000	2.9	np	np	8.4	np	np	4.0	12.4
Total partially engaged	'000	3.1	3.9	2.2	9.2	0.8	3.4	4.2	13.4
18–24 year olds not employed and not studying	'000	7.4	6.9	5.0	19.3	2.4	5.4	7.8	27.1
Total 18–24 year old population	'000	21.2	15.9	13.8	50.9	5.2	11.5	16.7	67.6
Proportion									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment (m)	%	19.0	7.5	8.8	12.6	4.8	5.6	5.4	10.8
Participation in FT employment and not in FT education (e) (m)	%	26.5	20.8	37.0	27.6	27.3	13.4	17.7	25.1

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
Participation in a combination of employment and education (b) (l)	%	4.7	4.0	2.7	3.9	6.5	4.3	5.0	4.2
Total fully engaged (g) (m)	%	50.1	32.3	48.5	44.1	38.6	23.3	28.0	40.2
PT education and not in employment	%	1.0	np	np	1.5	np	np	1.3	1.4
PT employment and not in education (j) (m)	%	13.8	np	np	16.5	np	np	24.0	18.3
Total partially engaged (g)	%	14.8	24.2	15.6	18.0	15.4	29.7	25.3	19.8
18–24 year olds not employed and not studying (m)	%	35.1	43.4	35.9	37.9	46.0	47.0	46.7	40.1
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	%	18.7	29.7	28.2	14.5	51.3	34.3	28.7	13.1
Participation in FT employment and not in FT education	%	14.2	19.1	13.3	9.2	18.9	21.4	14.3	7.8
Participation in a combination of employment and education (b)	%	48.9	35.3	40.2	27.7	44.1	35.0	26.8	20.7
Total fully engaged	%	8.0	13.3	11.4	6.3	16.1	14.3	10.5	5.5
PT education and not in employment	%	48.9	np	np	44.3	np	np	54.8	37.3
PT employment and not in education	%	19.9	np	np	14.1	np	np	12.1	10.4
Total partially engaged	%	18.5	25.2	21.1	13.2	25.1	13.5	12.0	9.8
18–24 year olds not employed and not studying	%	10.5	12.6	16.9	7.4	11.7	7.5	6.2	5.5

Table 6A.6.1

Table 6A.6.1 Fully engaged in employment, education and/or training, Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Aust
Total 18–24 year old population	%	–	–	–	–	–	–	–	–

FT = Full time. PT = Part time.

RSE Relative Standard Error

- (a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.
- (b) Includes people engaged in a combination of full-time education and full-time employment, or part-time study and part-time employment.
- (c) Includes people whose part time or full time employment status was not stated.
- (d) Difference between 2002 and 2004-05 rate is statistically significant for major cities, total non-remote areas and Australia.
- (e) Difference between 2002 and 2008 rate is statistically significant for outer regional areas, total non-remote areas and Australia.
- (f) Difference between 2002 and 2004-05 rate is statistically significant for Australia.
- (g) Difference between 2002 and 2008 rate is statistically significant for very remote areas and total remote areas.
- (h) Difference between 2002 and 2004-05 rate is statistically significant for total non-remote areas and Australia.
- (i) Difference between 2002 and 2004-05 rate is statistically significant for total remote areas.
- (j) Difference between 2002 and 2008 rate is statistically significant for total remote areas.
- (k) Difference between 2002 and 2004-05 rate is statistically significant for very remote areas and total remote areas.
- (l) Difference between 2004-05 and 2008 rate is statistically significant for total remote areas.
- (m) Difference between 2008 rate for total non-remote areas and total remote areas is statistically significant.

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

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2002*, Cat. no. 4714.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2008*, Cat. no. 4714.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Health Survey 2004-05*, Cat. no. 4714.0.

Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
1994									
Estimate									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	'000	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	'000	na	na	na	na	na	na	na	na
Total	'000	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	'000	na	na	na	na	na	na	na	na
Total 18–24 year old population	'000	na	na	na	na	na	na	na	na
Proportion									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na

Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na
Total	%	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na
RSE (%)									
18–24 year old population engaged in FT employment, education or training	%	na	na	na	na	na	na	na	na
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na
Total	%	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na
2002									
Estimate									

Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	514.9	70.1	23.5	608.5	np	np	np	612.5
Participation in FT employment and not in FT education	'000	528.2	131.5	79.0	738.7	11.1	np	np	751.5
Participation in a combination of employment and education (b)	'000	47.2	4.9	4.2	56.3	np	np	np	56.4
Total fully engaged	'000	1 090.2	206.4	106.8	1 403.5	14.1	np	np	1 420.4
PT education and not in employment	'000	25.1	4.4	0.5	30.0	–	np	np	30.0
PT employment and not in education	'000	114.4	44.8	23.5	182.8	0.4	np	np	183.1
Total partially engaged	'000	139.5	49.2	24.1	212.8	0.4	np	np	213.1
18–24 year olds not employed and not studying	'000	146.3	62.1	25.8	234.3	1.3	np	np	235.6
Total 18–24 year old population	'000	1 376.0	317.8	156.7	1 850.5	15.8	np	np	1 869.2

Proportion

18–24 year old population engaged in FT employment, education or training

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Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Participation in FT education and not in FT employment	%	37.4	22.0	15.0	32.9	np	np	np	32.8
Participation in FT employment and not in FT education	%	38.4	41.4	50.4	39.9	70.1	np	np	40.2
Participation in a combination of employment and education (b)	%	3.4	1.5	2.7	3.0	np	np	np	3.0
Total fully engaged	%	79.2	65.0	68.2	75.8	89.2	np	np	76.0
PT education and not in employment	%	1.8	1.4	0.3	1.6	–	np	np	1.6
PT employment and not in education	%	8.3	14.1	15.0	9.9	2.2	np	np	9.8
Total partially engaged	%	10.1	15.5	15.4	11.5	2.2	np	np	11.4
18–24 year olds not employed and not studying	%	10.6	19.5	16.5	12.7	8.5	np	np	12.6
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	np	np	100.0
RSE (%)									
18–24 year old population engaged in FT employment, education or training	%	5.9	19.0	32.4	5.0	np	np	np	4.9
Participation in FT employment and not in FT education	%	6.8	13.7	14.0	5.0	52.2	np	np	4.8

Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Participation in a combination of employment and education (b)	%	24.6	61.5	54.0	22.5	np	np	np	22.5
Total fully engaged	%	2.5	11.3	13.2	2.1	45.3	np	np	2.0
PT education and not in employment	%	33.2	60.1	61.9	30.5	–	np	np	30.5
PT employment and not in education	%	13.1	25.2	37.1	9.6	72.9	np	np	9.6
Total partially engaged	%	10.1	22.7	36.4	6.3	72.9	np	np	6.3
18–24 year olds not employed and not studying	%	15.0	19.3	27.5	12.1	69.5	np	np	12.0
Total 18–24 year old population	%	–	–	–	–	–	np	np	–
2004-05									
Estimate									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	440.4	54.3	np	np	np	np	np	509.9
Participation in FT employment and not in FT education	'000	599.1	146.3	81.5	826.9	17.4	np	np	844.4
Participation in a combination of employment and education (b)	'000	52.4	16.1	np	np	np	np	np	78.1

Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Total fully engaged	'000	1 091.9	216.8	105.5	1 414.1	18.2	np	np	1 432.4
PT education and not in employment	'000	9.0	2.5	np	np	np	np	np	14.1
PT employment and not in education	'000	129.2	54.3	np	np	np	np	np	202.0
Total partially engaged	'000	138.1	56.8	np	np	np	np	np	216.0
18–24 year olds not employed and not studying	'000	138.4	34.3	32.6	205.3	3.4	np	np	208.7
Total 18–24 year old population	'000	1 368.3	307.9	158.1	1 834.3	22.8	np	np	1 857.1
Proportion									
18–24 year old population engaged in FT employment, education or training	%	32.2	17.6	np	np	np	np	np	27.5
Participation in FT education and not in FT employment	%	43.8	47.5	51.6	45.1	76.4	np	np	45.5
Participation in FT employment and not in FT education	%	3.8	5.2	np	np	np	np	np	4.2
Participation in a combination of employment and education (b)	%	79.8	70.4	66.7	77.1	79.9	np	np	77.1
PT education and not in employment	%	0.7	0.8	np	np	np	np	np	0.8

Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
PT employment and not in education	%	9.4	17.6	np	np	np	np	np	10.9
Total partially engaged	%	10.1	18.4	np	np	np	np	np	11.6
18–24 year olds not employed and not studying	%	10.1	11.1	20.6	11.2	15.1	np	np	11.2
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	np	np	100.0
RSE (%)									
18–24 year old population engaged in FT employment, education or training	%	5.1	15.1	np	np	np	np	np	4.8
Participation in FT employment and not in FT education	%	3.7	7.7	8.6	3.3	15.2	np	np	3.3
Participation in a combination of employment and education (b)	%	14.8	30.3	np	np	np	np	np	11.6
Total fully engaged	%	1.8	4.7	5.9	1.7	13.8	np	np	1.6
PT education and not in employment	%	36.6	57.3	np	np	np	np	np	28.5
PT employment and not in education	%	10.7	15.2	np	np	np	np	np	7.3
Total partially engaged	%	10.3	14.8	np	np	np	np	np	7.2
18–24 year olds not employed and not studying	%	9.7	18.2	17.4	7.9	67.0	np	np	7.7

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Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004–05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Total 18–24 year old population	%	–	–	–	–	–	np	np	–
2007-08									
Estimate									
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	'000	486.0	62.7	13.0	561.7	–	np	np	561.7
Participation in FT employment and not in FT education	'000	598.6	172.9	68.0	839.5	12.4	np	np	851.8
Participation in a combination of employment and education (b)	'000	81.2	27.6	9.5	118.4	–	np	np	118.4
Total fully engaged	'000	1 165.8	263.3	90.5	1 519.6	12.4	np	np	1 531.9
PT education and not in employment	'000	11.2	10.8	–	22.0	–	np	np	22.0
PT employment and not in education	'000	150.0	41.5	24.1	215.6	1.7	np	np	217.3
Total partially engaged	'000	161.2	52.3	24.1	237.6	1.7	np	np	239.3
18–24 year olds not employed and not studying	'000	128.1	33.6	26.5	188.2	4.1	np	np	192.3
Total 18–24 year old population	'000	1 455.1	349.3	141.0	1 945.4	18.2	np	np	1 963.6

Proportion

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Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
18–24 year old population engaged in FT employment, education or training									
Participation in FT education and not in FT employment	%	33.4	18.0	9.2	28.9	–	np	np	28.6
Participation in FT employment and not in FT education	%	41.1	49.5	48.2	43.2	68.0	np	np	43.4
Participation in a combination of employment and education (b)	%	5.6	7.9	6.8	6.1	–	np	np	6.0
Total fully engaged	%	80.1	75.4	64.2	78.1	68.0	np	np	78.0
PT education and not in employment	%	0.8	3.1	–	1.1	–	np	np	1.1
PT employment and not in education	%	10.3	11.9	17.1	11.1	9.5	np	np	11.1
Total partially engaged	%	11.1	15.0	17.1	12.2	9.5	np	np	12.2
18–24 year olds not employed and not studying	%	8.8	9.6	18.8	9.7	22.5	np	np	9.8
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	np	np	100.0
RSE (%)									
18–24 year old population engaged in FT employment, education or training									

Table 6A.6.2

Table 6A.6.2 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by remoteness, 2002, 2004-05 and 2008 (a), (b)

	Unit	Major cities	Inner regional	Outer regional	Total non-remote	Remote	Very remote	Total remote	Australia
Participation in FT education and not in FT employment	%	5.4	22.0	41.2	4.9	–	np	np	4.9
Participation in FT employment and not in FT education	%	5.2	10.3	13.3	4.4	16.7	np	np	4.4
Participation in a combination of employment and education (b)	%	14.6	32.2	50.5	12.6	–	np	np	12.6
Total fully engaged	%	2.0	5.4	10.9	2.1	16.7	np	np	2.1
PT education and not in employment	%	42.2	49.8	–	32.6	–	np	np	32.6
PT employment and not in education	%	12.2	27.0	27.0	10.6	57.2	np	np	10.6
Total partially engaged	%	11.2	22.5	27.0	9.8	57.2	np	np	9.9
18–24 year olds not employed and not studying	%	13.7	25.9	40.3	13.1	44.2	np	np	12.8
Total 18–24 year old population	%	–	–	–	–	–	np	np	–

FT = Full time. PT = Part time. RSE = Relative Standard Error

(a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.

(b) Includes people engaged in a combination of full-time education and full-time employment, or part-time study and part-time employment.

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

Source: ABS (unpublished) *General Social Survey 2002*, Cat. no. 4159.0; ABS (unpublished) *National Health Survey 2004-05*, Cat. no. 4364.0; ABS (unpublished) *National Health Survey 2007-08*, Cat. no. 4364.0.

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
1994										
<i>Estimate</i>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	'000	na	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	'000	na	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	'000	na	na	na	na	na	na	na	na	na
Total	'000	na	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	'000	na	na	na	na	na	na	na	na	na
Total 18–24 year old population	'000	na	na	na	na	na	na	na	na	na
Proportion										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na	na
Total	%	na	na	na	na	na	na	na	na	na

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na	na
RSE (%)										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na	na
Total	%	na	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na	na
2002										
Estimate										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	'000	1.2	0.5	1.3	1.4	0.5	np	np	0.5	5.7
Participation in FT employment and not in FT education	'000	3.1	1.1	1.9	1.0	0.7	0.6	0.2	1.0	9.6

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Participation in a combination of employment and education (b)	'000	1.6	0.1	0.7	0.2	0.1	np	np	0.1	2.8
Total fully engaged	'000	5.8	1.7	3.8	2.5	1.3	1.0	0.3	1.7	18.1
PT education and not in employment	'000	0.7	0.1	0.3	0.3	np	0.1	np	0.1	1.6
PT employment and not in education	'000	2.2	0.3	2.7	2.0	np	0.3	np	2.1	10.3
Total partially engaged	'000	2.9	0.5	3.0	2.3	0.6	0.4	0.1	2.2	11.9
18–24 year olds not employed and not studying	'000	6.1	1.1	7.0	2.3	1.0	0.6	0.1	3.5	21.8
Total 18–24 year old population (c)	'000	14.8	3.3	13.8	7.2	3.0	2.0	0.4	7.4	51.9
Proportion										
18–24 year old population engaged in FT employment, education or training	%	7.8	15.3	9.1	19.2	16.5	np	np	6.9	11.0
Participation in FT education and not in FT employment (d) (e)	%	20.8	32.0	13.8	13.4	23.6	31.5	37.4	14.0	18.4
Participation in FT employment and not in FT education (f) (g)	%	10.6	3.9	4.9	2.7	3.8	np	np	1.6	5.5
Total fully engaged (h), (i)	%	39.2	51.2	27.9	35.3	44.0	49.0	63.8	22.6	34.9
PT education and not in employment (j)	%	4.5	3.9	1.9	4.0	0.7	7.1	4.0	1.5	3.1
PT employment and not in education	%	15.0	10.3	19.7	27.8	20.3	14.8	10.7	28.0	19.8
Total partially engaged	%	19.4	14.2	21.6	31.8	21.0	21.9	14.7	29.5	23.0
18–24 year olds not employed and not studying (k), (l)	%	41.3	34.5	50.5	31.5	34.6	29.1	21.5	47.9	41.9
Total 18–24 year old population (c)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
RSE (%)										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	37.1	24.9	31.5	23.4	32.4	np	np	43.7	11.9
Participation in FT employment and not in FT education	%	20.8	16.5	24.7	19.0	24.6	18.8	19.4	21.2	9.1
Participation in a combination of employment and education (b)	%	51.2	43.1	45.8	49.1	59.3	np	np	63.6	30.3
Total fully engaged	%	15.4	10.9	15.7	13.2	15.6	14.7	10.5	14.2	6.2
PT education and not in employment	%	33.9	31.0	19.0	13.6	20.5	26.5	40.5	17.9	10.2
PT employment and not in education	%	27.8	24.4	18.7	13.7	19.9	26.4	38.5	17.4	9.4
Total partially engaged	%	41.1	44.7	63.3	66.6	82.5	63.4	76.7	68.0	24.8
18–24 year olds not employed and not studying	%	14.3	16.9	10.7	16.1	15.6	19.4	29.7	10.4	6.0
Total 18–24 year old population (c)	%	–	–	–	–	–	–	–	–	–
2004-05										
Estimate										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	'000	2.4	0.6	1.4	0.6	0.4	np	np	0.4	6.4
Participation in FT employment and not in FT education	'000	4.1	1.0	5.4	2.1	0.7	0.4	0.1	1.4	15.3

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Participation in a combination of employment and education (b)	'000	1.0	0.1	0.5	0.1	0.1	np	np	0.1	2.0
Total fully engaged	'000	7.6	1.7	7.3	2.8	1.3	0.9	0.2	1.9	23.7
PT education and not in employment	'000	0.3	np	np	0.1	np	np	np	np	0.6
PT employment and not in education	'000	1.8	np	np	1.6	np	np	np	np	9.7
Total partially engaged	'000	2.1	0.7	3.7	1.7	0.5	0.1	0.1	1.3	10.3
18–24 year olds not employed and not studying	'000	6.6	1.3	5.0	3.3	1.2	1.0	0.2	4.2	22.7
Total 18–24 year old population	'000	16.2	3.8	16.0	7.8	3.0	2.1	0.5	7.3	56.7
Proportion										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (d) (e)	%	14.9	15.3	8.8	8.1	13.9	np	np	4.8	11.2
Participation in FT employment and not in FT education (f), (g)	%	25.5	27.6	33.5	26.9	24.4	20.8	25.7	18.8	27.0
Participation in a combination of employment and education (b), (m)	%	6.2	2.9	3.1	1.0	4.6	np	np	1.9	3.5
Total fully engaged (h), (i), (n)	%	46.5	45.8	45.4	36.0	43.0	45.6	40.8	25.5	41.7
PT education and not in employment (j)	%	2.0	np	np	0.6	np	np	np	np	1.1
PT employment and not in education	%	11.1	np	np	20.9	np	np	np	np	17.1
Total partially engaged	%	13.1	19.2	23.3	21.5	17.6	7.3	17.5	17.7	18.2
18–24 year olds not employed and not studying (k), (l)	%	40.3	35.0	31.3	42.4	39.4	47.1	41.7	56.8	40.1
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
RSE (%)										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	25.9	30.1	30.4	36.8	31.0	np	np	43.5	14.4
Participation in FT employment and not in FT education	%	17.5	21.5	15.4	23.1	25.0	21.4	32.0	25.9	7.6
Participation in a combination of employment and education (b)	%	39.1	55.2	72.0	50.2	62.8	np	np	56.1	26.8
Total fully engaged	%	11.4	13.3	11.7	16.1	18.1	33.5	23.1	20.9	6.2
PT education and not in employment	%	49.8	np	np	76.8	np	np	np	np	32.6
PT employment and not in education	%	27.7	np	np	21.3	np	np	np	np	10.7
Total partially engaged	%	23.7	27.3	19.0	20.8	21.9	55.8	45.5	27.2	10.0
18–24 year olds not employed and not studying	%	11.2	17.8	16.2	13.9	15.0	29.1	23.8	12.3	6.1
Total 18–24 year old population	%	–	–	–	–	–	–	–	–	–
2008										
Estimate										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	'000	2.4	0.9	1.7	0.8	0.7	0.3	0.1	0.5	7.3
Participation in FT employment and not in FT education	'000	4.2	1.1	6.1	1.6	0.8	1.0	0.3	1.9	17.0

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Participation in a combination of employment and education (b)	'000	1.1	0.4	0.3	0.4	0.1	0.2	0.1	0.3	2.8
Fully engaged	'000	7.6	2.4	8.2	2.8	1.7	1.4	0.5	2.7	27.2
PT education and not in employment	'000	0.5	0.2	np	np	np	np	np	0.1	1.0
PT employment and not in education	'000	3.1	0.5	np	np	np	np	np	2.2	12.4
Total partially engaged	'000	3.5	0.7	4.1	1.6	0.7	0.4	–	2.3	13.4
18–24 year olds not employed and not studying	'000	8.4	1.3	6.3	4.5	1.7	0.7	0.2	4.0	27.1
Total 18–24 year old population	'000	19.5	4.4	18.5	8.9	4.1	2.5	0.7	9.0	67.6
Proportion										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (e)	%	12.1	20.4	9.2	8.7	18.2	10.3	12.8	5.5	10.8
Participation in FT employment and not in FT education (g)	%	21.4	25.3	33.0	18.2	19.8	37.7	45.2	21.1	25.1
Participation in a combination of employment and education (b), (m)	%	5.4	8.8	1.9	4.3	2.8	6.0	10.7	3.6	4.2
Fully engaged (i), (n)	%	38.9	54.5	44.2	31.2	40.8	54.0	68.7	30.2	40.2
PT education and not in employment	%	2.3	3.8	np	np	np	np	np	1.2	1.4
PT employment and not in education	%	15.7	12.2	np	np	np	np	np	23.9	18.3
Total partially engaged	%	18.1	16.0	22.0	18.2	16.8	17.6	5.8	25.1	19.8
18–24 year olds not employed and not studying (l)	%	43.0	29.5	33.8	50.6	42.3	28.5	25.4	44.7	40.1
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
RSE (%)										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	23.9	17.4	38.6	29.8	26.0	35.5	58.2	31.3	13.1
Participation in FT employment and not in FT education	%	18.0	14.0	15.5	22.9	19.8	14.7	16.7	15.9	7.8
Participation in a combination of employment and education (b)	%	47.1	25.3	48.9	53.6	50.9	51.4	46.8	39.6	20.7
Fully engaged	%	10.6	7.8	13.1	15.0	15.2	9.7	11.6	11.7	5.5
PT education and not in employment	%	70.4	46.7	np	np	np	np	np	66.2	37.3
PT employment and not in education	%	22.0	20.4	np	np	np	np	np	17.1	10.4
Total partially engaged	%	20.4	18.6	23.3	17.7	21.6	26.4	58.5	16.6	9.8
18–24 year olds not employed and not studying	%	10.8	14.2	16.3	8.8	12.7	17.7	27	8.6	5.5
Total 18–24 year old population	%	–	–	–	–	–	–	–	–	–

FT = Full time. PT = Part time. RSE = Relative Standard Error

- (a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.
- (b) Includes people persons engaged in a combination of full-time education and full-time employment, or part-time study and part-time employment.
- (c) Includes people whose part time or full time employment status was not stated.
- (d) Difference between 2002 and 2004-05 rate is statistically significant for WA.
- (e) Difference between 2002 and 2008 rate is statistically significant for WA.
- (f) Difference between 2002 and 2004-05 rate is statistically significant for Queensland, WA and Australia.
- (g) Difference between 2002 and 2008 rate is statistically significant for Queensland.

Table 6A.6.3

Table 6A.6.3 Fully engaged in employment, education and/or training, Indigenous people 18–24 years, by State and Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
(h)		Difference between 2002 and 2004-05 rate is statistically significant for Queensland, the ACT and Australia.									
(i)		Difference between 2002 and 2008 rate is statistically significant for Queensland and the ACT.									
(j)		Difference between 2002 and 2004-05 rate is statistically significant for WA and Australia.									
(k)		Difference between 2002 and 2004-05 rate is statistically significant for Queensland.									
(l)		Difference between 2002 and 2008 rate is statistically significant for Queensland and WA.									
(m)		Difference between 2004-05 and 2008 rate is statistically significant for Victoria.									
(n)		Difference between 2004-05 and 2008 rate is statistically significant for the ACT.									
		na Not available. – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2002, Cat. no. 4159.0; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2008, Cat. no. 4159.0; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2004-05, Cat. no. 4715.0.

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
1994										
Estimate										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	'000	na	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	'000	na	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	'000	na	na	na	na	na	na	na	na	na
Total	'000	na	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	'000	na	na	na	na	na	na	na	na	na
Total 18–24 year old population	'000	na	na	na	na	na	na	na	na	na
Proportion										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na	na
Total	%	na	na	na	na	na	na	na	na	na

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na	na
RSE (%)										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	na	na	na	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na	na	na	na
Total	%	na	na	na	na	na	na	na	na	na
18–24 year olds not employed and not studying	%	na	na	na	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na	na	na	na
2002										
Estimate										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	'000	233.4	163.8	80.2	67.4	41.4	14.3	10.2	1.8	612.5

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Participation in FT employment and not in FT education	'000	212.8	205.8	163.0	79.8	51.6	15.5	15.3	7.7	751.5
Participation in a combination of employment and education (includes FT employment and FT education) (b)	'000	26.4	13.4	4.4	5.6	3.6	1.5	1.0	0.6	56.4
Total fully engaged	'000	472.5	383.0	247.6	152.7	96.7	31.3	26.5	10.1	1 420.4
PT education and not in employment	'000	15.6	6.8	np	3.8	np	np	0.3	0.2	30.0
PT employment and not in education	'000	73.7	27.7	np	13.9	np	np	4.2	1.3	183.1
Total partially engaged	'000	89.4	34.6	32.5	17.8	29.3	3.5	4.5	1.6	213.1
18–24 year olds not employed and not studying	'000	60.5	68.1	65.6	21.9	10.9	5.4	2.2	1.1	235.6
Total 18–24 year old population	'000	622.3	485.6	345.7	192.5	136.9	40.3	33.2	12.8	1 869.2
Proportion										
18–24 year old population engaged in FT employment, education or training	%	37.5	33.7	23.2	35.0	30.3	35.5	30.9	14.1	32.8
Participation in FT education and not in FT employment	%	34.2	42.4	47.1	41.5	37.7	38.6	46.0	60.3	40.2
Participation in a combination of employment and education (includes FT employment and FT education) (b)	%	4.2	2.8	1.3	2.9	2.6	3.6	2.9	4.7	3.0
Total fully engaged	%	75.9	78.9	71.6	79.4	70.6	77.8	79.8	79.1	76.0
PT education and not in employment	%	2.5	1.4	np	2.0	np	np	0.9	1.8	1.6

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
PT employment and not in education	%	11.8	5.7	np	7.2	np	np	12.7	10.5	9.8
Total partially engaged	%	14.4	7.1	9.4	9.2	21.4	8.8	13.7	12.4	11.4
18–24 year olds not employed and not studying	%	9.7	14.0	19.0	11.4	8.0	13.4	6.6	8.5	12.6
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)										
18–24 year old population engaged in FT employment, education or training	%	7.9	10.5	13.8	11.3	11.9	12.2	11.3	24.3	4.9
Participation in FT education and not in FT employment	%	9.1	8.9	10.5	10.6	11.7	8.9	7.7	6.5	4.8
Participation in a combination of employment and education (includes FT employment and FT education) (b)	%	36.0	49.6	72.2	37.1	60.1	45.6	46.0	43.7	22.5
Total fully engaged	%	3.6	3.9	6.4	3.5	5.4	5.2	4.0	4.1	2.0
PT education and not in employment	%	43.4	72.3	np	52.0	np	np	81.6	57.0	30.5
PT employment and not in education	%	20.0	27.4	np	28.1	np	np	17.5	26.6	9.6
Total partially engaged	%	14.2	25.5	29.0	22.0	17.9	20.7	18.1	22.5	6.3
18–24 year olds not employed and not studying	%	20.3	20.6	20.0	18.8	28.1	20.1	25.8	24.4	12.0
Total 18–24 year old population	%	–	–	–	–	–	–	–	–	–

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004-05										
Estimate										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	'000	147.5	177.7	78.7	47.9	34.3	12.0	np	np	509.9
Participation in FT employment and not in FT education	'000	317.6	179.3	176.8	72.9	61.8	14.9	np	np	844.4
Participation in a combination of employment and education (b)	'000	22.8	16.0	18.2	11.2	3.3	2.3	np	np	78.1
Total fully engaged	'000	487.9	373.0	273.6	132.0	99.4	29.2	np	np	1 432.4
PT education and not in employment	'000	3.9	np	3.6	np	1.3	np	np	np	14.1
PT employment and not in education	'000	59.9	np	35.9	np	20.2	np	np	np	202.0
Total partially engaged	'000	63.8	58.3	39.5	23.6	21.5	4.6	np	np	216.0
18–24 year olds not employed and not studying	'000	66.9	49.9	45.9	24.3	14.1	5.6	np	np	208.7
Total 18–24 year old population	'000	618.5	481.2	359.1	179.9	135.0	39.3	np	np	1 857.1
Proportion										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	23.8	36.9	21.9	26.6	25.4	30.5	np	np	27.5
Participation in FT employment and not in FT education	%	51.4	37.3	49.2	40.5	45.8	37.8	np	np	45.5

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Participation in a combination of employment and education (b)	%	3.7	3.3	5.1	6.2	2.5	5.8	np	np	4.2
Total fully engaged	%	78.9	77.5	76.2	73.4	73.6	74.1	np	np	77.1
PT education and not in employment	%	0.6	np	1.0	np	1.0	np	np	np	0.8
PT employment and not in education	%	9.7	np	10.0	np	15.0	np	np	np	10.9
Total partially engaged	%	10.3	12.1	11.0	13.1	15.9	11.7	np	np	11.6
18–24 year olds not employed and not studying	%	10.8	10.4	12.8	13.5	10.4	14.1	np	np	11.2
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0	np	np	100.0
RSE (%)										
18–24 year old population engaged in FT employment, education or training	%	10.8	7.6	13.2	14.3	11.8	13.9	np	np	4.8
Participation in FT education and not in FT employment	%	5.8	7.0	6.6	9.2	6.8	12.2	np	np	3.3
Participation in FT employment and not in FT education	%	29.6	30.1	24.1	33.0	34.2	36.8	np	np	11.6
Total fully engaged	%	2.9	3.4	3.2	4.7	4.1	5.3	np	np	1.6
PT education and not in employment	%	64.4	np	45.0	np	48.3	np	np	np	28.5
PT employment and not in education	%	17.0	np	17.3	np	16.7	np	np	np	7.3
Total partially engaged	%	15.7	14.6	16.0	22.5	15.8	25.1	np	np	7.2
18–24 year olds not employed and not studying	%	15.9	18.5	15.3	20.6	20.3	23.0	np	np	7.7

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total 18–24 year old population	%	–	–	–	–	–	–	np	np	–
2007-08										
Estimate										
18–24 year old population engaged in FT employment, education or training	'000	149.1	213.2	98.2	46.1	34.3	8.1	12.8	–	561.7
Participation in FT education and not in FT employment	'000	280.5	192.2	172.5	109.9	60.4	14.5	13.8	8.0	851.8
Participation in a combination of employment and education (b)	'000	37.4	18.2	44.3	8.5	4.6	2.0	3.5	–	118.4
Total fully engaged	'000	467.0	423.6	315.0	164.5	99.3	24.7	30.0	8.0	1 531.9
PT education and not in employment	'000	8.8	5.4	1.5	2.1	1.5	1.9	0.8	–	22.0
PT employment and not in education	'000	59.0	67.8	42.8	12.6	23.7	5.1	3.7	2.7	217.3
Total partially engaged	'000	67.8	73.3	44.3	14.7	25.2	7.0	4.5	2.7	239.3
18–24 year olds not employed and not studying	'000	57.5	39.0	43.7	22.1	21.5	6.6	1.9	–	192.3
Total 18–24 year old population	'000	592.2	535.8	403.1	201.3	145.9	38.2	36.4	10.6	1 963.6
Proportion										
18–24 year old population engaged in FT employment, education or training	%	25.2	39.8	24.4	22.9	23.5	21.2	35.1	–	28.6
Participation in FT education and not in FT employment	%	25.2	39.8	24.4	22.9	23.5	21.2	35.1	–	28.6

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Participation in FT employment and not in FT education	%	47.4	35.9	42.8	54.6	41.4	38.1	37.9	75.0	43.4
Participation in a combination of employment and education (b)	%	6.3	3.4	11.0	4.2	3.1	5.3	9.5	–	6.0
Total fully engaged	%	78.9	79.1	78.1	81.7	68.0	64.6	82.5	75.0	78.0
PT education and not in employment	%	1.5	np	np	np	np	np	2.2	np	1.1
PT employment and not in education	%	10.0	np	np	np	np	np	10.1	np	11.1
Total partially engaged	%	11.4	13.7	11.0	7.3	17.2	18.2	12.3	25.0	12.2
18–24 year olds not employed and not studying	%	9.7	7.3	10.9	11.0	14.7	17.2	np	np	9.8
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment	%	12.0	8.8	16.1	14.8	17.5	22.6	13.6	–	4.9
Participation in FT employment and not in FT education	%	7.2	9.9	8.9	7.1	10.2	14.4	10.6	34.1	4.4
Participation in a combination of employment and education (b)	%	24.9	42.7	23.3	41.0	35.8	47.8	27.8	–	12.6
Total fully engaged	%	3.8	3.8	4.1	4.5	6.9	7.6	3.8	34.1	2.1
PT education and not in employment	%	52.6	np	np	np	np	np	62.4	np	32.6
PT employment and not in education	%	19.1	np	np	np	np	np	22.9	np	10.6
Total partially engaged	%	18.5	20.4	18.6	31.8	21.9	26.4	20.5	np	9.9

Table 6A.6.4

Table 6A.6.4 Fully engaged in employment, education and/or training, non-Indigenous people 18–24 years by State/Territory, 2002, 2004-05 and 2008 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
18–24 year olds not employed and not studying	%	25.7	25.2	22.6	26.3	18.3	24.2	np	np	12.8
Total 18–24 year old population	%	–	–	–	–	–	–	–	–	–

FT = Full time. PT = Part time. RSE = Relative Standard Error

(a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.

(b) Includes people engaged in a combination of full-time education and full-time employment, or part-time study and part-time employment.

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

Source: ABS (unpublished) *General Social Survey 2002*, Cat. no. 4159.0; ABS (unpublished) *National Health Survey 2004-05*, Cat. no. 4364.0; ABS (unpublished) *National Health Survey 2007-08*, Cat. no. 4364.0.

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
1994							
Estimate							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment	'000	na	na	na	na	na	na
Participation in FT employment and not in FT education	'000	na	na	na	na	na	na
Participation in a combination of employment and education	'000	na	na	na	na	na	na
Total	'000	na	na	na	na	na	na
18–24 year olds not employed and not studying	'000	na	na	na	na	na	na
Total 18–24 year old population	'000	na	na	na	na	na	na
Proportion							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment	%	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na
Total	%	na	na	na	na	na	na

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
18–24 year olds not employed and not studying	%	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na
RSE (%)							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment	%	na	na	na	na	na	na
Participation in FT employment and not in FT education	%	na	na	na	na	na	na
Participation in a combination of employment and education	%	na	na	na	na	na	na
Total	%	na	na	na	na	na	na
18–24 year olds not employed and not studying	%	na	na	na	na	na	na
Total 18–24 year old population	%	na	na	na	na	na	na
2002							
Estimate							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment	'000	3.0	2.8	5.7	299.1	313.4	612.5
Participation in FT employment and not in FT education	'000	6.2	3.3	9.6	439.4	312.1	751.5

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
Participation in a combination of employment and education (b)	'000	1.3	1.6	2.8	26.8	29.6	56.4
Total fully engaged	'000	10.4	7.7	18.1	765.3	655.1	1 420.4
PT education and not in employment	'000	0.6	1.0	1.6	8.6	21.4	30.0
PT employment and not in education	'000	6.2	4.1	10.3	82.9	100.2	183.1
Total partially engaged	'000	6.8	5.1	11.9	91.5	121.6	213.1
18–24 year olds not employed and not studying	'000	7.9	13.8	21.8	96.2	139.5	235.6
Total 18–24 year old population (c)	'000	25.2	26.7	51.9	953.0	916.2	1 869.2
<i>Proportion</i>							
18–24 year old population engaged in FT employment, education or training	%	11.8	10.4	11.0	31.4	34.2	32.8
Participation in FT education and not in FT employment(d)	%	24.6	12.5	18.4	46.1	34.1	40.2
Participation in FT employment and not in FT education (d)(e)(f)	%	5.0	5.9	5.5	2.8	3.2	3.0
Participation in a combination of employment and education (b)	%	41.4	28.8	34.9	80.3	71.5	76.0
PT education and not in employment (g)	%	2.4	3.8	3.1	0.9	2.3	1.6
PT employment and not in education (e), (h)	%	24.6	15.4	19.8	8.7	10.9	9.8
Total partially engaged (d), (e)	%	27.0	19.2	23.0	9.6	13.3	11.4
18–24 year olds not employed and not studying (d)	%	31.4	51.8	41.9	10.1	15.2	12.6

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
Total 18–24 year old population (c)	%	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment	%	17.9	15.9	11.9	7.0	7.3	4.9
Participation in FT employment and not in FT education	%	12.2	13.5	9.1	5.5	8.7	4.8
Participation in a combination of employment and education (b)	%	40.9	33.3	30.3	29.9	28.0	22.5
Total fully engaged	%	7.4	10.2	6.2	2.4	3.0	2.0
PT education and not in employment	%	38.2	33.2	24.8	52.2	34.9	30.5
PT employment and not in education	%	12.4	14.5	10.2	14.6	13.1	9.6
Total partially engaged	%	12.0	12.1	9.4	13.3	10.1	6.3
18–24 year olds not employed and not studying	%	9.9	5.9	6.0	18.4	12.3	12.0
Total 18–24 year old population (c)	%	–	–	–	–	–	–
2004-05							
<i>Estimate</i>							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment	'000	2.1	4.3	6.4	260.6	249.3	509.9

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
Participation in FT employment and not in FT education	'000	9.9	5.4	15.3	495.9	348.5	844.4
Participation in a combination of employment and education (b)	'000	1.2	0.7	2.0	28.5	49.6	78.1
Total fully engaged	'000	13.2	10.4	23.7	784.9	647.4	1 432.4
PT education and not in employment	'000	0.2	0.4	0.6	4.3	9.7	14.1
PT employment and not in education	'000	4.5	5.2	9.7	71.4	130.6	202.0
Total partially engaged	'000	4.7	5.6	10.3	75.7	140.3	216.0
18–24 year olds not employed and not studying	'000	8.7	14.0	22.7	78.9	129.8	208.7
Total 18–24 year old population	'000	26.7	30.0	56.7	939.5	917.6	1 857.1
Proportion							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment (i)	%	7.8	14.3	11.2	27.7	27.2	27.5
Participation in FT employment and not in FT education (e), (i)	%	37.1	18.0	27.0	52.8	38.0	45.5
Participation in a combination of employment and education (b), (j)	%	4.6	2.5	3.5	3.0	5.4	4.2
Total fully engaged (i)	%	49.6	34.8	41.7	83.5	70.6	77.1
PT education and not in employment	%	0.7	1.4	1.1	0.5	1.1	0.8
PT employment and not in education (e), (k)	%	17.0	17.2	17.1	7.6	14.2	10.9
Total partially engaged (e)(k)	%	17.8	18.6	18.2	8.1	15.3	11.6

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
18–24 year olds not employed and not studying (i)	%	32.7	46.6	40.1	8.4	14.2	11.2
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment	%	24.1	16.1	14.4	7.0	5.3	4.8
Participation in FT employment and not in FT education	%	8.5	13.5	7.6	4.3	4.6	3.3
Participation in a combination of employment and education (b)	%	37.6	32.3	26.8	22.9	14.3	11.6
Total fully engaged	%	7.4	8.7	6.2	2.2	2.2	1.6
PT education and not in employment	%	56.6	40.7	32.6	52.1	31.2	28.5
PT employment and not in education	%	13.4	15.1	10.7	15.3	8.4	7.3
Total partially engaged	%	13.1	14.1	10.0	14.7	8.4	7.2
18–24 year olds not employed and not studying	%	9.8	7.1	6.1	13.7	9.4	7.7
Total 18–24 year old population	%	–	–	–	–	–	–

2008 (I)

Estimate

18–24 year old population engaged in FT employment, education or training

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Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
Participation in FT education and not in FT employment	'000	3.7	3.6	7.3	268.9	292.8	561.7
Participation in FT employment and not in FT education	'000	11.2	5.7	17.0	496.4	355.5	851.8
Participation in a combination of employment and education (b)	'000	1.7	1.1	2.8	67.9	50.5	118.4
Total fully engaged	'000	16.7	10.5	27.2	833.1	698.8	1 531.9
PT education and not in employment	'000	0.1	0.8	1.0	9.7	12.3	22.0
PT employment and not in education	'000	6.7	5.7	12.4	87.4	130.0	217.3
Total partially engaged	'000	6.9	6.5	13.4	97.1	142.2	239.3
18–24 year olds not employed and not studying	'000	10.2	16.9	27.1	70.8	121.5	192.3
Total 18–24 year old population	'000	33.7	33.9	67.6	1 001.0	962.5	1 963.6
Proportion							
18–24 year old population engaged in FT employment, education or training							
Participation in FT education and not in FT employment (m)	%	11.0	10.6	10.8	26.9	30.4	28.6
Participation in FT employment and not in FT education (f), (m), (n)	%	33.4	16.9	25.1	49.6	36.9	43.4
Participation in a combination of employment and education (b)	%	5.0	3.4	4.2	6.8	5.2	6.0
Total fully engaged (m) (n)	%	49.4	30.9	40.2	83.2	72.6	78.0
PT education and not in employment (g)	%	0.4	2.5	1.4	1.0	1.3	1.1

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Unit	Indigenous			Non-Indigenous		
		Males	Females	Persons	Males	Females	Persons
PT employment and not in education (o)	%	20.0	16.7	18.3	8.7	13.5	11.1
Total partially engaged (o)	%	20.4	19.1	19.8	9.7	14.8	12.2
18–24 year olds not employed and not studying (l) (n)	%	30.2	49.9	40.1	7.1	12.6	9.8
Total 18–24 year old population	%	100.0	100.0	100.0	100.0	100.0	100.0
RSE (%)							
18–24 year old population engaged in FT employment, education or training	%	18.2	17.5	13.1	8.0	7.6	4.9
Participation in FT education and not in FT employment	%	9.6	13.9	7.8	4.6	6.8	4.4
Participation in a combination of employment and education (b)	%	30.6	24.9	20.7	18.8	21.1	12.6
Total fully engaged	%	7.1	8.9	5.5	2.3	3.5	2.1
PT education and not in employment	%	70.2	41.7	37.3	51.5	37.9	32.6
PT employment and not in education	%	16.2	13.6	10.4	15.3	14.1	10.6
Total partially engaged	%	15.9	12.5	9.8	14.0	13.0	9.9
18–24 year olds not employed and not studying	%	10.6	6.2	5.5	20.0	16.0	12.8
Total 18–24 year old population	%	–	–	–	–	–	–

FT = Full time. PT = Part time. RSE = Relative Standard Error

(a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.

Table 6A.6.5

Table 6A.6.5 Proportion of 18–24 year old population fully engaged in employment, education and/or training, by Indigenous status and sex, 2002, 2004-05 and 2008 (a)

	Indigenous			Non-Indigenous			
	Unit	Males	Females	Persons	Males	Females	Persons
(b)	Includes people engaged in a combination of full-time education and full-time employment, or part-time study and part-time employment.						
(c)	The Indigenous total population includes people whose part time or full time employment status was not stated.						
(d)	Difference between 2002 Indigenous and non-Indigenous rate is statistically significant for males, females and persons.						
(e)	Difference between 2002 and 2004-05 Indigenous rate is statistically significant for males and persons.						
(f)	Difference between 2002 and 2008 Indigenous rate is statistically significant for males.						
(g)	Difference between 2002 and 2008 Indigenous rate is statistically significant for males and persons.						
(h)	Difference between 2002 Indigenous and non-Indigenous rate is statistically significant for males and persons.						
(i)	Difference between 2002 Indigenous and non-Indigenous rate is statistically significant for males, females and persons.						
(j)	Difference between 2002 Indigenous and non-Indigenous rate is statistically significant for females.						
(k)	Difference between 2002 Indigenous and non-Indigenous rate is statistically significant for males and persons.						
(l)	Reference period is 2007-08 for non-Indigenous data.						
(m)	Difference between 2008 Indigenous and non-Indigenous rate is statistically significant for males, females and persons.						
(n)	Difference between 2008 Indigenous male rate and female rate is statistically significant.						
(o)	Difference between 2008 Indigenous and non-Indigenous rate is statistically significant for males and persons.						
	na Not available. – Nil or rounded to zero.						

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2002*, Cat. no. 4714.0; ABS (unpublished) *General Social Survey 2002*, Cat. no. 4159.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Health Survey 2004-05*, Cat. no. 4715.0; ABS (unpublished) *National Health Survey 2004-05*, Cat. no. 4364.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Health Survey 2007-08*, Cat. no. 4364.0.

Table 6A.6.6 **Level of highest non-school qualification and employment status, people aged 18–64, by sex and Indigenous status, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Indigenous				
2002				
Certificate III to advanced diploma (e)				
Males	78.8	3.8	86.9	3.0
Females	64.4	6.7	75.3	4.5
Persons	72.6	3.6	81.9	2.7
Bachelor degree or higher (f)				
Males	74.5	16.1	90.1	4.6
Females	83.9	6.9	91.2	3.4
Persons	80.4	7.0	90.8	2.6
Certificate III and higher				
Males	78.1	3.8	87.4	2.7
Females	70.2	5.2	80.0	3.3
Persons	74.3	3.2	83.9	2.2
Other (g)				
Males	56.6	3.1	73.5	2.0
Females	37.1	4.7	47.4	3.4
Persons	46.1	2.9	59.5	2.0
Total (h)				
Males (i), (j)	60.8	2.5	76.8	1.6
Females (j)	43.0	3.7	53.3	2.7
Persons (j)	51.4	2.4	64.5	1.6
2004-05				
Certificate III to advanced diploma (e)				
Males	78.0	4.1	86.8	2.7
Females	66.7	6.8	74.9	5.8
Persons	72.3	3.9	80.9	3.1
Bachelor degree or higher (f)				
Males	91.0	4.8	92.5	4.5
Females	79.9	5.8	83.7	5.1
Persons	84.4	4.0	87.2	3.6
Certificate III and higher				
Males	80.4	3.4	87.9	2.3
Females	70.0	5.1	77.1	4.4
Persons	75.0	3.1	82.3	2.5
Other (g)				

Table 6A.6.6 **Level of highest non-school qualification and employment status, people aged 18–64, by sex and Indigenous status, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Males (k)	60.5	2.7	70.4	2.2
Females	38.7	4.4	45.6	3.7
Persons	48.9	2.7	57.2	2.2
Total (h)				
Males (i), (k)	65.1	2.3	74.5	1.7
Females	45.6	3.7	52.6	3.1
Persons (k)	54.8	2.3	62.8	1.8
2008				
Certificate III to advanced diploma (e)				
Males (n), (o)	84.0	3.0	90.9	2.2
Females (l), (n), (o)	70.9	4.0	79.0	3.6
Persons (l)	77.2	2.6	84.7	2.1
Bachelor degree or higher (f)				
Males	88.8	4.4	94.1	2.5
Females	82.9	4.5	87.3	3.8
Persons	85.3	3.1	90.0	2.5
Certificate III and higher				
Males (n), (o)	84.8	2.6	91.5	1.9
Females (l), (n), (o)	73.7	3.2	80.9	2.9
Persons (l)	78.8	2.2	85.8	1.8
Other (g)				
Males (k), (l), (m), (n), (o)	61.0	2.9	74.5	1.8
Females (l), (m), (n), (o)	38.1	3.9	46.6	2.9
Persons (l), (m)	48.9	2.6	59.9	1.7
Total (h)				
Males (j), (k), (l), (m), (n), (o)	66.9	2.3	79.1	1.4
Females (j), (l), (m), (n), (o)	47.4	3.0	55.8	2.4
Persons (j), (k), (l), (m)	56.7	2.1	66.9	1.4
Non-Indigenous				
2002				
Certificate III to advanced diploma (e)				
Males	87.7	3.5	90.5	3.5
Females	73.0	4.5	76.9	4.6
Persons	82.4	2.8	85.6	2.9
Bachelor degree or higher (f)				
Males	91.4	5.0	94.0	4.8

Table 6A.6.6 **Level of highest non-school qualification and employment status, people aged 18–64, by sex and Indigenous status, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Females	82.6	3.7	84.6	3.6
Persons	86.9	3.5	89.2	3.4
Certificate III and higher				
Males	89.1	2.0	91.8	1.8
Females	78.0	2.7	80.9	2.7
Persons	84.4	1.6	87.2	1.5
Other (g)				
Males	75.1	2.8	82.2	2.3
Females	59.9	2.5	64.7	2.1
Persons	66.7	2.1	72.5	1.8
Total (h)				
Males	82.2	1.1	87.0	0.8
Females	66.7	1.0	71.0	0.9
Persons	74.5	0.7	79.1	0.6
2004-05				
Certificate III to advanced diploma (e)				
Males	88.3	1.0	90.4	0.8
Females	76.5	1.6	78.4	1.6
Persons	83.6	0.8	85.7	0.7
Bachelor degree or higher (f)				
Males	91.0	1.1	93.7	0.9
Females	81.0	1.7	83.1	1.5
Persons	85.7	0.9	88.1	0.9
Certificate III and higher				
Males	89.3	0.7	91.6	0.6
Females	78.8	1.2	80.8	1.2
Persons	84.5	0.6	86.7	0.6
Other (g)				
Males	78.1	1.2	82.5	1.0
Females	60.9	1.5	64.1	1.4
Persons	68.7	0.8	72.4	0.8
Total (h)				
Males	84.0	0.6	87.4	0.5
Females	68.6	0.9	71.3	0.9
Persons	76.3	0.5	79.3	0.5

Table 6A.6.6 Level of highest non-school qualification and employment status, people aged 18–64, by sex and Indigenous status, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
2007-08				
Certificate III to advanced diploma (e)				
Males	88.0	1.1	89.6	1.0
Females (l)	80.4	1.6	83.1	1.4
Persons (l)	84.7	0.9	86.8	0.8
Bachelor degree or higher (f)				
Males	89.4	1.2	91.6	1.0
Females	81.8	1.6	84.0	1.4
Persons	85.4	1.0	87.7	0.8
Certificate III and higher				
Males	88.6	0.9	90.4	0.7
Females (l)	81.1	1.1	83.6	1.0
Persons (l)	85.1	0.6	87.2	0.5
Other (g)				
Males (l), (m)	79.9	1.2	83.2	1.1
Females (l), (m)	62.2	2.0	65.1	2.0
Persons (l), (m)	70.5	1.2	73.6	1.1
Total (h)				
Males (l), (m)	84.6	0.7	87.2	0.6
Females (l), (m)	71.6	1.2	74.2	1.2
Persons (l), (m)	78.1	0.7	80.7	0.6

RSE = Relative Standard Error

- (a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.
- (b) Excludes people still at school.
- (c) The number of employed people expressed as a percentage of the total population in the same group.
- (d) The number of employed and unemployed people expressed as a percentage of the total population in the same group.
- (e) Includes Certificate III/IV and Advanced Diploma/Diploma
- (f) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.
- (g) Includes Certificate I and II and those who do not have a non-school qualification.
- (h) Includes persons whose level of non-school qualification was inadequately described or not stated.
- (i) Difference between 2002 and 2004-05 Indigenous employment rate is statistically significant.
- (j) Difference between 2002 and 2008 Indigenous employment rate is statistically significant.
- (k) Difference between 2004-05 and 2008 Indigenous labour force participation rate is statistically significant.

Table 6A.6.6 Level of highest non-school qualification and employment status, people aged 18–64, by sex and Indigenous status, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>

- (l) Difference between 2008 Indigenous and non-Indigenous employment rate is statistically significant.
- (m) Difference between 2008 Indigenous and non-Indigenous labour force participation rate is statistically significant.
- (n) Difference between 2008 Indigenous male and female employment rate is statistically significant.
- (o) Difference between 2008 Indigenous male and female labour force participation rate is statistically significant.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2002*, Cat. no. 4714.0; ABS (unpublished) *General Social Survey 2002*, Cat. no. 4159.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Health Survey 2004-05*, Cat. no. 4715.0; ABS (unpublished) *National Health Survey 2004-05*, Cat. no. 4364.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2008*, Cat. no. 4714.0; ABS (unpublished) *National Health Survey 2007-08*, Cat. no. 4364.0.

Table 6A.6.7 **Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
2002				
Certificate III to advanced diploma (e)				
Major cities	69.2	7.7	81.1	5.3
Inner regional	75.9	6.8	82.1	5.2
Outer regional	67.6	6.2	78.9	5.0
Total non-remote	70.7	4.3	80.9	3.1
Remote	78.7	8.1	83.3	7.6
Very remote	85.2	5.1	90.5	3.9
Total remote	82.4	4.4	87.4	3.9
Australia	72.6	3.6	81.9	2.7
Bachelor degree or higher (f)				
Major cities	77.6	12.8	93.2	2.8
Inner regional	81.7	11.0	81.7	11.0
Outer regional	83.0	7.9	94.8	2.5
Total non-remote	79.4	8.0	90.7	2.9
Remote	82.1	10.6	89.0	9.6
Very remote	92.8	6.1	92.8	6.1
Total remote	87.7	5.7	91.0	5.5
Australia	80.4	7.0	90.8	2.6
Certificate III and higher				
Major cities	71.5	6.4	84.4	3.7
Inner regional	77.1	5.6	82.1	4.8
Outer regional	70.2	5.6	81.6	4.3
Total non-remote	72.7	3.8	83.2	2.5
Remote	79.4	6.9	84.4	6.3
Very remote	86.5	4.4	90.9	3.7
Total remote	83.3	3.9	88.0	3.4
Australia	74.3	3.2	83.9	2.2
Other (g)				
Major cities	49.0	7.2	63.2	5.0
Inner regional (h)	37.9	7.0	57.4	4.9
Outer regional (i)	38.5	5.0	55.1	4.3
Total non-remote (h), (i)	42.5	4.0	58.9	2.7
Remote	47.1	6.4	57.1	4.8
Very remote	57.8	5.0	62.3	3.9
Total remote	54.7	4.1	60.8	3.0

Table 6A.6.7 **Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Australia	46.1	2.9	59.5	2.0
Total (j)				
Major cities	54.6	5.3	69.2	3.4
Inner regional (h)	46.4	5.7	63.1	3.9
Outer regional (h), (i)	43.3	4.2	59.7	3.4
Total non-remote (h), (i)	48.9	3.1	64.6	2.0
Remote	52.5	5.6	61.8	4.3
Very remote	60.7	4.4	65.1	3.5
Total remote	58.2	3.6	64.1	2.7
Australia (i)	51.4	2.4	64.5	1.6
2004-05				
Certificate III to advanced diploma (e)				
Major cities	69.3	7.4	76.5	6.4
Inner regional	74.2	8.5	81.6	6.6
Outer regional	71.2	6.4	84.2	4.0
Total non-remote	71.1	4.6	79.9	3.6
Remote	76.1	8.1	83.5	6.5
Very remote	81.2	6.4	87.5	5.3
Total remote	79.2	5.2	85.9	4.5
Australia	72.3	3.9	80.9	3.1
Bachelor degree or higher (f)				
Major cities	n.p.	n.p.	89.6	5.0
Inner regional	n.p.	n.p.	87.0	7.6
Outer regional	n.p.	n.p.	81.8	11.0
Total non-remote	85.2	4.4	87.1	4.0
Remote	n.p.	n.p.	86.8	7.3
Very remote	n.p.	n.p.	89.2	9.0
Total remote	78.3	8.3	88.1	5.9
Australia	84.4	4.0	87.2	3.6
Certificate III and higher				
Major cities	73.9	5.5	79.6	4.8
Inner regional	76.7	6.8	82.9	5.4
Outer regional	72.5	5.6	83.8	3.9
Total non-remote	74.3	3.5	81.5	2.9
Remote	77.3	6.6	84.2	5.0
Very remote	80.2	5.6	87.8	4.6

Table 6A.6.7 **Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Total remote	79.1	4.4	86.3	3.7
Australia	75.0	3.1	82.3	2.5
Other (g)				
Major cities (k)	49.7	5.3	56.3	4.6
Inner regional (h)	46.9	6.4	58.1	4.7
Outer regional	45.1	7.5	54.7	6.1
Total non-remote (h)	47.5	3.7	56.3	3.0
Remote	50.5	8.2	58.5	6.5
Very remote	52.6	5.3	59.3	4.5
Total remote	52.0	4.0	59.1	3.4
Australia	48.9	2.7	57.2	2.2
Total (j)				
Major cities (k)	56.9	4.3	63.2	3.6
Inner regional (h)	54.5	5.4	64.6	3.8
Outer regional (h)	51.2	6.1	61.2	4.7
Total non-remote (h), (k)	54.6	2.9	63.0	2.3
Remote	54.7	6.7	62.7	5.2
Very remote	55.5	4.6	62.2	3.9
Total remote	55.3	3.5	62.3	2.9
Australia (k)	54.8	2.3	62.8	1.8
2008				
Certificate III to advanced diploma (e)				
Major cities	75.1	4.9	84.4	3.7
Inner regional	77.0	6.0	83.7	5.2
Outer regional	76.4	3.8	83.8	3.4
Total non-remote (l)	75.9	2.9	84.1	2.4
Remote	81.4	5.7	85.3	4.8
Very remote	88.3	4.2	92.1	3.5
Total remote (l)	85.0	3.5	88.9	2.9
Australia	77.2	2.6	84.7	2.1
Bachelor degree or higher (f)				
Major cities	86.4	4.7	91.5	3.6
Inner regional	79.5	9.1	86.0	6.5
Outer regional	82.0	7.9	86.5	6.3
Total non-remote	84.2	3.7	89.4	2.8
Remote	91.3	8.7	91.3	8.7

Table 6A.6.7 **Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Very remote	92.8	5.0	95.9	3.7
Total remote	92.1	4.7	93.7	4.4
Australia	85.3	3.1	90.0	2.5
Certificate III and higher				
Major cities	77.9	3.8	86.2	2.9
Inner regional	77.4	5.1	84.1	4.4
Outer regional	77.2	3.3	84.2	3.0
Total non-remote (l)	77.6	2.4	85.2	2.0
Remote	83.5	4.6	86.6	4.0
Very remote	89.2	3.7	92.9	2.8
Total remote (l)	86.5	2.9	89.9	2.4
Australia	78.8	2.2	85.8	1.8
Other (g)				
Major cities (k)	54.1	5.5	66.7	3.5
Inner regional	43.5	7.9	56.6	5.3
Outer regional (i)	46.7	6.1	55.7	4.5
Total non-remote (i)	48.7	3.5	60.2	2.3
Remote	45.1	6.7	57.6	4.6
Very remote	52.0	4.7	59.9	3.8
Total remote	49.6	3.7	59.1	3.0
Australia	48.9	2.6	59.9	1.7
Total (j)				
Major cities (k)	61.2	4.0	72.9	2.5
Inner regional	53.3	5.5	64.5	3.9
Outer regional (i)	54.3	4.8	63.0	3.6
Total non-remote (i), (k)	57.0	2.7	67.7	1.8
Remote	52.6	5.3	63.3	3.7
Very remote	57.2	3.9	65.1	3.2
Total remote	55.6	3.0	64.4	2.5
Australia (i), (k)	56.7	2.1	66.9	1.4

RSE = Relative Standard Error

- (a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.
- (b) Excludes people still at school.
- (c) The number of employed people expressed as a percentage of the total population in the same group.

Table 6A.6.7 Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
(d) The number of employed and unemployed people expressed as a percentage of the total population in the same group.				
(e) Includes Certificate III/IV and Advanced Diploma/Diploma				
(f) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.				
(g) Includes Certificate I and II and those who do not have a non-school qualification.				
(h) Difference between 2002 and 2004-05 employment rate is statistically significant.				
(i) Difference between 2002 and 2008 employment rate is statistically significant.				
(j) Includes persons whose level of non-school qualification was inadequately described or not stated.				
(k) Difference between 2004-05 and 2008 labour force participation rate is statistically significant.				
(l) Difference between 2008 total non-remote and total remote employment rate is statistically significant.				

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2002*, Cat. no. 4717.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Health Survey 2004-05*, Cat. no. 4715.0; ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey 2008*, Cat. no. 4714.0.

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
2002				
Indigenous				
Certificate III to advanced diploma (e)				
NSW	76.3	7.4	86.4	4.3
Vic	71.2	7.1	77.7	5.8
Qld (f)	67.0	8.8	76.5	7.6
WA	77.4	7.4	87.9	4.8
SA	70.9	7.4	84.0	5.0
Tas	71.4	7.9	76.7	6.0
ACT (f) (g)	69.8	9.5	72.2	8.6
NT	76.6	8.9	83.2	6.8
Australia	72.6	3.6	81.9	2.7
Bachelor degree or higher (h)				
NSW	72.1	19.8	91.9	5.3
Vic	85.0	8.2	85.0	8.2
Qld	91.1	4.1	97.5	2.0
WA	91.6	8.6	92.8	8.2
SA (f)(i)	47.2	34.6	65.6	24.8
Tas	75.3	12.0	81.0	10.3
ACT	92.2	4.5	92.2	4.5
NT	89.9	9.3	89.9	9.3
Australia	80.4	7.0	90.8	2.6
Certificate III and higher				
NSW	75.2	7.3	87.9	3.4
Vic	75.1	5.9	79.8	4.7
Qld (f)	71.6	7.2	80.5	6.0
WA (j)	80.0	6.1	88.8	4.2
SA	67.4	7.6	81.3	5.1
Tas	72.2	6.7	77.5	5.3
ACT (f) (g)	79.7	5.4	81.0	5.1
NT	78.8	7.7	84.3	6.2
Australia	74.3	3.2	83.9	2.2
Other (k)				
NSW	43.4	6.5	59.1	4.3
Vic	42.7	6.6	55.2	4.6
Qld	46.8	6.6	62.0	4.4

Table 6A.6.8 **Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)**

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
WA	48.9	6.4	62.1	4.8
SA	46.9	6.7	58.5	4.8
Tas	50.7	5.8	62.3	4.4
ACT	63.6	7.2	68.1	6.8
NT	47.0	6.8	54.0	5.1
Australia	46.1	2.9	59.5	2.0
Total (l)				
NSW	49.6	5.4	65.2	3.3
Vic (f), (g)	50.8	5.0	61.8	3.5
Qld (f)	51.4	5.3	66.4	3.4
WA	54.4	5.3	66.5	4.2
SA	51.6	5.5	63.7	3.9
Tas	54.7	5.2	66.0	3.7
ACT	70.4	4.9	73.7	4.6
NT	50.4	6.1	57.2	4.7
Australia (f)	51.4	2.4	64.5	1.6
Non-Indigenous				
Certificate III to advanced diploma (e)				
NSW	82.7	4.2	85.8	4.2
Vic	83.8	7.1	85.8	7.0
Qld	80.0	6.0	85.5	5.9
WA	82.4	5.9	86.0	5.7
SA	81.9	6.1	83.8	5.9
Tas	78.9	5.6	83.5	5.7
ACT	83.5	6.8	85.8	6.2
NT	90.8	7.0	92.9	6.8
Australia	82.4	2.8	85.6	2.9
Bachelor degree or higher (h)				
NSW	88.2	5.5	90.7	5.3
Vic	85.7	6.7	88.2	6.6
Qld	87.4	7.4	90.3	7.4
WA	83.8	7.2	86.2	7.4
SA	85.9	8.5	85.9	8.5
Tas	86.3	9.2	87.7	9.1
ACT	90.8	5.0	90.9	5.0

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
NT	90.0	9.7	92.0	9.2
Australia	86.9	3.5	89.2	3.4
Certificate III and higher				
NSW	85.2	3.0	88.0	2.7
Vic	84.7	3.2	86.9	2.9
Qld	82.9	3.6	87.3	3.5
WA	82.9	3.8	86.1	3.7
SA	83.4	3.7	84.6	3.7
Tas	n.p.	n.p.	85.1	5.2
ACT	n.p.	n.p.	88.9	3.7
NT	90.5	6.6	92.5	6.3
Australia	84.4	1.6	87.2	1.5
Other (k)				
NSW	65.4	3.5	71.3	3.4
Vic	67.4	3.4	73.2	3.1
Qld	67.6	3.5	73.3	2.9
WA	67.1	3.6	74.2	3.4
SA	66.2	3.6	71.6	3.1
Tas	60.3	4.2	66.1	3.7
ACT	74.6	5.2	76.7	4.8
NT	77.8	4.6	82.6	4.6
Australia	66.7	2.1	72.5	1.8
Total (l)				
NSW	75.0	1.5	79.4	1.3
Vic	74.6	1.5	79.1	1.3
Qld	73.5	2.0	78.7	1.8
WA	74.6	1.6	79.8	1.4
SA	73.4	1.9	77.1	1.4
Tas	68.7	2.3	73.5	2.0
ACT	82.0	1.3	83.5	1.2
NT	83.8	2.0	87.5	1.9
Australia	74.5	0.7	79.1	0.6

2004-05**Indigenous**

Certificate III to advanced diploma (e)

NSW	66.8	8.3	74.9	7.1
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Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Vic	74.7	7.9	82.4	5.6
Qld	75.7	6.4	86.9	4.3
WA (m)	71.4	7.6	75.1	7.0
SA	70.7	10.0	81.3	7.9
Tas	68.8	8.6	73.5	10.5
ACT	85.1	7.5	86.6	7.0
NT	80.2	7.3	85.2	5.2
Australia (d)	72.3	3.9	80.9	3.1
Bachelor degree or higher (h)				
NSW	88.5	7.4	89.3	7.3
Vic	84.6	20.9	84.6	20.9
Qld	82.5	8.0	87.5	6.8
WA	75.1	14.6	79.9	12.2
SA (i)	91.5	6.2	91.5	6.2
Tas	65.9	21.1	77.2	11.8
ACT	91.4	5.2	93.5	4.4
NT	82.3	8.8	85.7	8.4
Australia (d)	84.4	4.0	87.2	3.6
Certificate III and higher				
NSW	71.8	6.7	78.2	5.7
Vic	77.4	7.2	83.0	5.4
Qld	76.9	5.3	87.0	3.7
WA (j), (m)	71.9	6.2	75.7	5.8
SA	75.9	7.5	83.8	6.1
Tas	68.1	8.6	74.4	9.2
ACT	88.6	4.1	90.5	3.7
NT	80.8	5.7	85.4	4.2
Australia (d)	75.0	3.1	82.3	2.5
Other (k)				
NSW	48.0	6.0	56.2	5.0
Vic	51.1	9.2	60.6	7.8
Qld	51.1	6.2	59.3	4.7
WA	52.8	5.4	62.4	4.2
SA	47.1	6.5	53.3	5.8
Tas	44.1	10.7	55.9	8.9
ACT	56.9	9.1	67.0	8.0

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
NT (l)	42.9	8.2	49.6	6.9
Australia (d)	48.9	2.7	57.2	2.2
Total (l)				
NSW	53.6	5.1	61.4	4.2
Vic	58.8	6.6	67.2	5.4
Qld	58.7	4.8	67.5	3.6
WA (m)	55.1	4.5	63.8	3.6
SA	53.0	5.9	59.4	4.9
Tas (n)	50.7	6.9	61.3	5.4
ACT	69.1	5.8	75.7	5.2
NT (m)	47.5	6.7	53.9	5.9
Australia (d), (m)	54.8	2.3	62.8	1.8
Non-Indigenous				
Certificate III to advanced diploma (e)				
NSW	82.3	1.5	84.6	1.4
Vic	84.6	1.8	86.1	1.7
Qld	84.0	1.9	86.4	1.7
WA	84.0	2.1	86.9	1.9
SA	84.8	1.6	85.9	1.6
Tas	81.1	2.0	82.6	1.9
ACT	88.7	2.8	90.1	2.7
NT	84.7	8.1	84.7	8.1
Australia (d)	83.6	0.8	85.7	0.7
Bachelor degree or higher (h)				
NSW	85.7	1.7	88.3	1.5
Vic	84.5	1.9	87.1	1.8
Qld	86.4	2.4	88.2	2.2
WA	85.4	2.3	88.3	1.9
SA	88.0	2.0	90.8	1.7
Tas	84.8	2.8	86.0	2.8
ACT	89.7	1.7	91.2	1.5
NT	82.6	21.8	82.6	21.8
Australia (d)	85.7	0.9	88.1	0.9
Certificate III and higher				
NSW	83.8	1.2	86.2	1.1

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
Vic	84.5	1.2	86.5	1.2
Qld	84.9	1.4	87.0	1.4
WA	84.6	1.4	87.5	1.2
SA	86.2	1.2	88.0	1.1
Tas	82.5	1.7	83.8	1.6
ACT	89.3	1.5	90.8	1.4
NT	83.9	9.9	83.9	9.9
Australia (d)	84.5	0.6	86.7	0.6
Other (k)				
NSW	67.9	2.0	71.7	1.8
Vic	68.1	2.3	72.2	1.9
Qld	70.0	1.9	73.9	1.6
WA	69.1	2.7	71.8	2.3
SA	69.7	1.9	72.7	1.8
Tas	62.1	2.8	67.7	2.4
ACT	74.1	2.7	78.3	2.2
NT	82.8	10.1	84.1	9.3
Australia (d)	68.7	0.8	72.4	0.8
Total (l)				
NSW	75.9	1.1	79.0	1.0
Vic	76.0	1.3	79.1	1.2
Qld	77.0	1.1	80.1	1.1
WA	76.1	1.7	78.9	1.4
SA	77.1	1.3	79.7	1.2
Tas	70.9	1.6	74.6	1.4
ACT	83.1	1.4	85.7	1.2
NT	80.8	9.6	81.4	9.0
Australia (d)	76.3	0.5	79.3	0.5

2008

Indigenous

Certificate III to advanced diploma (e)

NSW (o)	70.3	6.2	81.9	5.1
Vic (o)	79.7	3.2	84.4	2.9
Qld (f)	84.1	4.5	86.1	4.3
WA (m)	77.4	6.3	91.0	3.3

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
SA (o)	71.2	7.1	81.1	5.3
Tas	77.5	5.1	85.6	4.1
ACT (f), (g)	87.3	5.7	91.4	4.2
NT (o), (p)	76.8	5.6	81.1	4.9
Australia (o)	77.2	2.6	84.7	2.1
Bachelor degree or higher (h)				
NSW	81.8	9.3	89.6	6.9
Vic	81.0	6.1	84.5	5.6
Qld	89.3	5.8	94.5	3.6
WA	79.4	9.4	81.9	8.8
SA (f)	91.5	7.2	96.5	4.0
Tas	88.7	7.5	88.7	7.5
ACT	94.4	3.4	95.9	2.9
NT	87.1	6.5	89.5	6.1
Australia	85.3	3.1	90.0	2.5
Certificate III and higher				
NSW (o)	72.4	5.3	83.3	4.3
Vic (o)	80.0	2.7	84.4	2.4
Qld (f)	85.2	3.6	87.9	3.4
WA (m)	77.8	5.5	89.2	3.2
SA (o)	74.5	5.8	83.5	4.3
Tas	79.7	4.5	86.2	3.6
ACT (f), (g)	90.3	3.6	93.3	2.7
NT (o), (p)	79.5	4.2	83.3	3.5
Australia (o)	78.8	2.2	85.8	1.8
Other (k)				
NSW (o), (p)	43.0	6.5	55.8	4.0
Vic (o), (p)	45.5	6.6	58.3	4.8
Qld (o), (p)	53.5	5.7	63.3	4.0
WA (o), (p)	53.2	5.5	62.4	3.7
SA (o), (p)	45.6	6.9	58.9	5.2
Tas	55.8	7.3	62.1	5.8
ACT (o)	65.0	8.5	73.5	6.7
NT (m), (o), (p)	48.5	5.5	59.2	4.4
Australia (o), (p)	48.9	2.6	59.9	1.7
Total (l)				

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
NSW (o), (p)	50.1	5.2	62.5	3.3
Vic (f), (g), (o), (p)	59.3	3.7	68.9	2.7
Qld (f), (o), (p)	61.8	4.4	70.2	3.3
WA (m), (o), (p)	59.6	4.0	70.1	2.9
SA (o), (p)	53.8	5.0	66.2	3.8
Tas (n), (o), (p)	62.4	5.2	68.8	4.1
ACT (o), (p)	75.8	4.2	81.6	3.2
NT (m), (o), (p)	54.1	4.2	63.7	3.5
Australia (f), (m), (o), (p)	56.7	2.1	66.9	1.4
Non-Indigenous				
Certificate III to advanced diploma (e)				
NSW (o)	83.1	2.1	85.5	2.0
Vic (o)	87.0	1.9	88.3	1.8
Qld	83.3	2.4	85.7	2.0
WA	86.2	2.1	88.5	1.9
SA (o)	85.2	2.1	87.5	1.8
Tas	81.0	2.3	83.2	2.4
ACT	87.4	2.1	89.2	1.8
NT (o), (p)	100.0	0.0	100.0	0.0
Australia (o)	84.7	0.9	86.8	0.8
Bachelor degree or higher (h)				
NSW	85.3	2.1	87.0	1.9
Vic	85.2	2.1	87.3	1.7
Qld	83.7	3.4	86.8	2.7
WA	86.2	2.6	90.3	1.9
SA	87.4	2.2	88.5	2.2
Tas	83.3	3.9	85.0	3.8
ACT	91.9	1.3	92.3	1.3
NT	95.9	4.4	95.9	4.4
Australia	85.4	1.0	87.7	0.8
Certificate III and higher				
NSW (o)	84.2	1.5	86.2	1.4
Vic (o)	86.1	1.4	87.9	1.3
Qld	83.5	2.0	86.1	1.6
WA	86.2	1.7	89.3	1.4

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
SA (o)	86.1	1.6	87.9	1.5
Tas	81.9	1.9	83.9	1.9
ACT	90.2	1.1	91.1	1.0
NT (o), (p)	98.0	2.1	98.0	2.1
Australia (o)	85.1	0.6	87.2	0.5
Other (k)				
NSW (o), (p)	68.3	2.5	71.8	2.3
Vic (o), (p)	71.1	2.4	73.9	2.2
Qld (o), (p)	71.5	2.4	74.3	2.2
WA (o), (p)	76.5	2.6	78.3	2.4
SA (o), (p)	66.1	3.1	70.8	2.5
Tas	63.3	4.3	68.3	3.7
ACT (o)	79.8	2.3	81.9	2.1
NT (o), (p)	89.3	6.7	89.3	6.7
Australia (o), (p)	70.5	1.2	73.6	1.1
Total (l)				
NSW (o), (p)	76.5	1.4	79.2	1.3
Vic (o), (p)	79.3	1.2	81.6	1.1
Qld (o), (p)	77.6	1.5	80.4	1.2
WA (o), (p)	81.8	1.5	84.2	1.3
SA (o), (p)	75.2	1.9	78.8	1.5
Tas (o), (p)	72.4	2.2	76.1	2.1
ACT (o), (p)	85.8	1.1	87.2	1.0
NT (o), (p)	93.6	3.2	93.6	3.2
Australia (o), (p)	78.1	0.7	80.7	0.6

RSE = Relative Standard Error

- (a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.
- (b) Excludes people still at school.
- (c) The number of employed people expressed as a percentage of the total population in the same group.
- (d) The number of employed and unemployed people expressed as a percentage of the total population in the same group.
- (e) Includes Certificate III/IV and Advanced Diploma/Diploma
- (f) Difference between 2002 and 2008 Indigenous employment rate is statistically significant.
- (g) Difference between 2002 and 2008 Indigenous labour force participation rate is statistically significant.

Table 6A.6.8 Level of highest non-school qualification and employment status, people aged 18–64 years by Indigenous status, by State and Territory, 2002, 2004-05 and 2008 (a), (b), (c), (d)

	<i>Employment rate (c)</i>		<i>Labour force participation rate (d)</i>	
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>
(h) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.				
(i) Difference between 2002 and 2004-05 Indigenous employment rate is statistically significant.				
(j) Difference between 2002 and 2004-05 Indigenous labour force participation rate is statistically significant.				
(k) Includes Certificate I and II and those who do not have a non-school qualification.				
(l) Includes persons whose level of non-school qualification was inadequately described or not stated.				
(m) Difference between 2004-05 and 2008 Indigenous labour force participation rate is statistically significant.				
(n) Difference between 2004-05 and 2008 Indigenous employment rate is statistically significant.				
(o) Difference between 2008 Indigenous and non-Indigenous employment rate is statistically significant.				
(p) Difference between 2008 Indigenous and non-Indigenous labour force participation rate is statistically significant.				

Source: ABS *National Aboriginal and Torres Strait Islander Health Survey 2004-05*, Cat. no. 4715.0; ABS *National Health Survey 2004-05*, Cat. no. 4364.0; ABS *National Aboriginal and Torres Strait Islander Social Survey 2008*, Cat. no. 4714.0; ABS *National Health Survey 2007-08*, Cat. no. 4364.0.

Table 6A.6.9

Table 6A.6.9 Level of highest non-school qualification and whether a CDEP participant, Indigenous people aged 18–64 years, 2002, 2004-05 and 2008 (a), (b)

	CDEP				Non-CDEP				Total employed					
	As a proportion of employed people		As a proportion of employed people		As a proportion of employed people		As a proportion of employed people		Estimate		Estimate		Total	
	Estimate	RSE	Estimate	RSE	Estimate	RSE	Estimate	RSE	'000	%	'000	%	'000	%
2002														
Certificate III to advanced diploma (c)														
Males	1.1	8.0	19.0		12.8	92.0	1.7		13.9			100.0		
Females	0.9	10.8	30.0		7.6	89.2	3.6		8.6			100.0		
Persons (d)	2.0	9.0	16.4		20.5	91.0	1.6		22.5			100.0		
Bachelor degree or higher (e)														
Males	0.1	3.5	65.2		2.4	96.5	2.4		2.4			100.0		
Females	0.2	3.9	41.7		4.5	96.1	1.7		4.7			100.0		
Persons	0.3	3.7	33.7		6.9	96.3	1.3		7.2			100.0		
Certificate III and higher														
Males (d)	1.2	7.3	19.1		15.2	92.7	1.5		16.4			100.0		
Females (d)	1.1	8.3	26.2		12.2	91.7	2.4		13.3			100.0		
Persons (d)	2.3	7.8	15.6		27.4	92.2	1.3		29.7			100.0		
Other (f)														
Males (d), (g)	17.2	35.1	6.5		31.9	64.9	3.5		49.1			100.0		
Females (d)	10.5	28.0	9.6		27.0	72.0	3.7		37.5			100.0		
Persons (d)	27.8	32.0	6.7		58.9	68.0	3.1		86.7			100.0		
Total (h)														
Males (d)	19.9	29.2	6.1		48.4	70.8	2.5		68.4			100.0		

Table 6A.6.9

Table 6A.6.9 Level of highest non-school qualification and whether a CDEP participant, Indigenous people aged 18–64 years, 2002, 2004-05 and 2008 (a), (b)

	CDEP				Non-CDEP				Total employed				
	As a proportion of employed people		As a proportion of employed people		Estimate		RSE		Estimate		RSE		
	Estimate	RSE	Estimate	RSE	'000	%	'000	%	'000	%	%	RSE	
2004-05													
Certificate III to advanced diploma (c)													
Males	1.5	9.3	22.6	9.6	41.5	77.4	41.5	2.8	53.6	100.0	100.0	–	–
Females	1.3	9.5	26.3	6.5	89.9	73.7	89.9	2.3	121.9	100.0	100.0	–	–
Persons (i)	2.8	9.4	27.0	14.2	27.0	90.6	27.0	1.5	29.8	100.0	100.0	–	–
Bachelor degree or higher (e)													
Males	0.2	3.7	48.3	4.1	4.1	96.3	4.1	1.9	4.2	100.0	100.0	–	–
Females	0.1	1.3	70.0	5.5	5.5	98.7	5.5	0.9	5.5	100.0	100.0	–	–
Persons	0.2	2.3	37.9	9.5	9.5	97.7	9.5	0.9	9.8	100.0	100.0	–	–
Certificate III and higher													
Males (i)	1.6	8.1	18.8	18.7	18.7	91.9	18.7	1.7	20.3	100.0	100.0	–	–
Females (i)	1.4	7.1	19.7	17.9	17.9	92.9	17.9	1.5	19.3	100.0	100.0	–	–
Persons (i)	3.0	7.6	13.6	36.6	36.6	92.4	36.6	1.1	39.6	100.0	100.0	–	–
Other (f)													
Males (g), (i)	14.1	26.7	8.4	38.7	38.7	73.3	38.7	3.1	52.9	100.0	100.0	–	–
Females (i)	11.4	29.5	8.9	27.3	27.3	70.5	27.3	3.7	38.7	100.0	100.0	–	–
Persons (i)	25.5	27.9	6.7	66.0	66.0	72.1	66.0	2.6	91.5	100.0	100.0	–	–

Table 6A.6.9

Table 6A.6.9 Level of highest non-school qualification and whether a CDEP participant, Indigenous people aged 18–64 years, 2002, 2004-05 and 2008 (a), (b)

	CDEP				Non-CDEP				Total employed					
	As a proportion of employed people		As a proportion of employed people		As a proportion of employed people		As a proportion of employed people		Estimate		Estimate		Total	
	Estimate	RSE	Estimate	RSE	Estimate	RSE	Estimate	RSE	'000	%	'000	%	'000	%
2008														
Total (h)														
Males (i)	16.1	7.6	21.6	7.6	58.5	78.4	2.1	74.6	100.0					
Females (i)	13.2	7.8	22.2	7.8	46.2	77.8	2.2	59.4	100.0					
Persons (i)	29.3	6.2	21.9	6.2	104.7	78.1	1.7	134.0	100.0					
Certificate III to advanced diploma (c)														
Males	np	np	np	np	np	np	np	21.7	100.0					
Females	np	np	np	np	np	np	np	19.8	100.0					
Persons (d), (i)	1.2	29.3	2.9	29.3	40.3	97.1	0.9	41.5	100.0					
Bachelor degree or higher (e)														
Males	np	np	np	np	np	np	np	5.0	100.0					
Females	np	np	np	np	np	np	np	7.0	100.0					
Persons	0.1	56.2	1.2	56.2	11.9	98.8	0.7	12.0	100.0					
Certificate III and higher														
Males (d), (i)	0.5	32.7	2.1	32.7	26.1	97.9	0.7	26.7	100.0					
Females (d), (i)	0.8	33.1	3.1	33.1	26.0	96.9	1.0	26.8	100.0					
Persons (d), (i)	1.4	27.3	2.6	27.3	52.1	97.4	0.7	53.5	100.0					
Other (f)														
Males (d), (i)	8.6	8.8	15.6	8.8	46.8	84.4	1.6	55.5	100.0					

Table 6A.6.9

Table 6A.6.9 Level of highest non-school qualification and whether a CDEP participant, Indigenous people aged 18–64 years, 2002, 2004-05 and 2008 (a), (b)

	CDEP				Non-CDEP				Total employed			
	As a proportion of employed people		As a proportion of employed people		As a proportion of employed people		As a proportion of employed people		Total		RSE	
	Estimate	RSE	Estimate	RSE	Estimate	RSE	Estimate	RSE	Estimate	RSE	Estimate	RSE
Females (d), (i)	5.4	11.6	14.2	11.6	32.8	85.8	38.2	1.9	38.2	100.0	–	–
Persons (d), (i)	14.1	8.4	15.0	8.4	79.6	85.0	93.7	1.5	93.7	100.0	–	–
Total (h)												
Males (d), (i)	10.1	9.1	11.6	9.1	76.5	88.4	86.6	1.2	86.6	100.0	–	–
Females (d), (i)	6.5	12.8	9.5	12.8	61.5	90.5	68.0	1.3	68.0	100.0	–	–
Persons (d), (i)	16.5	9.1	10.7	9.1	138.0	89.3	154.5	1.1	154.5	100.0	–	–

RSE = Relative Standard Error

- (a) Estimates with a RSE of 25 per cent or more should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.
- (b) Excludes people still at school.
- (c) Includes Certificate III/IV and Advanced Diploma/Diploma.
- (d) Difference between 2002 and 2008 CDEP and non-CDEP rate is statistically significant.
- (e) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.
- (f) Includes Certificate I and II and those who do not have a non-school qualification.
- (g) Difference between 2002 and 2004-05 CDEP and non-CDEP rate is statistically significant.
- (h) Includes people whose level of non-school qualification was inadequately described or not stated.
- (i) Difference between 2004-05 and 2008 CDEP and non-CDEP rate is statistically significant.

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

Table 6A.6.9

Table 6A.6.9 Level of highest non-school qualification and whether a CDEP participant, Indigenous people aged 18–64 years, 2002, 2004-05 and 2008 (a), (b)

CDEP		Non-CDEP		Total employed	
Estimate	RSE	Estimate	RSE	Estimate	RSE
'000	%	'000	%	'000	%
As a proportion of employed people		As a proportion of employed people		Total	

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2002, Cat. no. 4714.0; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2004-05, Cat. no. 4715.0; ABS National Aboriginal and Torres Strait Islander Social Survey 2008, Cat. no. 4714.0.