
B Child care, education and training sector overview

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Attachment tables

Attachment tables are identified in references throughout this sector overview by a 'BA' prefix (for example, table BA.1). A full list of attachment tables is provided at the end of this sector overview, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

B.1 Introduction

This sector overview provides an introduction to the Child care, education and training (CCET) chapters of this Report: Early childhood education and care (chapter 3), School education (chapter 4) and Vocational education and training (chapter 5). It provides an overview of the CCET sector, presenting both contextual information and high level performance information.

Major improvements in reporting in the CCET sector this year are identified in each service-specific CCET chapter.

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the Child care, education and training sector. In 2008, the importance of early childhood development and education and training was formally acknowledged when COAG agreed to the following aspirations for the CCET sector:

- to ensure that all children have the best start in life to create a better future for themselves and for the nation, universal access to quality early childhood education in the year before school (COAG 2009; *Investing in the early years: A national early childhood development strategy*)
- that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy (COAG 2008a; *National Education Agreement*)
- to achieve a vocational education and training (VET) system that delivers a more productive and highly skilled workforce, enabling all working age Australian's to participate effectively in the labour market and contribute to Australia's economic future (COAG 2008b; *National Agreement for Skills and Workforce Development*).

To achieve the COAG aspirations, governments have endorsed a number of major funding agreements and initiatives. The broadest of these COAG initiatives are outlined in box B.1, with additional detail in the service specific chapters. There are also a range of State and Territory based policy initiatives across the Child care, education and training sector that support these broader COAG initiatives.

Box B.1 COAG initiatives in the CCET sector

- The *National Early Childhood Development Strategy* aims to improve outcomes for all children and their families, and includes the following initiatives:
 - the *National Partnership Agreement on Early Childhood Education* which aims to achieve universal access to quality early childhood education for all children in the year before full time school by June 2013
 - a new *National Partnership Agreement on Universal Access to Early Childhood Education* for the period July 2013 to December 2014 to support universal access to and improved participation by children in quality early childhood education in the year before full time schooling, with a focus on vulnerable and disadvantaged children
 - the *National Partnership Agreement on Indigenous Early Childhood Development*
 - the *National Quality Framework (NQF)* which incorporates a new *National Quality Standard* to ensure high quality and consistent care across Australia. The NQF will be implemented via the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
 - workforce initiatives for the early childhood education and care workforce.
- The *National Education Agreement (NEA)* covers school education, consisting of objectives and outcomes for all schools and school systems, including the roles and responsibilities of the Australian and State and Territory governments and a framework for performance reporting.
- The *National Agreement for Skills and Workforce Development (NASWD)* sets out the commitment between the Australian government and the State and Territory governments to work towards increasing the skill levels of all Australians.
- The *National Indigenous Reform Agreement (NIRA)* provides an integrated framework for closing the gap in Indigenous disadvantage, based on the seven building blocks of early childhood schooling, health, economic participation, healthy homes, safe communities, and governance and leadership.
- The Australian Government and State and Territory governments have also agreed to a number of National Partnerships and other agreements related to education and training, including:
 - The *Smarter Schools National Partnership* which incorporates: the *National Partnership on Literacy and Numeracy*; the *National Partnership on Low Socio-Economic Status School Communities*; and the *National Partnership on Improving Teacher Quality*

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Box B.2 (continued)

- The National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now, which facilitates payments by the Australian Government for the Building the Education Revolution
- The Digital Education Revolution
- The Trade Training Centres in Schools Program
- The National Partnership on Youth Attainment and Transitions
- The National Partnership Agreement for Productivity Places Program

Further information on COAG National Agreements and National Partnerships is available at www.federalfinancialrelations.gov.au.

Source: COAG (2009)

Sector scope

Education is a life-long activity, beginning with learning and development in the home through to formal settings including child care, preschool, school education, vocational education and training (VET) and higher education. Education and training aims to develop the capacities and talents of students, to ensure necessary knowledge, understanding, skills and values for a productive and rewarding life.

Quality early childhood education and care programs can assist children with the transition to formal schooling, preparing them emotionally and socially for the school environment, and assisting with motor skills, language, cognitive development and concentration. The benefits of quality early childhood services for children from disadvantaged backgrounds are particularly significant (AIHW 2011; COAG 2008c).

Regular primary school attendance provides children with the basic skills for learning and educational outcomes, and assists social skills development, including communication, self-esteem, teamwork and friendship building:

- Children absent from primary and secondary school risk missing out on critical development, which may result in long-term difficulties with learning and lead to fewer educational and employment opportunities.
- Literacy and numeracy skills acquired during schooling are crucial for further educational attainment, social development and employment outcomes. National minimum standards in literacy and numeracy represent the level below which a

student will have difficulty making sufficient progress during schooling years (AIHW 2009; 2011).

Post-school education and training allows individuals to gain technical and professional skills and knowledge:

- VET plays a key role in building human capital, providing students with new and/or improved competencies that can make them more productive and innovative workers.
- Higher education is central to boosting productivity and equipping Australians with the knowledge needed for the workforce (DEEWR 2011; PC 2011).

Information on the scope of the chapters that comprise section B of the Report (Child care, education and training) is detailed in box B.2. This sector overview includes information on the broader sector, including higher education.

Box B.3 Scope of the CCET sector service level chapters

The Early childhood education and care chapter (chapter 3) reports on services relating to early childhood, comprising child care and preschool services. Child care services are reported for children aged 0–12 years and preschool services are reported for children in the years prior to the commencement of full time schooling. Child care and preschool services are administered by a wide range of providers, including government, local government, community organisations, schools (both government and non-government) and private organisations.

The School education chapter (chapter 4) reports on formal schooling, consisting of six to eight years of primary school education followed by five to six years of secondary schooling. Data in the chapter relate to government funded school education in Australia. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government expenditure. Non-government schools also receive government funding, the majority of which is provided by the Australian Government.

The VET chapter (chapter 5) focuses on services delivered by providers receiving government funding. These services include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, and other government and community institutions, and government funded activity by private registered training organisations (RTOs). Some data on total VET provision is also reported.

Source: Chapters 3, 4 and 5.

Profile

This section examines the size and scope of the CCET sector and the role of government in providing CCET services. Detailed profiles for the services within the CCET sector are reported in chapters 3, 4 and 5, and cover:

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

Sector outline

Box B.3 provides an outline of the education and training system, from preschool through the years of compulsory schooling and to post school education.

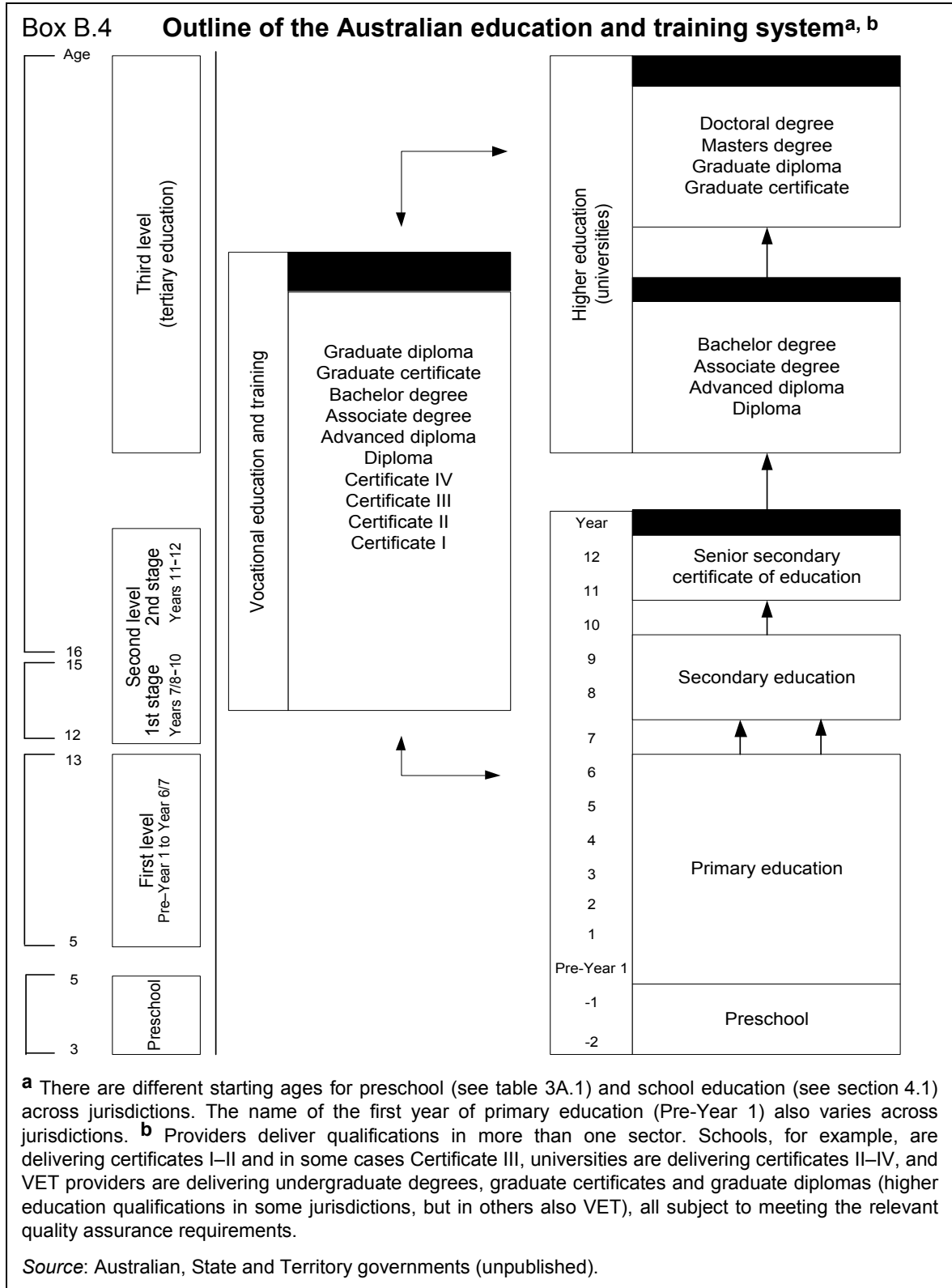
Child care services meet a child's care, education and development needs by a person other than the child's parent or guardian. Preschools provide a range of educational and developmental programs (generally on a sessional basis) to children in the year immediately before they commence full time schooling (generally children aged 4 years) and also, in some jurisdictions, to younger children. Depending on the State or Territory, the compulsory years of full time schooling in Australia in 2012 commenced from 5 or 6 years of age. The National Youth Participation Requirement includes a mandatory requirement for young people to participate in schooling (in school or an approved equivalent) until they complete year 10 (see section 4.1 of the School education chapter for more details).

The traditional view that formal learning progresses in a linear fashion from secondary school to either VET or university has shifted over the past decade. Research indicates that today there are many learning pathways that an individual might take over their lifetime between the school, VET and university sectors. In addition, people may work in a range of roles and industries and continue to learn throughout their lives including, for example, mature age students returning to complete senior schooling qualifications. This shift reflects the changing needs of individuals and the workplace and the recognition that education and training is a dynamic process, which has been facilitated by government funded policy initiatives (NCVER 2011).

Research also shows that most disadvantaged students are more likely to follow non-linear or fragmented pathways of education (Abbott-Chapman 2011).

In addition to the formal learning outlined in box B.3, people can also develop skills through engagement in informal learning. Informal learning occurs outside the education and training system and does not lead to a qualification. It may occur

through a range of activities including on-the-job training, individual learning, and everyday family or leisure activities (NCVER 2011).



Government roles and responsibilities

Different levels of government fulfil different roles with regard to CCET services. A broad overview of the Australian, and State and Territory government involvement in the CCET sector is provided in box B.4. Additional, detailed information on the roles and responsibilities of governments is outlined in individual chapters.

Box B.5 Government roles and responsibilities in the CCET sector

Early childhood education and care

Responsibility for child care and preschool is shared between the Australian Government and State and Territory governments. The Australian Government has policy responsibility for formal care (long day care, family day care, outside school hours care, and some occasional care). It administers a fee subsidy (Child Care Benefit), an out-of-pocket subsidy (Child Care Rebate) and provides some funding to Australian Government approved services for specific purposes. It also oversees quality accreditation systems and supports specialised preschool for Indigenous Australians.

Preschool education is delivered using a variety of funding and delivery models. State and Territory governments are responsible for the policy and funding of preschools and some occasional care centres, with some governments also contributing financially to outside school hours care, long day care and other such services.

Strategic direction for early childhood education and care is provided through the Standing Council on School Education and Early Childhood (SCSEEC).

School education

The Australian Government and State and Territory governments are jointly responsible for school education and share responsibility for developing, progressing and reviewing national objectives and outcomes for schooling and the national curriculum. Under constitutional arrangements, State and Territory governments are responsible for ensuring all school aged children have the opportunity to enrol in a safe and supportive school that provides a high quality education, including where students have particular needs. States and territories are also responsible for ensuring that children of compulsory school-age attend school and for: developing policy, delivering services, monitoring and reviewing performance of individual schools, regulating schools, and implementing the national curriculum. State and Territory governments are responsible for the administration of government schools, for which they provide the majority of government funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and receive Australian, State and Territory government funding.

(Continued next page)

Box B.4 (continued)

The Australian Government is responsible for allocating funding to states and territories to support improved service delivery and reform to meet nationally agreed outcomes, including for students with particular needs. It is also responsible for ensuring that the funding arrangements for the non-government school system and schools are consistent with, and support, the responsibilities of the states and territories in regulation, educational quality, performance and reporting on educational outcomes.

Strategic direction for school education is also provided through SCSEEC.

The major element of Australian Government funding is provided through the National Schools Specific Purpose Payment (SPP) under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*.

The Australian Government also provides supplementary funding for government schools and non-government schools through National Partnerships associated with the *National Education Agreement*. Other payments are made directly to school communities, students and other organisations to support schooling (COAG 2008a).

Vocational education and training

Strategic direction for vocational education and training (VET) is provided through the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) on national policy, strategy priorities, goals and objectives, in partnership with industry and private training providers. Outcomes are monitored through the National Agreement on Skills and Workforce Development (NASWD).

Australian and State and Territory governments allocate funding for VET services and to support the maintenance of public training infrastructure. They oversee the delivery of publicly funded training and facilitate the development and training of the public VET workforce. State and Territory governments ensure the effective operation of the training market.

The Australian Government provides funding to State and Territory governments to support training systems and provide specific incentives, interventions and assistance for national priority areas.

Higher education

Regulation and governance for higher education are shared between the Australian and State and Territory governments and the higher education institutions. Universities are generally established under State or Territory legislation and, once established, become self-accrediting and responsible for their own standards. The Australian Government has the primary responsibility for public funding of higher education through the *Higher Education Support Act 2003* (DEEWR 2011).

Descriptive information on the CCET sector in Australia

Engagement in child care, education and training

There is a distinction between the number of places provided in early childhood education and care, and the number of children who attend these services. Due to the sessional or episodic nature of some services, it is possible for one place to accommodate more than one child, and for one child to occupy more than one place over time (see chapter 3 for more information on children attending services).

In 2012-13, 1.0 million children aged 12 years or younger attended Australian Government approved child care services (DEEWR unpublished). In 2012-13, 122 329 children aged 12 years or younger attended State and Territory funded and/or provided child care services (table 3A.10). In 2012, 53 972 children aged 3 years were enrolled in a preschool program. There were 220 040 children aged 4 years and 45 996 children aged 5 years enrolled in a preschool program. Overall, 255 143 children were enrolled in a preschool program in the year before full time schooling (excluding enrolled children aged 5 years who were also enrolled in the previous year as a 4 year old) (table 3A.16).

In 2012, there were 3.6 million full time school students and 22 921 part time students attending 9427 schools in Australia, comprising 2.3 million students (full time and part time) attending 6697 government schools and 1.2 million students (full time and part time) attending 2730 non-government schools (tables 4A.1-3).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2012, 1.5 million students (79.6 per cent) were government funded (NCVER unpublished). The remaining 395 900 students participated on a fee-for-service basis as domestic students (18.0 per cent of all VET students) or were international students (1.6 per cent of all VET students). In 2012, government funded students completed over 478.7 million annual hours at 22 486 registered training organisation delivery locations across Australia (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery). In 2012, there were 2110 registered training organisations receiving government funding, which includes training activity funded under the NASWD. These services are in scope for this Report (tables 5A.3-4). Other RTOs provide services that are beyond the scope of the national collection and this Report. In total, in 2013, there were more than 4700 RTOs in Australia (www.training.gov.au).

There were 1.3 million students enrolled at all higher education providers in 2012. This comprised 934 110 domestic students and 323 612 international student enrolments. The majority of students (1 171 737 students) were enrolled at public universities, while 85 985 students were privately enrolled. Students undertook a variety of courses, ranging from diplomas to doctorates across a range of public and private providers. The most common course was a bachelor degree, which accounted for around two thirds of all students. The majority of students undertook their course on campus on a full time basis (DIISRTE 2013).

Overall for the VET and higher education sector in 2010, 1.5 million full time equivalent students were engaged in tertiary education and training. This comprised 655 800 full time equivalent students enrolled in VET and 861 500 enrolled in higher education (NCVER 2012).

The performance indicator ‘participation’ in this sector overview provides further information relating to the uptake of education and training in Australia.

Government expenditure on CCET

The Australian, State and Territory governments fund government and non-government providers to deliver child care, preschool, school education and VET services. Government providers include preschools, government schools (primary and secondary), TAFE institutes, and universities. Non-government providers (some of which receive government funding as their majority funding source) include child care services, privately operated preschools and schools (primary and secondary), registered training organisations in the VET sector and private higher education institutions.

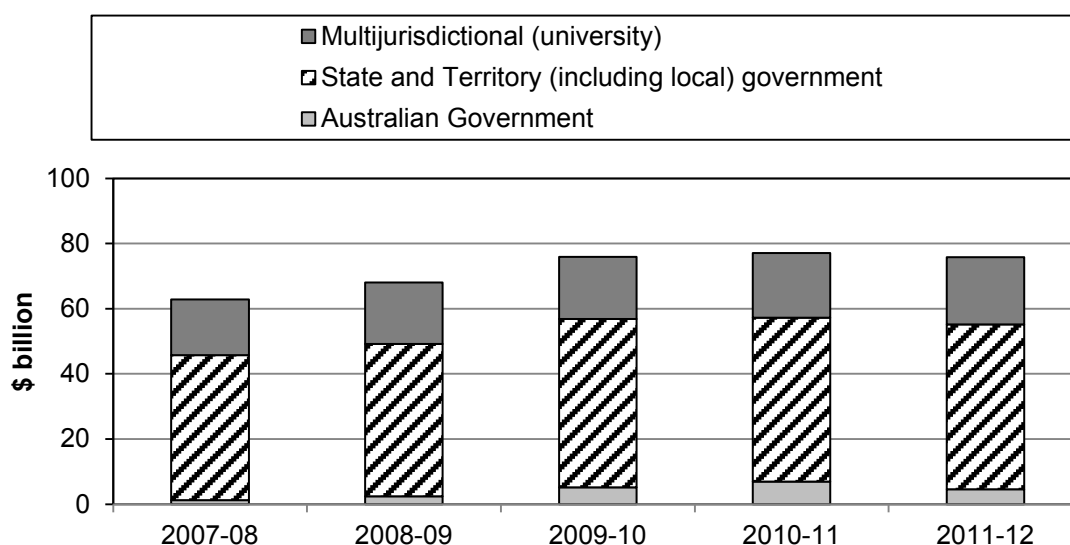
Government Finance Statistics (GFS) data from the Australian Bureau of Statistics (ABS) are used in this section for all CCET services with the exception of child care services (GFS data are not separately available for child care). Child care expenditure data are sourced from the Early childhood education and care chapter in this Report, and are not directly comparable with GFS data.

In 2011-12, total government operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$75.9 billion for all governments. This was equivalent to 5.2 per cent of GDP in that year (figure B.1; table BA.2 and ABS 2013).

In 2011-12, total recurrent expenditure for child care services was \$4.9 billion. This was equivalent to 0.3 per cent of GDP in that year (table BA.1 and ABS 2013).

In 2011-12, operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$4.6 billion for the Australian Government, \$50.6 billion for State, Territory and local government and \$20.7 billion for multijurisdictional (specifically, the university sector) (figure B.1).

Figure B.1 Australian, State and Territory (including local) government real operating expenses, net of transfers for education and training (2011-12 dollars)^{a, b, c}



^a Based on accrual operating expenses for education. ^b Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. ^c Excludes expenditure on child care services.

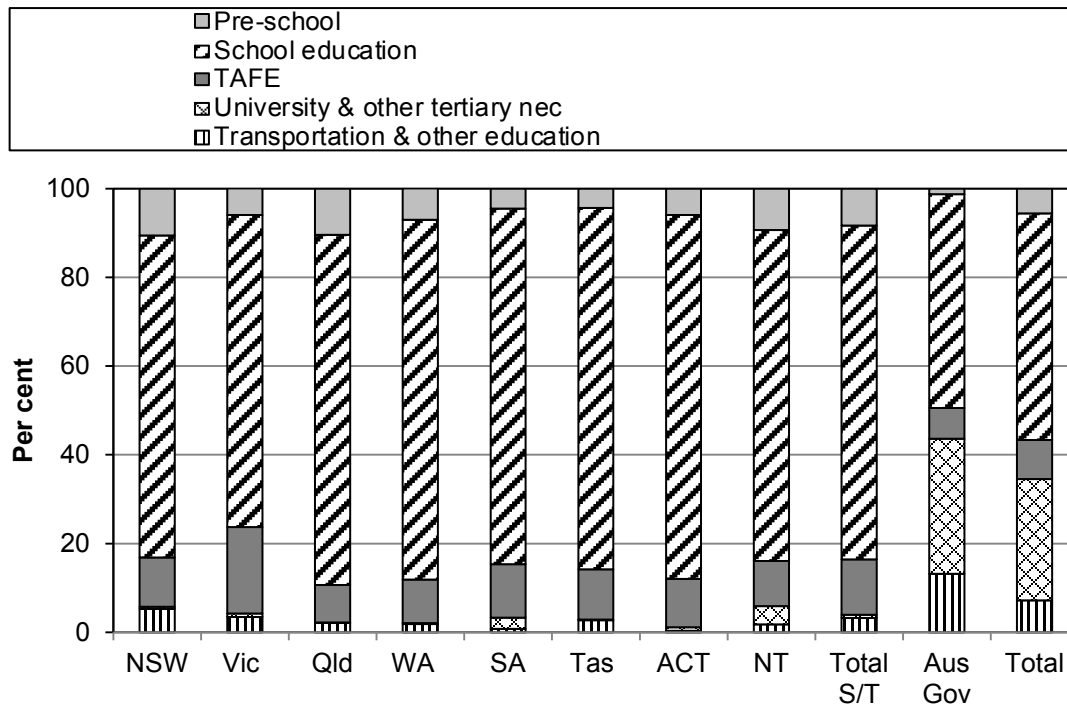
Source: ABS (2013 and unpublished) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra; table BA.2; table 2A.51.

Of the combined \$75.9 billion total government expenditure on CCET in 2011-12 (excluding child care), schools accounted for the highest proportion (51.1 per cent), followed by universities (27.4 per cent), TAFE institutes (8.8 per cent) and preschool services (5.6 per cent) (figure B.2). In 2011-12:

- for Australian Government expenditure, school education (primary and secondary) received the largest proportion of expenditure (48.2 per cent), universities received 30.4 per cent, TAFE received 6.9 per cent, preschool services (including education not definable by level) received 1.2 per cent, and other education received 13.2 per cent
- for State and Territory government expenditure, school education (primary and secondary) received the largest proportion of State and Territory government expenditure (75.2 per cent), TAFE received 12.5 per cent, preschool services

(including education not definable by level) received 8.3 per cent, and transportation of students and other education received 3.3 per cent (figure B.2).

Figure B.2 **Government expenditure on education and training, 2011-12^{a, b, c}**



nec. Not elsewhere classified. **a** Expenditure for TAFE from ABS Government Finance Statistics excludes outlays on vocational training programs not provided by TAFE institutions (such as outlays on administration of apprenticeship schemes designed to facilitate workplace entry of people currently not employed or in need of retraining). **b** Preschool includes education not definable by level. **c** Transport and other education includes transportation of students and education nec. Data are reported separately in tables BA.3 and BA.4.

Source: ABS (2013) *Government Finance Statistics, Education, 2011-12*. Cat. no. 5518.0.55.001; tables BA.3 and BA.4.

The CCET workforce

Nationally in 2013, there were 99 655 primary contact staff employed in Australian Government approved child care services (table 3A.37).¹ There were 28 800 staff employed in State and Territory government funded preschool services in 2012-13, excluding the ACT where data were unavailable (tables 3A.62, 3A.69, 3A.76, 3A.83, 3A.90, 3A.97, 3A.104, 3A.111).

¹ Data are not available for the majority of jurisdictions for primary contact staff employed by State and Territory government funded and/or managed child care. Available data are provided in the attachment tables to the Early childhood education and care chapter (chapter 3).

Nationally, government primary schools employed 132 317 full time equivalent teaching staff in 2012, and government secondary schools employed 99 514 full time equivalent teaching staff (table 4A.1). Non-government primary schools employed 56 776 full time equivalent teaching staff in 2012 and non-government secondary schools employed 74 406 full time equivalent teaching staff (table 4A.2).

There is no single accepted measure of the VET workforce although there were an estimated 32 500 teachers working in all TAFE and other VET institutions nationally in 2006-07, with 69 per cent employed full time (ABS 2008a).

There were 50 423 academic staff employed at Australian universities in 2012. In addition, there were 63 207 non-academic staff (non-teaching or non-research) employed by Australian universities in 2012 (DIISRTE 2013).

Social and economic impacts of education and training

Benefits of education and training

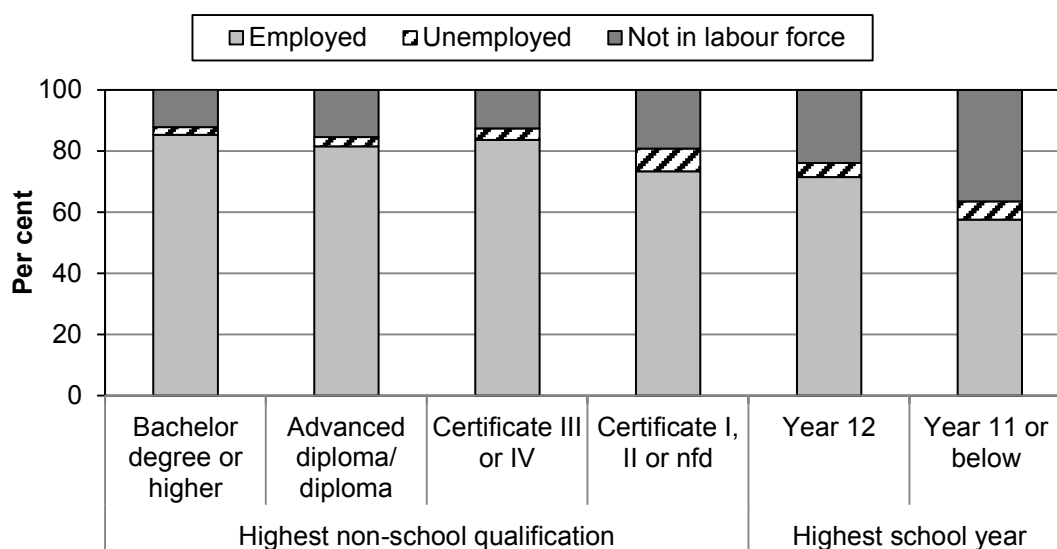
A rich learning environment at home has been shown to assist children in reaching cognitive development milestones, improving reading, vocabulary, general information and letter recognition skills — all factors that contribute to school readiness and therefore flow through to educational attainment later in life (AIHW 2011). Participation in formal early childhood education and care services also affects early learning, which in turn can affect long term educational attainment. The indicator ‘school readiness’ in this sector overview contains information on the development of children as they enter school.

Education and training across a lifetime can provide significant economic and social benefits to the individual in addition to wider benefits for society. High educational standards and educational achievement is of major importance for employment, income, and maintaining and raising living standards (OECD 2008a; OECD 2013).

The performance indicator ‘attainment’ in this sector overview identifies a range of outcomes of education and training across various age groups.

As outlined above, an individual’s level of educational attainment can affect their employment status. In 2012, 65.1 per cent of people with a non-school vocational qualification aged 15-64 years were employed (table BA.5). Higher education levels are associated with higher employment levels. In 2012, people whose highest non-school qualification was a bachelor degree or higher were most likely to be employed (85.3 per cent), while people who did not complete secondary school were the least likely to be employed (57.6 per cent) (figure B.3).

Figure B.3 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, by labour force status, (15–64 year olds), 2012^{a, b, c}**



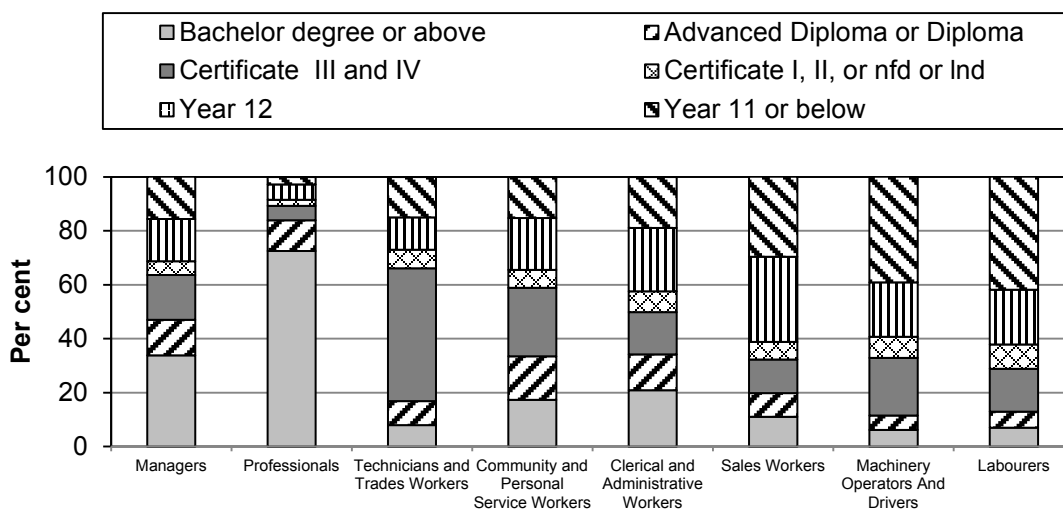
nfd = Not further defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12). ^b The denominator for the proportion of people with a non-school qualification is the level of education attained and the denominator for people without a non-school qualification is the highest year of schooling completed (for example the denominator for the proportion of those with year 12 is the number of people with year 12 as their highest year of schooling completed). ^c The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas.

Source: ABS (2013) *Education and Work*, 2012, Cat. no. 6227.0; table BA.5.

Levels of qualifications are also associated with types of occupation. In 2012:

- 72.6 per cent of people employed as professionals had completed a bachelor or higher degree as their level of highest non-school qualification
- 49.2 per cent of technicians and trade workers had completed a Certificate III or IV as their highest level of non-school qualification
- 61.2 per cent of people employed as sales workers, 59.4 per cent of machinery operators and drivers, and 62.2 per cent of labourers were without a non-school qualification (figure B.4).

Figure B.4 Occupation of employed people, by level of highest non-school qualification or school year completed for those without a non-school qualification, (15–74 year olds), May 2012^{a, b}



nfd = Not further defined. **Ind** = Level not defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12). ^b The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas.

Source: ABS (2013 and unpublished), *Education and Work*, 2012, Cat. no. 6227.0; table BA.6.

Extensive research has investigated the effect of education on the wage levels of individuals.

Shomos (2010 in PC 2011) found that an improvement in literacy and numeracy skills is associated with an increase in hourly wage rates for men and women. Other international reviews support this general finding. In short, higher level skills typically improve a person’s chances of employment and his or her earnings (OECD 2013).

Leigh (2007 in PC 2010) examined *Household Income and Labour Dynamics in Australia* data and found that, in Australia, education had a significant positive effect on participation and productivity, and that higher levels of educational attainment had a statistically significant positive effect on wages. The results suggested that individuals holding a degree qualification or higher earned wages between 30 and 45 per cent higher than people with otherwise similar characteristics who had not completed year 12. Similar patterns have also been observed internationally (OECD 2013).

In addition to providing benefits to the individual, improvements in educational attainment also yield long-term, public, economic and social benefits (OECD 2008a).

Education and training can result in improved productivity, as higher educational attainment is positively associated with lower unemployment rates and higher labour force participation rates (ABS 2010). Increased educational attainment also results in improved productivity through accelerated rates of innovation, the development of basic knowledge capabilities and the dissemination of new ideas (Murray 2009; PC 2011). Further education and training are key drivers in improving competitiveness and are critical to Australia's future prosperity by improving the productivity of the labour force. A highly skilled and educated workforce can result in innovation, the implementation of technological advances and the accumulation of physical capital (AGD 2010; OECD 2013).

Factors affecting engagement in the CCET sector

A key challenge across the CCET sector is to address the achievement and attainment gaps of the lowest performing students. A range of factors are associated with performance inequality, including socioeconomic disadvantage, geography and Indigenous status.

Research by Jackiewicz et al. (2011) regarding access of Indigenous families to government-approved childcare services in Australia identifies the following key barriers to engagement with childcare services: lack of available childcare places (including the availability of what families consider to be culturally appropriate services), lack of transport to childcare services, affordability of childcare (including uncertainty about government subsidies), and at times, limited understanding of the potential benefits of childcare for development in the early years and childcare's role in providing support to families.

Several Australian education researchers have identified a strong and enduring relationship between socioeconomic disadvantage and poor educational attainment and outcomes. It has also been well established internationally that the socioeconomic status of individual students is strongly associated with educational achievement. Socioeconomic disadvantage generally relates to factors including low-quality living environments, family unemployment, low income, poor health outcomes and parental education levels (Perry and McConney 2010).

Socioeconomic disadvantage can result in poor school attendance and lower retention rates, less readiness for schooling and poorer average outcomes at school, as students are less likely to have parental academic support or resources that stimulate learning. Research suggests that poor school attendance in schooling may be associated with poor parental attitudes towards schooling, society insufficiently valuing education and poor teacher quality (AIHW 2010). Attendance at school influences academic achievement. Hancock et al. (2013) found that average

academic achievement on NAPLAN tests declined with any absence from school and continued to decline as absence rates increased. The effects of absence also accumulate over time. Hancock et al. (2013) also found that absence from school was related to poorer academic achievement in numeracy, reading and writing in the current year and in future years.

In addition to family socioeconomic status, researchers have investigated the impact of school socioeconomic status. Perry and McConney's (2010) analysis of PISA data showed that increases in school socioeconomic status are consistently associated with increases in students' academic performance, and that this relationship holds regardless of individual students' socioeconomic status. In short, all students — regardless of their personal socioeconomic status — benefit strongly and relatively equally from schooling contexts in which the socioeconomic status of the school group is high. On average, all students, regardless of their individual socioeconomic status perform considerably less well on measures of academic achievement in school contexts characterised as low on the socioeconomic status continuum. Perry and McConney (2010) concluded that, in Australia, the socioeconomic profile of a school matters substantially for students' academic achievement.

The significance of these socioeconomic barriers to education is illustrated by COAG's endorsement of the *National Partnership Agreement on Low Socio-economic Status school communities* (COAG 2008d; DEECD 2010; Perry and McConney 2010).

Geographical barriers to engagement in the CCET sector are faced mainly by people living in rural and remote areas and relate to limited access to quality education and training resources. Schools in rural and remote areas tend to be smaller with more limited resourcing, resulting in more limited program offerings. These schools are often difficult to staff and have limited numbers of teachers and teaching styles (DEEWR 2010). However, VET sector participation in rural and remote areas is higher than in urban areas. This trend could be at least partly due to the higher prevalence of early school leavers who may be seeking post school options to support entry into the workforce.

Indigenous Australians overall have a lower level of participation in education and training than non-Indigenous Australians. In addition to facing issues affecting the broader population, Indigenous-specific reasons for non-attendance in school education have been proposed. These Indigenous-specific issues relate to a lack of recognition by schools of Indigenous culture and history, failure to engage fully with parents and carers of Indigenous children and the Indigenous community, and

ongoing disadvantage in many areas of the daily lives of Indigenous Australians (AIHW 2010).

The Western Australian Aboriginal Child Health Survey conducted in 2001 and 2006 found that, when the period of compulsory education ends, the proportion of Indigenous children who no longer attend school is substantially higher than that for non-Indigenous children. Of those Indigenous children who left school soon after the period of compulsory education, one-third were neither working nor undertaking any form of education (SCRGSP 2009).

Service-sector objectives

Australia's CCET sector has a range of objectives, some of which are common across all sector components, while others are more specific to a particular sub-sector. Specific objectives of early childhood education and care, school education, VET and higher education service areas are detailed in box B.5.

Box B.6 Objectives of the Child care, education and training sector

The objectives for early childhood education and care (box 3.2) are to:

- meet the education and care needs of all children in developmentally appropriate ways, in a safe and nurturing environment
- provide quality services across a range of settings delivered in an equitable and efficient manner, meeting individual need.

The objectives of school education services (box 4.1), as reflected in the national goals for schooling agreed by education Ministers in the *Melbourne Declaration on Educational Goals for Young Australians* (and consistent with the *National Education Agreement*) are that (1) Australian schooling promotes equity and excellence and (2) All young Australians become: successful learners; confident and creative individuals and active and informed citizens.

The objectives of VET services (box 5.3), as reflected in the *National Agreement for Skills and Workforce Development* are to ensure all working age Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market. VET services aim to assist individuals to overcome barriers to education, training and employment, and to be motivated to acquire and utilise new skills. VET also aims to ensure Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce, and to provide opportunities for Indigenous Australians to acquire skills to access viable employment.

The objectives of higher education services, as reflected in the *Commonwealth Higher Education Support Act 2003*, include contributing to the development of cultural and intellectual life in Australia, and appropriately meeting Australia's social and economic needs for a highly educated and skilled population.

B.2 Sector performance indicator framework

This sector overview is based on a sector performance indicator framework (figure B.5). This framework is made up of the following elements.

- Sector objectives — three sector objectives are a précis of the key commitments agreed to by COAG, including the *National Partnership on Early Childhood Education*, the *National Education Agreement* and the *National Agreement on Skills and Workforce Development*. Although these goals are based on outcomes in these commitments, wording has been amended for relevance to the CCET sector overview reporting (figure B.5).
- Sector-wide indicators — three sector-wide headline indicators reflect activity across the sector. Several measures support each indicator.

-
- Information from the service-specific performance indicator frameworks that relate to Child care, education and training services. Discussed in more detail in chapters 3, 4 and 5, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.

This sector overview provides an overview of relevant performance information. Chapters 3, 4 and 5 and their associated attachment tables provide more detailed information.

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations).

The NEA and the NASWD cover the areas of education and skill development and indicators in the National Indigenous Reform Agreement establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. These agreements include sets of performance indicators, for which the Steering Committee collates performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this sector overview are aligned with education and training performance indicators in the NEA and the NASWD. The NEA, including its performance framework, was reviewed in 2012 resulting in changes that have been reflected in this Report, as relevant. Iterative updates were also made to the NASWD, and they are reflected in this Report, as relevant.

Figure B.5 Child care, education and training sector performance indicator framework

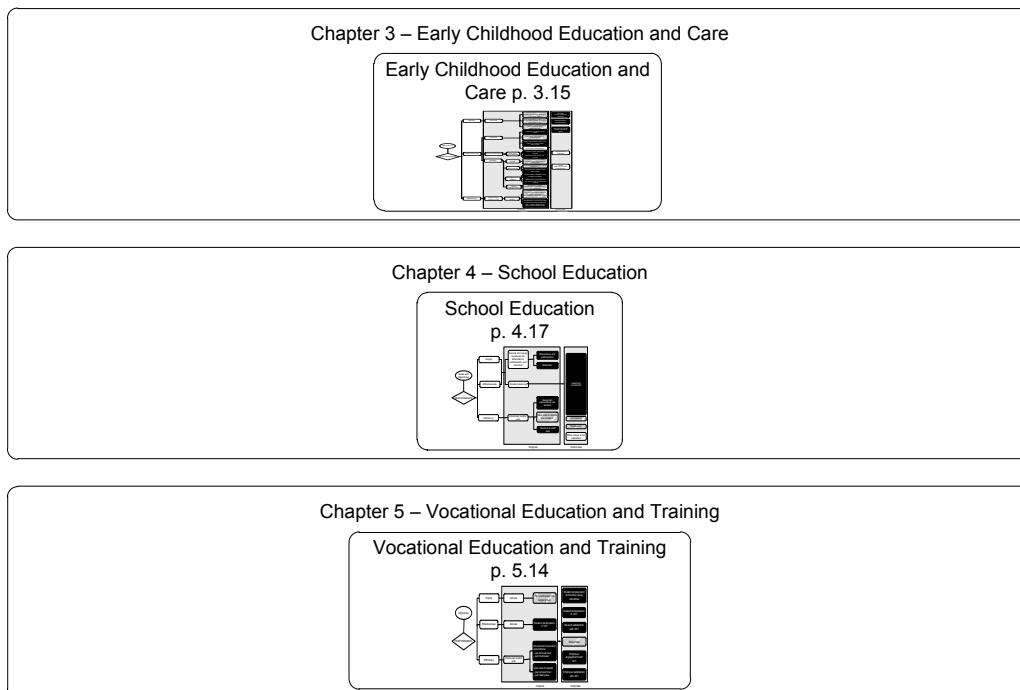
Sector objectives



Sector-wide indicators



Service-specific performance indicator frameworks



Sector-wide indicators

This section includes high level indicators of CCET outcomes. Many factors are likely to influence outcomes — not solely the performance of government services.

However, these outcomes inform the development of appropriate policies and delivery of government services.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

School readiness

'School readiness' is an indicator of governments' broad objectives that all children have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents, and meets the workforce participation needs of parents (box B.6).

Box B.6 School readiness

School readiness includes two measures:

- Transition to primary school, defined as the proportion of children developmentally on track on four or more domains of the Australian Early Development Index (AEDI).
- Early learning (home based), a proxy measure, defined as the number of days per week that a parent/guardian told stories, read to a child or listened to a child read for children aged 3–8 years.

School readiness refers to the level of development at which a child can fulfil schooling requirements, and can be described in terms of a range of factors including a child's emotional and social competence, language and cognitive skills, and resilience.

Even if the child appears to be ready for primary school, the actual transition to school represents a major change in the child's life. Children displaying higher levels of development are more likely to make a successful transition to primary school and have higher levels of achievement compared with those who have difficulty making this transition (AIHW 2011; NSW DoCS 2003).

Transition to primary school

Transition to primary school is one measure of school readiness. This measure reports the proportion of children developmentally 'on track' on four or more (of five) AEDI domains. Children who are considered developmentally on track possess adequate language and cognitive skills — those who have results above the 25th percentile.

The five AEDI domains include: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills and general knowledge. These domains are all inter-related aspects of school readiness (see box 3.28 in the Early childhood education and care chapter for more information on the AEDI). Further information on AEDI results are available at the website www.aedi.org.au.

Early learning

A supportive home learning environment through shared learning activities between the parent/carer and the young child, including reading to children on a regular basis, is a key requirement to assist young children to reach cognitive development milestones. Home literacy activities have been found to improve children's reading, vocabulary, general information and letter recognition skills when entering school. Parent/carer education levels may also influence a supportive home learning environment (AIHW 2011; McTurk et al. 2011).

Data reported for these measures are:

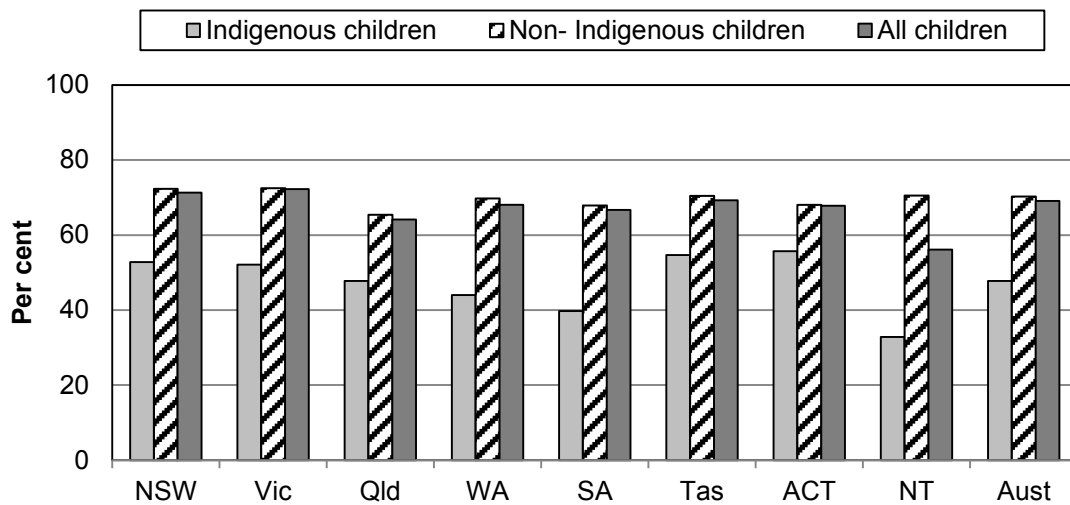
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Transition to primary school

Nationally in 2012, 69.1 per cent of children were developmentally on track on four or more domains of the Australian Early Development Index (AEDI) as they entered school, compared with 67.4 per cent in 2009 (table BA.7). In 2012, the proportion of Indigenous and non-Indigenous children who were developmentally on track on four or more domains of the AEDI was 47.7 per cent and 70.3 per cent respectively. These proportions vary across jurisdictions (figure B.6). In 2009, the proportion of Indigenous and non-Indigenous children who were developmentally on track on four or more domains of the AEDI was 42.5 per cent and 68.6 per cent respectively (table BA.7). Table BA.7 includes proportions of students who were on track in one or more, two or more, three or more, and all five domains for 2012 and 2009.

Figure B.6 Proportion of children developmentally on track on four or more domains of the Australian Early Development Index as they enter school, 2012^{a, b, c}



^a Data are reported from a population measure of young children’s development based on a teacher-completed checklist. ^b Children who score above the 25th percentile (in the top 75 per cent) of the AEDI population are classified as developmentally ‘on track’. AEDI cut-offs have been set for each domain. The cut-offs have been created on the basis of all children who participated in the AEDI nationally. ^c The AEDI also reports against five domains: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills; and general knowledge which are all inter-related aspects of school readiness.

Source: Centre for Community Child Health and Telethon Institute for Child Health Research A Snapshot of Early Childhood Development in Australia — AEDI National Report 2012 (2013), Canberra; DEEWR (unpublished) *Australian Early Development Index*; table BA.7.

Early learning (home based)

Nationally, in the ABS *Childhood Education and Care Survey 2011* it was reported that 48.5 per cent of children aged 3–8 years were told stories at home, read to or listened to each day, while 3.7 per cent of children were not engaged at all in these reading activities at home. These proportions varied across jurisdictions. Nationally 57.1 per cent of children aged 0–2 years were read to at home from a book or told a story each day, while 19.8 per cent were not engaged at all in these reading activities at home (table BA.8).

Participation

‘Participation’ is an indicator of governments’ objectives to develop the talents and competencies of the population through the education and training system, to enable them to have the learning and skills required to participate in the productive economy (box B.7).

Box B.7 Participation

There are five measures against the participation indicator.

- ‘Participation in education and training by sector’ (school education, TAFE, Higher education, other education and training), defined as the proportion of the population aged 15-24 years participating in education and training by sector.
- ‘School leaver participation in full time post school education and training’, defined as the proportion of 17-24 year old school leavers participating in full time post school education and training.
- ‘School leaver destination by sector’, defined as the proportion of school leavers who have left school by destination (Higher education, TAFE or other study, not enrolled).
- ‘Participation in higher education by selected groups’, defined as the proportion of the population participating in higher education by selected disadvantaged groups.
- ‘Full time participation in employment, education or training by Indigenous status’, defined as the proportion of the population participating in full time employment, education or training.

Holding other factors constant, higher or increasing participation in the early childhood, education, training and higher education sector suggests an improvement in educational outcomes through greater access.

(Continued next page)

Box B.7 (Continued)

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

The level of participation in education, training or work can indicate the proportion of the population at risk of marginal participation (or non-participation) in the labour market. Young people who are not participating full time in education, training, work or some combination of these activities are more likely to have difficulty making a transition to full time employment by their mid-20s (ACER 2005, FYA 2008).

Data reported for these measures are:

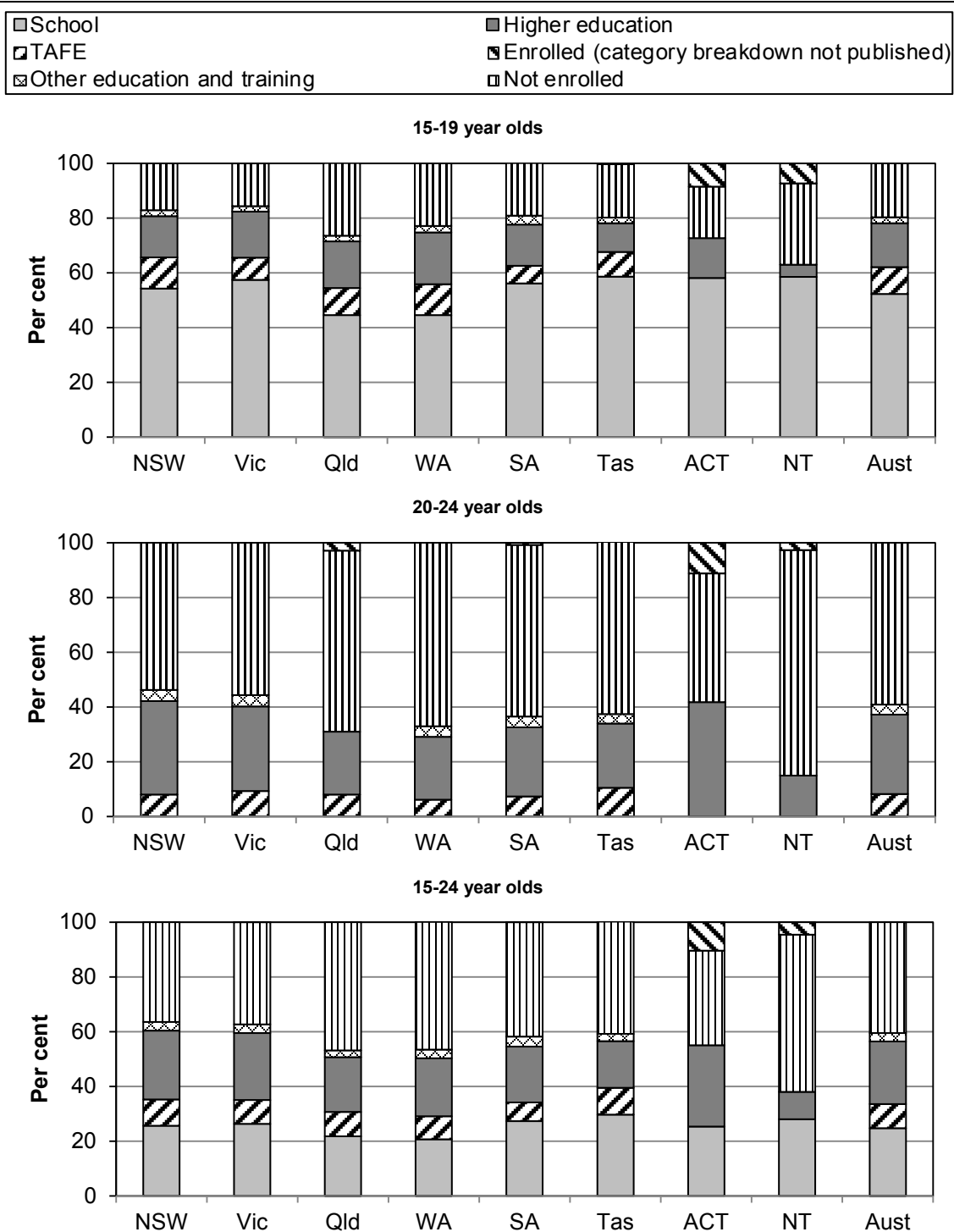
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Participation in education and training by sector

Beyond the age of compulsory school education, the proportion of people participating in education and training declines. Nationally in 2012, the participation rate for 15–19 year olds was 80.3 per cent, compared with 40.9 per cent for 20-24 year olds (figure B.7).

Figure B.7 Participation in education and training by sector, 2012 ^{a, b, c}



^a Data for participation in education and training during May. Student participation may be underestimated because data are not for the whole year. ^b 95 per cent confidence intervals are included in table BA.9. ^c The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

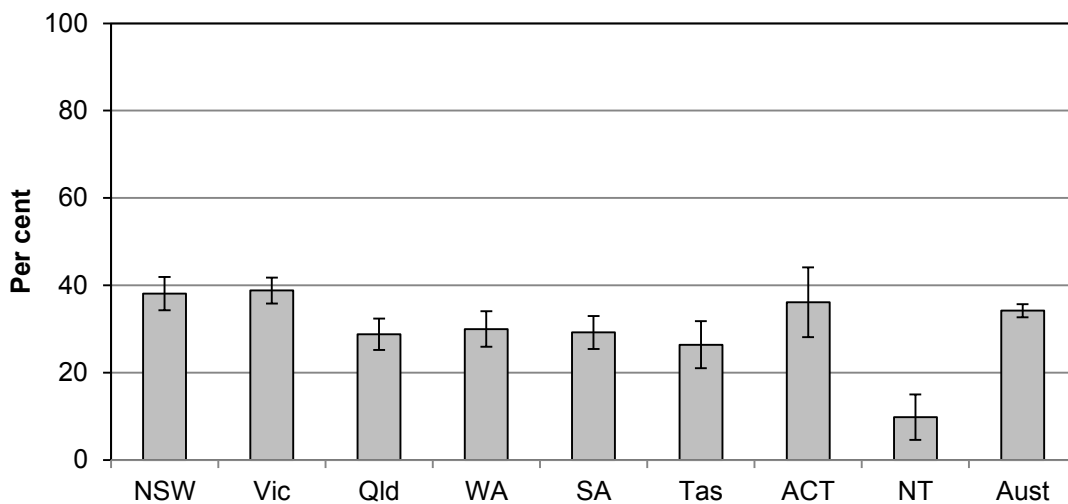
Source: ABS (unpublished) *Survey of Education and Work, 2012*; table BA.9.

Participation rates for the 25–29 and 15–64 year age groups are presented in table BA.9. National data on participation in education and training by sector are presented for single year ages from 15–24 years in table BA.10 and for various age groups in table BA.11. Time series for various age groups is presented in table BA.12.

School leaver participation in full time post school education and training

Nationally in 2012, 34.2 per cent of all 17-24 year old school leavers were fully participating in further education and training. This proportion varied across jurisdictions (figure B.8).

Figure B.8 School leaver participation in full time post school education and training (17-24 years), 2012^{a, b, c, d}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data are for people who left school at any time who are fully participating in non-school education and/or training. Includes apprenticeships and traineeships. ^c Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2013) *Education and Work*, 2012, Cat. no. 6227.0; table BA.13.

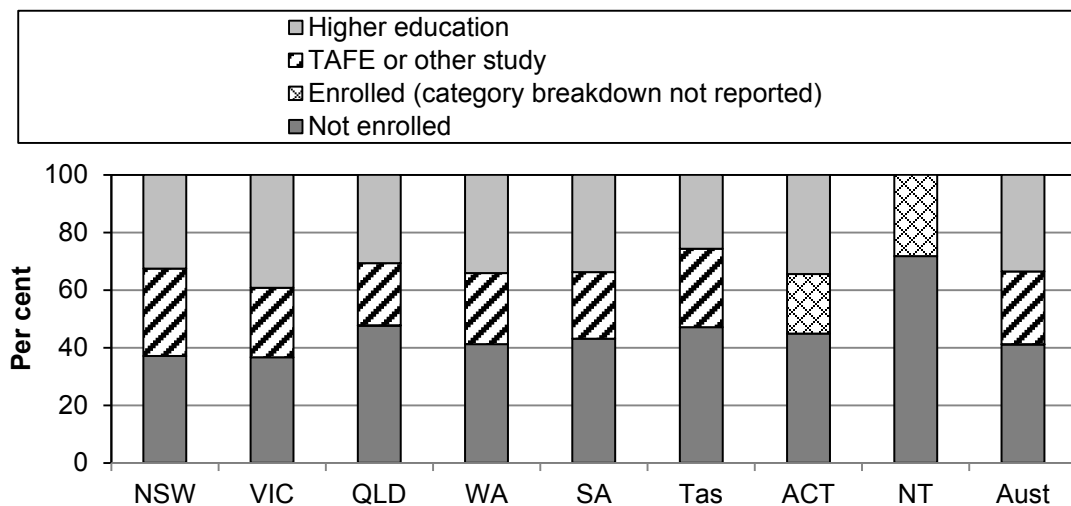
Data on applications to enrol in an educational institution are presented in tables BA.17–18. In 2012, 97.8 per cent of people aged 15–19 years who applied to enrol in an educational institution gained placement and commenced study, 1.7 per cent gained placement but deferred study, and 0.4 per cent applied but could

not gain placement (table BA.17). Data for 20–24 year olds and 15–64 year olds are presented in tables BA.18 and BA.19, respectively.

School leaver destination by sector

Nationally in 2012, 33.5 per cent of 15–19 year old school leavers were enrolled in higher education, 25.3 per cent were enrolled in TAFE or other study, and 41.1 per cent were not enrolled in further education (figure B.9).

Figure B.9 School leaver destination by sector, all school leavers (15–19 years), 2012^{a, b, c, d}



^a Data are for people who left school at any time. ^b 'Other study' includes study undertaken at business colleges, industry skill centres and other educational institutions. ^c 95 per cent confidence intervals associated with proportions are included in table BA.20 ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

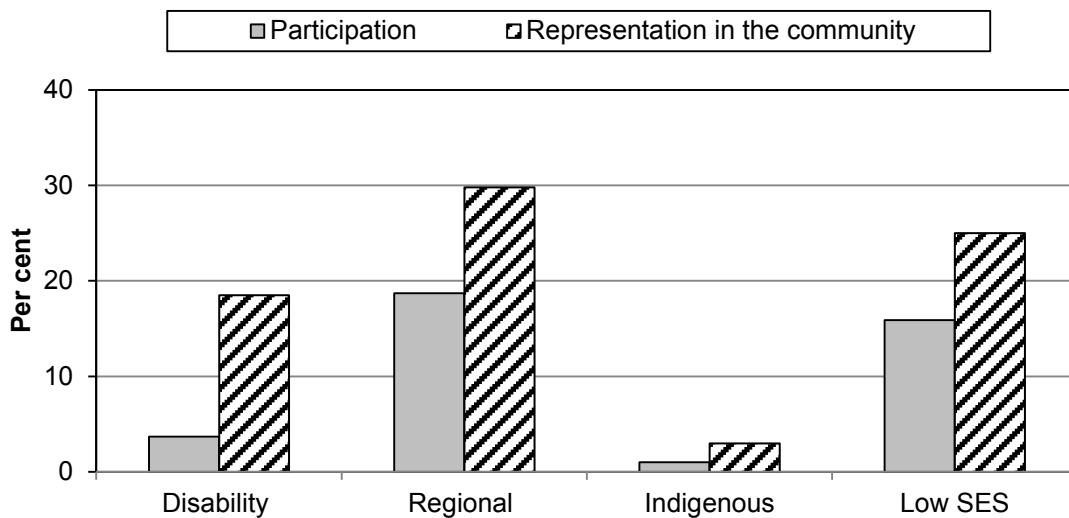
Source: ABS (unpublished) *Survey of Education and Work*; table BA.20.

Year 12 leavers were more likely to go on to further education than early school leavers (67.7 per cent compared to 39.4 per cent respectively) (table BA.20). Additional national data on school leaver destination by sector are also reported by sex, for the age groups 15–19 and 15–24 (tables BA.21 and BA.22).

Participation in higher education by selected groups

In higher education, there is an under-representation of people from regional areas of Australia, people with disability, people from low socioeconomic backgrounds, and Indigenous Australians, compared with their representation in the community (figure B.10).

Figure B.10 Participation in higher education by selected groups, compared with their representation in the community, 2012^{a, b, c}



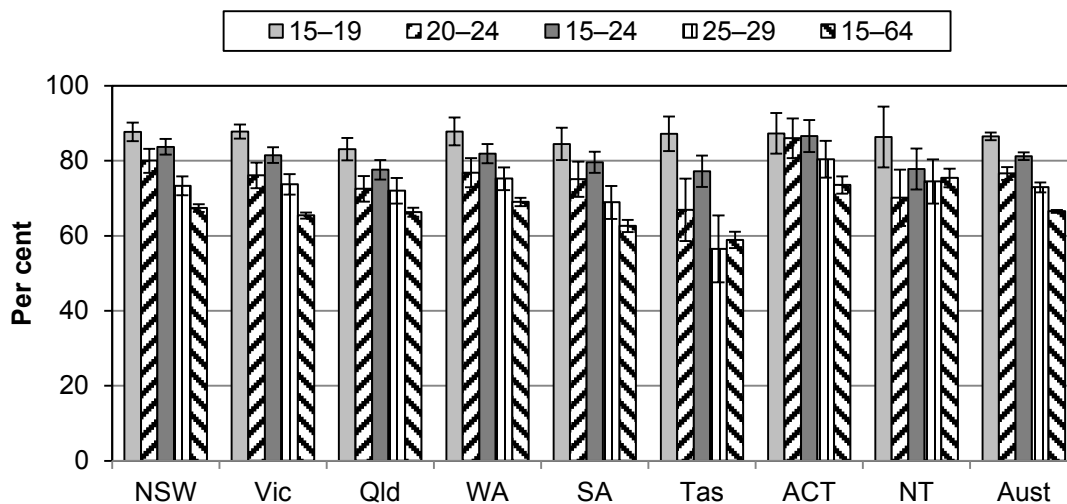
^a Students can be included in more than one selected group. ^b Participation percentages are derived from Department of Industry (Dol) 2012 Higher Education Statistics. For derivation of 'representation in the community' data, see table BA.23. ^c Figure B.10 presents a broad pattern of participation. However, the proportion of people from selected groups in the community (which cover all ages), do not have the same age profile as people engaged in higher education study. Therefore, figure B.10 might overstate the disparity between the participation of people from selected groups in higher education and their representation in the community, among people of a similar age profile.

Source: Dol (Department of Industry) 2012 *Statistics publications*; ABS 2009 *Survey of Disability and Carers*. Cat. no 4430.0; ABS 2013, *Regional Population Growth, Australia, 2011-12*, Cat. no. 3218.0; ABS 2013, *Australian Demographic Statistics, March 2013*, Cat. no. 3101.0; table 2A.12; table 2A.15; table BA.23.

Full time participation in employment, education or training (by Indigenous status)

Full time participation in employment, education or training (school education, vocational training and higher education) for age groups 15–19; 20–24; 25–29; and 15–64 years are presented in figure B.11.

Figure B.11 Full time participation in employment, education or training, 2012 a, b, c, d, e



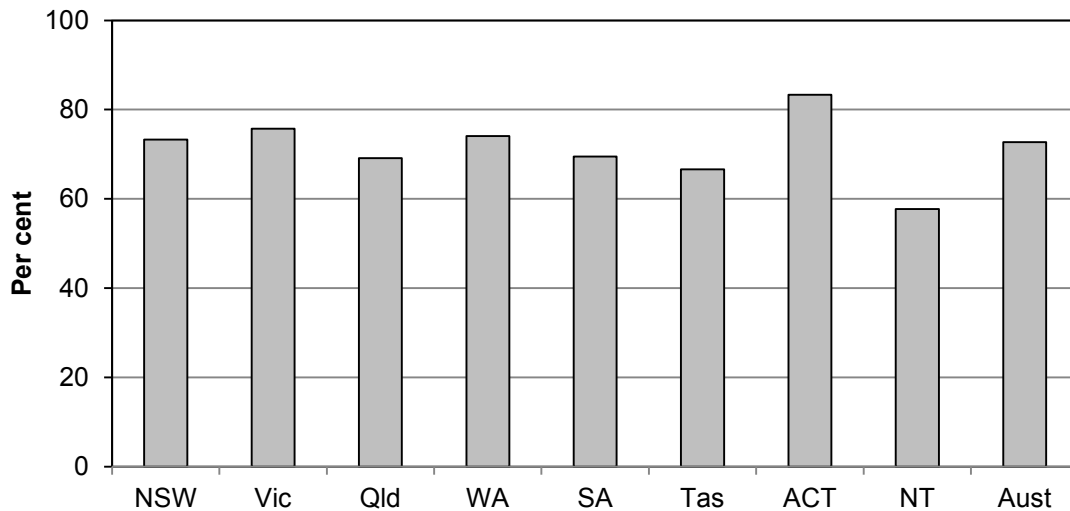
a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work. **c** Education or training includes school education, vocational training and higher education. **d** Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction for the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). **e** The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2013) *Education and Work*, 2012 Cat. no. 6227.0; table BA.24.

Participation rates in full time employment, education or training are presented for additional age categories, including single year ages from 15–24, in table BA.24. Full time participation in employment, education or training at or above Certificate III level are also presented for age categories in table BA.25.

Data from the 2011 Census show that nationally, in 2011, 72.7 per cent of young people aged 17-24 years were fully engaged in post-school education, training or employment (figure B.12).

Figure B.12 Proportion of people 17-24 years who are fully engaged in post-school education, training or employment, 2011^{a, b, c, d, e, f, g, h}



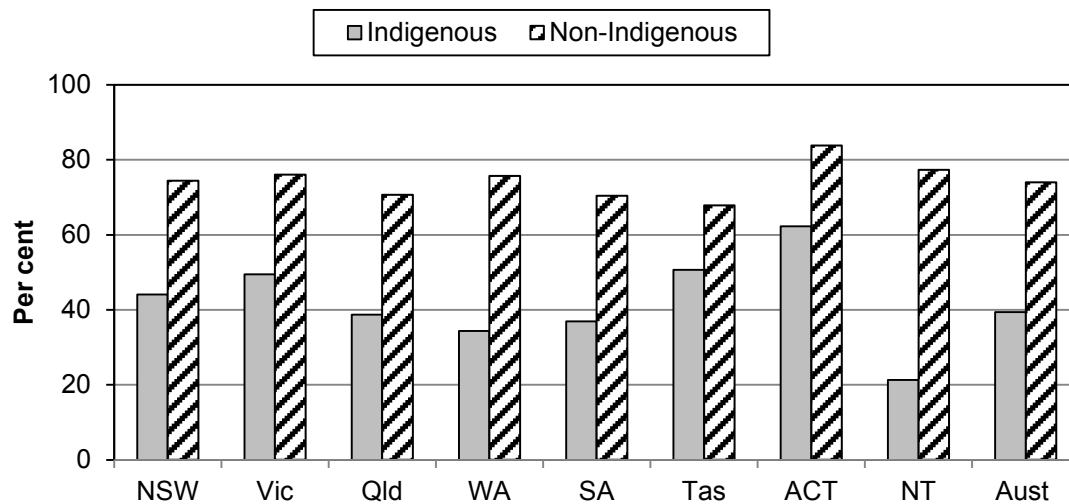
^a People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator). ^b The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^c People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded. ^d People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded. ^e People who did not state their labour force status and did not state their student status are excluded. ^f Australia includes 'Other territories'. ^g People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'. ^h While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.14.

Additional data on school leaver participation in post school education, training and employment by socioeconomic status are presented in table BA.15 (Survey of Education and Work data) and BA.16 (Census data).

Nationally in 2011, non-Indigenous 17–24 year olds had higher rates of engagement in full time employment, education or training (74.0 per cent) than Indigenous 17–24 year olds (39.4 per cent) (figure B.13).

Figure B.13 Proportion of 17–24 year olds engaged in full time employment, education or training, by Indigenous status, 2011^{a, b, c, d, e, f, g, h, i}



^a People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator). ^b The Census does not collect level of current study, but does collect institution attended, therefore, all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^c People whose labour force status was not stated and who were not identified as studying full time are excluded. People whose student status was not stated and who were not identified as employed full time are also excluded. ^d People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded. ^e People who did not state their labour force status and did not state their student status are excluded. ^f Australia includes 'Other territories'. ^g Excludes people who did not state their Indigenous status. ^h People who were engaged in a combination of education or training and employment but whose full time/part time student status or their full time/part time employment status was not identified are included in 'Total Fully Engaged'. ⁱ While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.26.

Data on participation in full time employment, education or training and participation in full time employment, education or training at all levels and at Certificate level III or above are presented by socioeconomic status, in tables BA.27 and BA.28.

Attainment

‘Attainment’ is an indicator of governments’ objective for people to possess adequate skills to enable them to contribute to society and the economy (box B.8).

Box B.8 **Attainment**

Attainment is defined by five measures:

- ‘Level of highest qualification completed’, defined as the level of highest qualification completed of the working age population.
- ‘Completion of year 12 or equivalent, or Certificate level II or above’, defined as the proportion of population completing year 12 or equivalent, or Certificate II or above (by Indigenous status).
- ‘Completion of year 12 or equivalent, or Certificate III or above’, defined as the proportion of population completing year 12 or equivalent, or Certificate level III or above.
- ‘Population who have qualifications at Certificate level III or above’, defined as the proportion of 20-64 year olds who have qualifications at or above Certificate III. This measure is also reported by Indigenous status.
- ‘Achievement of foundation skills (literacy and numeracy)’ defined as the proportion of adults achieving literacy, numeracy and technology competencies according to the Programme for the International Assessment of Adult Competencies.

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

Educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes.

However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report.

Data reported for these measures are:

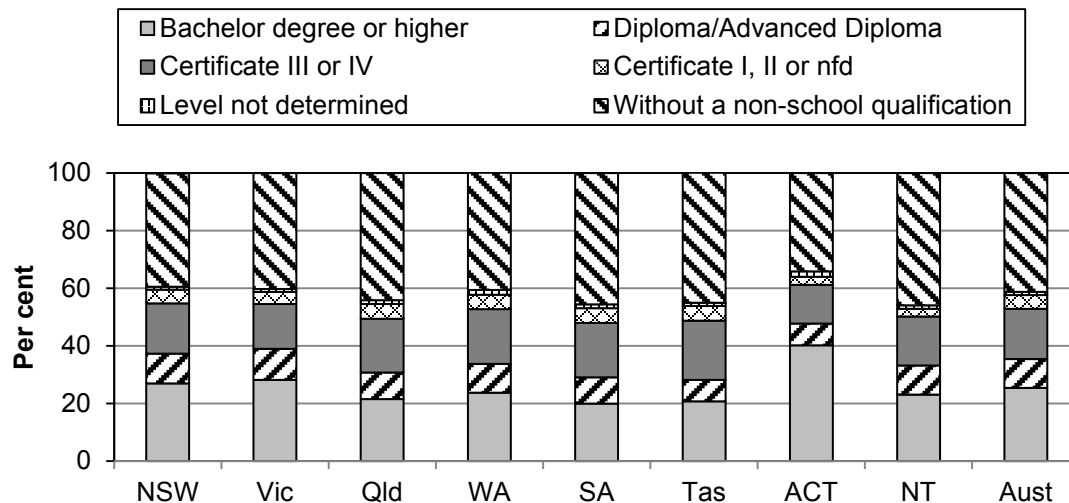
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Level of highest qualification completed

In 2012, 58.8 per cent of people aged 15–64 years had a non-school qualification and, of these people, 35.4 per cent had a Diploma/Advanced Diploma or bachelor degree or higher as their highest non-school qualification (figure B.14).

Figure B.14 Level of highest qualification completed (15-64 years), 2012^{a, b}



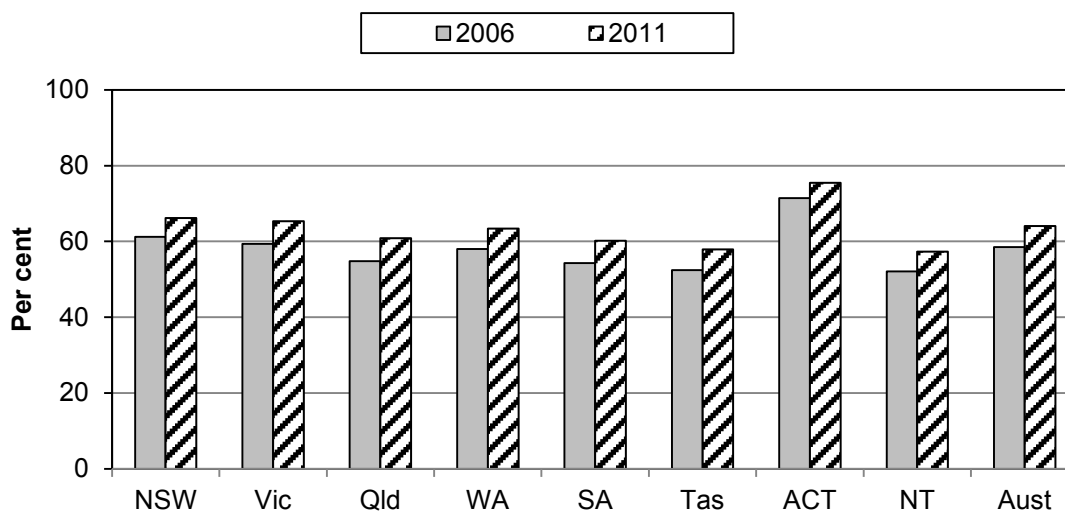
^a The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population. ^b The 95 per cent confidence intervals associated with these proportions are included in table BA.29.

Source: ABS (2013) Education and Work, 2012, Cat. no. 6227.0; table BA.29.

In 2011, the proportion of the 20-64 year old population with or working towards a non-school AQF qualification was 66.9 per cent (table BA.30).

Nationally, 2006 and 2011 Census data indicate that the proportion of people aged 20-64 years with a non-school qualification, or who are currently studying for a non-school qualification, increased nationally between 2006 (58.5 per cent) and 2011 (64.1 per cent) (figure B.15).

Figure B.15 **Proportion of 20-64 year olds with a non-school qualification or who are currently studying for a non-school qualification** ^{a, b, c, d, e, f, g, h}



^a The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^b People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded. ^c People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded. ^d Australia includes 'Other Territories'. ^e The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total. ^f Includes all people aged 20–64 years who have attained a non-school qualification. ^g Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification. ^h While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

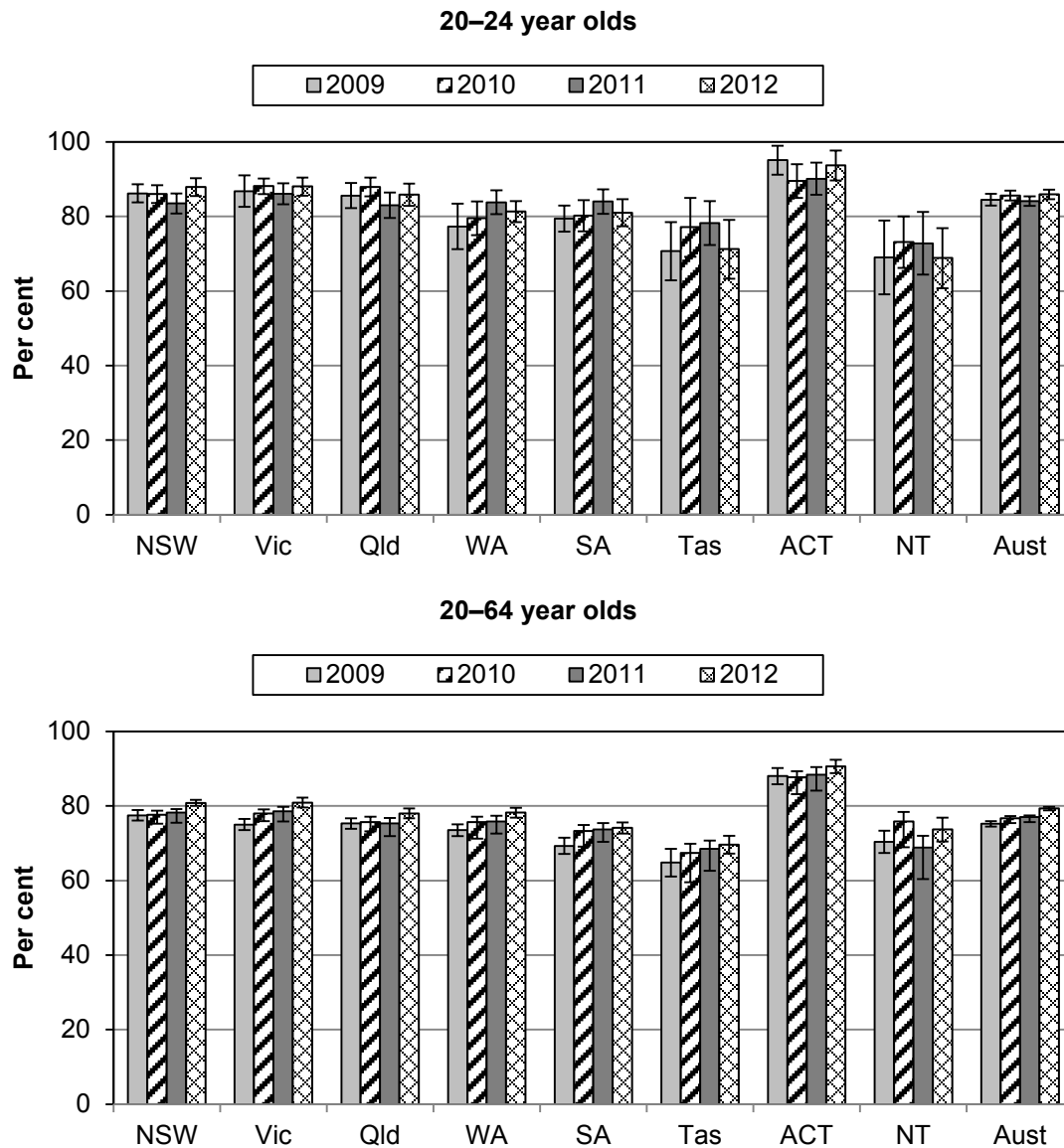
Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.31.

Completion of year 12 or equivalent, or Certificate level II or above

Achieving year 12 (or equivalent) improves employment and earning outcomes for young people (ACER 2000; Ryan 2011).

Nationally, 85.9 per cent of 20–24 year olds had completed year 12 or equivalent or gained a qualification at Certificate level II or above in 2012. Among 20-64 year olds, 79.3 per cent had completed year 12 or equivalent or gained a qualification at Certificate level II or above. These proportions varied across jurisdictions (figure B.16).

Figure B.16 Completion of year 12 or equivalent, or Certificate level II or above a, b, c



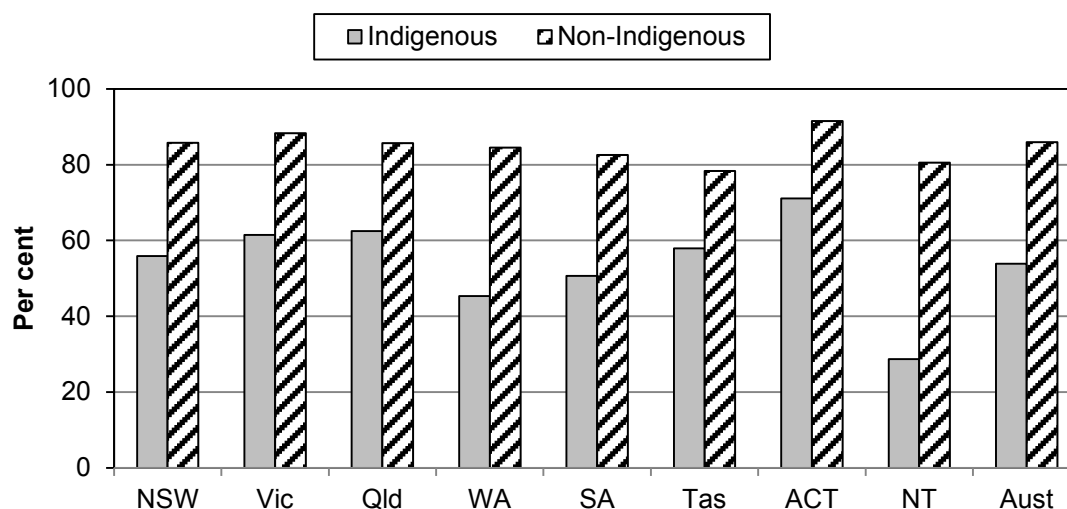
a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). **c** The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities account for 15 per cent of the NT population.

Source: ABS (2013) *Education and Work, 2012*, Cat. no. 6227.0, Canberra; table BA.32.

Additional Census data outlining the proportion of 20-24 year olds who have completed year 12 or equivalent, or Certificate level II or above, are presented in figure B.17 and table BA.34.

Nationally in 2011, 86.0 per cent of non-Indigenous 20–24 year olds had completed year 12 or equivalent, or gained a qualification at Certificate II or above, compared with 53.9 per cent of Indigenous 20–24 year olds (figure B.17).

Figure B.17 Proportion of 20–24 year olds who have completed year 12 or equivalent, or gained a qualification at Certificate level II or above, by Indigenous status, 2011^{a, b, c, d, e, f}



^a Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level of above, are also excluded. ^c People who are not stated or inadequately described for both highest year of school and non-school qualification are excluded. ^d Excludes people who did not state their Indigenous status. ^e Australia includes 'Other Territories'. ^f While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

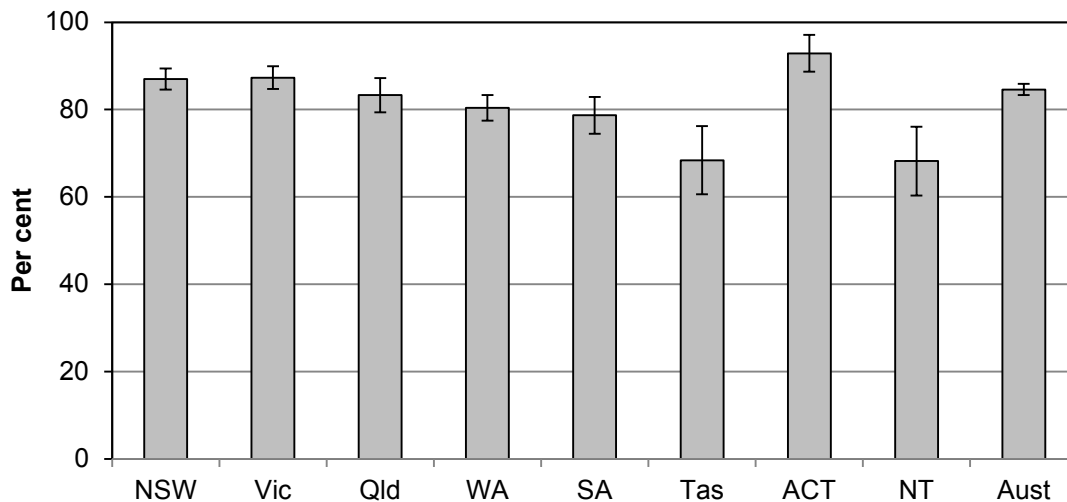
Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.34.

The proportion of the population who have completed year 12 or equivalent, or gained a qualification at Certificate level II or above are presented for 20–24 year olds, by Indigenous status, in table BA.34. Similar data are presented by socioeconomic status in table BA.35 (Survey of Education and Work data for 20-24 year olds and 20-64 year olds) and BA.36 (Census data for 20-24 year olds).

Completion of year 12 or equivalent, or Certificate level III or above

Nationally in 2012, 84.6 per cent of 20–24 year olds had achieved year 12 or a Certificate III or above. This figure varied across jurisdictions (figure B.18).

Figure B.18 Proportion of 20-24 year olds who have achieved year 12 or equivalent or Certificate III or above, 2012^{a, b, c, d}

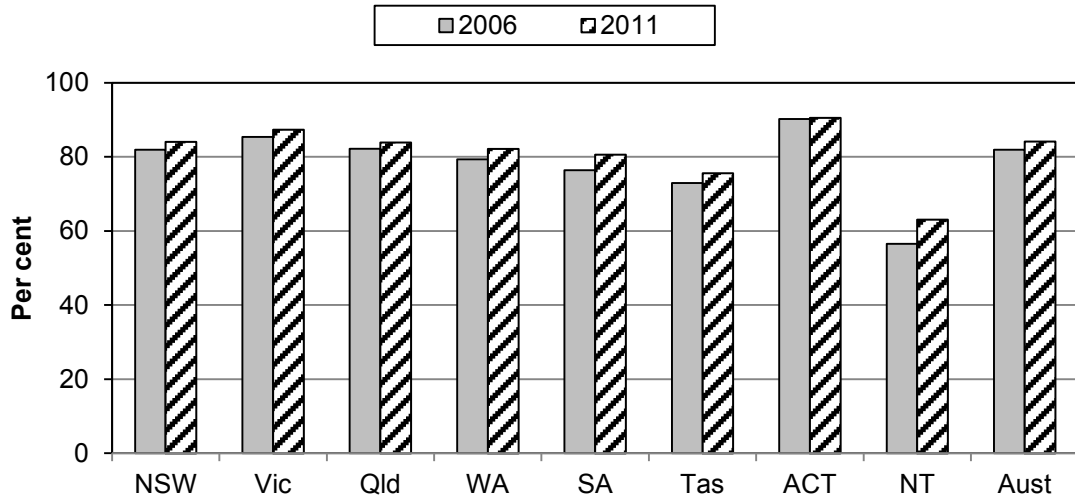


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b People aged 20–24 years who have completed year 12 or Certificate III or above includes Certificate I or II nfd but excludes people with a Certificate nfd and people whose level of non-school qualification could not be determined. ^c Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2013) *Education and Work, 2012*, Cat. no. 6227.0; table BA.37.

Data from the 2006 and 2011 Census indicate that the proportion of the 20-24 year old population having attained at least a year 12 or equivalent, or AQF Certificate III or above, increased from 81.9 per cent in 2006 to 84.2 per cent in 2011 (figure B.19).

Figure B.19 Proportion of 20-24 year olds who have achieved year 12 or equivalent or Certificate III or above ^{a, b, c, d, e}

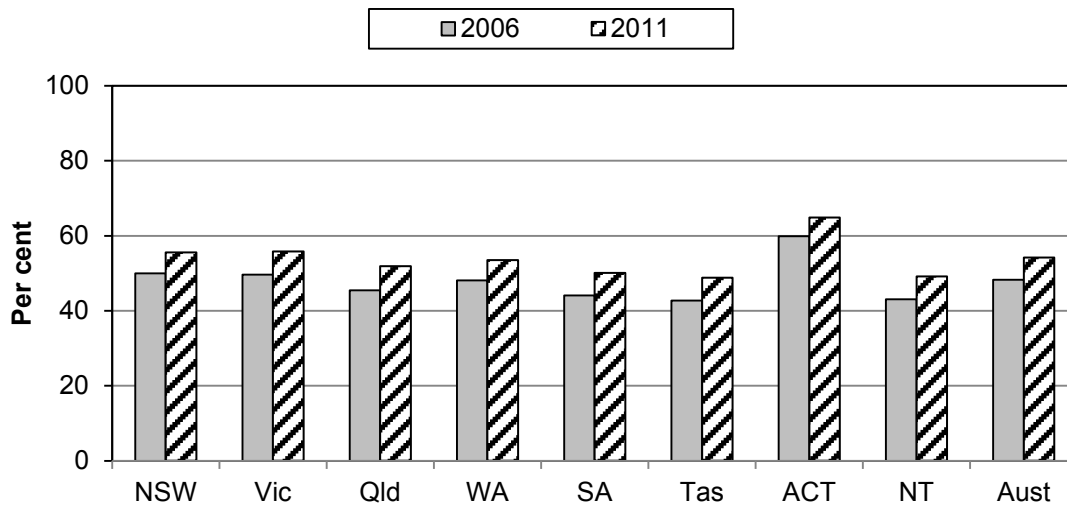


^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded. ^c People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded. ^d 'Australia includes 'Other Territories'. ^e While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.38.

Data from the 2006 and 2011 Census indicate that the proportion of the 20-64 year old population having attained at least a year 12 or equivalent, or AQF Certificate III or above, increased from 48.3 per cent in 2006 to 54.2 per cent in 2011 (figure B.20).

Figure B.20 Proportion of 20-64 year olds who have achieved year 12 or equivalent or Certificate III or above^{a, b, c, d, e}



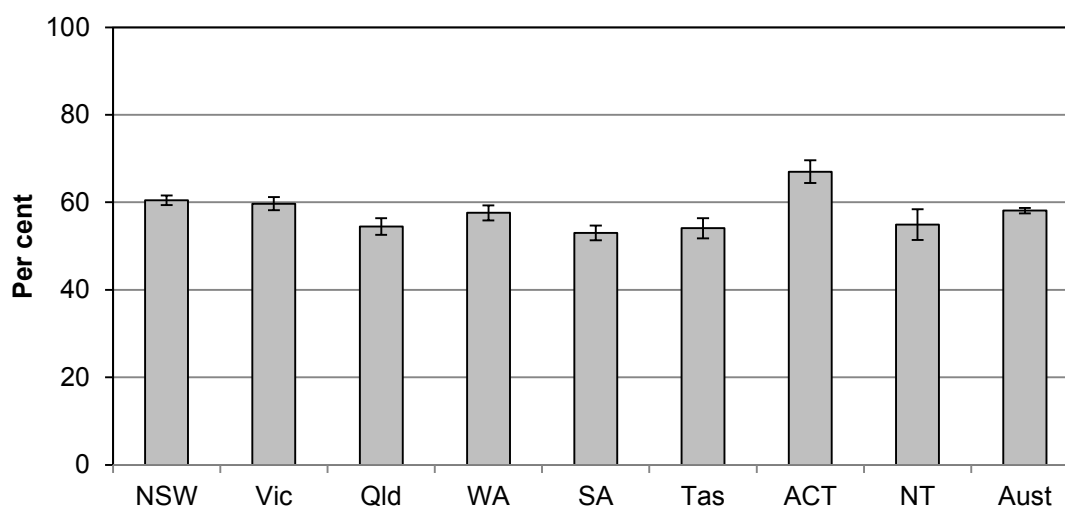
^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded. ^c People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded. ^d 'Australia includes 'Other Territories'. ^e While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.40.

Population with qualifications at or above Certificate III (by Indigenous status)

Nationally, in 2012, 58.1 per cent of the population aged 20–64 years had attained a qualification at or above Certificate III (figure B.21).

Figure B.21 Proportion of 20-64 year olds with qualifications at or above Certificate III, 2012^{a, b}



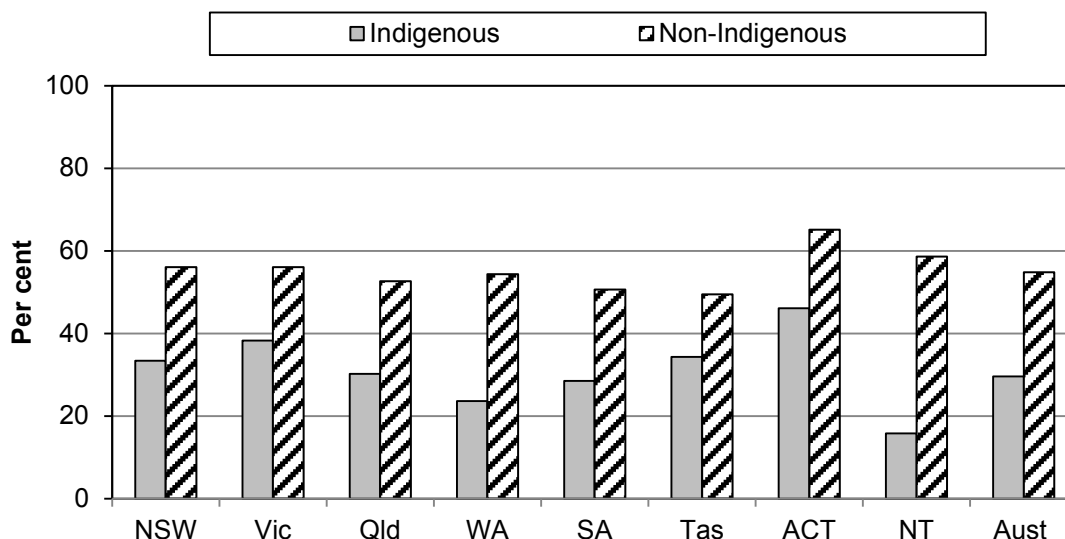
^a The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population. ^b 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, bachelor's degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (i.e., Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data. Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data.

Source: ABS (2013) *Education and Work, 2012*, Cat. no. 6227.0; Table BA.39.

Additional age categories on the proportion of population with qualifications at or above Certificate III are presented in table BA.39.

Nationally, in 2011, 29.6 per cent of Indigenous 20–64 year olds had qualifications at or above a Certificate III, compared with 54.8 per cent of non-Indigenous 20–64 year olds) (figure B.22).

Figure B.22 Proportion of 20–64 year olds with qualifications at or above Certificate III, by Indigenous status, 2011^{a, b, c, d, e, f}



^a Working age population is defined as people aged 20-64 years. ^b People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator. ^c Not stated responses are excluded from the calculations (numerator and denominator). ^d Australia includes 'Other Territories'. ^e Excludes people who did not state their Indigenous status. ^f While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.41.

Additional Census data for 2006 and 2011 outlining the proportion of 20-64 year olds with qualifications at or above Certificate level III, by level of socioeconomic disadvantage, are presented in table BA.43.

The proportions of 20–64 year olds with qualifications at or above Certificate III by level of socioeconomic disadvantage (based on SEIFA IRSD), are presented in table BA.35. Nationally and in all jurisdictions, in 2011, 20–64 year olds from geographic areas of most socioeconomic disadvantage (SEIFA IRSD Quintile 1) were less likely to have qualifications at or above a Certificate III than 20–64 year olds from geographic areas of least socioeconomic disadvantage (SEIFA IRSD Quintile 5).

Data on the proportions of 25–29 year olds who have gained a post-secondary qualification at Certificate III or above are shown in table BA.44.

The proportions of the population with or working towards a post school qualification are presented by Indigenous status in table BA.45. Nationally in 2011, 40.8 per cent of Indigenous 20–64 year olds had, or were working towards a Certificate III, IV, Diploma or Advance Diploma, compared to 64.6 per cent of non-Indigenous 20-64 year olds.

Achievement of foundation skills (literacy and numeracy)

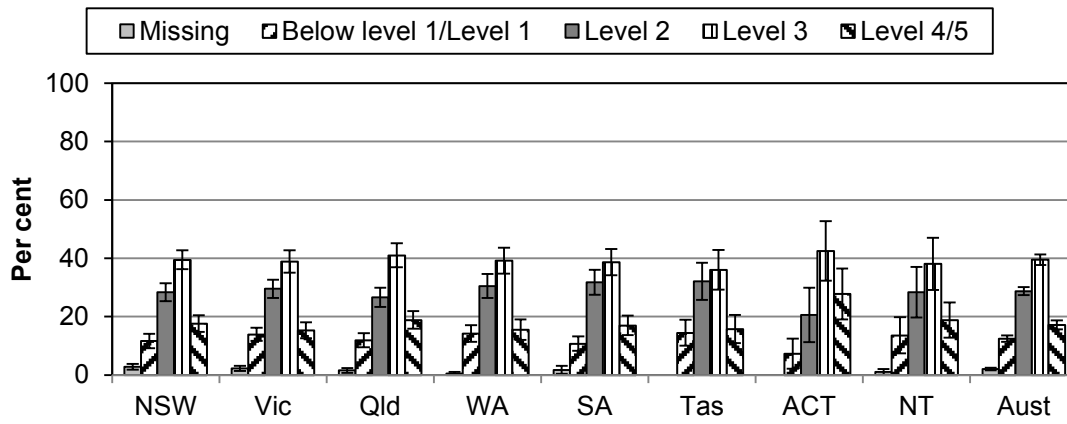
Data for 2011-12 for this measure are sourced from the *Programme for the International Assessment of Adult Competencies* (PIAAC). In previous reports, this measure was enumerated by data sourced from the *Adult Literacy and Life Skills Survey* (ALLS) (ABS 2008b).

The PIAAC is an OECD survey that measures adult skills and competencies. Data are presented for all skill levels for literacy, numeracy and technology competencies (where level 1 represents the poorest level of skill attainment and level 5 the highest level of skill attainment for literacy and numeracy; level 3 represents the highest level of skill attainment for technology).

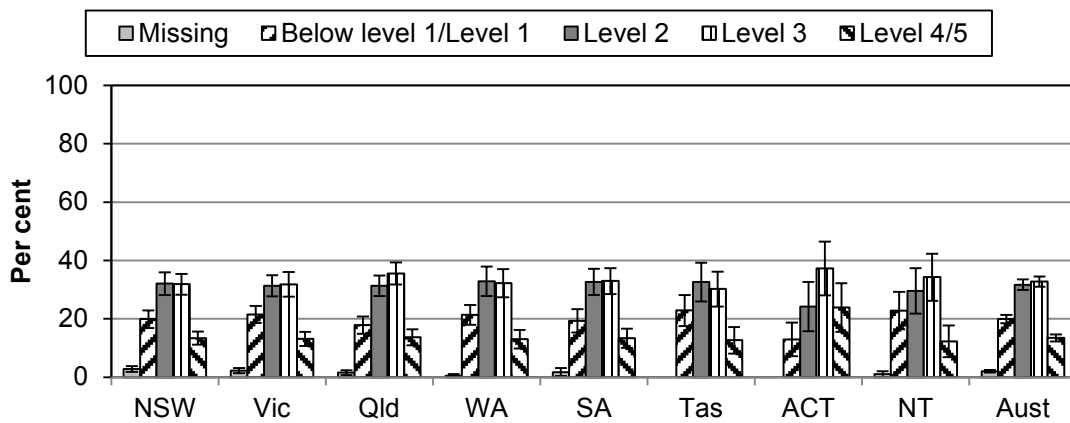
The proportions of the population aged 20–64 years across all PIAAC literacy, numeracy, and technology skill levels in 2011-12 are presented in figure B.23.

Figure B.23 Proportion of 20–64 year olds across all PIAAC literacy, numeracy and technology skill levels, 2011-12^{a, b}

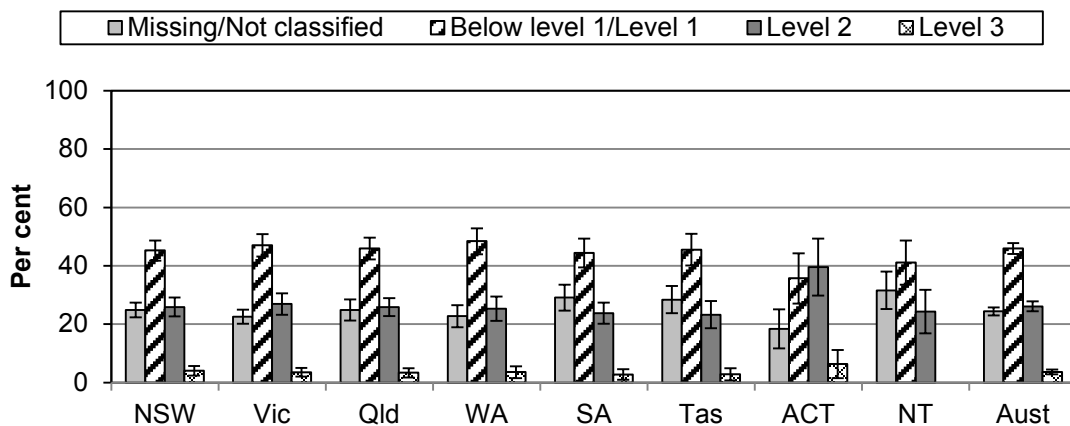
(a) PIAAC literacy results



(b) PIAAC numeracy results



(c) PIAAC technology results



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See source tables for detailed footnotes.

Source: ABS (unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*; tables BA.46, BA.47 and BA.48.

Service-specific performance indicator frameworks

This section summarises information from the three Child care, education and training service specific indicator frameworks:

- early childhood education and care (see chapter 3 for more detail)
- school education (see chapter 4 for more detail)
- vocational education and training (see chapter 5 for more detail).

Additional information is available to assist the interpretation of these results:

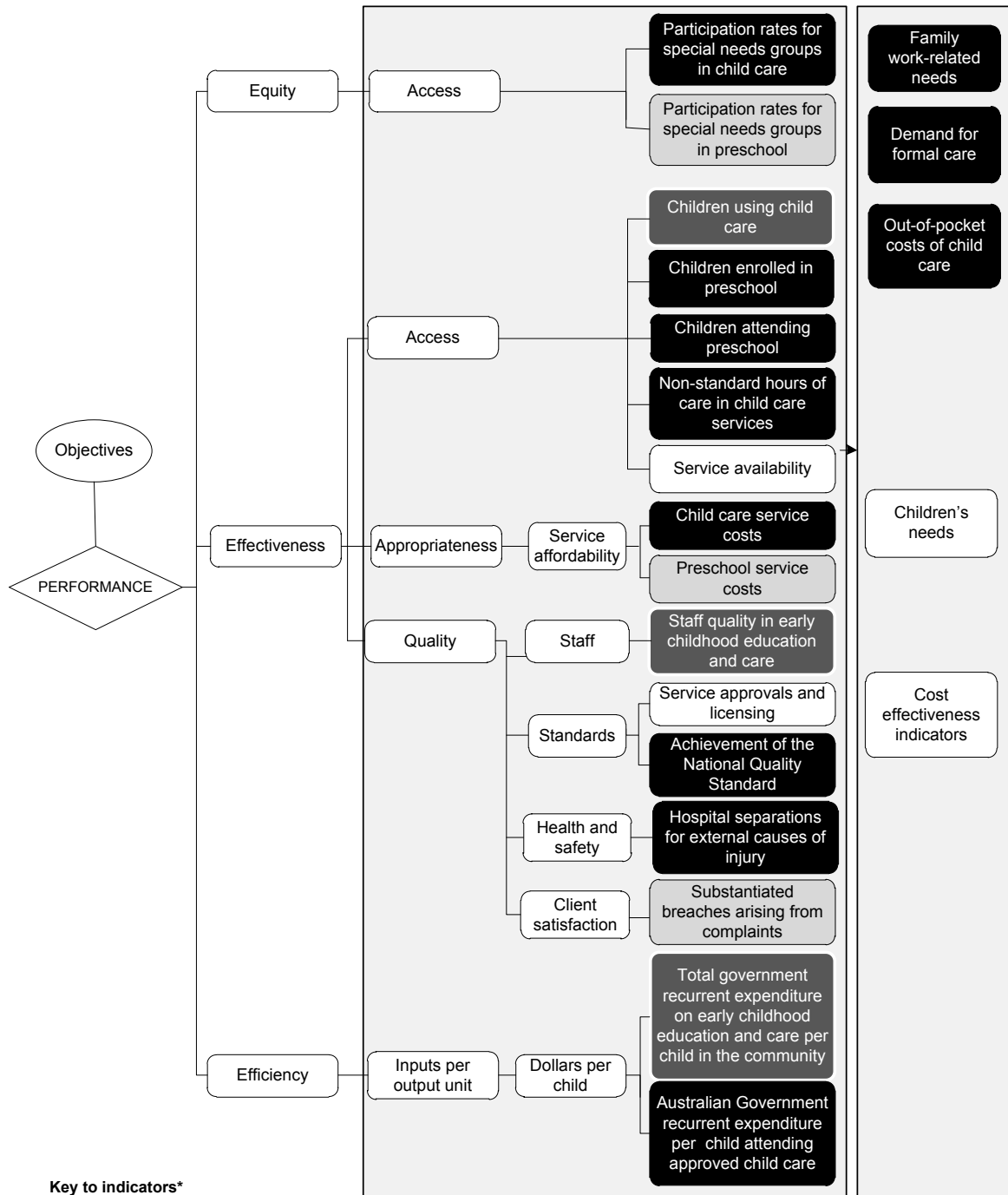
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapters 3, 4 and 5)
- caveats and footnotes to the reported data (chapters 3, 4 and 5)
- additional measures and further disaggregation of reported measures (for example by Indigenous status, socioeconomic status and age (chapters 3, 4 and 5 and attachments 3A, 4A and 5A)
- data quality information for several indicators, based on the ABS Data Quality Framework (chapters 3, 4 and 5 Data Quality Information).

A full list of attachment tables and available data quality information is provided at the end of chapters 3, 4 and 5.

Early childhood education and care

The performance indicator framework for early childhood education and care is presented in figure B.24. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of early childhood education and care.

Figure B.24 Early childhood education and care performance indicator framework



Key to indicators*

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

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

An overview of the early childhood education and care performance indicator results for the most recent period are presented in table B.1. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 3 and the footnotes in attachment 3A.

Table B.1 Performance indicators for early childhood education and care^{a, b}

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators											
<i>Participation rates for special needs groups in child care</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
Indigenous children (0–12 years), 2013											
in service	%	2.8	0.8	4.0	2.6	1.8	5.7	1.4	11.8	2.6	3A.13
community	%	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8	
(2012)											
Children from non-English speaking backgrounds (0–12 years), 2013											
in service	%	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3	3A.13
community	%	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0	
(2011)											
<i>Participation rates for special needs groups in preschool (Indigenous children 3–5 years), 2012</i>											
Most recent data for all measures are either not comparable and/or not complete (chapter 3)											
in service	%	4.5	1.2	4.4	6.8	6.1	7.5	3.1	38.4	4.4	3A.14
community	%	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8	
(2012)											
Effectiveness — indicators											
<i>Children using child care (Australian and State and Territory government, 0–12 years), 2012-13</i>											
Most recent data for at least one measure are comparable and complete (chapter 3)											
	%	37.5	26.6	31.8	19.5	31.4	27.8	35.6	17.7	30.7	3A.10
<i>Children enrolled in preschool (year before full time schooling), 2012</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
	%	66.2	103.7	84.7	98.7	95.1	102.6	105.7	87.6	86.3	3A.16
<i>Children attending preschool (year before full time schooling), 2012</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
	%	64.7	99.1	82.4	98.7	93.8	101.1	103.5	79.0	84.0	3A.21
<i>Non-standard hours of care in child care service, 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
LDC	%	70.7	92.2	90.4	83.5	86.5	73.7	66.1	71.3	80.9	3A.28
FDC	%	76.8	54.5	87.0	60.0	81.0	72.7	87.5	80.0	69.2	
Vacation	%	60.5	56.8	82.6	73.1	83.7	33.1	21.2	35.4	66.9	
OSH	%	16.8	8.7	39.4	18.6	9.2	2.9	–	–	17.1	
Occasional	%	39.0	17.3	38.9	72.7	100.0	100.0	50.0	–	34.2	
Other	%	83.4	79.7	80.6	60.5	100.0	58.3	100.0	–	80.4	
<i>Child care service costs, 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
LDC	\$/week	392	378	329	364	340	351	442	348	364	3A.30
FDC	\$/week	327	337	349	367	309	365	402	369	339	

(continued)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source	
<i>Preschool service costs (median hourly cost), 2012</i>											
Most recent data for all measures are either not comparable and/or not complete (chapter 3)											
\$/hour	3.47	1.95	np	–	–	–	–	–	1.82	3A.33	
<i>Staff quality in early childhood education and care</i>											
Most recent data for at least one measure are comparable and complete (chapter 3)											
<i>Paid primary contact staff employed by Australian Government approved child care services with a relevant formal qualification (at or above Certificate level III), 2013</i>											
%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1	3A.36	
<i>Hospital separations for external causes of injury (children aged 0–4 years by place of occurrence), 2011-12</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
Children's service/school	%	2.5	2.6	2.7	2.2	2.0	3.8	2.5	1.5	2.5	3A.49
Home	%	31.9	25.4	39.5	33.0	44.6	35.5	29.2	21.1	33.1	
Other place	%	28.5	34.3	25.1	24.8	29.2	29.1	25.4	22.8	28.6	
Not specified	%	37.6	38.4	33.6	40.8	25.2	32.3	43.7	55.6	36.6	
<i>Substantiated breaches arising from complaints (proportion against which action was taken), 2012-13</i>											
Most recent data for all measures are either not comparable and/or not complete (chapter 3)											
%	15.5	55.8	na	100.0	na	100.0	100.0	100.0	..	3A.65, 72, 79, 86, 93, 100, 107, 114.	
Efficiency indicators											
<i>Australian Government recurrent expenditure on child care services per child in the community (aged 0–12 years), 2012-13</i>											
Most recent data for at least one measure are comparable and complete (chapter 3)											
\$/child	1 452	1 368	1 606	1 002	1 558	1 434	1 758	1 415	1 426	3A.50	
<i>Australian government recurrent expenditure per child attending approved child care services (aged 0-12 years), 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
\$/child attending	5 236	5 151	5 083	5 142	5 140	5 240	4 934	7 990	5 194	3A.52	
<i>Family work related needs</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
<i>Proportion of children aged 0-12 years in families participating in the labour force who required any/additional formal child care for work related reasons, 2011</i>											
%	2.9	3.1	2.6	3.0	1.5	np	3.3	np	2.8	3A.53	
	± 1.0	± 1.3	± 1.7	± 1.3	± 1.1		± 2.9		± 0.6		

(continued)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source	
<i>Demand for formal care</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
<i>Proportion of children aged 0–12 years who required any/additional formal child care or preschool, 2011</i>											
%	17.0	17.7	14.9	16.5	12.9	15.6	20.6	15.6	16.4	3A.54	
	± 1.9	± 2.3	± 2.3	± 1.8	± 2.5	± 4.0	± 4.8	± 5.3	± 0.9		
<i>Out-of-pocket costs (families with two children in full time centre-based long day care as a proportion of weekly disposable income for gross annual income \$75 000), 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
Before subsidy	%	53.6	53.4	47.6	54.3	49.9	49.6	63.6	50.8	51.5	3A.57
After subsidy	%	15.5	15.3	12.4	15.8	13.6	13.5	20.5	14.0	14.4	

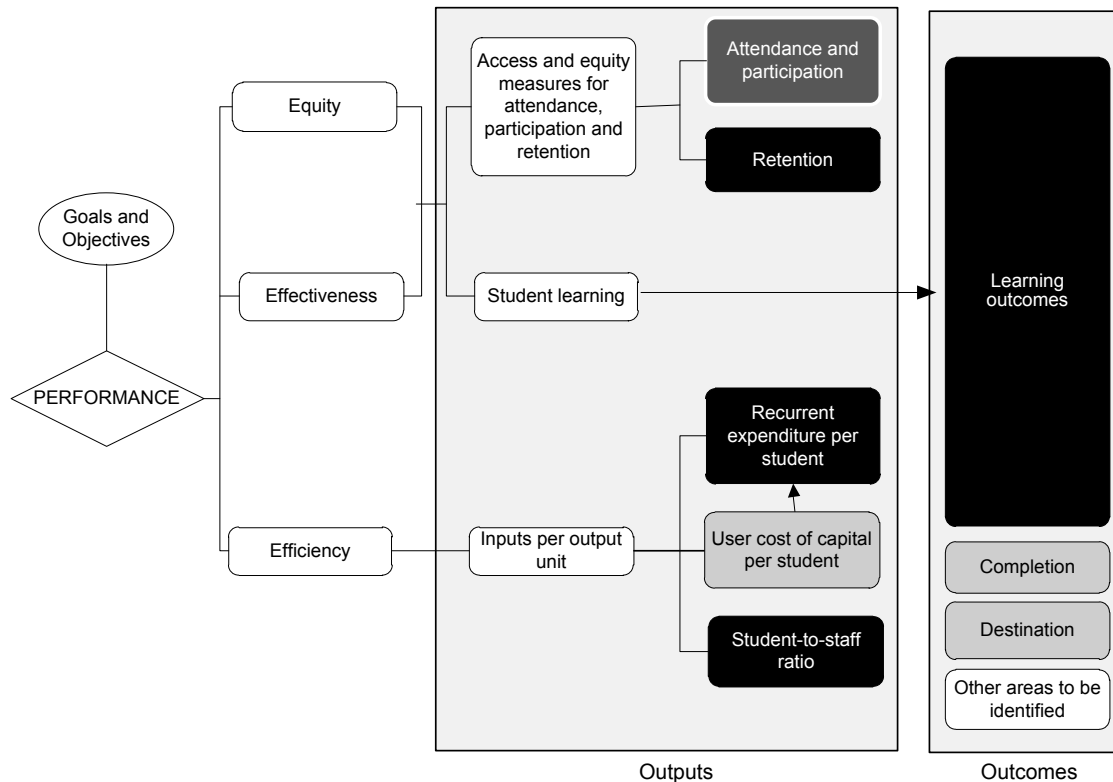
^a Caveats for these data are available in chapter 3 and attachment 3A. Refer to the indicator interpretation boxes in chapter 3 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 3 and attachment 3A. **na** Not available. .. Not applicable.

Source: Chapter 3 and attachment 3A.

School education

The performance indicator framework for school education is presented in figure B.25. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of school education.

Figure B.25 School education performance indicator framework



Key to indicators*

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

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

An overview of the school education performance indicator results for the most recent period are presented in table B.2. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 4 and the footnotes in attachment 4A.

Table B.2 Performance indicators for school education^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — access indicators										
<i>Attendance and participation, 2012</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
Year 10 attendance rate, all students, government schools										
%	87	91	87	86	86	86	87	74	..	4A.130
Participation – proportion of all children aged 6-15 years enrolled in school, 2012										
%	99.2	100.6	100.6	98.7	100.4	98.9	109.5	95.4	100.0	4A.118
Proportion of the population aged 15–19 years who successfully completed at least one Unit of Competency as part of a VET qualification at AQF Certificate II or above (2011)										
%	23.2	36.7	27.7	24.3	20.2	32.1	24.5	16.4	27.5	4A.129
<i>Retention, 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Apparent retention rate, year 7/8-10, full time secondary students, government schools										
%	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1	4A.121
Apparent retention rate, year 10-12, full time students, government schools										
%	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8	4A.122
Apparent retention rate, year 10-12, full time Indigenous students, government schools										
%	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2	4A.124
Efficiency indicators										
<i>Recurrent expenditure per student, 2011-12</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Government expenditure per FTE student, government schools										
\$	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768	4A.12
Government expenditure per FTE student, non-government schools										
\$	8 473	8 072	8 774	9 375	8 451	9 021	7 329	13 008	8 546	4A.15
Government recurrent expenditure on staff per FTE student in government schools										
\$	10 311	8 844	9 695	11 347	10 645	9 581	12 293	13 796	10 022	4A.14
<i>User cost of capital per student, 2011-12</i>										
Data for this indicator are not directly comparable (chapter 4)										
UCC per FTE student, government schools										
\$	2 424	2 008	2 518	3 643	1 788	1 765	4 143	2 598	2 439	4A.20
<i>Student-to-staff ratio, 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Ratio of FTE students to FTE teaching staff, government primary schools										
no.	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2	4A.22
Ratio of FTE students to FTE teaching staff, government secondary schools										
no.	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3	4A.22

(continued)

Table B.2 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
Outcome indicators										
<i>Learning outcomes, 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Reading performance – proportion of all year 3 students achieving at or above national minimum standard										
%	94.8 ± 0.3	95.2 ± 0.4	92.7 ± 0.5	91.8 ± 0.7	92.6 ± 0.9	92.9 ± 1.2	96.0 ± 0.9	68.9 ± 6.3	93.6 ± 0.2	4A.36
Reading performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	83.0 ± 1.5	84.9 ± 2.8	77.7 ± 2.1	64.1 ± 3.1	72.5 ± 4.9	85.2 ± 4.1	85.7 ± 7.8	39.6 ± 6.6	74.2 ± 1.6	4A.36
Reading performance – proportion of all year 9 students achieving at or above national minimum standard										
%	91.9 ± 0.6	93.0 ± 0.6	90.5 ± 0.8	90.7 ± 1.2	90.8 ± 1.4	89.9 ± 2.0	94.7 ± 1.7	65.3 ± 8.7	91.4 ± 0.4	4A.36
Reading performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	74.2 ± 2.2	80.7 ± 3.9	69.8 ± 3.3	57.7 ± 4.6	66.6 ± 5.9	78.9 ± 5.6	82.4 ± 9.9	29.1 ± 8.9	67.2 ± 1.9	4A.36
Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard										
%	95.1 ± 0.3	95.6 ± 0.4	92.7 ± 0.5	92.5 ± 0.7	91.9 ± 0.9	93.9 ± 1.0	96.5 ± 0.8	70.0 ± 6.4	93.9 ± 0.2	4A.71
Numeracy performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	82.9 ± 1.9	85.9 ± 3.1	74.1 ± 2.6	63.9 ± 3.2	66.7 ± 5.0	86.0 ± 3.6	84.0 ± 7.6	39.5 ± 6.8	72.7 ± 1.6	4A.71
Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard										
%	93.7 ± 0.5	95.0 ± 0.5	93.7 ± 0.6	93.1 ± 1.0	92.9 ± 1.2	92.4 ± 1.8	95.5 ± 1.4	74.0 ± 7.1	93.7 ± 0.3	4A.71
Numeracy performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	78.1 ± 2.1	83.1 ± 3.1	78.1 ± 2.6	67.7 ± 4.3	72.0 ± 4.7	84.3 ± 4.6	86.8 ± 7.0	44.7 ± 7.8	74.2 ± 1.6	4A.71

(continued)

Table B.2 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Science literacy performance – proportion of year 6 students achieving at or above proficient standard, DN: 2012 NAP science literacy assessment data have not yet been publicly released. They have been provided by ACARA to the Steering Committee for inclusion in this draft in confidence and under strict embargo until they are publicly released.										
%	50.9 ± 4.3	51.3 ± 4.7	49.9 ± 3.3	56.4 ± 4.2	51.1 ± 3.9	51.3 ± 5.4	65.3 ± 5.3	31.0 ± 7.6	51.4 ± 2.0	4A.89
Proportion of 15 year old students achieving level 3 or above in in the overall reading literacy scale, PISA 2012										
%	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3	4A.97
Proportion of 15 year old students achieving level 3 or above in in the overall mathematical literacy scale, PISA 2012										
%	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5	4A.101
Proportion of 15 year old students achieving level 3 or above in in the overall scientific literacy scale, PISA 2012										
%	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4	4A.105
Completion, 2012										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
Year 12 completion rate										
%	72	80	70	73	83	47	82	38	73	4A.126
Destination, 2012										
Data for this indicator are not directly comparable (chapter 4)										
Proportion of year 12 students attending further education ^d										
%	70.1 ± 10.5	73.8 ± 8.0	62.3 ± 10.4	60.0 ± 14.7	63.5 ± 12.9	53.8 ± 26.0	63.6 ± 19.6	np	66.9 ± 4.5	4A.128

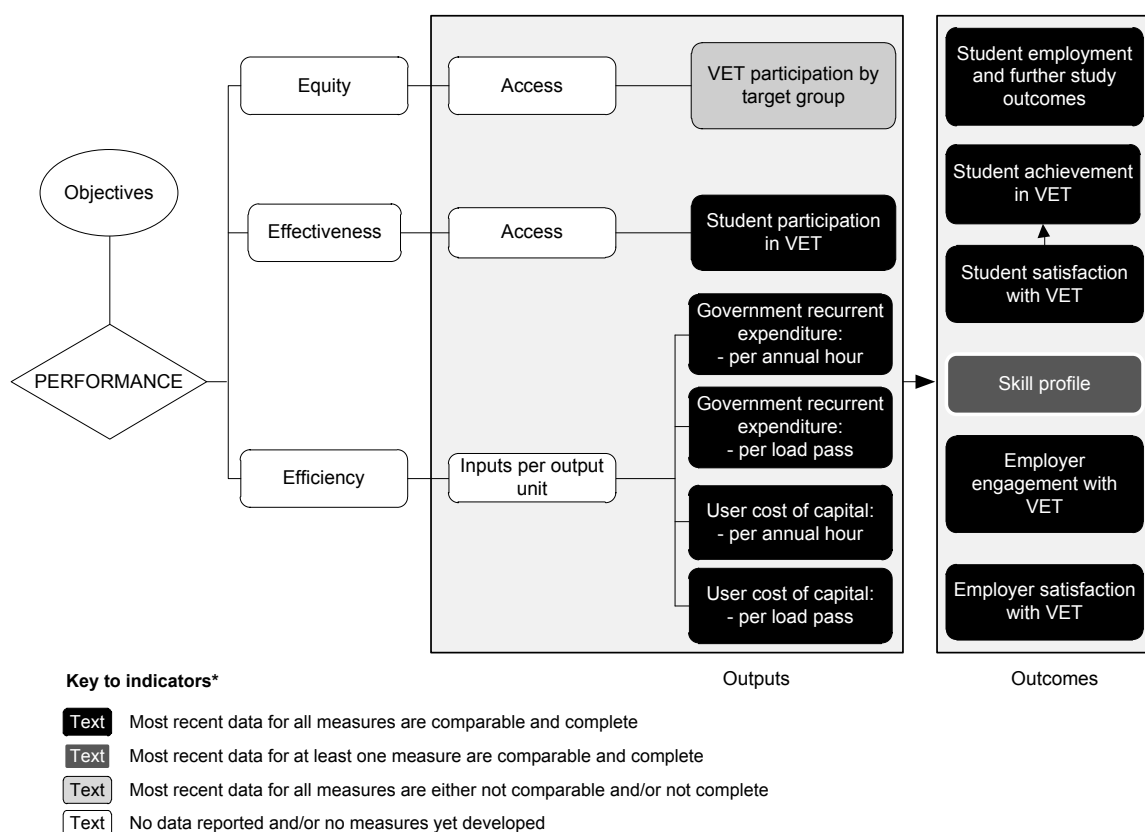
FTE = Full time equivalent. ^a Caveats for these data are available in chapter 4 and attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 4 and attachment 4A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). ^d Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. – Nil or rounded to zero. .. Not applicable. np Not published.

Source: Chapter 4 and attachment 4A.

Vocational education and training

The performance indicator framework for VET is presented in figure B.26. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of VET.

Figure B.26 VET performance indicator framework



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

An overview of the VET performance indicator results for the most recent period are presented in table B.3. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 5 and the footnotes in attachment 5A.

Table B.3 Performance indicators for VET^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — access indicators										
<i>Participation in government funded VET by target groups</i>										
Data for this indicator are not directly comparable (chapter 5)										
Participation rate for Indigenous Australians aged 15-64 years (2012)										
%	27.1	25.4	14.9	24.4	28.1	12.0	24.1	19.9	21.7	5A.10
Effectiveness indicators										
<i>Participation in government funded VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Participation rate for the population aged 15-64 years (2012)										
%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0	5A.9
Efficiency indicators										
<i>Government recurrent expenditure per government funded annual hour (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	12.65	10.62	15.98	14.99	10.57	14.17	18.29	26.09	12.62	5A.19
<i>Government recurrent expenditure per government funded load pass (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	16.36	12.56	18.76	19.22	12.04	17.72	21.83	34.12	15.39	5A.20
<i>User cost of capital per government funded annual hour (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	2.52	1.27	2.28	2.01	2.03	2.60	2.84	3.29	1.94	5A.21
<i>User cost of capital per government funded load pass (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	3.25	1.51	2.68	2.58	2.31	3.25	3.39	4.30	2.37	5A.24
Outcome indicators										
<i>Student employment and further study outcomes</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were employed and/or continued on to further study in 2012 after completing their course in 2011										
%	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8	5A.25
<i>Student achievement in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Load pass rate (government funded VET) (2011)										
%	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7	5A.49

(continued)

Table B.3 (Continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
<i>Student satisfaction in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were satisfied with the quality of their completed VET course (2012)										
%	89.7 ± 1.2	87.5 ± 1.9	89.2 ± 1.8	91.9 ± 1.3	90.1 ± 2.0	91.5 ± 2.7	84.5 ± 4.3	84.9 ± 3.9	89.2 ± 0.7	5A.68
<i>Skill profile</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 5)										
Annual change in the number of qualifications completed (2010 to 2011) by government and non-government funded VET students										
%	6.1	35.6	15.9	0.7	40.6	6.5	9.0	20.6	17.6	5A.77
<i>Change in the combined number of units of competency and modules completed between 2011 and 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	- 2.9	27.5	- 9.1	- 1.2	24.6	1.7	5.4	2.1	8.2	5A.84
<i>Proportion of employers who were engaged with the VET system in the last 12 months, and were satisfied with VET in meeting their skill needs (2011) — Satisfaction with formal vocational qualifications as a job requirement</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	86.0 ± 3.7	84.1 ± 4.5	83.9 ± 5.7	85.3 ± 6.3	84.0 ± 6.4	79.0 ± 9.3	84.3 ± 6.4	85.8 ± 6.9	84.8 ± 2.2	5A.90

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

Source: Chapter 5 and attachment 5A.

B.3 Cross-cutting and interface issues

Although this Report addresses three areas of education in separate chapters (Early childhood, education and care; School education; Vocational Education and Training), it is recognised that there are many linkages between these services across the lifespan.

- Research has found that participation in quality early childhood education and care impacts beneficially upon children’s educational and social development (Ramey et al. 2012; Tayler et al. 2013). For example, Reynolds et al. (2009) found that state-funded preschool programs positively influenced children’s outcomes on measures of school readiness.
- Research has found that engagement in school influences a child’s prospects of educational and occupational success, over and above his or her academic attainment and socioeconomic background. Abbott-Chapman et al. (2013) found that the more children felt connected to their school community and felt

engaged, rather than bored, the greater their likelihood of achieving a higher educational qualification and going on to a professional career.

- Attendance at school is also a critical factor in educational attainment. Hancock et al. (2013) reported that absence from school resulted in poorer academic achievement in numeracy, reading and writing in the current academic year and in future years. The effects of school absence were also found to accumulate over time, hence the need for early intervention to address absenteeism.
- Research has also documented the benefits of completing a VET qualification. Karmel and Fieger (2012) found that completing VET qualifications, compared to withdrawing before completion, is more beneficial for students' future employment prospects, occupational status, salary and further study options.
- Completion of school is also a predictor of positive life outcomes. On average, young people who complete Year 12 tend to have more successful transitions from education to work than those who do not. Completion of senior secondary schooling has been shown to provide the best labour market outcomes, relative to other vocational education paths (Ryan 2011).

There are also interrelationships between education and other government services.

- The value of investment in early childhood education and care has been confirmed by economic analyses, which show sustained benefits beyond childhood, including government savings in the justice system (Reynolds et al. 2009). Similarly, European research has examined the expansion of the UK post-compulsory education system that occurred in the late 1980s and early 1990s and found that this expansion raised education levels across the whole education distribution. At the same time, youth crime fell, supporting the contention that education has a significant impact on reducing crime rates. The education expansion also had a significant impact on other productivity-related economic variables, including qualification attainment and wages (Machin et al. 2012).
- The health benefits associated with higher levels of education have been documented in population health studies. Cutler and Lleras-Muney (2007) document a clear association between education and health that cannot be fully explained by income, the labour market, or family background. On average, better educated people have lower morbidity rates from the most common acute and chronic diseases, and have a longer life expectancy, than people with lower levels of education. Cutler and Lleras-Muney (2007) note that the mechanisms by which education influences health are likely to be complex. However, there is a direct relationship between education and health — better educated individuals have more positive health outcomes. This association remains significant even

after controlling for other factors. The findings of this research suggest that improving educational outcomes has the potential to substantially improve public health.

- The capacity for education to reduce the likelihood of social exclusion, and thus reduce reliance on government and community services, has been well documented. Social exclusion comprises a lack of material resources, unemployment, poor health and disability, and limited social connections and interactions (including, for example, volunteering and civic participation). Buddelmeyer et al. (2012) note that education is a powerful marker of social exclusion. Early school leavers, and people who have Certificate II as their highest qualification, suffer from social exclusion to a far greater degree than those with higher levels of educational attainment.

B.4 Future directions

This CCET sector overview will continue to be developed in future reports, to reflect developments affecting the sector as a whole.

The Early childhood education and care, School education and Vocational education and training chapters contain a service-specific section on future directions in performance reporting.

B.5 List of attachment tables

Attachment tables are identified in references throughout this sector overview by a 'BA' prefix (for example, table BA.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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B.6 References

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BA Child care, education and training sector overview — attachment

Data in this Report are examined by the Early Childhood Education and Care, School Education and Vocational Education and Training Working Groups, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/gsp).

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TABLE BA.1

Table BA.1 Australian, State and Territory government real recurrent expenditure on child care services, (2011-12 dollars) (a), (b)

	2007-08	2008-09	2009-10	2010-11	2011-12
	\$m	\$m	\$m	\$m	\$m
Australian Government	2 929	4 105	4 000	4 359	4 740
State and Territory government	110	109	122	139	152
Total recurrent expenditure	3 039	4 214	4 121	4 498	4 892

- (a) Further information on the data included in this table are provided in the Early childhood education and care chapter attachment tables 3A.3-6, see sources in these tables for details.
- (b) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. The presentation of 2011-12 dollars in this sector overview differs from the data presented in the Early childhood education and care chapter, which uses 2012-13 as the base year. The base year of 2011-12 is used in this sector overview to ensure consistency with other CCET areas.

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

TABLE BA.2

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2011-12 dollars) (a), (b)**

	2007-08	2008-09	2009-10	2010-11	2011-12	Average annual growth (c)
<i>Unit</i>	\$m	\$m	\$m	\$m	\$m	%
Operating expenses (d)						
Australian Government	21 171	23 888	37 948	34 413	28 728	7.9
State and Territory (including local) government	44 841	47 243	52 198	50 875	51 026	3.3
Multijurisdictional (university)	17 667	19 354	19 676	20 363	21 299	4.8
Total	83 680	90 485	109 821	105 651	101 053	4.8
Transfers to other levels of general government (e)						
Australian Government	19 930	21 474	32 799	27 474	24 124	4.9
State and Territory (including local) government	323	443	481	531	435	7.7
Multijurisdictional (university)	552	557	589	594	639	3.7
Total (f)	20 804	22 474	33 870	28 598	25 198	4.9
Operating expenses less transfers						
Australian Government	1 241	2 413	5 149	6 940	4 604	38.8
State and Territory (including local) government	44 519	46 800	51 716	50 344	50 591	3.2
Multijurisdictional (university)	17 116	18 797	19 087	19 769	20 660	4.8
Total (f)	62 875	68 011	75 950	77 053	75 855	4.8

(a) Based on accrual operating expenses for education.

(b) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2007-08 to 2011-12 based on the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

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

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

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

TABLE BA.2

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2011-12 dollars) (a), (b)**

	2007-08	2008-09	2009-10	2010-11	2011-12	Average annual growth (c)
Unit	\$m	\$m	\$m	\$m	\$m	%

(f) The sum of the jurisdictions does not equal the total because the total represents all levels of government, including transfers between State and Territory governments and local government, which are not included in this table.

Source: ABS (2012 and unpublished) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2011-12 dollars) (a), (b)**

	2007-08	2008-09	2009-10	2010-11	2011-12
Primary and secondary education	34 537	36 103	41 554	40 903	38 737
Tertiary education					
University education	17 327	19 020	19 403	20 181	20 700
Technical and further education	5 841	6 012	6 228	6 388	6 695
Tertiary education, nec	114	74	83	93	47
Total	23 283	25 106	25 714	26 663	27 441
Pre-school & education not definable by level	2 762	3 253	3 283	3 386	4 216
Transportation of students	1 428	1 446	1 437	1 406	1 401
Education, n.e.c.	864	2 105	3 963	4 695	4 060
Total (c)	62 875	68 011	75 950	77 053	75 855

nec = Not elsewhere classified.

(a) Based on accrual operating expenses for education.

(b) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2007-08 to 2011-12 based on the ABS General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

(c) Totals may not add due to rounding.

Source: ABS (2012) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure (2011-12 dollars) (a)

		<i>Unit</i>	<i>NSW</i> (b)	<i>Vic</i> (c)	<i>Qld</i>	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2011-12												
Education expenditure												
Pre-school & education not definable by level	%		10.6	6.0	10.4	7.1	4.5	4.4	5.9	9.4	8.3	1.2
Transportation of students	%		4.8	2.5	1.6	1.8	0.7	2.7	0.3	1.3	2.7	–
Education, not elsewhere classified	%		0.5	0.9	0.6	0.1	0.1	–	–	0.5	0.5	13.2
Primary and secondary	%		72.5	70.3	78.9	81.0	80.1	81.5	82.0	74.6	75.2	48.2
Total	%		88.4	79.7	91.5	89.9	85.4	88.6	88.3	85.7	86.8	62.7
TAFE	%		11.1	19.5	8.4	9.8	12.1	11.3	10.9	10.2	12.5	6.9
University	%		0.5	0.8	0.0	0.3	1.9	0.1	0.8	2.1	0.6	30.4
Other tertiary not elsewhere classified	%		–	–	–	–	0.7	0.1	–	2.0	0.1	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	15 548	12 569	10 070	5 873	3 935	1 214	879	951	51 026	28 728
2010-11												
Education expenditure												
Pre-school & education not definable by level	%		7.1	5.7	9.4	6.1	3.0	4.8	5.7	5.8	6.7	0.9
Transportation of students	%		4.7	2.6	1.6	1.9	0.7	3.1	0.3	1.3	2.8	–
Education, not elsewhere classified	%		0.4	0.9	0.7	0.1	0.1	–	–	0.7	0.5	12.9
Primary and secondary	%		75.9	72.1	80.3	82.0	81.3	80.2	81.1	77.3	77.2	54.7
Total	%		88.2	81.3	92.0	90.0	85.1	88.2	87.1	85.1	87.2	68.4
TAFE	%		11.2	17.8	7.9	9.6	10.8	11.8	11.6	11.6	12.0	5.8
University	%		0.6	0.9	0.0	0.4	2.2	0.1	1.3	1.2	0.7	25.8
Other tertiary not elsewhere classified	%		–	–	–	–	1.9	0.1	–	2.1	0.2	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	15 516	12 523	9 955	5 807	3 866	1 309	887	1 014	50 875	34 413

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure (2011-12 dollars) (a)

		<i>Unit</i>	<i>NSW</i> (b)	<i>Vic</i> (c)	<i>Qld</i>	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2009-10												
Education expenditure												
Pre-school & education not definable by level	%		6.7	5.2	9.9	5.1	2.8	3.3	5.9	4.4	6.3	0.7
Transportation of students	%		4.8	2.5	1.5	1.8	0.7	3.3	0.3	1.7	2.8	–
Education, not elsewhere classified	%		0.4	0.9	0.7	0.1	0.1	–	–	0.9	0.5	9.7
Primary and secondary	%		76.9	74.5	79.7	83.5	82.0	77.2	79.3	79.6	78.1	58.1
Total	%		88.8	83.0	91.8	90.5	85.5	83.8	85.6	86.6	87.7	68.5
TAFE	%		10.8	16.1	8.1	9.0	11.3	16.0	11.8	8.5	11.5	5.8
University	%		0.4	0.9	0.0	0.5	1.9	0.1	2.6	1.6	0.6	25.7
Other tertiary not elsewhere classified	%		–	–	–	–	1.3	–	–	3.4	0.2	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	16 216	12 693	9 953	6 006	4 103	1 339	930	960	52 198	37 948
2008-09												
Education expenditure												
Pre-school & education not definable by level	%		8.0	5.6	9.0	4.4	3.1	3.9	5.1	4.4	6.6	1.7
Transportation of students	%		5.3	2.6	1.8	2.0	0.7	3.9	0.5	1.8	3.1	–
Education, not elsewhere classified	%		0.4	0.9	2.4	0.1	0.1	–	–	1.0	0.8	7.2
Primary and secondary	%		74.1	73.6	77.8	83.6	80.6	78.0	79.2	78.9	76.5	51.5
Total	%		87.8	82.8	91.0	90.2	84.4	85.7	84.8	86.0	87.0	60.3
TAFE	%		11.9	16.2	8.9	9.3	12.4	14.2	12.6	8.7	12.2	8.0
University	%		0.3	1.0	0.1	0.5	1.9	0.1	2.6	1.6	0.6	31.7
Other tertiary not elsewhere classified	%		–	–	–	–	1.2	0.1	–	3.8	0.2	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	14 895	11 566	8 938	5 332	3 648	1 189	811	867	47 243	23 888

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure (2011-12 dollars) (a)

		Unit	NSW (b)	Vic (c)	Qld	WA (d)	SA	Tas (e)	ACT	NT	Total S/T	Aus Gov
2007-08												
Education expenditure												
Pre-school & education not definable by level	%		6.3	5.8	8.7	5.2	3.5	4.2	5.5	3.5	6.2	0.9
Transportation of students	%		5.2	2.8	2.1	2.0	1.0	3.3	2.1	2.4	3.2	–
Education, not elsewhere classified	%		0.3	0.9	2.0	0.2	0.1	–	–	0.3	0.7	2.6
Primary and secondary	%		75.6	73.0	77.1	82.9	79.6	79.8	79.2	76.9	76.6	47.6
Total	%		87.4	82.5	89.9	90.3	84.3	87.3	86.8	83.1	86.7	51.1
TAFE	%		12.2	16.5	10.1	9.2	12.1	12.6	11.7	10.4	12.5	8.0
University	%		0.4	1.0	0.0	0.5	1.4	0.1	1.7	1.8	0.6	40.8
Other tertiary not elsewhere classified	%		–	–	–	–	2.3	–	–	4.5	0.3	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	14 243	10 911	8 548	4 946	3 570	1 103	718	805	44 841	21 171

- (a) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2007-08 to 2011-12 based on the ABS General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.
- (b) Most expenditure for preschool education in NSW is contained in other budget areas and not included in this table. NSW 'primary and secondary' expenditure includes: some special education expenditure for preschool students; all special education expenditure for school students; and higher education expenditure.
- (c) Expenditure for preschool education in Victoria is contained in other budget areas and not included in this table.
- (d) Special education expenditure for WA is included under 'primary and secondary'.
- (e) Expenditure for preschool and special education in Tasmania is included under 'primary and secondary'.
- (f) Totals may not add due to rounding.
– Nil or rounded to zero.

Source: ABS (2012) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.5

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

	Unit	Highest non-school qualification					Highest school year			Total (d)	
		Bachelor degree or higher	Advanced diploma/ diploma	Certificate III or IV	Certificate I, II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (c)		Sub-total (school completed)
2012											
Labour force status											
Employed	%	85.3	81.5	83.6	73.4	83.3	83.1	71.5	57.6	63.6	75.1
Unemployed	%	2.5	3.1	3.8	7.4	3.1	3.4	4.6	5.9	5.3	4.2
Not in labour force	%	12.3	15.4	12.6	19.2	13.7	13.5	23.9	36.5	31.1	20.8
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 212.5	1 206.2	2 170.8	508.1	149.9	7 247.5	1 874.3	2 012.7	3 887.0	11 134.5
Unemployed	'000	93.3	46.1	98.9	51.1	5.6	295.0	120.2	205.9	326.1	621.0
Not in labour force	'000	462.2	227.7	327.2	133.0	24.7	1 174.8	626.7	1 276.6	1 903.3	3 078.0
All people (e)	'000	3 768.0	1 480.1	2 597.0	692.2	179.9	8 717.2	2 621.2	3 495.1	6 116.3	14 833.6
2011											
Labour force status											
Employed	%	85.4	79.9	83.8	72.8	82.3	82.9	73.1	57.7	63.9	74.6
Unemployed	%	2.5	3.3	3.6	6.9	3.1	3.4	4.2	5.4	4.9	4.0
Not in labour force	%	12.1	16.8	12.7	20.2	14.6	13.8	22.7	37.0	31.1	21.3
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 004.4	1 080.7	2 167.0	527.7	174.8	6 954.6	1 919.2	2 207.6	4 126.8	11 081.5
Unemployed	'000	88.6	45.0	92.0	50.3	6.5	282.4	110.9	206.5	317.4	599.9
Not in labour force	'000	423.8	227.5	327.5	146.6	31.0	1 156.4	595.4	1 414.9	2 010.3	3 166.8
All people (e)	'000	3 516.7	1 353.3	2 586.5	724.7	212.3	8 393.5	2 625.6	3 829.0	6 454.6	14 848.1

nfd = Not further defined.

TABLE BA.5

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

Unit	Highest non-school qualification					Highest school year			Total (d)
	Bachelor degree or higher	Advanced diploma/ diploma	Certificate III or IV	Certificate I, II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (c)	

(a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, certificate I, II or nfd are not necessarily higher than year 12).

(b) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas.

(c) Includes people who never attended school.

(d) Includes people who never attended school and people whose level of highest educational attainment could not be determined.

(e) Totals may not add as a result of rounding.

Source: ABS (2012) Education and Work, 2012, Cat. no. 6227.0; Canberra; ABS (2011) *Education and Work*, 2011, Cat. no. 6227.0; Canberra.

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–74 years, by occupation, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Highest school year</i>			<i>Total (e)</i>	
		<i>Bachelor degree or above</i>	<i>Advanced Diploma or Diploma</i>	<i>Certificate III and IV</i>	<i>Certificate I, II, or nfd</i>	<i>Level not determined</i>	<i>Sub-total (non-school qualification)</i>	<i>Year 12</i>	<i>Year 11 or below (d)</i>		<i>Sub-total (school completed)</i>
2012											
Managers	%	33.8	13.2	16.6	3.4	1.7	68.6	15.7	15.7	31.4	100.0
Professionals	%	72.6	11.4	5.3	1.1	1.1	91.5	5.7	2.8	8.5	100.0
Technicians and Trades Workers	%	8.0	8.9	49.2	5.6	1.3	73.0	12.0	15.0	27.0	100.0
Community and Personal Service Workers	%	17.3	16.2	25.4	5.4	1.3	65.7	19.2	15.2	34.3	100.0
Clerical and Administrative Workers	%	20.9	13.3	15.7	6.1	1.6	57.5	23.5	18.9	42.5	100.0
Sales Workers	%	11.1	8.7	12.5	5.5	1.1	38.9	31.5	29.7	61.2	100.0
Machinery Operators And Drivers	%	6.2	5.4	21.3	6.2	1.6	40.6	20.2	39.2	59.4	100.0
Labourers	%	7.0	6.0	15.9	7.5	1.5	37.8	20.3	41.9	62.2	100.0
All occupations	%	28.7	10.8	19.4	4.6	1.4	64.9	16.6	18.6	35.1	100.0
Managers	'000	498.3	194.2	245.3	49.9	24.6	1 012.3	231.4	231.9	463.3	1 475.6
Professionals	'000	1 876.4	295.7	135.9	29.3	29.5	2 366.8	147.1	72.3	219.4	2 586.1
Technicians and Trades Workers	'000	135.0	149.6	829.0	93.9	21.9	1 229.3	202.2	252.5	454.7	1 684.0
Community and Personal Service Workers	'000	192.0	180.5	282.6	59.7	14.5	729.3	213.0	168.5	381.5	1 110.8
Clerical and Administrative Workers	'000	348.8	221.6	262.3	101.7	27.4	961.9	393.3	316.8	710.1	1 671.9
Sales Workers	'000	116.6	91.3	132.0	58.1	11.4	409.4	331.9	312.5	644.4	1 053.7
Machinery Operators And Drivers	'000	45.3	39.4	155.8	45.1	11.4	297.0	147.6	287.2	434.8	731.9
Labourers	'000	82.0	70.6	185.9	87.4	17.3	443.3	237.5	490.7	728.2	1 171.5
All occupations	'000	3 294.6	1 242.9	2 228.8	525.0	158.0	7 449.3	1 903.9	2 132.4	4 036.3	11 485.6
2011											
Managers	%	31.2	12.2	16.6	4.1	1.7	65.9	16.3	17.8	34.1	100.0
Professionals	%	72.0	10.6	5.7	1.3	1.7	91.3	6.2	2.5	8.7	100.0
Technicians and Trades Workers	%	6.9	7.2	49.5	5.8	1.8	71.3	12.9	15.8	28.7	100.0

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–74 years, by occupation, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Highest school year</i>			Total (e)	
		<i>Bachelor degree or above</i>	<i>Advanced Diploma or Diploma</i>	<i>Certificate III and IV</i>	<i>Certificate I, II, or nfd</i>	<i>Level not determined</i>	<i>Sub-total (non-school qualification)</i>	<i>Year 12</i>	<i>Year 11 or below (d)</i>		<i>Sub-total (school completed)</i>
Community and Personal Service Workers	%	13.7	16.1	24.8	6.0	1.5	62.2	21.0	16.8	37.8	100.0
Clerical and Administrative Workers	%	19.5	11.9	16.1	6.5	1.6	55.6	23.9	20.5	44.4	100.0
Sales Workers	%	11.2	7.6	11.7	5.9	1.1	37.5	31.6	30.9	62.5	100.0
Machinery Operators And Drivers	%	4.7	4.7	20.2	6.0	1.9	37.5	18.0	44.4	62.5	100.0
Labourers	%	5.5	4.9	16.3	5.8	1.3	33.8	20.3	45.9	66.2	100.0
All occupations	%	27.0	9.8	19.5	4.7	1.6	62.6	17.1	20.3	37.4	100.0
Managers	'000	450.3	176.0	240.2	59.8	24.7	950.9	235.2	256.6	491.8	1 442.7
Professionals	'000	1 810.2	266.2	143.6	33.1	41.7	2 294.8	156.2	63.6	219.8	2 514.7
Technicians and Trades Workers	'000	115.9	121.7	831.5	97.5	30.4	1 197.1	216.2	266.1	482.3	1 679.3
Community and Personal Service Workers	'000	148.2	174.2	267.9	65.3	16.7	672.3	227.4	181.9	409.3	1 081.6
Clerical and Administrative Workers	'000	329.4	200.8	271.2	109.5	26.3	937.3	403.7	345.4	749.1	1 686.3
Sales Workers	'000	118.7	80.4	124.3	62.2	11.5	396.9	335.0	327.7	662.7	1 059.7
Machinery Operators And Drivers	'000	35.5	35.0	151.7	45.2	14.1	281.5	135.2	333.1	468.3	749.8
Labourers	'000	64.4	57.4	190.9	67.8	15.5	396.0	237.8	537.4	775.2	1 171.1
All occupations	'000	3 072.6	1 111.7	2 221.3	540.4	180.9	7 126.7	1 946.7	2 311.7	4 258.4	11 385.2

nfd = Not further defined.

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, certificate I, II or nfd are not necessarily higher than year 12).
- (b) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas.
- (c) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (d) Include people who never attended school.
- (e) Includes people who never attended school and people whose level of highest educational attainment could not be determined.

Source: ABS (2012 and unpublished) *Education and Work, 2011*, Cat. no. 6227.0, Canberra.

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012										
Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	467	95	540	338	135	44	9	250	1 878
Developmentally on track on one or more domains	no.	4 100	742	3 630	1 709	560	417	88	954	12 200
Developmentally on track on two or more domains	no.	3 605	655	3 115	1 435	447	370	75	755	10 457
Developmentally on track on three or more domains	no.	3 119	552	2 594	1 162	360	312	65	565	8 729
Developmentally on track on four or more domains	no.	2 413	436	1 992	901	276	252	54	395	6 719
Developmentally on track on five domains	no.	1 700	285	1 343	552	172	180	31	224	4 487
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally on track on no domains	%	10.2	11.4	12.9	16.5	19.4	9.5	9.3	20.8	13.3
Developmentally on track on one or more domains	%	89.8	88.6	87.1	83.5	80.6	90.5	90.7	79.2	86.7
Developmentally on track on two or more domains	%	78.9	78.3	74.7	70.1	64.3	80.3	77.3	62.7	74.3
Developmentally on track on three or more domains	%	68.3	65.9	62.2	56.8	51.8	67.7	67.0	46.9	62.0
Developmentally on track on four or more domains	%	52.8	52.1	47.8	44.0	39.7	54.7	55.7	32.8	47.7
Developmentally on track on five domains	%	37.2	34.1	32.2	27.0	24.7	39.0	32.0	18.6	31.9
Non- Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	2 718	2 556	3 011	1 303	804	250	139	73	10 854
Developmentally on track on one or more domains	no.	82 337	60 865	51 081	27 531	15 967	5 460	4 396	1 870	249 507
Developmentally on track on two or more domains	no.	77 827	57 401	47 233	25 852	14 856	5 114	4 085	1 767	234 135
Developmentally on track on three or more domains	no.	71 698	52 948	42 374	23 515	13 477	4 650	3 694	1 597	213 953
Developmentally on track on four or more domains	no.	61 530	45 988	35 402	20 132	11 382	4 021	3 089	1 370	182 914
Developmentally on track on five domains	no.	48 376	36 430	26 693	15 081	8 804	3 150	2 301	1 040	141 875
Children with a valid domain score	no.	85 055	63 421	54 092	28 834	16 771	5 710	4 535	1 943	260 361
Developmentally on track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally on track on one or more domains	%	96.8	96.0	94.4	95.5	95.2	95.6	96.9	96.2	95.8
Developmentally on track on two or more domains	%	91.5	90.5	87.3	89.7	88.6	89.6	90.1	90.9	89.9
Developmentally on track on three or more domains	%	84.3	83.5	78.3	81.6	80.4	81.4	81.5	82.2	82.2
Developmentally on track on four or more domains	%	72.3	72.5	65.4	69.8	67.9	70.4	68.1	70.5	70.3
Developmentally on track on five domains	%	56.9	57.4	49.3	52.3	52.5	55.2	50.7	53.5	54.5
All children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	3 185	2 651	3 551	1 641	939	294	148	323	12 732
Developmentally on track on one or more domains	no.	86 437	61 607	54 711	29 240	16 527	5 877	4 484	2 824	261 707
Developmentally on track on two or more domains	no.	81 432	58 056	50 348	27 287	15 303	5 484	4 160	2 522	244 592
Developmentally on track on three or more domains	no.	74 817	53 500	44 968	24 677	13 837	4 962	3 759	2 162	222 682
Developmentally on track on four or more domains	no.	63 943	46 424	37 394	21 033	11 658	4 273	3 143	1 765	189 633
Developmentally on track on five domains	no.	50 076	36 715	28 036	15 633	8 976	3 330	2 332	1 264	146 362
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
Developmentally on track on no domains	%	3.6	4.1	6.1	5.3	5.4	4.8	3.2	10.3	4.6
Developmentally on track on one or more domains	%	96.4	95.9	93.9	94.7	94.6	95.2	96.8	89.7	95.4
Developmentally on track on two or more domains	%	90.9	90.3	86.4	88.4	87.6	88.9	89.8	80.1	89.1
Developmentally on track on three or more domains	%	83.5	83.3	77.2	79.9	79.2	80.4	81.2	68.7	81.1
Developmentally on track on four or more domains	%	71.3	72.2	64.2	68.1	66.7	69.2	67.9	56.1	69.1
Developmentally on track on five domains	%	55.9	57.1	48.1	50.6	51.4	54.0	50.3	40.2	53.3
2009 (b)										
Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	398	98	572	330	110	30	12	435	1 985
Developmentally on track on one or more domains	no.	3 323	521	2 907	1 419	436	281	89	1 005	9 981
Developmentally on track on two or more domains	no.	2 896	458	2 426	1 203	354	252	76	732	8 397
Developmentally on track on three or more domains	no.	2 447	382	1 906	958	295	216	66	530	6 800

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally on track on four or more domains	no.	1 888	293	1 418	690	223	175	54	347	5 088
Developmentally on track on five domains	no.	1 241	197	748	369	146	115	41	188	3 045
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally on track on no domains	%	10.7	15.8	16.4	18.9	20.1	9.6	11.9	30.2	16.6
Developmentally on track on one or more domains	%	89.3	84.2	83.6	81.1	79.9	90.4	88.1	69.8	83.4
Developmentally on track on two or more domains	%	77.8	74.0	69.7	68.8	64.8	81.0	75.2	50.8	70.2
Developmentally on track on three or more domains	%	65.8	61.7	54.8	54.8	54.0	69.5	65.3	36.8	56.8
Developmentally on track on four or more domains	%	50.7	47.3	40.8	39.5	40.8	56.3	53.5	24.1	42.5
Developmentally on track on five domains	%	33.4	31.8	21.5	21.1	26.7	37.0	40.6	13.1	25.4
Non- Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	3 123	2 416	3 665	1 353	711	318	174	77	11 837
Developmentally on track on one or more domains	no.	77 572	55 506	46 324	24 135	14 270	5 964	3 966	1 755	229 492
Developmentally on track on two or more domains	no.	73 123	52 162	42 318	22 544	13 292	5 582	3 714	1 644	214 379
Developmentally on track on three or more domains	no.	67 076	47 955	37 167	20 311	12 067	5 087	3 381	1 492	194 536
Developmentally on track on four or more domains	no.	57 429	41 606	30 686	17 212	10 185	4 328	2 816	1 270	165 532
Developmentally on track on five domains	no.	44 941	32 508	21 021	12 281	7 865	3 329	2 101	931	124 977
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
Developmentally on track on no domains	%	3.9	4.2	7.3	5.3	4.7	5.1	4.2	4.2	4.9
Developmentally on track on one or more domains	%	96.1	95.8	92.7	94.7	95.3	94.9	95.8	95.8	95.1
Developmentally on track on two or more domains	%	90.6	90.1	84.7	88.4	88.7	88.9	89.7	89.7	88.8
Developmentally on track on three or more domains	%	83.1	82.8	74.4	79.7	80.5	81.0	81.7	81.4	80.6
Developmentally on track on four or more domains	%	71.2	71.8	61.4	67.5	68.0	68.9	68.0	69.3	68.6
Developmentally on track on five domains	%	55.7	56.1	42.1	48.2	52.5	53.0	50.7	50.8	51.8
All children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	3 521	2 514	4 237	1 683	821	348	186	512	13 822

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally on track on one or more domains	no.	80 895	56 027	49 231	25 554	14 706	6 245	4 055	2 760	239 473
Developmentally on track on two or more domains	no.	76 019	52 620	44 744	23 747	13 646	5 834	3 790	2 376	222 776
Developmentally on track on three or more domains	no.	69 523	48 337	39 073	21 269	12 362	5 303	3 447	2 022	201 336
Developmentally on track on four or more domains	no.	59 317	41 899	32 104	17 902	10 408	4 503	2 870	1 617	170 620
Developmentally on track on five domains	no.	46 182	32 705	21 769	12 650	8 011	3 444	2 142	1 119	128 022
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
Developmentally on track on no domains	%	4.2	4.3	7.9	6.2	5.3	5.3	4.4	15.6	5.5
Developmentally on track on one or more domains	%	95.8	95.7	92.1	93.8	94.7	94.7	95.6	84.4	94.5
Developmentally on track on two or more domains	%	90.1	89.9	83.7	87.2	87.9	88.5	89.4	72.6	88.0
Developmentally on track on three or more domains	%	82.4	82.6	73.1	78.1	79.6	80.4	81.3	61.8	79.5
Developmentally on track on four or more domains	%	70.3	71.6	60.0	65.7	67.0	68.3	67.7	49.4	67.4
Developmentally on track on five domains	%	54.7	55.9	40.7	46.4	51.6	52.2	50.5	34.2	50.5

(a) Results reported are from the Australian Early Development Index. The 5 domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDI results are available at the website.

(b) The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDI.

Source: Australian Early Development Index 2012 and 2009 (unpublished data).

TABLE BA.8

Table BA.8 Children engaged in informal reading learning activities, 2011 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Children aged 3-8 years										
Number of days each week parent spent telling stories, reading to child or listening to child read										
1-3 days	%	17.9	11.0	14.6	10.5	14.2	19.3	18.4	14.3	14.5
4-6 days	%	33.7	31.5	32.9	34.8	40.2	23.1	35.0	34.4	33.3
7 days	%	45.2	53.1	48.5	52.0	42.3	51.5	43.7	45.2	48.5
Did not tell stories, read or listen to child read	%	3.2	4.3	4.0	2.7	3.3	6.2	2.9	6.1	3.7
Total (d)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1-3 days	'000	96.7	45.5	51.6	18.3	16.2	7.5	5.0	2.1	242.8
4-6 days	'000	181.8	129.9	116.5	60.8	45.9	8.9	9.4	5.0	558.3
7 days	'000	244.0	218.8	171.4	90.7	48.4	19.9	11.8	6.6	811.7
Did not tell stories, read or listen to child read	'000	17.1	17.7	14.2	4.8	3.8	2.4	0.8	0.9	61.6
Total (d)	'000	539.5	411.9	353.7	174.6	114.3	38.7	27.0	14.7	1674.4
Children aged 0-2 years										
Number of days each week parent read from a book or told a story to child										
1-6 days	%	24.0	23.0	19.1	20.0	32.1	26.6	30.0	20.0	23.0
7 days	%	53.6	56.2	63.5	60.5	50.9	56.2	58.8	56.4	57.1
Did not read from books or tell a story	%	22.4	20.3	17.3	19.5	16.3	17.2	11.1	23.6	19.8
Total (d)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1-6 days	'000	67.4	49.0	35.8	18.4	19.0	5.2	4.5	1.7	200.9
7 days	'000	150.3	119.7	118.8	55.6	30.2	11.0	8.8	4.7	499.1
Did not read from books or tell a story	'000	62.8	43.2	32.4	17.9	9.7	3.4	1.7	2.0	173.0
Total (d)	'000	280.4	212.9	187.0	92.0	59.3	19.6	15.0	8.3	874.3

TABLE BA.8

Table BA.8 **Children engaged in informal reading learning activities, 2011 (a), (b)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
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Children aged 3-8 years

- (a) Proportions are determined using the number of children involved in home based reading activities by the estimated residential population for the jurisdiction.
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) Australia includes 'Other Territories'.
- (d) Totals may not add due to rounding.

Source: ABS (unpublished) Childhood Education and Care Survey 2011, cat. no. 4402.0, Canberra

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012										
15-19 years										
Number of students										
Not enrolled, May 2012	'000	79.8	55.6	82.4	34.7	20.4	6.5	4.4	4.0	287.7
Enrolled, May 2012										
Higher education	'000	70.1	59.4	52.9	28.7	16.0	3.5	3.4	np	234.6
TAFE	'000	53.2	28.8	30.6	17.1	6.9	3.0	np	np	142.2
Other education and training	'000	10.0	7.0	6.3	3.7	3.5	0.7	np	np	31.7
School	'000	252.2	203.3	138.3	67.5	59.6	19.5	13.6	7.9	762.0
Total enrolled	'000	385.5	298.6	228.0	117.1	85.9	26.8	19.0	9.5	1 170.4
Total	'000	465.3	354.2	310.4	151.7	106.3	33.3	23.4	13.5	1 458.1
Proportion of students										
Not enrolled, May 2012	%	17.2 ± 2.8	15.7 ± 1.9	26.5 ± 3.4	22.9 ± 4.7	19.2 ± 4.3	19.5 ± 4.3	18.8 ± 5.3	29.6 ± 9.9	19.7 ± 1.3
Enrolled, May 2012										
Higher education	%	15.1 ± 2.2	16.8 ± 2.5	17.0 ± 3.2	18.9 ± 4.6	15.1 ± 3.9	10.5 ± 3.4	14.5 ± 6.2	np	16.1 ± 1.1
TAFE	%	11.4 ± 2.0	8.1 ± 2.3	9.9 ± 2.6	11.3 ± 2.5	6.5 ± 2.3	9.0 ± 3.8	np	np	9.8 ± 1.0
Other education and training	%	2.1 ± 0.9	2.0 ± 1.0	2.0 ± 1.3	2.4 ± 1.6	3.3 ± 1.7	2.1 ± 1.8	np	np	2.2 ± 0.6
School	%	54.2 ± 1.9	57.4 ± 2.2	44.6 ± 3.7	44.5 ± 3.6	56.1 ± 3.3	58.6 ± 4.8	58.1 ± 4.6	58.5 ± 8.1	52.3 ± 1.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
20-24 years										
Number of students										
Not enrolled, May 2012	'000	280.3	233.0	217.1	117.8	72.5	20.4	14.3	12.2	967.6
Enrolled, May 2012										
Higher education	'000	178.0	129.4	75.2	40.3	29.3	7.6	12.7	2.2	474.9
TAFE	'000	41.6	38.8	26.3	10.7	8.4	3.4	np	np	131.9
Other education and training	'000	20.9	17.6	np	6.9	4.6	1.1	np	np	61.3

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
School	'000	–	–	np	–	np	–	np	–	1.4
Total enrolled	'000	240.5	185.9	111.1	57.9	43.4	12.1	16.2	2.6	669.5
Total	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1 637.1
Proportion of students										
Not enrolled, May 2012	%	53.8 ± 3.6	55.6 ± 3.5	66.1 ± 4.0	67.0 ± 4.3	62.6 ± 5.3	63.0 ± 9.8	47.0 ± 9.3	82.4 ± 6.6	59.1 ± 1.8
Enrolled, May 2012										
Higher education	%	34.2 ± 3.8	30.9 ± 3.7	22.9 ± 3.5	22.9 ± 4.6	25.3 ± 4.5	23.5 ± 9.6	41.8 ± 8.6	14.9 ± 6.3	29.0 ± 1.5
TAFE	%	8.0 ± 1.8	9.3 ± 2.3	8.0 ± 2.4	6.1 ± 2.1	7.3 ± 2.7	10.5 ± 3.4	np	np	8.1 ± 0.8
Other education and training	%	4.0 ± 1.5	4.2 ± 1.9	np	3.9 ± 1.7	4.0 ± 1.5	3.4 ± 2.4	np	np	3.7 ± 0.8
School	%	–	–	np	–	np	–	np	–	0.1 ± 0.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15-24 years										
Number of students										
Not enrolled, May 2012	'000	360.1	288.6	299.5	152.5	92.8	26.9	18.6	16.2	1 255.3
Enrolled, May 2012										
Higher education	'000	248.1	188.8	128.1	69.1	45.3	11.2	16.0	2.8	709.4
TAFE	'000	94.8	67.6	56.9	27.8	15.3	6.4	np	np	274.1
Other education and training	'000	30.9	24.7	15.5	10.6	8.1	1.8	np	np	93.0
School	'000	252.2	203.3	138.7	67.5	60.5	19.5	13.6	7.9	763.4
Total enrolled	'000	626.0	484.4	339.1	174.9	129.3	38.9	35.1	12.1	1 839.9
Total	'000	986.1	773.1	638.6	327.4	222.1	65.7	53.8	28.2	3 095.1
Proportion of students										
Not enrolled, May 2012	%	36.5 ± 2.4	37.3 ± 2.3	46.9 ± 2.9	46.6 ± 3.2	41.8 ± 2.5	40.9 ± 5.3	34.6 ± 5.9	57.4 ± 5.7	40.6 ± 1.2
Enrolled, May 2012										
Higher education	%	25.2 ± 2.2	24.4 ± 2.6	20.1 ± 2.9	21.1 ± 3.2	20.4 ± 2.8	17.0 ± 4.8	29.7 ± 5.9	9.9 ± 4.3	22.9 ± 1.0
TAFE	%	9.6 ± 1.3	8.7 ± 1.3	8.9 ± 1.8	8.5 ± 1.2	6.9 ± 1.6	9.7 ± 2.3	np	np	8.9 ± 0.6
Other education and training	%	3.1 ± 0.8	3.2 ± 1.0	2.4 ± 1.0	3.2 ± 1.2	3.6 ± 1.0	2.7 ± 1.4	np	np	3.0 ± 0.4

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
School	%	25.6 ± 0.9	26.3 ± 1.2	21.7 ± 1.8	20.6 ± 1.9	27.2 ± 1.8	29.7 ± 2.7	25.3 ± 2.0	28.0 ± 4.7	24.7 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
25-29 years										
Number of students										
Not enrolled, May 2012	'000	442.9	357.6	283.6	154.5	91.0	24.3	24.5	14.1	1 392.4
Enrolled, May 2012										
Higher education	'000	55.8	40.8	27.2	19.9	10.7	2.3	6.0	2.4	165.1
TAFE	'000	20.3	18.2	10.4	5.5	7.6	np	1.0	np	63.9
Other education and training	'000	21.4	18.2	10.9	5.7	3.5	np	0.7	0.5	np
School	'000	–	–	–	–	–	np	–	–	np
Total enrolled	'000	97.5	77.2	48.5	31.1	21.7	4.2	7.7	3.2	291.0
Total	'000	540.3	434.8	332.2	185.5	112.7	28.5	32.2	17.3	1 683.4
Proportion of students										
Not enrolled, May 2012	%	82.0 ± 2.5	82.2 ± 2.6	85.4 ± 2.5	83.3 ± 3.2	80.7 ± 4.6	85.3 ± 5.8	76.1 ± 7.5	81.5 ± 6.3	82.7 ± 1.4
Enrolled, May 2012										
Higher education	%	10.3 ± 2.3	9.4 ± 2.1	8.2 ± 2.2	10.7 ± 2.6	9.5 ± 3.4	8.1 ± 3.7	18.6 ± 6.1	13.9 ± 6.0	9.8 ± 1.2
TAFE	%	3.8 ± 1.3	4.2 ± 1.3	3.1 ± 1.7	3.0 ± 1.7	6.7 ± 2.2	np	3.1 ± 2.8	np	3.8 ± 0.6
Other education and training	%	4.0 ± 1.1	4.2 ± 1.1	3.3 ± 1.3	3.1 ± 1.4	3.1 ± 1.7	np	2.2 ± 2.0	2.9 ± 2.4	np
School	%	–	–	–	–	–	np	–	–	np
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15-64										
Number of students										
Not enrolled, May 2012	'000	3 774.7	3 013.2	2 464.6	1 310.3	873.9	260.4	196.8	118.9	12 012.9
Enrolled, May 2012										
Higher education	'000	405.1	306.1	209.2	117.8	76.7	20.2	29.2	10.6	1 174.8
TAFE	'000	182.2	122.4	96.1	54.3	39.0	12.1	10.2	1.8	518.2
Other education and training	'000	112.8	94.6	76.2	36.2	28.9	8.4	4.2	2.2	363.6

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
School	'000	252.2	203.3	138.7	67.5	61.0	19.8	13.6	7.9	764.0
Total enrolled	'000	952.2	726.5	520.3	275.9	205.6	60.5	57.2	22.6	2 820.7
Total	'000	4 726.9	3 739.7	2 984.9	1 586.2	1 079.5	320.9	253.9	141.5	14 833.6
Proportion of students										
Not enrolled, May 2012	%	79.9 ± 0.8	80.6 ± 0.8	82.6 ± 0.8	82.6 ± 1.0	81.0 ± 0.9	81.1 ± 1.6	77.5 ± 2.3	84.0 ± 1.9	81.0 ± 0.4
Enrolled, May 2012										
Higher education	%	8.6 ± 0.7	8.2 ± 0.7	7.0 ± 0.7	7.4 ± 0.9	7.1 ± 0.8	6.3 ± 1.1	11.5 ± 2.1	7.5 ± 1.3	7.9 ± 0.3
TAFE	%	3.9 ± 0.3	3.3 ± 0.4	3.2 ± 0.5	3.4 ± 0.5	3.6 ± 0.6	3.8 ± 0.6	4.0 ± 1.3	1.3 ± 0.8	3.5 ± 0.2
Other education and training	%	2.4 ± 0.3	2.5 ± 0.4	2.6 ± 0.4	2.3 ± 0.5	2.7 ± 0.5	2.6 ± 0.6	1.7 ± 0.6	1.6 ± 0.6	2.5 ± 0.2
School	%	5.3 ± 0.2	5.4 ± 0.3	4.6 ± 0.4	4.3 ± 0.4	5.7 ± 0.4	6.2 ± 0.7	5.4 ± 0.4	5.6 ± 1.1	5.2 ± 0.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are for participation at May, and not for the whole year.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (e) Totals may not add due to rounding and/or not published (np) data.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work.

TABLE BA.10

Table BA.10 Participation in education and training, by single year of age, by sector, 2012 (a), (b), (c), (d), (e)

	Units	15	16	17	18	19	20	21	22	23	24
2012											
Number of students (May)											
Not enrolled	'000	4.0	14.8	43.4	109.0	116.5	128.4	167.5	207.0	217.2	247.5
Enrolled											
Higher education	'000	–	np	23.9	93.6	116.2	128.0	np	94.8	82.6	56.3
TAFE	'000	np	9.8	24.6	51.6	55.2	40.9	36.1	21.1	18.7	15.1
Other education and training	'000	–	3.5	5.4	12.7	10.1	12.4	9.3	10.7	14.7	14.3
School	'000	275.5	np	195.3	30.8	7.3	np	np	–	–	–
Total enrolled	'000	276.5	267.3	249.1	188.7	188.8	182.4	158.9	126.6	116.0	85.6
Total	'000	280.5	282.0	292.5	297.7	305.4	310.8	326.4	333.5	333.2	333.1
Participation rate (May)											
Not enrolled	%	1.4 ± 1.0	5.2 ± 1.9	14.8 ± 2.4	36.6 ± 3.5	38.1 ± 3.6	41.3 ± 4.6	51.3 ± 3.1	62.1 ± 4.1	65.2 ± 3.9	74.3 ± 3.0
Enrolled											
Higher education	%	–	np	8.2 ± 2.3	31.4 ± 4.2	38.0 ± 3.4	41.2 ± 3.8	np	28.4 ± 3.5	24.8 ± 3.1	16.9 ± 3.2
TAFE	%	np	3.5 ± 1.6	8.4 ± 1.9	17.3 ± 3.4	18.1 ± 2.8	13.2 ± 3.0	11.1 ± 2.5	6.3 ± 1.3	5.6 ± 1.2	4.5 ± 1.5
Other education and training	%	–	1.2 ± 0.7	1.8 ± 1.2	4.3 ± 1.8	3.3 ± 1.5	4.0 ± 1.5	2.8 ± 1.4	3.2 ± 1.6	4.4 ± 1.6	4.3 ± 1.8
School	%	98.2 ± 1.0	np	66.8 ± 2.8	10.3 ± 2.5	2.4 ± 1.0	np	np	–	–	–
Total enrolled	%	98.6 ± 1.0	94.8 ± 1.9	85.2 ± 2.4	63.4 ± 3.5	61.8 ± 3.6	58.7 ± 4.6	48.7 ± 3.1	38.0 ± 4.1	34.8 ± 3.9	25.7 ± 3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011											
Number of students (May)											
Not enrolled	'000	4.4	16.3	54.4	116.9	113.5	135.6	171.9	189.1	222.8	245.2

TABLE BA.10

Table BA.10 Participation in education and training, by single year of age, by sector, 2012 (a), (b), (c), (d), (e)

	Units	15	16	17	18	19	20	21	22	23	24
Enrolled											
Higher education	'000	np	np	21.8	77.4	127.5	118.1	111.1	100.0	69.1	47.9
TAFE	'000	2.8	13.7	22.4	61.8	47.6	47.8	35.9	19.8	26.7	20.1
Other education and training	'000	np	np	2.2	12.8	10.4	15.2	np	np	13.3	22.0
School	'000	278.0	258.6	192.8	33.3	5.8	np	np	np	–	–
Total enrolled	'000	281.2	275.0	239.3	185.4	191.3	182.5	158.5	140.1	109.1	89.9
Total	'000	285.6	291.3	293.7	302.3	304.7	318.1	330.4	329.2	331.9	335.2
Participation rate (May)											
Not enrolled	%	1.5 ± 0.7	5.6 ± 1.7	18.5 ± 2.4	38.7 ± 3.8	37.2 ± 3.0	42.6 ± 4.2	52.0 ± 3.5	57.4 ± 4.4	67.1 ± 3.9	73.2 ± 3.5
Enrolled											
Higher education	%	np	np	7.4 ± 2.0	25.6 ± 3.1	41.8 ± 4.1	37.1 ± 4.0	33.6 ± 3.4	30.4 ± 3.2	20.8 ± 3.1	14.3 ± 3.0
TAFE	%	1.0 ± 0.8	4.7 ± 1.3	7.6 ± 2.2	20.4 ± 3.7	15.6 ± 2.9	15.0 ± 2.6	10.9 ± 2.2	6.0 ± 2.0	8.0 ± 2.3	6.0 ± 2.2
Other education and training	%	np	np	0.7 ± 0.6	4.2 ± 1.3	3.4 ± 1.4	4.8 ± 1.5	np	np	4.0 ± 1.5	6.6 ± 2.3
School	%	97.3 ± 1.1	88.8 ± 2.0	65.6 ± 3.4	11.0 ± 2.3	1.9 ± 1.1	np	np	np	–	–
Total enrolled	%	98.5 ± 0.7	94.4 ± 1.7	81.5 ± 2.4	61.3 ± 3.8	62.8 ± 3.0	57.4 ± 4.2	48.0 ± 3.5	42.6 ± 4.4	32.9 ± 3.9	26.8 ± 3.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are participation at May, and not for the whole year.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

TABLE BA.10

Table BA.10 **Participation in education and training, by single year of age, by sector, 2012 (a), (b), (c), (d), (e)**

	<i>Units</i>	15	16	17	18	19	20	21	22	23	24
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(e) Totals may not add due to rounding and/or not published (np) data.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work.

TABLE BA.11

Table BA.11 **Participation in education and training, by age groups, by sector, 2012 (a), (b), (c), (d), (e)**

	<i>Units</i>	<i>15-19</i>	<i>20-24</i>	<i>15-24</i>	<i>25-29</i>	<i>15-64</i>
2012						
Number of students (May)						
Not enrolled	'000	287.7	967.6	1 255.3	1 392.4	12 012.9
Enrolled						
Higher education	'000	234.6	474.9	709.4	np	1 174.8
TAFE	'000	142.2	131.9	274.1	63.9	518.2
Other education and training	'000	31.7	61.3	93.0	61.9	363.6
School	'000	762.0	1.4	763.4	np	764.0
Total enrolled	'000	1 170.4	669.5	1 839.9	291.0	2 820.7
Total	'000	1 458.1	1 637.1	3 095.1	1 683.4	14 833.6
Participation rate (May)						
Not enrolled	%	19.7 ± 1.3	59.1 ± 1.8	40.6 ± 1.2	82.7 ± 1.4	81.0 ± 0.4
Enrolled						
Higher education	%	16.1 ± 1.1	29.0 ± 1.5	22.9 ± 1.0	np	7.9 ± 0.3
TAFE	%	9.8 ± 1.0	8.1 ± 0.8	8.9 ± 0.6	3.8 ± 0.6	3.5 ± 0.2
Other education and training	%	2.2 ± 0.6	3.7 ± 0.8	3.0 ± 0.4	3.7 ± 0.5	2.5 ± 0.2
School	%	52.3 ± 1.0	0.1 ± 0.1	24.7 ± 0.5	np	5.2 ± 0.1
Total enrolled	%	80.3 ± 1.3	40.9 ± 1.8	59.4 ± 1.2	17.3 ± 1.4	19.0 ± 0.4
Total	%	100.0	100.0	100.0	100.0	100.0
2011						
Number of students (May)						
Not enrolled	'000	305.5	964.6	1 270.2	1 366.6	11 946.5
Enrolled						
Higher education	'000	226.9	446.2	673.1	160.8	1 120.6
TAFE	'000	148.3	150.2	298.6	74.0	599.9
Other education and training	'000	28.3	81.4	109.7	77.5	410.1
School	'000	768.5	2.4	771.0	–	771.0
Total enrolled	'000	1 172.1	680.2	1 852.3	312.4	2 901.6
Total	'000	1 477.6	1 644.8	3 122.5	1 678.9	14 848.1
Participation rate (May)						
Not enrolled	%	20.7 ± 1.1	58.6 ± 2.2	40.7 ± 1.2	81.4 ± 1.4	80.5 ± 0.4
Enrolled						
Higher education	%	15.4 ± 1.2	27.1 ± 1.8	21.6 ± 1.2	9.6 ± 1.2	7.5 ± 0.3
TAFE	%	10.0 ± 1.1	9.1 ± 1.1	9.6 ± 0.8	4.4 ± 0.6	4.0 ± 0.2
Other education and training	%	1.9 ± 0.5	4.9 ± 0.9	3.5 ± 0.6	4.6 ± 0.6	2.8 ± 0.2

Table BA.11 **Participation in education and training, by age groups, by sector, 2012 (a), (b), (c), (d), (e)**

	<i>Units</i>	<i>15-19</i>	<i>20-24</i>	<i>15-24</i>	<i>25-29</i>	<i>15-64</i>
School	%	52.0 ± 1.1	0.1 ± 0.1	24.7 ± 0.5	–	5.2 ± 0.1
Total enrolled	%	79.3 ± 1.1	41.4 ± 2.2	59.3 ± 1.2	18.6 ± 1.4	19.5 ± 0.4
Total	%	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are participation at May, and not for the whole year.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (e) Totals may not add due to rounding and/or not published (np) data.
np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work.

TABLE BA.12

Table BA.12 Participation in education and training (per cent) (a), (b), (c), (d)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012									
15–19	82.8 ± 2.8	84.3 ± 1.9	73.5 ± 3.4	77.2 ± 4.7	80.8 ± 4.3	80.4 ± 4.3	81.3 ± 5.3	70.5 ± 9.9	80.3 ± 1.3
20–24	46.2 ± 3.6	44.4 ± 3.5	33.9 ± 4.0	32.9 ± 4.3	37.4 ± 5.3	37.2 ± 9.8	53.1 ± 9.3	17.4 ± 6.6	40.9 ± 1.8
25–29	18.0 ± 2.5	17.7 ± 2.6	14.6 ± 2.5	16.7 ± 3.2	19.3 ± 4.6	14.7 ± 5.8	23.8 ± 7.5	18.8 ± 6.3	17.3 ± 1.4
15–64	20.1 ± 0.8	19.4 ± 0.8	17.4 ± 0.8	17.4 ± 1.0	19.0 ± 0.9	18.9 ± 1.6	22.5 ± 2.3	16.0 ± 1.9	19.0 ± 0.4
2011									
15–19	79.5 ± 2.0	86.9 ± 2.1	72.0 ± 3.2	74.3 ± 5.1	80.8 ± 3.7	84.5 ± 4.5	83.4 ± 5.5	63.6 ± 6.7	79.3 ± 1.1
20–24	44.3 ± 4.6	43.5 ± 3.2	35.6 ± 3.7	37.6 ± 5.1	42.6 ± 4.4	35.4 ± 6.7	53.9 ± 9.1	23.9 ± 9.4	41.4 ± 2.2
25–29	21.9 ± 2.4	18.7 ± 3.6	17.7 ± 3.1	12.8 ± 2.7	14.5 ± 3.7	19.0 ± 6.3	22.3 ± 6.8	11.5 ± 4.9	18.6 ± 1.4
15–64	20.5 ± 1.0	20.1 ± 0.7	18.5 ± 0.8	17.2 ± 1.1	19.3 ± 1.1	19.7 ± 1.6	23.2 ± 1.8	14.7 ± 1.5	19.5 ± 0.4
2010									
15–19	81.4 ± 3.1	85.0 ± 3.0	71.1 ± 3.1	70.7 ± 4.8	73.8 ± 4.4	77.3 ± 4.8	86.7 ± 4.1	72.5 ± 11.4	78.3 ± 1.5
20–24	45.2 ± 3.4	46.0 ± 3.8	32.8 ± 2.9	33.2 ± 5.6	42.3 ± 4.4	32.2 ± 6.1	49.1 ± 7.4	22.7 ± 7.0	41.1 ± 1.7
25–29	20.6 ± 3.0	19.6 ± 2.9	19.0 ± 2.5	14.3 ± 4.2	22.7 ± 4.1	14.6 ± 4.7	25.0 ± 5.9	18.5 ± 6.1	19.5 ± 1.8
15–64	20.6 ± 0.7	20.4 ± 0.9	18.1 ± 0.8	17.0 ± 1.2	19.4 ± 1.4	18.0 ± 1.0	24.2 ± 2.0	19.7 ± 2.5	19.6 ± 0.5
2009									
15–19	80.5 ± 3.5	82.0 ± 3.2	67.7 ± 4.0	73.4 ± 6.5	76.7 ± 3.6	77.7 ± 6.9	84.3 ± 7.7	62.9 ± 7.3	77.0 ± 1.6
20–24	43.3 ± 4.6	42.5 ± 4.1	33.8 ± 6.7	37.0 ± 5.6	39.4 ± 5.5	35.3 ± 8.9	44.1 ± 10.5	22.8 ± 6.6	39.9 ± 2.3
25–29	17.8 ± 3.8	16.3 ± 2.3	14.4 ± 3.5	14.4 ± 3.3	16.8 ± 4.8	17.4 ± 5.8	28.8 ± 4.6	11.0 ± 5.7	16.4 ± 1.3
15–64	19.9 ± 1.1	19.4 ± 0.8	17.3 ± 1.3	17.2 ± 1.3	18.5 ± 1.1	19.4 ± 1.8	23.3 ± 2.7	16.1 ± 1.7	18.9 ± 0.4
2008									
15–19	78.7 ± 3.4	85.3 ± 2.5	74.2 ± 3.2	72.5 ± 4.7	79.4 ± 3.8	76.6 ± 5.2	81.0 ± 6.2	76.5 ± 7.4	78.8 ± 1.4
20–24	41.8 ± 4.4	46.7 ± 2.5	33.0 ± 4.2	31.3 ± 5.5	37.0 ± 4.6	37.8 ± 9.0	49.5 ± 8.3	28.5 ± 11.3	39.8 ± 1.7
25–29	16.5 ± 2.4	18.5 ± 2.9	16.4 ± 3.0	11.5 ± 2.6	20.1 ± 4.9	19.4 ± 6.1	21.7 ± 5.7	20.6 ± 7.1	16.9 ± 1.3
15–64	18.5 ± 0.9	19.9 ± 0.6	17.9 ± 0.9	15.8 ± 1.0	18.7 ± 1.0	20.0 ± 1.6	22.9 ± 1.6	18.3 ± 2.7	18.6 ± 0.4

TABLE BA.12

Table BA.12 **Participation in education and training (per cent) (a), (b), (c), (d)**

<i>Age (years)</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (d) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.

Source: ABS (2012 and previous issues), *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.13

Table BA.13 **Proportion of 17-24 year old school leavers by level of schooling completed and participation in post school education, training and/or employment (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
2012										
Completed year 12	'000	451.7	355.3	290.9	143.9	90.2	19.0	29.7	8.6	1389.3
Fully participating in education and/or training (e)	%	47.6 ± 4.6	46.8 ± 3.4	35.2 ± 3.9	39.0 ± 4.6	39.1 ± 4.9	44.1 ± 8.3	40.4 ± 8.0	15.7 ± 9.2	42.9 ± 1.7
Fully participating in employment	%	32.2 ± 3.7	30.8 ± 3.6	40.6 ± 3.3	40.6 ± 3.8	37.5 ± 4.6	27.9 ± 7.6	41.2 ± 6.1	63.8 ± 13.3	35.2 ± 1.7
Total fully engaged (f)	%	82.7 ± 3.3	79.7 ± 2.8	77.5 ± 3.1	82.2 ± 4.2	80.2 ± 3.8	75.9 ± 6.0	86.0 ± 5.0	80.5 ± 9.3	80.5 ± 1.4
Completed year 11	'000	29.9	32.7	20.3	24.5	13.0	4.7	np	3.0	129.2
Fully participating in education and/or training (e)	%	14.1 ± 8.7	14.2 ± 7.3	np	12.7 ± 6.7	7.6 ± 6.5	np	np	np	11.1 ± 3.4
Fully participating in employment	%	50.6 ± 12.8	46.0 ± 10.2	50.1 ± 9.7	59.5 ± 9.2	51.9 ± 10.6	57.8 ± 16.3	49.9 ± 46.4	55.4 ± 23.8	51.4 ± 4.2
Total fully engaged (f)	%	69.0 ± 12.6	66.5 ± 10.9	57.8 ± 7.3	72.2 ± 8.3	60.5 ± 8.1	64.0 ± 18.6	72.9 ± 28.0	61.8 ± 21.6	65.7 ± 4.1
Completed year 10	'000	78.2	28.3	34.6	24.2	10.8	6.7	2.0	2.2	187.1
Fully participating in education and/or training (e)	%	5.4 ± 2.8	np	7.0 ± 4.1	6.5 ± 4.4	np	np	–	np	5.1 ± 1.4
Fully participating in employment	%	57.0 ± 6.3	56.2 ± 11.0	46.6 ± 9.7	55.4 ± 9.5	45.8 ± 11.0	51.5 ± 12.5	56.1 ± 27.0	59.8 ± 17.7	53.6 ± 3.7
Total fully engaged (f)	%	64.5 ± 6.4	59.0 ± 11.0	54.6 ± 10.3	63.5 ± 9.7	52.4 ± 10.1	58.6 ± 9.8	56.1 ± 27.0	62.7 ± 18.9	60.4 ± 3.7

TABLE BA.13

Table BA.13 **Proportion of 17-24 year old school leavers by level of schooling completed and participation in post school education, training and/or employment (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Total (g)	'000	565.6	421.7	350.7	196.1	116.4	30.8	32.8	14.0	1728.1
Fully participating in education and/or training (e)	%	38.1 ± 3.8	38.8 ± 3.0	28.8 ± 3.6	30.0 ± 4.1	29.2 ± 3.8	26.4 ± 5.4	36.1 ± 8.0	9.8 ± 5.2	34.2 ± 1.5
Fully participating in employment	%	37.3 ± 3.3	34.3 ± 2.9	41.9 ± 3.0	45.3 ± 3.3	40.2 ± 4.0	38.1 ± 7.0	42.8 ± 6.6	58.4 ± 9.6	38.9 ± 1.5
Total fully engaged (f)	%	78.2 ± 2.8	75.4 ± 2.9	72.2 ± 3.2	77.3 ± 3.2	72.7 ± 3.6	67.5 ± 6.2	82.6 ± 5.5	69.2 ± 7.6	75.5 ± 1.3
2011										
Completed year 12	'000	422.1	354.2	279.1	152.3	99.5	21.2	28.9	9.1	1366.4
Fully participating in education and/or training (e)	%	45.4 ± 5.0	44.5 ± 3.3	35.7 ± 3.2	40.5 ± 4.7	42.5 ± 4.2	39.5 ± 10.4	44.7 ± 9.0	18.9 ± 6.7	42.0 ± 2.1
Fully participating in employment	%	34.4 ± 4.4	35.2 ± 3.1	38.9 ± 3.6	40.7 ± 4.9	35.0 ± 4.4	43.0 ± 9.3	38.0 ± 7.9	57.7 ± 9.6	36.7 ± 1.8
Total fully engaged (f)	%	81.9 ± 2.8	81.9 ± 2.6	76.5 ± 4.0	83.3 ± 3.3	80.7 ± 3.8	84.5 ± 5.7	85.6 ± 5.7	78.5 ± 9.7	80.9 ± 1.6
Completed year 11	'000	27.4	36.1	24.5	18.8	13.5	3.6	1.4	1.4	126.7
Fully participating in education and/or training (e)	%	6.8 ± 5.3	18.8 ± 8.3	np	11.5 ± 7.4	7.7 ± 5.1	np	np	–	9.7 ± 3.2
Fully participating in employment		47.0 ± 8.8	48.8 ± 10.4	47.3 ± 11.2	62.0 ± 11.8	52.5 ± 13.2	54.2 ± 15.6	70.7 ± 43.8	47.7 ± 22.5	50.4 ± 4.5
Total fully engaged (f)	%	56.8 ± 9.4	71.2 ± 8.8	54.1 ± 10.7	73.6 ± 10.2	61.6 ± 11.3	64.9 ± 16.0	77.6 ± 31.8	47.7 ± 22.5	62.7 ± 3.5
Completed year 10	'000	81.9	31.4	38.9	24.9	6.6	8.7	1.9	2.6	196.9
Fully participating in education and/or training (e)	%	6.8 ± 3.0	6.9 ± 4.6	4.5 ± 4.3	6.0 ± 4.8	7.6 ± 7.3	np	np	np	6.1 ± 1.8
Fully participating in employment	%	57.2 ± 6.7	49.9 ± 11.7	59.7 ± 8.7	54.6 ± 9.6	38.5 ± 13.0	62.1 ± 11.2	51.1 ± 23.5	61.7 ± 15.1	55.4 ± 4.4
Total fully engaged (f)	%	64.7 ± 7.5	57.7 ± 11.8	64.2 ± 8.6	61.2 ± 8.4	46.1 ± 14.7	66.6 ± 10.2	54.9 ± 23.7	63.2 ± 14.5	62.1 ± 4.1
Total (g)	'000	541.4	436.9	347.0	199.7	121.5	33.7	32.3	13.4	1726.0

TABLE BA.13

Table BA.13 **Proportion of 17-24 year old school leavers by level of schooling completed and participation in post school education, training and/or employment (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Fully participating in education and/or training (e)	%	34.1 ± 4.1	36.7 ± 2.6	28.0 ± 3.0	31.3 ± 3.4	33.7 ± 3.2	24.6 ± 6.7	39.1 ± 8.5	11.5 ± 4.5	32.8 ± 1.8
Fully participating in employment	%	38.6 ± 3.4	38.2 ± 2.6	42.2 ± 2.7	45.0 ± 4.0	37.6 ± 3.8	49.6 ± 7.4	40.7 ± 8.4	56.0 ± 8.7	40.3 ± 1.4
Total fully engaged (f)	%	74.6 ± 2.5	77.1 ± 2.8	72.0 ± 3.0	77.9 ± 2.9	74.0 ± 3.5	75.6 ± 5.5	82.3 ± 6.3	68.7 ± 9.2	75.1 ± 1.4

- (a) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) Australia includes 'Other Territories'.
- (e) Includes full time participation in education/training
- (f) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.
- (g) Total population of all school leavers aged 17-24 years.

np Not published.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.14

Table BA.14 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2011										
Total fully engaged (h)	no.	415 724	350 540	268 154	152 545	93 991	27 067	31 305	11 063	1 350 509
Engaged through full-time study and full-time employment	no.	7 661	5 707	4 794	2 282	1 278	289.0	1 719	228.0	23 970
Primarily engaged through full-time study	no.	189 810	174 716	101 068	59 206	42 330	11 227	14 424	1 517	594 304
Primarily engaged through full-time employment	no.	197 845	155 380	151 661	85 089	46 111	14 441	14 007	8 917	673 553
Engaged through part-time study and part-time employment	no.	16 762	12 161	8 879	4 905	3 572	925.0	962.0	304.0	48 470
Not fully engaged	no.	151 697	112 267	120 083	53 426	41 289	13 553	6 293	8 104	506 767
Total	no.	567 421	462 807	388 237	205 971	135 280	40 620	37 598	19 167	1 857 276
Total fully engaged (h)	%	73.3	75.7	69.1	74.1	69.5	66.6	83.3	57.7	72.7
Engaged through full-time study and full-time employment	%	1.4	1.2	1.2	1.1	0.9	0.7	4.6	1.2	1.3
Primarily engaged through full-time study	%	33.5	37.8	26.0	28.7	31.3	27.6	38.4	7.9	32.0
Primarily engaged through full-time employment	%	34.9	33.6	39.1	41.3	34.1	35.6	37.3	46.5	36.3
Engaged through part-time study and part-time employment	%	3.0	2.6	2.3	2.4	2.6	2.3	2.6	1.6	2.6
Not fully engaged	%	26.7	24.3	30.9	25.9	30.5	33.4	16.7	42.3	27.3

TABLE BA.14

Table BA.14 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Total fully engaged (h)	no.	397 646	321 255	253 488	136 648	91 079	26 675	28 383	9 950	1 265 233
Engaged through full-time study and full-time employment	no.	6 543	4 700	4 356	1 735	1 210	305.0	1 242	205.0	20 309
Primarily engaged through full-time study	no.	156 083	147 062	80 160	48 504	34 532	9 995	11 854	1 414	489 619
Primarily engaged through full-time employment	no.	216 862	157 949	160 339	81 500	51 528	15 494	14 291	7 995	706 039
Engaged through part-time study and part-time employment	no.	14 062	9 060	6 986	3 839	3 079	676.0	812.0	254.0	38 768
Not fully engaged	no.	143 475	100 388	96 579	43 113	37 878	12 622	5 990	7 563	447 674
Total	no.	541 121	421 643	350 067	179 761	128 957	39 297	34 373	17 513	1 712 907
Total fully engaged (h)	%	73.5	76.2	72.4	76.0	70.6	67.9	82.6	56.8	73.9
Engaged through full-time study and full-time employment	%	1.2	1.1	1.2	1.0	0.9	0.8	3.6	1.2	1.2
Primarily engaged through full-time study	%	28.8	34.9	22.9	27.0	26.8	25.4	34.5	8.1	28.6
Primarily engaged through full-time employment	%	40.1	37.5	45.8	45.3	40.0	39.4	41.6	45.7	41.2
Engaged through part-time study and part-time employment	%	2.6	2.1	2.0	2.1	2.4	1.7	2.4	1.5	2.3

TABLE BA.14

Table BA.14 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Not fully engaged	%	26.5	23.8	27.6	24.0	29.4	32.1	17.4	43.2	26.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).
- (b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.
- (d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.
- (e) People who did not state their labour force status and did not state their student status are excluded.
- (f) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (g) Australia includes 'Other territories'.
- (h) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2012										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	120.4	69.5	43.7	17.7	20.8	8.1	–	0.9	281.1
Total 17-24 year old population (g)	no.	172.6	106.1	70.1	26.4	34.8	15.8	np	np	428.0
Proportion fully engaged in education, training and/or employment	%	69.8 ± 6.3	65.5 ± 6.0	62.3 ± 9.2	67.1 ± 12.9	59.8 ± 11.8	51.3 ± 11.0	–	42.8 ± 26.7	65.7 ± 3.6
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	99.7	77.9	53.7	29.6	29.0	6.3	3.6	2.8	302.6
Total 17-24 year old population (g)	no.	141.3	103.7	86.0	43.6	41.3	8.4	3.7	4.3	432.4
Proportion fully engaged in education, training and/or employment	%	70.6 ± 7.8	75.1 ± 7.7	62.5 ± 11.2	67.8 ± 8.3	70.3 ± 7.0	75.1 ± 10.8	95.5 ± 11.2	64.6 ± 22.9	70.0 ± 3.3
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	96.7	85.6	91.5	45.7	16.7	8.0	6.2	4.8	355.3
Total 17-24 year old population (g)	no.	122.4	113.9	120.9	59.2	20.0	10.4	7.9	6.9	461.6
Proportion fully engaged in education, training and/or employment	%	79.0 ± 7.3	75.2 ± 5.7	75.6 ± 4.4	77.2 ± 6.7	83.7 ± 8.6	77.1 ± 14.2	78.9 ± 14.7	70.4 ± 12.1	77.0 ± 3.0
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	127.7	99.3	108.2	44.0	31.7	5.5	6.5	2.3	425.2
Total 17-24 year old population (g)	no.	153.3	127.3	139.5	55.5	40.4	7.3	7.7	3.4	534.5

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Proportion fully engaged in education, training and/or employment	%	83.3 ± 4.5	78.0 ± 5.9	77.6 ± 4.4	79.2 ± 4.2	78.5 ± 7.3	75.5 ± 17.7	84.4 ± 14.5	69.0 ± 22.3	79.5 ± 2.0
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	119.1	89.0	53.6	57.3	18.2	2.8	16.5	3.0	359.4
Total 17-24 year old population (g)	no.	131.5	108.2	69.0	67.1	23.8	3.7	20.2	3.3	426.8
Proportion fully engaged in education, training and/or employment	%	90.5 ± 4.2	82.2 ± 5.6	77.7 ± 5.5	85.4 ± 6.0	76.5 ± 11.4	77.3 ± 31.9	81.4 ± 9.1	90.0 ± 12.2	84.2 ± 2.7
2011										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	102.0	69.3	34.2	23.6	23.4	10.9	np	2.9	266.9
Total 17-24 year old population (g)	no.	167.4	101.8	61.2	35.1	39.3	16.4	np	5.2	426.9
Proportion fully engaged in education, training and/or employment	%	60.9 ± 6.1	68.0 ± 7.5	56.0 ± 6.4	67.2 ± 11.0	59.6 ± 8.2	66.8 ± 11.5	100.0 ± 0.0	56.7 ± 25.3	62.5 ± 3.2
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	84.2	71.5	67.8	32.9	29.5	6.8	np	np	296.8
Total 17-24 year old population (g)	no.	119.6	93.4	96.3	50.9	38.6	9.2	np	5.2	413.8
Proportion fully engaged in education, training and/or employment	%	70.4 ± 5.3	76.6 ± 6.3	70.4 ± 5.7	64.7 ± 9.6	76.3 ± 7.8	73.8 ± 13.4	np	np	71.7 ± 3.1
SEIFA IRSD quintile 3										
All school leavers										

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Fully engaged in education, training and/or employment (f)	no.	109.5	89.4	79.6	40.2	20.5	8.2	3.8	2.7	353.8
Total 17-24 year old population (g)	no.	137.4	115.3	111.7	48.6	27.4	9.5	5.5	4.0	459.5
Proportion fully engaged in education, training and/or employment	%	79.7 ± 6.5	77.5 ± 5.8	71.2 ± 7.3	82.7 ± 6.0	74.7 ± 7.6	86.3 ± 8.9	68.6 ± 15.1	66.6 ± 17.6	77.0 ± 2.9
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	116.1	101.8	76.7	48.4	25.8	6.2	7.8	2.7	385.4
Total 17-24 year old population (g)	no.	145.2	128.2	100.4	57.2	31.3	7.5	10.9	3.7	484.4
Proportion fully engaged in education, training and/or employment	%	79.9 ± 6.6	79.4 ± 6.3	76.3 ± 6.2	84.7 ± 6.7	82.3 ± 6.8	82.9 ± 11.0	71.6 ± 12.7	72.6 ± 13.1	79.6 ± 3.2
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	124.0	104.6	87.1	52.5	22.3	1.6	20.0	1.3	413.5
Total 17-24 year old population (g)	no.	149.3	127.3	110.8	62.5	27.7	2.1	21.8	1.4	502.8
Proportion fully engaged in education, training and/or employment	%	83.0 ± 4.6	82.1 ± 5.5	78.7 ± 7.1	84.1 ± 4.1	80.8 ± 8.8	78.1 ± 16.7	91.9 ± 5.6	93.3 ± 14.8	82.2 ± 2.6

(a) SEIFA IRSD based on 2006 Census.

(b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.

(c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(d) The Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
(e)	Australia includes 'Other Territories'.									
(f)	Fully engaged comprises persons in full time education/training; full time employment; or both part-time education/training and part time employment.									
(g)	Total population of all school leavers aged 15–19 years.									
	np Not published.									

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.16

Table BA.16 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
2011										
Total fully engaged (j)										
Quintile 1	%	60.1	64.1	53.0	57.6	56.5	55.6	70.9	24.9	58.3
Quintile 2	%	70.7	72.6	64.1	68.4	67.7	67.1	77.4	65.7	69.1
Quintile 3	%	75.0	75.9	70.8	73.8	73.1	72.9	74.8	72.8	73.9
Quintile 4	%	78.9	79.4	74.8	77.2	76.9	76.1	79.4	75.6	77.7
Quintile 5	%	83.5	83.5	80.5	82.5	80.0	76.5	85.7	78.7	82.6
Engaged through full-time study and full-time employment										
Quintile 1	%	1.1	1.0	0.9	0.9	0.8	0.6	2.8	0.3	1.0
Quintile 2	%	1.3	1.0	1.2	1.0	1.0	0.9	2.3	2.0	1.1
Quintile 3	%	1.3	1.2	1.2	1.0	1.0	0.7	2.1	1.1	1.2
Quintile 4	%	1.4	1.2	1.5	1.2	1.0	0.7	2.6	1.8	1.3
Quintile 5	%	1.6	1.5	1.5	1.3	1.1	0.8	6.9	2.1	1.7
Primarily engaged through full-time study										
Quintile 1	%	26.4	30.6	15.1	19.4	23.1	20.5	30.4	3.5	23.7
Quintile 2	%	31.0	33.9	19.1	22.1	27.1	23.2	32.2	10.6	27.6
Quintile 3	%	31.1	35.1	25.7	24.7	31.3	32.2	24.2	9.0	29.9
Quintile 4	%	34.5	39.8	28.8	28.7	37.4	35.1	30.8	11.3	33.9
Quintile 5	%	42.0	45.7	38.6	40.0	43.8	40.5	36.5	11.6	41.6
Primarily engaged through full-time employment										
Quintile 1	%	29.5	29.7	34.8	35.3	30.3	32.4	35.5	20.0	31.0
Quintile 2	%	34.9	34.7	41.4	42.8	36.6	40.3	39.6	50.4	37.5
Quintile 3	%	38.8	36.4	41.1	45.1	37.6	37.1	45.3	59.5	39.6
Quintile 4	%	39.1	35.0	41.4	44.1	34.9	36.8	42.7	59.9	39.1
Quintile 5	%	35.6	32.6	37.0	37.7	30.8	31.7	39.0	62.8	35.5
Engaged through part-time study and part-time employment										
Quintile 1	%	2.4	2.3	1.8	1.7	1.9	1.7	2.2	0.8	2.1

TABLE BA.16

Table BA.16 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
Quintile 2	%	2.8	2.4	2.1	2.1	2.6	2.3	2.9	2.0	2.4
Quintile 3	%	3.1	2.6	2.3	2.4	2.8	2.5	3.0	2.6	2.7
Quintile 4	%	3.3	2.8	2.6	2.5	3.0	2.9	2.9	2.1	2.9
Quintile 5	%	3.6	3.1	2.8	2.9	3.5	3.1	2.7	1.7	3.2
Not fully engaged										
Quintile 1	%	39.9	35.9	47.0	42.4	43.5	44.4	29.1	75.1	41.7
Quintile 2	%	29.3	27.4	35.9	31.6	32.3	32.9	22.6	34.3	30.9
Quintile 3	%	25.0	24.1	29.2	26.2	26.9	27.1	25.2	27.2	26.1
Quintile 4	%	21.1	20.6	25.2	22.8	23.1	23.9	20.6	24.4	22.3
Quintile 5	%	16.5	16.5	19.5	17.5	20.0	23.5	14.3	21.3	17.4
2006										
Total fully engaged (j)										
Quintile 1	%	60.4	64.4	57.6	61.1	57.5	56.7	77.1	31.9	59.9
Quintile 2	%	70.4	72	68.1	71.7	70.0	67.5	77.8	70.1	70.3
Quintile 3	%	74.8	76.5	73.7	75.9	73.8	74.8	76.6	74.1	75.1
Quintile 4	%	78.2	79.9	77.5	79.2	77.9	77.7	80.4	78.5	78.6
Quintile 5	%	83.8	84.0	82.1	84.4	80.7	79.9	85.2	80.9	83.5
Engaged through full-time study and full-time employment										
Quintile 1	%	0.9	0.8	0.9	0.8	0.7	0.5	1.4	0.5	0.9
Quintile 2	%	1.1	0.9	1.1	0.8	0.9	0.8	1.6	1.6	1.0
Quintile 3	%	1.1	1.0	1.2	0.9	0.9	0.9	1.3	1.5	1.0
Quintile 4	%	1.3	1.1	1.4	1.0	1.1	0.9	1.5	1.7	1.2
Quintile 5	%	1.5	1.5	1.6	1.1	1.2	1.1	6.5	2.0	1.6
Primarily engaged through full-time study										
Quintile 1	%	22.9	26.8	12.1	15.6	18.4	18.2	50.8	5.5	20.3
Quintile 2	%	27.6	29.0	16.1	20.7	24.0	19.8	30.4	9.2	24.1

TABLE BA.16

Table BA.16 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
Quintile 3	%	27.7	31.9	21.0	22.8	25.7	32.2	24.8	13.2	26.6
Quintile 4	%	27.9	37.0	26.4	27.5	31.4	33.8	28.2	11.1	30.3
Quintile 5	%	36.8	44.9	35.5	39.4	40.5	39.5	33.9	7.9	38.9
Primarily engaged through full-time employment										
Quintile 1	%	34.0	34.7	42.6	42.6	36.2	36.2	22.7	24.3	36.5
Quintile 2	%	38.6	39.6	48.6	48.1	42.3	44.8	43.8	57.1	42.6
Quintile 3	%	42.6	40.8	49.0	49.6	44.2	39.5	47.7	56.6	44.6
Quintile 4	%	45.3	38.7	47.1	47.7	42.1	40.3	47.4	63.3	44.0
Quintile 5	%	41.4	34.4	41.8	40.4	35.1	35.5	41.8	69.1	39.4
Engaged through part-time study and part-time employment										
Quintile 1	%	1.9	1.5	1.6	1.5	1.7	1.4	1.9	1.1	1.7
Quintile 2	%	2.3	1.9	1.8	1.7	2.2	1.5	1.5	1.5	2.0
Quintile 3	%	2.6	2.1	1.9	1.9	2.5	1.7	2.3	2.0	2.2
Quintile 4	%	2.9	2.4	2.2	2.3	2.8	2.2	2.8	2.1	2.5
Quintile 5	%	3.3	2.7	2.5	2.9	3.2	2.8	2.4	1.7	2.9
Not fully engaged										
Quintile 1	%	39.6	35.6	42.4	38.9	42.5	43.3	22.9	68.1	40.1
Quintile 2	%	29.6	28.0	31.9	28.3	30.0	32.5	22.2	29.9	29.7
Quintile 3	%	25.2	23.5	26.3	24.1	26.2	25.2	23.4	25.9	24.9
Quintile 4	%	21.8	20.1	22.5	20.8	22.1	22.3	19.6	21.5	21.4
Quintile 5	%	16.2	16.0	17.9	15.6	19.3	20.1	14.8	19.1	16.5

- (a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).
- (b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

TABLE BA.16

Table BA.16 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).									
(g)	Only includes people whose SEIFA IRSD status could be determined.									
(h)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(i)	Australia includes 'Other Territories'.									
(j)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.17

Table BA.17 **Applications to enrol in an educational institution, people aged 15–19 years (a), (b)**

	<i>Unit</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Applied to enrol						
Studying in May	%	96.6	96.1	96.6	97.0	97.8
Gained placement but deferred study	%	2.6	2.8	2.5	2.1	1.7
Unable to gain placement (c)						
TAFE	%	0.5	0.8	0.5	0.5	0.2
Other (d)	%	0.1	0.1	0.1	0.1	np
Higher education	%	0.2	0.3	0.3	0.2	np
Total unable to gain placement	%	0.7	1.2	0.9	0.9	0.4
Total (e)	%	99.9	100.0	100.0	100.0	100.0
Total applied to enrol	'000	1 149.4	1 158.9	1 197.9	1 208.2	1 196.2
Did not apply to enrol	'000	260.7	286.3	279.1	269.5	261.8
Total (e)	'000	1 410.1	1 445.2	1 477.0	1 477.6	1 458.1

(a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.

(b) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 (which accounts for 20 per cent of the NT population). The survey was not conducted in Indigenous communities in very remote areas since 2009 (which accounts for 15 per cent of the NT population).

(c) Reasons for being unable to gain placement include the course was full; the course was cancelled; the applicant was not eligible/entry score was too low; the applicant applied too late; or other reasons.

(d) Includes other educational institutions not separately listed.

(e) Totals may not add as a result of rounding.

Source: ABS (2012 and previous issues) *Education and Work*, Cat. no. 6227.0, Canberra; ABS (unpublished).

TABLE BA.18

Table BA.18 **Applications to enrol in an educational institution, people aged 20–24 years (a)**

	<i>Unit</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Applied to enrol						
Studying in May	%	95.3	95.3	94.8	95.2	95.8
Gained placement but deferred study	%	3.2	3.4	3.1	3.5	2.7
Unable to gain placement (b)						
TAFE	%	0.5	0.3	1.0	0.6	0.7
Other (c)	%	0.3	0.3	0.3	0.1	np
Higher education	%	0.8	0.8	0.9	0.7	0.6
Total unable to gain placement	%	1.6	1.3	2.2	1.3	1.5
Total (d)	%	100.0	100.0	100.0	100.0	100.0
Total applied to enrol	'000	610.9	633.9	684.8	714.5	698.9
Did not apply to enrol	'000	852.0	878.8	894.4	930.3	938.2
Total (d)	'000	1 462.9	1 512.7	1 579.2	1 644.8	1 637.1

(a) The ABS Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

(b) Reasons for being unable to gain placement include the course was full; the course was cancelled; the applicant was not eligible/entry score was too low; the applicant applied too late; or other reasons.

(c) Includes other educational institutions not separately listed.

(d) Totals may not add as a result of rounding.

Source: ABS (2012 and previous issues) *Education and Work*, Cat. no. 6227.0, Canberra; ABS (unpublished).

TABLE BA.19

Table BA.19 **Applications to enrol in an educational institution, people aged 15–64 years (a)**

	<i>Unit</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Applied to enrol						
Studying in May	%	93.0	92.9	93.1	93.4	94.0
Gained placement but deferred study	%	4.9	4.5	4.5	4.6	4.1
Unable to gain placement (b)						
TAFE	%	1.0	1.0	1.0	0.9	0.7
Other (c)	%	0.4	0.5	0.5	0.5	0.4
Higher education	%	0.7	1.0	0.9	0.7	0.7
Total unable to gain placement	%	2.1	2.6	2.4	2.0	1.8
Total (d)	%	100.0	100.0	100.0	100.0	100.0
Total applied to enrol	'000	2 770.5	2 881.4	3 042.4	3 107.6	3 000.0
Did not apply to enrol	'000	11 080.2	11 281.8	11 469.5	11 740.5	11 833.6
Total (d)	'000	13 850.7	14 163.1	14 511.9	14 848.1	14 833.6

(a) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 (which accounts for 20 per cent of the NT population). The survey was not conducted in Indigenous communities in very remote areas since 2009 (which accounts for 15 per cent of the NT population).

(b) Reasons for being unable to gain placement include the course was full; the course was cancelled; the applicant was not eligible/entry score was too low; the applicant applied too late; or other reasons.

(c) Includes other educational institutions not separately listed.

(d) Totals may not add as a result of rounding.

Source: ABS (2012 and previous issues) *Education and Work*, Cat. no. 6227.0, Canberra; ABS (unpublished).

TABLE BA.20

Table BA.20 School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)

Type of institution attended in May	Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust
2012										
Early school leavers (g)										
Proportion of school leavers										
Enrolled	%	45.6 ± 7.0	41.6 ± 8.1	27.7 ± 9.0	44.4 ± 10.9	29.8 ± 11.8	40.2 ± 12.1	np	37.1 ± 22.2	39.4 ± 3.9
Not enrolled	%	54.4 ± 7.0	58.4 ± 8.1	72.3 ± 9.0	55.6 ± 10.9	70.2 ± 11.8	59.8 ± 12.1	74.3 ± 34.4	62.9 ± 22.2	60.6 ± 3.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	33.0	19.1	12.1	12.6	4.5	2.9	np	1.2	85.9
Not enrolled	'000	39.4	26.8	31.6	15.8	10.6	4.4	1.5	2.0	132.1
Total	'000	72.5	45.9	43.7	28.4	15.1	7.3	2.0	3.2	218.0
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	71.7 ± 7.8	72.7 ± 5.0	60.6 ± 6.9	66.2 ± 9.8	69.7 ± 9.4	66.9 ± 13.6	np	np	67.7 ± 3.2
Not enrolled	%	28.3 ± 7.8	27.3 ± 5.0	39.4 ± 6.9	33.8 ± 9.8	30.3 ± 9.4	33.1 ± 13.6	37.1 ± 14.2	83.8 ± 25.1	32.3 ± 3.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	102.0	76.8	78.1	37.0	22.4	4.4	np	np	325.9
Not enrolled	'000	40.4	28.8	50.8	18.9	9.7	2.2	2.9	2.0	155.6
Total	'000	142.4	105.6	128.9	55.8	32.2	6.5	7.7	2.4	481.5
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	32.6 ± 4.6	39.2 ± 5.8	30.6 ± 5.7	34.1 ± 8.1	33.8 ± 8.1	25.6 ± 9.2	34.4 ± 14.0	np	33.5 ± 2.3
TAFE institutes	%	24.8 ± 4.5	19.0 ± 5.2	17.7 ± 4.2	20.3 ± 4.2	14.5 ± 5.8	21.8 ± 7.6	np	np	20.3 ± 1.9
Other study (h)	%	5.5 ± 2.2	5.1 ± 2.2	3.9 ± 2.2	4.4 ± 2.8	8.6 ± 3.9	5.5 ± 4.8	np	np	5.0 ± 1.1
Total enrolled	%	62.9 ± 5.7	63.3 ± 4.1	52.3 ± 5.3	58.8 ± 8.1	56.9 ± 8.4	52.9 ± 8.7	55.1 ± 12.3	28.2 ± 16.9	58.9 ± 2.6

TABLE BA.20

Table BA.20 School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)

Type of institution attended in May	Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust
Not enrolled	%	37.1 ± 5.7	36.7 ± 4.1	47.7 ± 5.3	41.2 ± 8.1	43.1 ± 8.4	47.1 ± 8.7	44.9 ± 12.3	71.8 ± 16.9	41.1 ± 2.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	70.1	59.4	52.9	28.7	16.0	3.5	3.4	np	234.6
TAFE institutes	'000	53.2	28.8	30.6	17.1	6.9	3.0	np	np	142.2
Other study (h)	'000	11.7	7.7	6.7	3.7	4.1	0.8	np	np	35.1
Total enrolled	'000	135.1	95.9	90.2	49.5	26.9	7.3	5.4	1.6	411.8
Not enrolled	'000	79.8	55.6	82.4	34.7	20.4	6.5	4.4	4.0	287.7
Total	'000	214.9	151.5	172.5	84.2	47.3	13.8	9.7	5.5	699.5
2011										
Early school leavers (g)										
Proportion of school leavers										
Enrolled	%	35.5 ± 6.3	52.2 ± 9.4	26.2 ± 8.3	40.9 ± 12.1	40.7 ± 12.3	51.4 ± 17.8	39.5 ± 26.8	17.6 ± 13.6	38.6 ± 3.5
Not enrolled	%	64.5 ± 6.3	47.8 ± 9.4	73.8 ± 8.3	59.1 ± 12.1	59.3 ± 12.3	48.6 ± 17.8	60.5 ± 26.8	82.4 ± 13.6	61.4 ± 3.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	33.0	27.4	11.7	13.9	5.7	4.1	1.0	0.6	97.4
Not enrolled	'000	60.0	25.1	33.0	20.1	8.3	3.8	1.5	3.0	154.8
Total	'000	93.0	52.5	44.8	34.0	14.1	7.9	2.4	3.7	252.3
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	71.0 ± 7.0	77.5 ± 5.3	55.2 ± 4.9	66.2 ± 9.3	65.9 ± 8.4	75.1 ± 11.3	66.7 ± 12.4	39.8 ± 16.1	67.1 ± 2.9
Not enrolled	%	29.0 ± 7.0	22.5 ± 5.3	44.8 ± 4.9	33.8 ± 9.3	34.1 ± 8.4	24.9 ± 11.3	33.3 ± 12.4	60.2 ± 16.1	32.9 ± 2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										

TABLE BA.20

Table BA.20 School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)

Type of institution attended in May	Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust
Enrolled	'000	90.7	77.8	65.8	38.7	23.9	4.5	4.9	1.1	307.4
Not enrolled	'000	37.0	22.6	53.4	19.8	12.4	1.5	2.4	1.7	150.7
Total	'000	127.7	100.4	119.2	58.5	36.3	6.0	7.3	2.8	458.1
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	32.8 ± 4.3	35.9 ± 5.1	29.2 ± 6.0	30.0 ± 6.0	30.6 ± 6.6	25.0 ± 10.2	39.8 ± 12.8	19.1 ± 10.4	31.9 ± 2.6
TAFE institutes	%	20.6 ± 4.1	27.7 ± 5.1	14.0 ± 4.5	23.1 ± 4.9	20.5 ± 5.9	33.0 ± 11.2	np	np	20.9 ± 2.0
Other study (h)	%	2.7 ± 1.6	5.2 ± 3.5	4.1 ± 2.5	3.8 ± 2.1	7.7 ± 3.5	np	np	np	4.2 ± 1.0
Total enrolled	%	56.1 ± 4.2	68.8 ± 4.2	47.3 ± 5.0	56.9 ± 7.5	58.8 ± 7.1	61.6 ± 9.5	59.9 ± 12.8	27.2 ± 9.8	57.0 ± 2.1
Not enrolled	%	43.9 ± 4.2	31.2 ± 4.2	52.7 ± 5.0	43.1 ± 7.5	41.2 ± 7.1	38.4 ± 9.5	40.1 ± 12.8	72.8 ± 9.8	43.0 ± 2.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	72.3	54.9	47.9	27.8	15.4	3.5	3.9	1.2	226.9
TAFE institutes	'000	45.4	42.4	22.9	21.3	10.3	4.6	np	np	148.3
Other study (h)	'000	6.0	7.9	6.7	3.5	3.9	np	np	np	29.6
Total enrolled	'000	123.7	105.2	77.5	52.6	29.6	8.6	5.8	1.8	404.9
Not enrolled	'000	96.9	47.6	86.4	39.9	20.7	5.3	3.9	4.7	305.5
Total	'000	220.7	152.9	164.0	92.5	50.3	13.9	9.7	6.4	710.4

- (a) Includes all people aged 15-19 years who have left school. Early school leavers include those who have completed Year 11 or below as their highest year of schooling.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

TABLE BA.20

Table BA.20 **School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e)	Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.									
(f)	The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.									
(g)	Those who left school earlier than year 12.									
(h)	Includes business colleges, industry skills centres and other educational institutions.									
	np Not published. – Nil or rounded to zero.									

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.21

Table BA.21 **School leaver destination (15–19 year olds), by sex (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	Unit	Early school leavers (g)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2012										
Proportion of school leavers										
Enrolled										
Higher education	%	1.5 ± 1.4	2.6 ± 1.9	1.9 ± 1.0	41.8 ± 4.7	53.4 ± 4.0	47.8 ± 3.3	27.5 ± 3.3	39.9 ± 3.0	33.5 ± 2.3
TAFE institutes	%	34.1 ± 5.7	24.3 ± 6.8	30.0 ± 3.4	20.0 ± 3.6	12.2 ± 2.9	16.0 ± 2.4	25.0 ± 3.2	15.4 ± 2.6	20.3 ± 1.9
Other study (h)	%	6.6 ± 2.6	8.7 ± 3.1	7.5 ± 1.9	3.0 ± 1.7	4.7 ± 1.8	3.9 ± 1.5	4.3 ± 1.4	5.8 ± 1.7	5.0 ± 1.1
Total enrolled	%	42.2 ± 5.4	35.5 ± 7.9	39.4 ± 3.9	64.8 ± 5.3	70.3 ± 2.8	67.7 ± 3.2	56.8 ± 4.0	61.1 ± 3.0	58.9 ± 2.6
Not enrolled	%	57.8 ± 5.4	64.5 ± 7.9	60.6 ± 3.9	35.2 ± 5.3	29.7 ± 2.8	32.3 ± 3.2	43.2 ± 4.0	38.9 ± 3.0	41.1 ± 2.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	1.9	2.3	4.2	96.5	133.8	230.3	98.4	136.1	234.6
TAFE institutes	'000	43.3	22.0	65.3	46.2	30.6	76.8	89.6	52.6	142.2
Other study (h)	'000	8.4	7.9	16.3	7.0	11.8	18.8	15.4	19.7	35.1
Total enrolled	'000	53.7	32.2	85.9	149.7	176.2	325.9	203.4	208.4	411.8
Not enrolled	'000	73.6	58.5	132.1	81.3	74.3	155.6	154.9	132.8	287.7
Total	'000	127.3	90.7	218.0	231.1	250.5	481.5	358.3	341.2	699.5
2011										
Proportion of school leavers										
Enrolled										
Higher education	%	1.1 ± 0.9	2.4 ± 2.0	1.6 ± 0.9	45.9 ± 5.6	51.0 ± 5.1	48.6 ± 3.9	27.0 ± 3.8	37.3 ± 3.8	31.9 ± 2.6
TAFE institutes	%	39.6 ± 5.1	19.6 ± 5.8	31.9 ± 3.6	20.7 ± 4.2	9.7 ± 2.5	14.8 ± 2.5	28.6 ± 3.1	12.5 ± 2.5	20.9 ± 2.0

TABLE BA.21

Table BA.21 **School leaver destination (15–19 year olds), by sex (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	Unit	Early school leavers (g)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Other study (h)	%	<i>3.8 ± 1.9</i>	<i>7.2 ± 3.6</i>	<i>5.1 ± 1.8</i>	<i>2.9 ± 1.5</i>	<i>4.3 ± 1.7</i>	<i>3.6 ± 1.2</i>	<i>3.3 ± 1.2</i>	<i>5.1 ± 1.6</i>	<i>4.2 ± 1.0</i>
Total enrolled	%	44.5 ± 5.2	29.3 ± 6.4	38.6 ± 3.5	69.5 ± 4.8	65.0 ± 4.0	67.1 ± 2.9	58.9 ± 4.0	54.9 ± 3.2	57.0 ± 2.1
Not enrolled	%	<i>55.5 ± 5.2</i>	<i>70.7 ± 6.4</i>	<i>61.4 ± 3.5</i>	<i>30.5 ± 4.8</i>	<i>35.0 ± 4.0</i>	<i>32.9 ± 2.9</i>	<i>41.1 ± 4.0</i>	<i>45.1 ± 3.2</i>	<i>43.0 ± 2.1</i>
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	<i>1.7</i>	<i>2.4</i>	<i>4.0</i>	<i>97.8</i>	<i>125.0</i>	<i>222.8</i>	<i>99.5</i>	<i>127.4</i>	<i>226.9</i>
TAFE institutes	'000	<i>61.5</i>	<i>19.0</i>	<i>80.5</i>	<i>44.1</i>	<i>23.8</i>	<i>67.9</i>	<i>105.5</i>	<i>42.8</i>	<i>148.3</i>
Other study (h)	'000	<i>6.0</i>	<i>7.0</i>	<i>13.0</i>	<i>6.2</i>	<i>10.5</i>	<i>16.7</i>	<i>12.2</i>	<i>17.5</i>	<i>29.6</i>
Total enrolled	'000	69.1	28.4	97.4	148.1	159.3	307.4	217.2	187.7	404.9
Not enrolled	'000	<i>86.3</i>	<i>68.5</i>	<i>154.8</i>	<i>65.0</i>	<i>85.7</i>	<i>150.7</i>	<i>151.3</i>	<i>154.3</i>	<i>305.5</i>
Total	'000	155.4	96.9	252.3	213.0	245.1	458.1	368.4	342.0	710.4

- (a) Data relate to people who left school at any time previously.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (f) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (g) Those who left school earlier than year 12.
- (h) Includes business colleges, industry skills centres and other educational institutions.

Source: ABS (unpublished) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.22

Table BA.22 School leaver destination (15–24 year olds) (a), (b), (c), (d), (e), (f)

Type of institution attended in May	Unit	Early school leavers (g)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2012										
Enrolled										
Higher education	%	1.5 ± 0.8	4.7 ± 1.7	2.8 ± 0.8	38.6 ± 1.9	41.4 ± 2.0	40.0 ± 1.4	27.3 ± 1.7	33.6 ± 1.7	30.4 ± 1.3
TAFE institutes	%	18.9 ± 3.4	13.7 ± 3.4	16.8 ± 2.1	12.3 ± 1.7	7.9 ± 1.1	10.0 ± 1.0	14.3 ± 1.6	9.1 ± 1.0	11.7 ± 0.8
Other study (h)	%	4.1 ± 1.6	6.3 ± 1.9	5.0 ± 1.1	2.8 ± 0.9	4.9 ± 1.2	3.9 ± 0.8	3.2 ± 0.7	5.2 ± 0.9	4.2 ± 0.6
Total enrolled	%	24.4 ± 3.4	24.7 ± 4.1	24.5 ± 2.3	53.6 ± 2.2	54.2 ± 2.1	53.9 ± 1.5	44.8 ± 2.4	47.9 ± 2.0	46.3 ± 1.6
Not enrolled	%	75.6 ± 3.4	75.3 ± 4.1	75.5 ± 2.3	46.4 ± 2.2	45.8 ± 2.1	46.1 ± 1.5	55.2 ± 2.4	52.1 ± 2.0	53.7 ± 1.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrolled										
Higher education	'000	5.2	11.4	16.7	320.3	372.4	692.8	325.6	383.8	709.4
TAFE institutes	'000	68.2	33.2	101.3	101.8	70.9	172.7	170.0	104.1	274.1
Other study (h)	'000	14.7	15.3	30.0	23.3	44.5	67.8	38.0	59.8	97.8
Total enrolled	'000	88.1	59.8	148.0	445.5	487.8	933.3	533.6	547.7	1081.3
Not enrolled	'000	273.3	182.6	456.0	385.3	412.4	797.7	658.7	595.0	1253.7
Total	'000	361.5	242.5	603.9	830.8	900.3	1731.0	1192.3	1142.7	2335.0
2011										
Enrolled										
Higher education	%	2.2 ± 0.9	4.5 ± 2.2	3.1 ± 1.1	35.5 ± 2.7	41.3 ± 1.9	38.6 ± 1.9	24.2 ± 2.3	33.2 ± 1.7	28.6 ± 1.6
TAFE institutes	%	21.3 ± 2.7	13.6 ± 3.4	18.4 ± 1.9	14.2 ± 1.6	7.1 ± 1.3	10.4 ± 1.2	16.6 ± 1.5	8.6 ± 1.1	12.7 ± 1.1
Other study (h)	%	3.7 ± 1.3	6.5 ± 1.6	4.8 ± 1.1	4.5 ± 1.1	5.1 ± 1.0	4.8 ± 1.9	4.2 ± 0.9	5.4 ± 0.9	4.8 ± 0.7
Total enrolled	%	27.2 ± 3.3	24.6 ± 4.1	26.2 ± 2.5	54.2 ± 3.0	53.6 ± 1.9	53.9 ± 1.9	45.0 ± 2.6	47.2 ± 1.8	46.1 ± 1.6
Not enrolled	%	72.8 ± 3.3	75.4 ± 4.1	73.8 ± 2.5	45.8 ± 3.0	46.4 ± 1.9	46.1 ± 1.9	55.0 ± 2.6	52.8 ± 1.8	53.9 ± 1.6

TABLE BA.22

Table BA.22 **School leaver destination (15–24 year olds) (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	Unit	<i>Early school leavers (g)</i>			<i>Year 12 leavers</i>			<i>All school leavers</i>		
		<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrolled										
Higher education	'000	8.9	<i>11.4</i>	20.4	282.3	381.8	652.7	291.2	381.8	673.1
TAFE institutes	'000	87.3	34.7	122.0	112.7	63.8	176.6	200.1	98.5	298.6
Other study (h)	'000	15.3	16.6	31.9	35.7	45.8	81.5	51.0	62.4	113.4
Total enrolled	'000	111.5	62.7	174.3	430.8	480.0	910.8	542.3	542.8	1085.1
Not enrolled	'000	298.8	191.9	490.6	363.7	415.8	779.5	662.4	607.7	1270.2
Total	'000	410.3	254.6	664.9	794.5	895.9	1690.3	1204.8	1150.5	2355.2

- (a) Data relate to people who left school at any time previously. Includes people aged 15-19 years who have left school and all people aged 20-24 years as there are a very small number of 20-24 year olds in the data currently attending school.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (f) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (g) Those who left school earlier than year 12.
- (h) Includes business colleges, industry skills centres and other educational institutions.

Source: ABS (unpublished) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.23

Table BA.23 **Higher education participation by selected groups (per cent) (a), (b)**

	<i>Disability</i>	<i>Regional and remote (c)</i>	<i>Indigenous</i>	<i>Low SES</i>
Students				
2004	3.7	19.4	1.3	14.8
2005	4.0	19.1	1.2	14.6
2006	4.0	19.0	1.2	14.7
2007	4.1	18.9	1.3	14.9
2008	4.1	18.8	1.3	15.0
2009	4.2	18.6	1.3	15.1
2010	4.5	18.8	1.3	15.4
2011	5.1	19.5	1.4	16.8
2012	3.7	18.7	1.0	15.9
Representation in the community (d)	18.5	29.8	3.0	25.0

Low SES = low socio-economic status

- (a) Refer to source publication for additional details.
- (b) Students can be included in more than one selected group
- (c) The proportion of regional students includes regional and remote areas based on MCEEYTA classifications.
- (d) Representation in the community relates to: Disability (2009, from ABS Survey of Disability and Carers); Indigenous 2011 (based on Australian Demographic Statistics, March 2012 (see table AA.15)); Regional (2011, from ABS *Regional Population Growth, Australia, 2010-11*, see table AA.12). Low SES is the proportion based in SEIFE quartiles identified by DIISRTE as the base for their analysis (i.e. 15.9 per cent of students were from the lowest SEIFA quartile).

Source: DIISRTE (Department of Industry, Innovation, Science, Research and Tertiary Education) *2011 Statistics publications*; ABS 2009 *Survey of Disability and Carers Cat. no 4430.0*; ABS (Australian Bureau of Statistics) 2012, *Regional Population Growth, Australia, 2010-11, Cat. no. 3218.0, Canberra*; ABS (Australian Bureau of Statistics) 2012, *Australian Demographic Statistics, March 2012, Cat. no. 3101.0, Canberra*; table AA.12; table AA.15.

TABLE BA.24

Table BA.24 Full time participation in employment, education or training (per cent) (a), (b), (c), (d)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012									
15	98.6 ± 1.8	100.0	96.9 ± 3.0	100.0	100.0	100.0	100.0	100.0	98.9 ± 0.8
16	97.4 ± 2.5	93.1 ± 4.5	90.4 ± 6.7	96.4 ± 4.3	96.4 ± 4.0	97.3 ± 3.9	92.6 ± 10.1	100.0	94.7 ± 2.0
17	86.8 ± 5.2	96.9 ± 2.8	82.3 ± 7.2	83.5 ± 9.5	88.6 ± 6.4	92.7 ± 7.4	96.2 ± 7.7	88.8 ± 15.1	88.3 ± 2.2
18	78.5 ± 7.1	73.4 ± 7.5	72.8 ± 7.8	80.2 ± 8.7	73.0 ± 11.2	71.2 ± 12.8	77.2 ± 15.2	68.2 ± 23.4	75.6 ± 3.2
19	78.5 ± 7.4	76.8 ± 7.5	73.7 ± 7.4	80.7 ± 9.2	67.6 ± 9.7	76.1 ± 10.3	74.8 ± 15.7	76.8 ± 26.9	76.4 ± 3.7
20	79.2 ± 7.7	83.9 ± 7.4	69.9 ± 10.7	71.8 ± 8.9	79.9 ± 9.4	66.8 ± 13.8	82.2 ± 11.7	75.9 ± 13.6	77.5 ± 4.1
21	85.2 ± 5.8	75.0 ± 7.3	72.6 ± 8.6	77.0 ± 8.3	76.5 ± 10.0	62.9 ± 15.2	91.4 ± 9.0	62.8 ± 16.4	78.0 ± 3.8
22	77.6 ± 6.7	66.0 ± 6.6	70.8 ± 6.9	82.3 ± 6.9	70.3 ± 8.4	71.7 ± 18.3	89.2 ± 7.8	49.1 ± 17.4	73.1 ± 2.9
23	79.8 ± 7.0	82.3 ± 6.2	75.1 ± 8.0	79.5 ± 8.0	73.7 ± 11.5	56.6 ± 15.5	90.2 ± 10.1	75.7 ± 16.4	78.8 ± 3.2
24	78.4 ± 5.4	73.8 ± 6.8	74.0 ± 7.4	72.8 ± 7.1	75.9 ± 8.5	75.1 ± 16.6	77.4 ± 14.8	84.7 ± 14.7	75.6 ± 2.8
15–19	87.7 ± 2.5	87.8 ± 1.9	83.1 ± 3.0	87.8 ± 3.7	84.5 ± 4.3	87.2 ± 4.6	87.3 ± 5.4	86.3 ± 8.1	86.5 ± 1.0
20–24	80.0 ± 3.2	76.1 ± 3.4	72.5 ± 3.4	76.8 ± 3.9	75.1 ± 4.7	66.9 ± 8.3	86.0 ± 5.3	70.1 ± 7.5	76.6 ± 1.7
15–24	83.7 ± 2.1	81.5 ± 2.1	77.6 ± 2.6	81.9 ± 2.6	79.6 ± 2.8	77.2 ± 4.2	86.6 ± 4.3	77.8 ± 5.5	81.2 ± 1.0
18–24	79.6 ± 2.7	75.8 ± 2.8	72.7 ± 3.4	77.8 ± 3.0	73.7 ± 3.6	68.9 ± 6.1	83.5 ± 5.5	70.8 ± 7.9	76.4 ± 1.3
25–29	73.3 ± 2.5	73.7 ± 2.7	72.0 ± 3.4	75.2 ± 3.0	68.9 ± 4.4	56.5 ± 8.9	80.4 ± 4.9	74.5 ± 5.9	72.9 ± 1.3
15–64	67.4 ± 1.0	65.4 ± 0.8	66.3 ± 1.2	69.0 ± 1.1	62.6 ± 1.6	58.9 ± 2.2	73.5 ± 2.3	75.4 ± 2.5	66.5 ± 0.4
2011									
15	99.3 ± 1.4	99.3 ± 1.4	96.5 ± 3.0	96.8 ± 3.4	100.0	100.0	100.0	96.7 ± 6.7	98.5 ± 0.7
16	93.0 ± 3.0	97.1 ± 2.5	93.9 ± 3.7	96.3 ± 4.3	95.0 ± 4.2	96.1 ± 6.4	100.0	86.5 ± 14.2	94.8 ± 1.9
17	88.3 ± 4.1	93.8 ± 3.7	77.8 ± 6.1	85.5 ± 7.6	89.4 ± 6.1	92.9 ± 7.1	94.6 ± 7.7	87.3 ± 14.0	87.4 ± 2.0
18	66.7 ± 7.7	82.6 ± 6.9	65.2 ± 9.0	79.1 ± 10.5	75.1 ± 10.5	84.2 ± 10.7	82.8 ± 15.2	59.7 ± 19.7	72.6 ± 4.1
19	80.7 ± 5.8	77.0 ± 7.1	74.7 ± 7.8	82.6 ± 8.2	71.4 ± 9.8	75.3 ± 13.3	72.0 ± 12.5	52.1 ± 17.7	77.5 ± 3.3
20	77.7 ± 6.4	79.5 ± 6.3	76.2 ± 7.0	73.2 ± 10.1	82.7 ± 7.4	79.1 ± 16.9	86.8 ± 12.5	81.9 ± 18.6	78.0 ± 3.5
21	79.3 ± 6.4	74.2 ± 5.9	73.1 ± 8.7	81.8 ± 6.7	81.4 ± 8.2	77.8 ± 14.8	85.5 ± 14.5	74.1 ± 31.8	77.3 ± 3.3

TABLE BA.24

Table BA.24 Full time participation in employment, education or training (per cent) (a), (b), (c), (d)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
22	79.4 ± 6.2	82.9 ± 6.5	78.2 ± 7.3	76.9 ± 6.7	78.1 ± 10.7	78.3 ± 10.8	84.6 ± 14.6	71.2 ± 14.4	79.8 ± 3.3
23	79.5 ± 6.3	79.0 ± 6.3	77.7 ± 7.3	75.7 ± 9.3	66.8 ± 9.5	78.0 ± 12.5	85.1 ± 7.7	72.9 ± 16.4	77.7 ± 2.8
24	72.3 ± 5.8	79.0 ± 6.5	71.4 ± 8.1	79.5 ± 6.3	73.6 ± 9.3	72.3 ± 22.4	81.1 ± 19.7	73.5 ± 13.8	74.9 ± 2.9
15–19	85.3 ± 2.1	89.7 ± 2.4	81.2 ± 3.1	87.8 ± 3.9	85.5 ± 3.4	89.9 ± 3.8	89.6 ± 4.6	75.9 ± 8.0	85.9 ± 1.3
20–24	77.6 ± 3.1	79.0 ± 3.2	75.3 ± 3.3	77.6 ± 3.4	76.3 ± 3.6	77.2 ± 7.3	84.6 ± 6.2	74.7 ± 10.7	77.5 ± 1.5
15–24	81.3 ± 1.8	83.9 ± 1.9	78.2 ± 2.4	82.4 ± 2.5	80.8 ± 2.6	83.8 ± 4.2	86.8 ± 4.7	75.3 ± 7.3	81.5 ± 1.0
18–24	76.5 ± 2.6	79.2 ± 2.6	73.8 ± 3.0	78.5 ± 2.7	75.4 ± 3.3	77.9 ± 5.8	82.9 ± 6.1	69.4 ± 9.4	76.8 ± 1.4
25–29	72.0 ± 2.6	76.4 ± 3.2	72.6 ± 4.1	74.3 ± 3.3	70.0 ± 3.9	68.0 ± 7.9	81.7 ± 7.4	72.5 ± 7.7	73.5 ± 1.5
15–64	65.5 ± 1.0	66.9 ± 1.0	66.2 ± 1.1	66.6 ± 0.7	63.9 ± 1.3	61.0 ± 2.2	74.3 ± 2.3	74.4 ± 2.7	66.1 ± 0.5

- (a) Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (unpublished).

TABLE BA.25

Table BA.25 Full time participation in employment, education or training at or above certificate III (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012									
15	–	–	np	–	–	np	–	–	np
16	np	np	np	8.8 ± 5.4	np	np	–	–	3.2 ± 1.6
17	13.0 ± 5.5	np	41.2 ± 8.3	37.6 ± 9.4	np	11.0 ± 8.5	–	–	19.9 ± 2.6
18	66.0 ± 7.9	53.7 ± 8.2	66.8 ± 8.3	74.2 ± 8.5	59.8 ± 10.5	45.7 ± 16.4	57.8 ± 15.0	52.4 ± 25.1	62.9 ± 4.0
19	72.3 ± 6.5	72.9 ± 8.1	72.1 ± 8.0	77.6 ± 8.6	64.2 ± 10.8	70.2 ± 13.4	71.6 ± 15.9	76.8 ± 26.9	72.3 ± 3.8
20	77.2 ± 7.4	81.5 ± 7.9	68.1 ± 10.0	71.8 ± 8.9	78.6 ± 9.6	63.3 ± 13.8	78.6 ± 12.6	75.9 ± 13.6	75.6 ± 3.9
21	84.1 ± 5.9	72.6 ± 7.2	72.6 ± 8.6	75.9 ± 7.8	73.6 ± 9.6	62.9 ± 15.2	91.4 ± 9.0	62.8 ± 16.4	76.7 ± 3.8
22	77.6 ± 6.7	65.4 ± 6.8	70.1 ± 6.7	81.3 ± 6.5	70.3 ± 8.4	71.7 ± 18.3	89.2 ± 7.8	49.1 ± 17.4	72.7 ± 2.8
23	79.4 ± 7.0	81.8 ± 6.1	73.5 ± 7.7	78.8 ± 8.3	72.3 ± 11.9	56.6 ± 15.5	90.2 ± 10.1	75.7 ± 16.4	78.1 ± 3.1
24	77.9 ± 5.5	72.0 ± 6.5	73.5 ± 7.2	72.1 ± 7.1	74.8 ± 8.8	75.1 ± 16.6	77.4 ± 14.8	84.7 ± 14.7	74.7 ± 2.7
15–19	31.9 ± 2.4	27.8 ± 2.2	38.2 ± 3.5	41.1 ± 4.1	28.2 ± 4.1	26.6 ± 4.4	28.3 ± 5.2	27.3 ± 8.5	32.7 ± 1.3
20–24	79.3 ± 3.1	74.6 ± 3.5	71.6 ± 3.3	76.1 ± 3.9	73.7 ± 4.8	66.1 ± 8.4	85.3 ± 5.3	70.1 ± 7.5	75.6 ± 1.8
15–24	56.9 ± 2.0	53.1 ± 2.2	55.4 ± 2.8	59.9 ± 3.0	51.9 ± 3.3	46.1 ± 5.3	60.6 ± 4.0	49.7 ± 6.6	55.4 ± 1.0
18–24	76.5 ± 2.7	71.7 ± 2.8	71.0 ± 3.3	76.0 ± 3.1	70.5 ± 4.0	63.6 ± 6.5	80.3 ± 5.5	68.5 ± 8.2	73.4 ± 1.4
25–29	72.9 ± 2.5	73.4 ± 2.7	71.8 ± 3.3	74.5 ± 3.1	67.9 ± 4.2	55.6 ± 8.8	80.4 ± 4.9	74.5 ± 5.9	72.5 ± 1.3
15–64	61.6 ± 0.9	59.5 ± 0.7	61.4 ± 1.2	64.2 ± 1.2	56.6 ± 1.6	52.2 ± 2.1	67.9 ± 2.3	69.8 ± 2.9	60.9 ± 0.4
2011									
15	–	–	–	np	–	–	–	np	np
16	4.3 ± 3.2	5.5 ± 3.5	np	14.1 ± 6.5	np	7.5 ± 6.4	–	np	5.0 ± 1.2
17	16.5 ± 4.9	5.6 ± 3.6	30.1 ± 7.6	48.0 ± 11.0	12.2 ± 6.8	22.5 ± 16.5	np	11.9 ± 11.5	19.8 ± 3.1
18	50.1 ± 7.6	57.9 ± 9.4	56.9 ± 9.2	64.5 ± 13.6	60.3 ± 12.4	47.4 ± 16.7	63.5 ± 16.6	48.4 ± 20.0	55.8 ± 4.4
19	75.2 ± 6.1	69.6 ± 7.6	69.4 ± 9.4	79.7 ± 7.4	69.1 ± 9.3	70.8 ± 15.1	72.0 ± 12.5	52.1 ± 17.7	72.2 ± 3.9
20	74.9 ± 6.9	75.9 ± 6.3	71.0 ± 8.9	72.0 ± 11.2	77.4 ± 9.1	71.0 ± 18.7	86.8 ± 12.5	81.9 ± 18.6	74.5 ± 3.7

TABLE BA.25

Table BA.25 **Full time participation in employment, education or training at or above certificate III (per cent) (a), (b), (c), (d), (e)**

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
21	75.8 ± 6.7	71.6 ± 6.6	73.1 ± 8.7	81.8 ± 6.7	77.3 ± 10.2	77.8 ± 14.8	80.7 ± 14.0	74.1 ± 31.8	75.1 ± 3.6
22	77.8 ± 6.1	79.3 ± 7.0	77.0 ± 7.2	75.1 ± 7.4	75.8 ± 10.2	76.5 ± 10.3	84.6 ± 14.6	71.2 ± 14.4	77.7 ± 3.4
23	78.9 ± 6.3	78.4 ± 6.2	77.0 ± 7.5	75.7 ± 9.3	65.6 ± 9.4	78.0 ± 12.5	85.1 ± 7.7	72.9 ± 16.4	77.2 ± 2.8
24	71.2 ± 5.6	78.4 ± 7.4	70.6 ± 8.5	76.8 ± 7.3	72.2 ± 9.3	72.3 ± 22.4	76.5 ± 18.0	73.5 ± 13.8	73.7 ± 3.2
15–19	29.7 ± 2.7	28.5 ± 3.0	32.4 ± 3.2	42.4 ± 4.5	30.0 ± 2.7	29.1 ± 6.1	28.7 ± 5.5	25.3 ± 7.0	31.3 ± 1.3
20–24	75.7 ± 3.0	76.8 ± 3.3	73.7 ± 3.3	76.4 ± 3.4	73.5 ± 3.7	75.3 ± 7.5	82.8 ± 5.5	74.7 ± 10.7	75.6 ± 1.5
15–24	53.9 ± 2.1	54.6 ± 2.0	53.7 ± 2.5	60.3 ± 2.5	52.6 ± 2.6	51.2 ± 4.4	59.2 ± 4.2	51.0 ± 6.8	54.6 ± 1.0
18–24	72.1 ± 2.8	73.5 ± 2.8	70.7 ± 3.3	75.2 ± 3.2	71.1 ± 3.6	70.6 ± 5.6	79.2 ± 5.6	67.9 ± 9.3	72.5 ± 1.4
25–29	70.9 ± 2.9	75.9 ± 3.3	71.5 ± 4.0	73.3 ± 3.2	69.6 ± 4.2	66.5 ± 7.2	81.7 ± 7.4	70.9 ± 7.7	72.6 ± 1.7
15–64	59.3 ± 1.0	60.4 ± 1.0	60.6 ± 1.2	61.6 ± 0.7	57.7 ± 1.3	53.5 ± 2.1	68.3 ± 2.2	69.1 ± 2.9	60.1 ± 0.5

- (a) Includes people who are participating in full-time employment, full-time education or training at or above certificate III, or both part-time employment and part-time education or training at or above certificate III. People with certificate nfd and people whose level could not be determined are excluded.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished).

TABLE BA.26

Table BA.26 **Full time participation in employment, education or training, by Indigenous status (17-24 year olds)**
(per cent) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2011										
Indigenous (h)										
Total fully engaged (i)		44.1	49.5	38.7	34.4	36.9	50.7	62.3	21.3	39.4
Engaged through full time study and full time employment	%	0.9	1.1	0.8	0.6	1.0	0.7	2.4	0.3	0.8
Primarily engaged through full time study	%	14.2	17.0	9.6	8.4	11.9	15.9	19.3	4.0	11.3
Primarily engaged through full time employment	%	26.7	29.0	27.1	23.9	22.4	32.0	37.9	16.0	25.6
Engaged through part time study and part time employment	%	1.7	1.9	1.1	1.2	1.2	1.6	2.3	0.7	1.4
Not fully engaged		55.9	50.5	61.3	65.6	63.1	49.3	37.7	78.7	60.6
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (h)										
Total fully engaged (i)		74.4	76.0	70.6	75.7	70.4	67.8	83.8	77.3	74.0
Engaged through full time study and full time employment	%	1.4	1.2	1.3	1.1	0.9	0.7	4.6	1.6	1.3
Primarily engaged through full time study	%	34.2	38.0	26.9	29.6	31.8	28.4	38.8	10.0	32.7
Primarily engaged through full time employment	%	35.2	33.7	39.7	42.1	34.5	35.9	37.2	63.0	36.7
Engaged through part time study and part time employment	%	3.0	2.6	2.3	2.4	2.7	2.3	2.6	2.1	2.7
Not fully engaged		25.6	24.0	29.4	24.3	29.6	32.2	16.2	22.7	26.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE BA.26

Table BA.26 **Full time participation in employment, education or training, by Indigenous status (17-24 year olds)**
(per cent) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2006										
Indigenous (h)										
Total fully engaged (i)		40.6	47.1	41.9	33.3	34.4	49.9	60.6	18.5	38.0
Engaged through full time study and full time employment	%	0.7	1.0	0.9	0.5	0.5	0.7	1.0	0.4	0.7
Primarily engaged through full time study	%	11.5	13.7	8.6	7.5	11.2	14.9	18.3	4.4	9.7
Primarily engaged through full time employment	%	26.3	29.9	30.7	23.7	21.0	32.5	38.8	12.6	25.8
Engaged through part time study and part time employment	%	1.6	1.7	1.3	1.1	1.4	1.2	1.8	0.9	1.3
Not fully engaged		59.4	52.9	58.1	66.7	65.6	50.1	39.4	81.5	62.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (h)										
Total fully engaged (i)		74.5	76.5	73.7	77.7	71.5	69.0	83.0	77.9	75.0
Engaged through full time study and full time employment	%	1.2	1.1	1.3	1.0	0.9	0.8	3.7	1.6	1.2
Primarily engaged through full time study	%	29.3	35.0	23.5	27.7	27.1	26.1	34.7	10.0	29.1
Primarily engaged through full time employment	%	40.5	37.6	46.5	46.2	40.5	39.9	41.7	64.0	41.8
Engaged through part time study and part time employment	%	2.6	2.2	2.0	2.2	2.4	1.8	2.4	1.8	2.3
Not fully engaged		25.5	23.5	26.3	22.3	28.5	31.0	17.0	22.1	25.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table BA.26 **Full time participation in employment, education or training, by Indigenous status (17-24 year olds)**
(per cent) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
(a)	People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).									
(b)	The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.									
(c)	People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.									
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	Australia includes 'Other territories'.									
(g)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(h)	Excludes people who did not state their Indigenous status.									
(i)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (h)
2012									
Proportion of population engaged in full time employment, education or training									
15–19 year olds									
SEIFA IRSD quintile 1	83.7 ± 5.0	77.8 ± 7.8	73.9 ± 9.0	86.8 ± 8.4	81.4 ± 9.4	79.0 ± 11.7	np	92.6 ± 16.2	80.6 ± 3.1
SEIFA IRSD quintile 2	84.9 ± 7.1	87.2 ± 5.6	76.8 ± 9.5	78.6 ± 9.9	81.7 ± 10.9	92.8 ± 5.7	100.0	81.1 ± 39.6	83.0 ± 3.9
SEIFA IRSD quintile 3	86.1 ± 7.8	93.6 ± 4.3	85.5 ± 5.7	87.6 ± 5.3	91.9 ± 9.8	92.1 ± 5.9	79.8 ± 15.7	83.3 ± 19.9	88.3 ± 2.9
SEIFA IRSD quintile 4	90.3 ± 5.4	88.5 ± 5.0	86.0 ± 4.9	85.5 ± 6.9	90.2 ± 6.5	91.2 ± 7.9	84.0 ± 13.0	84.0 ± 23.5	88.1 ± 2.7
SEIFA IRSD quintile 5	93.7 ± 3.6	90.7 ± 4.8	89.0 ± 5.4	93.7 ± 4.1	80.3 ± 13.2	81.4 ± 29.2	91.4 ± 7.1	93.9 ± 13.1	91.2 ± 2.2
15–24 year olds									
SEIFA IRSD quintile 1	77.3 ± 4.6	72.7 ± 5.1	69.2 ± 7.2	76.2 ± 7.3	71.1 ± 8.1	65.1 ± 7.2	np	62.9 ± 19.3	73.7 ± 2.9
SEIFA IRSD quintile 2	78.5 ± 6.4	80.2 ± 5.3	69.5 ± 9.7	72.8 ± 7.3	77.1 ± 5.8	84.1 ± 7.4	96.2 ± 9.3	71.8 ± 21.6	76.7 ± 2.8
SEIFA IRSD quintile 3	84.2 ± 5.7	82.3 ± 4.2	80.6 ± 4.1	81.8 ± 5.4	87.4 ± 7.5	84.4 ± 9.9	84.4 ± 10.9	78.8 ± 8.1	82.6 ± 2.3
SEIFA IRSD quintile 4	86.8 ± 3.4	83.4 ± 3.9	82.3 ± 3.5	82.7 ± 3.4	84.6 ± 5.2	81.6 ± 14.0	88.6 ± 10.3	79.8 ± 16.8	84.1 ± 1.4
SEIFA IRSD quintile 5	93.1 ± 3.1	87.5 ± 4.3	82.0 ± 3.9	89.0 ± 4.5	82.5 ± 9.2	82.0 ± 24.8	85.7 ± 6.7	92.1 ± 9.0	88.3 ± 2.0
17–24 years old									
SEIFA IRSD quintile 1	72.9 ± 5.7	68.5 ± 5.6	64.4 ± 8.9	69.0 ± 11.0	64.5 ± 10.5	56.7 ± 9.1	np	55.0 ± 20.0	68.8 ± 3.4
SEIFA IRSD quintile 2	74.0 ± 7.3	77.9 ± 6.5	65.2 ± 10.7	69.4 ± 8.2	73.8 ± 6.2	79.2 ± 9.6	95.8 ± 9.9	67.6 ± 23.0	73.1 ± 3.2
SEIFA IRSD quintile 3	81.3 ± 6.8	78.5 ± 5.0	76.6 ± 4.2	78.3 ± 6.3	85.3 ± 8.2	80.3 ± 12.5	82.2 ± 12.1	72.5 ± 10.1	79.1 ± 2.8
SEIFA IRSD quintile 4	84.5 ± 4.3	80.3 ± 5.2	78.8 ± 4.3	80.0 ± 4.0	80.4 ± 6.7	79.1 ± 15.3	86.5 ± 12.1	73.1 ± 20.0	81.1 ± 1.9
SEIFA IRSD quintile 5	91.6 ± 3.9	84.5 ± 5.0	79.9 ± 5.0	86.2 ± 5.6	79.2 ± 10.5	79.4 ± 29.5	83.5 ± 8.3	91.1 ± 10.5	85.9 ± 2.4
18–24 year olds									
SEIFA IRSD quintile 1	71.1 ± 6.4	66.4 ± 5.9	65.9 ± 9.3	67.4 ± 13.5	61.4 ± 11.5	53.4 ± 11.0	–	53.1 ± 22.8	67.3 ± 3.6
SEIFA IRSD quintile 2	73.0 ± 7.9	75.2 ± 7.6	62.4 ± 12.2	67.5 ± 8.6	70.4 ± 7.2	76.8 ± 10.7	95.5 ± 11.2	64.6 ± 22.9	70.9 ± 3.4
SEIFA IRSD quintile 3	81.3 ± 7.2	75.6 ± 5.6	74.7 ± 4.2	77.8 ± 7.5	84.9 ± 8.8	77.8 ± 13.7	80.1 ± 13.9	71.1 ± 11.8	77.6 ± 2.9
SEIFA IRSD quintile 4	84.2 ± 4.1	78.8 ± 5.7	78.4 ± 4.3	80.6 ± 4.7	79.7 ± 7.4	75.9 ± 17.1	86.6 ± 13.3	69.0 ± 22.3	80.5 ± 2.1

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (h)
SEIFA IRSD quintile 5	90.6 ± 4.2	82.5 ± 5.5	77.2 ± 6.8	85.7 ± 6.1	78.4 ± 11.0	77.9 ± 30.8	82.0 ± 8.8	93.8 ± 11.4	84.6 ± 2.8
20–24 year olds									
SEIFA IRSD quintile 1	72.1 ± 7.7	68.2 ± 6.6	65.4 ± 9.4	63.6 ± 18.5	60.4 ± 11.5	52.5 ± 17.6	–	31.0 ± 21.4	67.7 ± 4.1
SEIFA IRSD quintile 2	72.8 ± 7.9	75.4 ± 9.1	62.4 ± 13.5	68.4 ± 9.9	73.0 ± 9.9	72.4 ± 15.3	94.8 ± 13.0	65.0 ± 22.9	71.3 ± 4.2
SEIFA IRSD quintile 3	82.3 ± 7.8	72.7 ± 4.9	76.4 ± 5.4	77.5 ± 8.4	84.7 ± 9.9	76.0 ± 17.2	88.2 ± 11.6	75.2 ± 10.0	77.7 ± 3.0
SEIFA IRSD quintile 4	84.2 ± 5.3	78.8 ± 6.4	78.7 ± 5.5	80.8 ± 5.4	79.5 ± 8.2	72.9 ± 24.2	92.9 ± 11.8	75.1 ± 19.7	80.7 ± 2.9
SEIFA IRSD quintile 5	92.4 ± 5.1	84.5 ± 6.4	73.5 ± 8.5	83.7 ± 7.6	85.1 ± 12.0	82.6 ± 25.4	81.5 ± 9.7	90.2 ± 18.0	85.2 ± 3.2
25–29 year olds									
SEIFA IRSD quintile 1	61.9 ± 5.9	62.3 ± 6.9	56.8 ± 9.8	74.2 ± 12.2	55.2 ± 9.6	np	np	65.3 ± 12.5	60.8 ± 4.1
SEIFA IRSD quintile 2	68.7 ± 6.4	66.5 ± 7.5	74.9 ± 6.6	64.7 ± 7.7	66.4 ± 6.2	61.7 ± 20.7	81.0 ± 21.0	78.6 ± 18.0	69.0 ± 3.1
SEIFA IRSD quintile 3	71.3 ± 6.8	72.8 ± 5.0	73.7 ± 6.8	77.7 ± 5.0	80.3 ± 11.6	np	np	66.8 ± 16.3	73.3 ± 3.6
SEIFA IRSD quintile 4	81.2 ± 5.3	81.3 ± 6.2	76.2 ± 6.7	76.8 ± 8.0	78.5 ± 10.3	60.4 ± 12.2	71.4 ± 14.9	81.7 ± 19.6	79.2 ± 2.9
SEIFA IRSD quintile 5	88.5 ± 6.5	82.9 ± 6.6	75.5 ± 7.1	79.1 ± 6.5	79.1 ± 13.7	82.0 ± 28.6	83.2 ± 6.2	89.8 ± 14.8	82.6 ± 2.8
15–64 year olds									
SEIFA IRSD quintile 1	60.3 ± 1.9	56.6 ± 2.4	57.1 ± 4.1	65.2 ± 5.8	53.4 ± 4.1	49.1 ± 4.3	58.3 ± 26.2	66.6 ± 8.3	58.2 ± 1.3
SEIFA IRSD quintile 2	63.9 ± 2.5	63.2 ± 2.8	62.7 ± 3.0	65.3 ± 3.3	63.7 ± 4.2	62.4 ± 4.5	78.3 ± 11.6	75.2 ± 5.9	63.7 ± 1.3
SEIFA IRSD quintile 3	67.4 ± 2.5	67.6 ± 2.5	69.3 ± 2.3	69.9 ± 2.5	62.8 ± 3.7	63.1 ± 3.6	77.0 ± 6.1	75.5 ± 4.8	68.1 ± 1.3
SEIFA IRSD quintile 4	72.6 ± 2.3	68.6 ± 2.3	69.2 ± 2.4	70.0 ± 2.1	67.1 ± 2.2	64.5 ± 4.3	72.9 ± 6.6	78.9 ± 3.4	70.0 ± 1.0
SEIFA IRSD quintile 5	72.5 ± 1.9	68.4 ± 2.5	70.2 ± 2.8	71.2 ± 2.4	67.1 ± 3.9	62.8 ± 6.2	72.3 ± 3.4	79.2 ± 5.9	70.5 ± 0.9

2011

Proportion of population engaged in full time employment, education or training

15–19 year olds

SEIFA IRSD quintile 1	78.0 ± 5.4	82.6 ± 6.3	68.2 ± 11.2	71.8 ± 14.1	77.8 ± 12.5	np	np	66.7 ± 16.0	77.5 ± 3.5
SEIFA IRSD quintile 2	81.5 ± 4.8	88.3 ± 6.0	80.0 ± 6.0	78.7 ± 8.4	87.2 ± 8.0	np	np	77.4 ± 18.5	82.9 ± 2.3
SEIFA IRSD quintile 3	82.9 ± 6.8	91.9 ± 3.8	81.4 ± 6.9	90.3 ± 7.1	80.4 ± 8.6	89.0 ± 9.4	88.1 ± 13.0	67.2 ± 21.3	85.4 ± 2.5

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		Aust (h)	
SEIFA IRSD quintile 4	89.4	± 5.3	93.3	± 3.7	83.1	± 5.3	96.2	± 4.6	92.6	± 6.0	95.2	± 5.4	85.1	± 7.4	82.6	± 17.4	90.0	± 2.5
SEIFA IRSD quintile 5	92.5	± 3.5	92.0	± 4.6	87.4	± 7.2	92.4	± 5.0	87.3	± 6.6	96.0	± 10.0	93.1	± 5.8	100.0	± 0.0	91.0	± 2.8
15–24 year olds																		
SEIFA IRSD quintile 1	71.7	± 4.7	78.3	± 5.4	63.1	± 6.1	71.3	± 9.3	69.0	± 7.8	76.7	± 8.8	100.0	64.6	± 18.4	72.0	± 2.8	
SEIFA IRSD quintile 2	77.5	± 4.4	82.6	± 4.4	77.2	± 4.2	72.7	± 8.7	82.8	± 5.8	81.5	± 8.6	68.8	± 25.2	77.7	± 15.2	78.6	± 2.2
SEIFA IRSD quintile 3	83.9	± 5.0	83.9	± 3.9	77.4	± 5.4	86.7	± 5.3	81.6	± 5.9	88.9	± 8.2	76.9	± 12.7	73.6	± 13.3	82.5	± 2.0
SEIFA IRSD quintile 4	85.3	± 4.8	85.6	± 3.7	82.4	± 4.3	88.1	± 5.4	87.3	± 4.8	90.9	± 7.2	79.5	± 9.1	79.7	± 9.5	85.2	± 2.2
SEIFA IRSD quintile 5	87.9	± 3.2	88.0	± 3.7	83.9	± 5.8	87.5	± 3.4	85.3	± 6.7	90.2	± 10.8	93.6	± 4.5	95.9	± 8.8	87.2	± 1.9
17-24 years old																		
SEIFA IRSD quintile 1	66.3	± 5.9	73.7	± 6.5	59.0	± 5.9	68.0	± 10.7	64.1	± 8.0	72.0	± 10.7	100.0	60.2	± 22.7	67.2	± 3.3	
SEIFA IRSD quintile 2	74.2	± 5.1	79.3	± 5.3	72.4	± 5.7	67.2	± 9.8	79.0	± 6.9	76.6	± 11.9	61.5	± 27.9	74.7	± 17.5	74.6	± 2.8
SEIFA IRSD quintile 3	82.0	± 5.7	80.2	± 4.8	73.6	± 6.2	84.4	± 6.2	78.6	± 6.8	88.2	± 7.5	71.6	± 13.5	69.5	± 16.0	79.5	± 2.5
SEIFA IRSD quintile 4	82.2	± 6.0	83.4	± 4.4	78.4	± 5.5	85.6	± 6.5	84.9	± 5.7	88.3	± 9.0	76.0	± 10.7	74.0	± 12.5	82.2	± 2.8
SEIFA IRSD quintile 5	85.4	± 3.9	85.5	± 4.4	80.8	± 6.1	84.7	± 4.1	82.2	± 7.9	84.1	± 19.0	92.2	± 5.3	95.0	± 10.7	84.5	± 2.1
18–24 year olds																		
SEIFA IRSD quintile 1	65.4	± 5.8	72.0	± 7.3	57.2	± 6.7	68.9	± 10.5	61.3	± 7.9	71.1	± 11.3	100.0	58.2	± 24.6	66.0	± 3.4	
SEIFA IRSD quintile 2	72.5	± 5.8	78.3	± 5.2	73.0	± 5.8	64.6	± 10.7	78.0	± 7.6	73.9	± 12.8	55.4	± 27.6	72.2	± 19.9	73.5	± 3.0
SEIFA IRSD quintile 3	81.5	± 6.2	78.4	± 5.3	72.0	± 6.8	83.8	± 6.8	76.8	± 7.9	86.5	± 8.6	69.7	± 16.0	70.2	± 17.0	78.3	± 2.9
SEIFA IRSD quintile 4	80.9	± 7.0	81.8	± 5.1	77.8	± 6.7	85.3	± 5.9	83.7	± 6.4	85.8	± 11.7	71.6	± 12.7	71.2	± 12.6	81.0	± 3.2
SEIFA IRSD quintile 5	83.3	± 4.3	83.8	± 5.1	81.4	± 6.1	84.0	± 3.9	81.7	± 8.0	80.1	± 18.7	92.1	± 5.4	93.7	± 13.8	83.4	± 2.1
20–24 year olds																		
SEIFA IRSD quintile 1	66.4	± 6.5	73.6	± 9.0	58.0	± 10.3	70.9	± 9.8	63.9	± 9.0	np	np	np	62.6	± 32.7	67.2	± 3.7	
SEIFA IRSD quintile 2	74.2	± 6.3	78.4	± 7.1	74.6	± 5.7	67.4	± 12.3	np	np	np	–	77.9	± 16.5	74.8	± 3.8		
SEIFA IRSD quintile 3	84.8	± 6.1	78.2	± 7.2	74.2	± 7.2	83.2	± 6.9	82.7	± 7.8	88.8	± 8.3	66.1	± 21.0	78.5	± 13.3	80.0	± 3.0
SEIFA IRSD quintile 4	81.9	± 7.5	79.6	± 5.6	81.8	± 7.4	81.0	± 8.2	81.9	± 7.6	83.4	± 18.1	75.6	± 13.5	77.2	± 17.5	81.0	± 3.4

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>		<i>Vic</i>		<i>Qld</i>		<i>WA</i>		<i>SA</i>		<i>Tas</i>		<i>ACT</i>		<i>NT</i>		<i>Aust (h)</i>	
SEIFA IRSD quintile 5	82.6	± 5.1	84.1	± 5.0	80.3	± 6.5	82.5	± 5.0	82.7	± 10.0	80.0	± 14.2	93.9	± 5.0	90.6	± 20.7	83.1	± 2.5
25–29 year olds																		
SEIFA IRSD quintile 1	59.6	± 6.5	61.3	± 7.9	63.4	± 15.4	70.0	± 11.5	66.1	± 10.4	63.0	± 13.9	100.0	± 16.3	68.1	± 16.3	62.5	± 4.1
SEIFA IRSD quintile 2	62.8	± 6.1	75.9	± 8.7	68.5	± 6.7	70.9	± 8.9	66.2	± 8.5	63.7	± 14.4	93.3	± 19.0	65.8	± 15.7	68.5	± 3.9
SEIFA IRSD quintile 3	73.6	± 4.7	77.1	± 6.0	76.1	± 6.1	73.1	± 9.1	75.1	± 9.8	72.4	± 19.9	81.6	± 18.9	79.9	± 14.6	75.3	± 2.7
SEIFA IRSD quintile 4	80.2	± 8.1	80.0	± 5.7	73.7	± 6.2	81.2	± 5.8	69.5	± 11.0	81.7	± 13.1	71.0	± 15.0	73.6	± 17.1	78.1	± 2.9
SEIFA IRSD quintile 5	83.1	± 7.0	85.1	± 5.1	78.4	± 6.1	78.3	± 9.6	82.0	± 8.7	64.7	± 30.8	86.2	± 8.6	83.3	± 15.1	82.3	± 2.4
15–64 year olds																		
SEIFA IRSD quintile 1	55.1	± 3.2	59.3	± 2.1	56.2	± 3.7	61.9	± 4.0	55.2	± 3.2	54.0	± 4.5	72.1	± 14.7	64.5	± 8.5	56.9	± 1.8
SEIFA IRSD quintile 2	61.7	± 2.5	65.6	± 3.0	63.7	± 2.4	64.6	± 4.0	64.2	± 2.8	61.2	± 5.1	79.8	± 21.2	70.8	± 5.4	63.8	± 1.2
SEIFA IRSD quintile 3	66.6	± 2.6	67.3	± 2.6	67.3	± 2.4	68.7	± 3.3	65.4	± 3.5	67.5	± 4.3	73.7	± 5.1	78.6	± 4.9	67.3	± 1.2
SEIFA IRSD quintile 4	70.0	± 2.3	69.5	± 2.4	69.1	± 3.3	67.7	± 1.9	69.4	± 3.0	67.1	± 3.5	70.5	± 3.0	83.7	± 4.7	69.4	± 1.2
SEIFA IRSD quintile 5	71.7	± 1.9	70.2	± 1.9	70.5	± 2.6	67.7	± 2.1	66.9	± 3.0	58.6	± 5.6	76.5	± 3.2	78.8	± 5.2	70.5	± 0.9

- (a) Includes people who are participating in full-time employment, full-time education or training, or both part-time employment and part-time education or training.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) There are approximately 47 communities in the NT for whom there is no ABS IRSD score due to their remoteness and small population. All but one of these communities are included in the bottom decile.

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
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(g) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

(h) Australia includes 'Other Territories'.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
2012									
Proportion of population engaged in full time employment, education or training									
15–19 year olds									
SEIFA IRSD quintile 1	24.1 ± 6.5	23.5 ± 7.3	28.1 ± 10.1	33.2 ± 14.5	24.2 ± 12.3	np	–	np	24.9 ± 3.7
SEIFA IRSD quintile 2	26.5 ± 6.6	29.2 ± 8.5	32.4 ± 8.6	34.1 ± 10.5	24.4 ± 8.7	31.2 ± 8.4	np	32.7 ± 15.9	29.0 ± 3.3
SEIFA IRSD quintile 3	31.3 ± 7.6	26.4 ± 8.3	37.1 ± 7.0	41.1 ± 9.6	34.9 ± 14.0	27.3 ± 9.5	23.7 ± 12.5	19.4 ± 18.8	32.3 ± 4.1
SEIFA IRSD quintile 4	40.4 ± 8.8	29.7 ± 6.0	42.9 ± 6.8	43.1 ± 10.8	30.6 ± 9.8	38.9 ± 17.1	27.8 ± 14.8	np	37.2 ± 3.8
SEIFA IRSD quintile 5	37.7 ± 7.5	29.6 ± 6.4	46.6 ± 10.9	45.2 ± 7.2	32.5 ± 12.1	37.2 ± 30.9	30.9 ± 9.3	54.0 ± 29.3	38.0 ± 4.2
15–24 year olds									
SEIFA IRSD quintile 1	50.0 ± 5.6	46.9 ± 6.0	48.1 ± 7.9	46.4 ± 12.4	41.5 ± 10.7	33.7 ± 10.4	–	27.8 ± 21.2	47.2 ± 3.0
SEIFA IRSD quintile 2	50.5 ± 6.0	55.6 ± 7.7	47.1 ± 8.2	52.6 ± 8.0	49.8 ± 7.2	48.7 ± 10.3	80.0 ± 15.4	51.3 ± 16.0	51.4 ± 3.0
SEIFA IRSD quintile 3	56.6 ± 5.9	51.2 ± 6.9	58.1 ± 3.8	61.6 ± 6.7	64.7 ± 10.5	50.5 ± 9.1	58.5 ± 13.4	50.4 ± 12.8	56.3 ± 2.8
SEIFA IRSD quintile 4	65.2 ± 5.3	53.7 ± 6.5	60.6 ± 4.8	65.9 ± 6.5	55.4 ± 9.0	56.8 ± 14.5	61.6 ± 15.7	44.9 ± 18.7	60.0 ± 2.4
SEIFA IRSD quintile 5	63.5 ± 5.0	57.9 ± 5.1	58.2 ± 6.6	63.4 ± 6.0	55.8 ± 8.8	61.1 ± 26.8	59.5 ± 9.2	71.3 ± 22.7	60.6 ± 2.8
17–24 year olds									
SEIFA IRSD quintile 1	61.0 ± 6.2	57.1 ± 6.1	59.5 ± 8.5	57.8 ± 12.0	51.4 ± 11.7	42.2 ± 11.8	–	33.7 ± 26.0	57.9 ± 3.5
SEIFA IRSD quintile 2	61.8 ± 7.0	65.0 ± 8.2	57.0 ± 10.4	61.6 ± 7.9	59.1 ± 7.7	61.2 ± 10.7	88.1 ± 21.4	59.1 ± 18.8	61.5 ± 3.1
SEIFA IRSD quintile 3	68.8 ± 6.2	62.3 ± 5.6	71.1 ± 4.3	71.8 ± 6.9	75.7 ± 10.5	66.1 ± 12.1	66.6 ± 15.4	65.4 ± 15.3	68.2 ± 2.8
SEIFA IRSD quintile 4	76.8 ± 4.6	66.9 ± 6.1	72.8 ± 4.8	76.1 ± 5.3	70.7 ± 8.7	64.6 ± 15.3	72.8 ± 15.4	59.9 ± 20.4	72.4 ± 2.0
SEIFA IRSD quintile 5	80.4 ± 4.4	70.9 ± 5.9	69.9 ± 5.5	79.5 ± 5.8	66.3 ± 9.8	70.0 ± 26.7	71.4 ± 9.2	80.6 ± 17.7	74.8 ± 2.9
18–24 year olds									
SEIFA IRSD quintile 1	66.9 ± 7.3	61.1 ± 6.8	64.1 ± 9.6	63.1 ± 13.2	59.0 ± 12.0	47.2 ± 13.0	–	39.2 ± 25.9	63.2 ± 4.1
SEIFA IRSD quintile 2	70.1 ± 8.7	71.6 ± 7.8	61.0 ± 12.2	63.7 ± 8.6	65.7 ± 7.9	69.1 ± 12.0	95.5 ± 11.2	64.6 ± 22.9	67.8 ± 3.9
SEIFA IRSD quintile 3	77.8 ± 7.0	70.0 ± 5.2	73.1 ± 4.4	75.6 ± 7.1	81.6 ± 10.0	74.4 ± 13.9	74.4 ± 14.9	68.9 ± 12.2	74.2 ± 2.8
SEIFA IRSD quintile 4	82.0 ± 4.5	75.1 ± 6.3	77.5 ± 4.5	80.0 ± 5.3	77.8 ± 7.8	71.5 ± 16.2	86.6 ± 13.3	69.0 ± 22.3	78.5 ± 2.2

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
SEIFA IRSD quintile 5	87.8 ± 4.4	80.1 ± 6.3	73.3 ± 7.1	85.7 ± 6.1	74.1 ± 11.3	75.1 ± 31.0	78.1 ± 9.6	93.8 ± 11.4	82.0 ± 3.0
20–24 year olds									
SEIFA IRSD quintile 1	71.2 ± 8.1	66.9 ± 6.7	64.4 ± 9.4	62.0 ± 20.0	59.4 ± 11.3	50.4 ± 17.3	–	31.0 ± 21.4	66.6 ± 4.2
SEIFA IRSD quintile 2	72.2 ± 8.1	73.6 ± 9.0	61.6 ± 13.2	66.5 ± 9.9	72.2 ± 10.5	72.4 ± 15.3	94.8 ± 13.0	65.0 ± 22.9	70.2 ± 4.3
SEIFA IRSD quintile 3	81.0 ± 8.0	72.2 ± 4.9	75.9 ± 5.5	76.6 ± 8.0	82.7 ± 10.1	76.0 ± 17.2	88.2 ± 11.6	75.2 ± 10.0	76.9 ± 2.8
SEIFA IRSD quintile 4	83.7 ± 5.7	76.2 ± 6.9	77.4 ± 5.7	80.8 ± 5.4	78.0 ± 9.9	72.9 ± 24.2	92.9 ± 11.8	75.1 ± 19.7	79.5 ± 3.1
SEIFA IRSD quintile 5	91.8 ± 4.9	83.4 ± 7.4	72.4 ± 8.1	83.7 ± 7.6	82.8 ± 12.3	82.6 ± 25.4	80.3 ± 9.9	90.2 ± 18.0	84.3 ± 3.3
25–29 year olds									
SEIFA IRSD quintile 1	61.3 ± 6.1	62.3 ± 6.9	55.9 ± 9.6	74.2 ± 12.2	53.5 ± 8.8	np	np	65.3 ± 12.5	60.3 ± 4.1
SEIFA IRSD quintile 2	67.7 ± 6.4	66.5 ± 7.5	74.3 ± 6.5	64.7 ± 7.7	65.3 ± 5.9	61.7 ± 20.7	81.0 ± 21.0	78.6 ± 18.0	68.4 ± 3.1
SEIFA IRSD quintile 3	71.3 ± 6.8	72.8 ± 5.0	73.7 ± 6.8	76.5 ± 5.2	80.3 ± 11.6	58.6 ± 14.9	81.0 ± 15.9	66.8 ± 16.3	73.2 ± 3.6
SEIFA IRSD quintile 4	81.2 ± 5.3	79.7 ± 6.6	76.2 ± 6.7	76.0 ± 8.2	77.1 ± 9.9	57.6 ± 10.8	71.4 ± 14.9	81.7 ± 19.6	78.5 ± 3.0
SEIFA IRSD quintile 5	88.5 ± 6.5	82.9 ± 6.6	75.5 ± 7.1	78.3 ± 6.2	79.1 ± 13.7	82.0 ± 28.6	83.2 ± 6.2	89.8 ± 14.8	82.5 ± 2.7
15–64 year olds									
SEIFA IRSD quintile 1	53.2 ± 2.0	50.6 ± 2.4	52.5 ± 4.1	58.7 ± 6.1	46.6 ± 4.2	41.1 ± 4.2	np	60.3 ± 8.4	51.8 ± 1.3
SEIFA IRSD quintile 2	57.6 ± 2.7	58.1 ± 3.0	58.3 ± 2.6	60.6 ± 3.4	57.9 ± 4.2	56.1 ± 3.7	74.4 ± 12.6	70.7 ± 7.3	58.3 ± 1.4
SEIFA IRSD quintile 3	62.3 ± 2.4	60.9 ± 2.9	64.0 ± 2.1	65.7 ± 2.8	58.4 ± 3.8	55.9 ± 3.3	70.6 ± 6.4	68.9 ± 6.4	62.6 ± 1.4
SEIFA IRSD quintile 4	68.0 ± 2.3	62.5 ± 2.5	64.1 ± 2.7	66.6 ± 2.2	59.8 ± 2.6	59.4 ± 5.0	67.3 ± 6.8	72.8 ± 3.9	64.7 ± 1.1
SEIFA IRSD quintile 5	66.7 ± 2.2	62.6 ± 2.8	65.3 ± 3.4	65.2 ± 2.6	61.9 ± 4.0	57.9 ± 6.8	67.0 ± 4.1	75.5 ± 6.8	65.0 ± 1.0

2011

Proportion of population engaged in full time employment, education or training

15–19 year olds

SEIFA IRSD quintile 1	25.4 ± 6.7	26.1 ± 7.8	26.1 ± 9.1	32.3 ± 18.9	14.8 ± 8.8	25.0 ± 12.2	np	np	25.4 ± 3.6
SEIFA IRSD quintile 2	27.8 ± 7.5	30.1 ± 7.4	27.8 ± 9.1	27.2 ± 13.5	32.4 ± 9.8	np	np	28.3 ± 21.4	28.9 ± 4.0
SEIFA IRSD quintile 3	29.8 ± 7.8	30.5 ± 7.4	33.7 ± 8.0	42.2 ± 11.2	26.2 ± 6.9	37.0 ± 16.4	31.1 ± 18.3	np	32.0 ± 3.8

TABLE BA.28

Table BA.28 Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (h)
SEIFA IRSD quintile 4	26.6 ± 5.3	28.2 ± 7.9	31.4 ± 8.0	51.4 ± 8.3	31.2 ± 10.8	30.2 ± 10.7	16.6 ± 10.2	30.5 ± 21.7	31.1 ± 3.5
SEIFA IRSD quintile 5	36.0 ± 4.6	28.3 ± 7.2	39.0 ± 7.4	49.8 ± 5.8	42.5 ± 9.8	np	33.1 ± 9.2	np	36.3 ± 3.3
15–24 year olds									
SEIFA IRSD quintile 1	45.3 ± 5.4	45.8 ± 6.4	41.4 ± 6.2	54.3 ± 11.8	44.5 ± 7.1	47.6 ± 12.0	100.0	41.3 ± 17.8	45.6 ± 2.5
SEIFA IRSD quintile 2	51.8 ± 4.9	57.4 ± 6.7	51.2 ± 6.6	np	53.8 ± 8.3	54.6 ± 12.1	np	53.6 ± 18.6	52.7 ± 3.1
SEIFA IRSD quintile 3	57.8 ± 6.5	57.2 ± 6.5	54.7 ± 6.7	62.8 ± 7.4	53.7 ± 8.1	61.6 ± 13.6	48.9 ± 13.9	52.6 ± 19.4	57.1 ± 3.3
SEIFA IRSD quintile 4	56.6 ± 6.7	56.8 ± 6.2	56.0 ± 6.6	66.1 ± 6.4	54.3 ± 7.9	48.8 ± 9.2	51.7 ± 11.8	55.7 ± 15.0	57.1 ± 3.5
SEIFA IRSD quintile 5	57.7 ± 4.8	55.6 ± 4.8	59.1 ± 6.2	65.6 ± 4.3	58.9 ± 8.7	35.0 ± 11.2	66.3 ± 6.0	60.3 ± 40.8	58.6 ± 2.4
17–24 year olds									
SEIFA IRSD quintile 1	54.1 ± 5.1	55.0 ± 6.8	50.5 ± 6.7	64.3 ± 12.6	52.2 ± 7.8	56.9 ± 12.4	100.0	50.0 ± 21.5	54.5 ± 2.8
SEIFA IRSD quintile 2	63.2 ± 5.8	68.2 ± 6.5	64.6 ± 6.8	np	65.7 ± 9.3	68.7 ± 13.6	np	67.7 ± 19.5	64.6 ± 3.6
SEIFA IRSD quintile 3	70.1 ± 6.2	69.1 ± 6.8	64.9 ± 7.0	75.0 ± 6.7	64.2 ± 8.4	74.1 ± 14.2	60.1 ± 15.8	60.8 ± 17.8	68.6 ± 3.3
SEIFA IRSD quintile 4	69.9 ± 6.6	68.4 ± 6.7	69.9 ± 6.9	77.2 ± 7.1	70.5 ± 7.5	62.3 ± 9.9	60.4 ± 11.9	69.0 ± 14.1	70.0 ± 3.4
SEIFA IRSD quintile 5	72.2 ± 5.0	68.3 ± 5.2	71.7 ± 7.6	78.7 ± 3.7	73.7 ± 10.2	56.7 ± 18.8	80.0 ± 6.3	69.2 ± 33.5	72.1 ± 2.6
18–24 year olds									
SEIFA IRSD quintile 1	58.1 ± 5.8	63.4 ± 8.1	54.1 ± 6.4	65.0 ± 12.3	56.8 ± 8.5	60.8 ± 12.0	100.0	54.6 ± 24.2	59.4 ± 3.0
SEIFA IRSD quintile 2	66.9 ± 5.6	75.8 ± 6.5	68.3 ± 7.2	np	74.2 ± 9.1	72.8 ± 13.3	np	72.2 ± 19.9	69.4 ± 3.3
SEIFA IRSD quintile 3	78.1 ± 5.7	75.2 ± 6.7	69.3 ± 7.1	79.6 ± 7.6	71.1 ± 8.9	81.3 ± 10.5	69.7 ± 16.0	70.2 ± 17.0	74.9 ± 3.0
SEIFA IRSD quintile 4	78.0 ± 7.5	75.3 ± 6.9	75.5 ± 6.8	81.0 ± 6.0	78.1 ± 7.1	75.7 ± 10.4	71.6 ± 12.7	71.2 ± 12.6	76.9 ± 3.7
SEIFA IRSD quintile 5	80.6 ± 5.0	76.5 ± 4.8	78.8 ± 7.3	82.9 ± 3.8	79.9 ± 8.1	71.0 ± 14.3	86.3 ± 6.0	88.2 ± 25.3	79.6 ± 2.3
20–24 year olds									
SEIFA IRSD quintile 1	62.0 ± 6.8	67.1 ± 9.3	np	68.9 ± 10.4	61.9 ± 9.3	67.0 ± 15.7	np	62.6 ± 32.7	63.4 ± 3.5
SEIFA IRSD quintile 2	70.9 ± 5.5	77.6 ± 7.9	72.6 ± 6.6	67.4 ± 12.3	74.7 ± 9.6	73.4 ± 15.7	–	77.9 ± 16.5	72.9 ± 4.0
SEIFA IRSD quintile 3	84.0 ± 5.7	76.2 ± 8.3	71.6 ± 7.2	82.4 ± 7.2	81.0 ± 7.2	87.1 ± 8.5	66.1 ± 21.0	78.5 ± 13.3	78.4 ± 3.0
SEIFA IRSD quintile 4	81.1 ± 7.5	79.1 ± 5.4	80.4 ± 7.4	79.0 ± 8.4	77.3 ± 7.6	80.8 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	79.8 ± 3.6

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
SEIFA IRSD quintile 5	82.6 ± 5.1	81.8 ± 5.3	79.7 ± 7.2	81.6 ± 5.2	80.8 ± 10.4	80.0 ± 14.2	90.6 ± 5.2	90.6 ± 20.7	82.0 ± 2.6
25–29 year olds									
SEIFA IRSD quintile 1	58.1 ± 7.7	61.3 ± 7.9	62.7 ± 15.2	68.6 ± 11.2	65.3 ± 10.6	60.0 ± 12.8	100.0	66.0 ± 17.4	61.5 ± 4.2
SEIFA IRSD quintile 2	60.9 ± 5.9	74.4 ± 8.9	67.9 ± 6.2	70.9 ± 8.9	65.5 ± 8.5	63.7 ± 14.4	93.3 ± 19.0	65.8 ± 15.7	67.4 ± 3.8
SEIFA IRSD quintile 3	72.6 ± 5.1	77.1 ± 6.0	75.6 ± 6.3	71.5 ± 9.9	75.1 ± 9.8	72.4 ± 19.9	81.6 ± 18.9	77.7 ± 15.7	74.6 ± 2.9
SEIFA IRSD quintile 4	79.0 ± 8.8	79.5 ± 5.8	72.1 ± 6.3	81.2 ± 5.8	69.5 ± 11.0	79.2 ± 11.9	71.0 ± 15.0	73.6 ± 17.1	77.2 ± 3.2
SEIFA IRSD quintile 5	82.5 ± 7.2	84.0 ± 6.0	76.3 ± 5.7	75.9 ± 9.9	82.0 ± 8.7	64.7 ± 30.8	86.2 ± 8.6	77.6 ± 9.7	81.1 ± 2.5
15–64 year olds									
SEIFA IRSD quintile 1	48.1 ± 3.3	51.2 ± 2.8	51.3 ± 3.4	57.7 ± 4.0	49.1 ± 3.1	46.6 ± 4.4	72.1 ± 14.7	57.6 ± 9.9	50.3 ± 1.7
SEIFA IRSD quintile 2	55.9 ± 2.4	60.2 ± 3.3	58.0 ± 2.6	59.3 ± 3.5	58.3 ± 2.9	56.1 ± 5.2	73.4 ± 25.8	66.0 ± 5.9	58.2 ± 1.2
SEIFA IRSD quintile 3	60.9 ± 2.5	61.6 ± 2.8	61.8 ± 2.8	64.0 ± 3.2	59.5 ± 3.1	60.3 ± 5.1	68.1 ± 5.8	74.7 ± 5.3	61.8 ± 1.3
SEIFA IRSD quintile 4	63.7 ± 2.6	63.0 ± 2.2	63.3 ± 3.4	62.9 ± 2.3	62.0 ± 3.6	57.7 ± 4.0	65.0 ± 2.8	78.9 ± 6.2	63.3 ± 1.3
SEIFA IRSD quintile 5	65.5 ± 1.9	63.2 ± 1.9	64.4 ± 2.9	62.1 ± 2.3	60.8 ± 3.0	48.6 ± 4.9	70.0 ± 2.8	72.0 ± 9.4	64.2 ± 0.9

- (a) Includes people who are participating in full-time employment, full-time education or training at or above Certificate III, or both part-time employment and part-time education or training at or above Certificate III. People with Certificate nfd and people whose level could not be determined are excluded.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) There are approximately 47 communities in the NT for whom there is no ABS IRSD score due to their remoteness and small population. All but one of these communities are included in the bottom decile.

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (h)</i>
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(g) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

(h) Australia includes 'Other Territories'.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Bachelor degree or higher	'000	1 277.3	1 053.9	642.9	376.8	215.7	66.6	102.1	32.8	3 768.0
Advanced diploma/ diploma	'000	487.9	403.7	275.6	156.7	98.6	23.7	19.4	14.4	1 480.1
Certificate III or IV	'000	828.4	581.3	556.9	301.9	204.2	66.2	34.1	24.0	2 597.0
Certificate I, II or nfd	'000	222.2	156.2	151.5	80.5	54.6	16.4	7.0	3.8	692.2
Level not determined	'000	47.7	42.1	41.6	24.9	13.8	3.5	4.8	1.5	179.9
Total with non-school qualification	'000	2 863.5	2 237.2	1 668.5	940.8	586.9	176.4	167.4	76.5	8 717.2
Total without non-school qualification	'000	1 863.4	1 502.5	1 316.4	645.4	492.6	144.6	86.5	65.0	6 116.3
Total	'000	4 726.9	3 739.7	2 984.9	1 586.2	1 079.5	320.9	253.9	141.5	14 833.6
Bachelor degree or higher	%	27.0 ± 1.1	28.2 ± 1.5	21.5 ± 1.5	23.8 ± 1.3	20.0 ± 1.4	20.8 ± 2.1	40.2 ± 3.3	23.1 ± 3.0	25.4 ± 0.7
Advanced diploma/ diploma	%	10.3 ± 0.6	10.8 ± 0.6	9.2 ± 0.7	9.9 ± 0.8	9.1 ± 0.8	7.4 ± 0.9	7.6 ± 1.7	10.1 ± 1.9	10.0 ± 0.3
Certificate III or IV	%	17.5 ± 0.9	15.5 ± 0.8	18.7 ± 1.2	19.0 ± 1.4	18.9 ± 1.2	20.6 ± 1.3	13.4 ± 2.2	17.0 ± 2.1	17.5 ± 0.4
Certificate I, II or nfd	%	4.7 ± 0.5	4.2 ± 0.5	5.1 ± 0.8	5.1 ± 0.8	5.1 ± 0.7	5.1 ± 0.9	2.8 ± 1.0	2.7 ± 0.9	4.7 ± 0.3
Level not determined	%	1.0 ± 0.2	1.1 ± 0.2	1.4 ± 0.3	1.6 ± 0.4	1.3 ± 0.4	1.1 ± 0.4	1.9 ± 0.7	1.2 ± 0.6	1.2 ± 0.1
Total with non-school qualification	%	60.6 ± 0.9	59.8 ± 1.2	55.9 ± 1.5	59.3 ± 1.6	54.4 ± 1.6	54.9 ± 2.1	65.9 ± 2.3	54.1 ± 3.4	58.8 ± 0.5
Total without non-school qualification	%	39.4 ± 0.9	40.2 ± 1.2	44.1 ± 1.5	40.7 ± 1.6	45.6 ± 1.6	45.1 ± 2.1	34.1 ± 2.3	45.9 ± 3.4	41.2 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Bachelor degree or higher	'000	1 196.6	990.9	608.1	319.9	213.6	59.5	100.0	28.2	3 516.7
Advanced diploma/ diploma	'000	447.1	353.2	258.2	144.3	95.6	23.3	22.4	9.1	1 353.3
Certificate III or IV	'000	818.5	589.0	587.7	290.3	185.0	63.3	27.7	25.0	2 586.5
Certificate I, II or nfd	'000	238.3	174.2	143.6	68.9	65.5	18.7	8.9	6.6	724.7
Level not determined	'000	61.6	48.6	51.5	30.2	10.7	3.8	4.9	1.0	212.3
Total with non-school qualification	'000	2 762.1	2 155.9	1 649.1	853.6	570.4	168.6	163.9	69.9	8 393.5

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total without non-school qualification	'000	2 008.8	1 574.8	1 344.9	713.1	507.4	152.9	86.3	66.4	6 454.6
Total	'000	4 770.9	3 730.7	2 994.0	1 566.7	1 077.9	321.5	250.2	136.3	14 848.1
Bachelor degree or higher	%	25.1 ± 1.2	26.6 ± 1.3	20.3 ± 1.2	20.4 ± 1.7	19.8 ± 1.6	18.5 ± 2.5	40.0 ± 3.1	20.7 ± 2.1	23.7 ± 0.5
Advanced diploma/ diploma	%	9.4 ± 0.5	9.5 ± 0.7	8.6 ± 0.7	9.2 ± 0.8	8.9 ± 1.1	7.3 ± 1.1	9.0 ± 1.7	6.7 ± 0.9	9.1 ± 0.3
Certificate III or IV	%	17.2 ± 1.1	15.8 ± 1.0	19.6 ± 1.2	18.5 ± 1.2	17.2 ± 1.4	19.7 ± 2.1	11.1 ± 1.5	18.3 ± 2.5	17.4 ± 0.5
Certificate I, II or nfd	%	5.0 ± 0.5	4.7 ± 0.5	4.8 ± 0.6	4.4 ± 0.7	6.1 ± 0.9	5.8 ± 1.1	3.5 ± 0.8	4.9 ± 1.7	4.9 ± 0.2
Level not determined	%	1.3 ± 0.2	1.3 ± 0.3	1.7 ± 0.4	1.9 ± 0.4	1.0 ± 0.3	1.2 ± 0.4	1.9 ± 0.6	0.7 ± 0.4	1.4 ± 0.2
Total with non-school qualification	%	57.9 ± 1.2	57.8 ± 1.3	55.1 ± 1.6	54.5 ± 1.9	52.9 ± 1.8	52.4 ± 2.0	65.5 ± 2.2	51.3 ± 2.8	56.5 ± 0.6
Total without non-school qualification	%	42.1 ± 1.2	42.2 ± 1.3	44.9 ± 1.6	45.5 ± 1.9	47.1 ± 1.8	47.6 ± 2.0	34.5 ± 2.2	48.7 ± 2.8	43.5 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Bachelor degree or higher	'000	1 153.3	954.4	551.2	315.0	215.9	53.1	93.2	28.9	3 364.9
Advanced diploma/ diploma	'000	449.8	340.6	259.5	148.4	98.3	25.5	24.1	11.7	1 357.8
Certificate III or IV	'000	763.9	578.5	600.6	284.4	176.8	63.3	30.5	26.8	2 524.9
Certificate I, II or nfd	'000	251.6	154.9	149.7	71.2	54.3	20.3	6.5	8.3	716.8
Level not determined	'000	60.3	46.7	37.6	24.8	19.5	4.0	4.7	3.0	200.6
Total with non-school qualification	'000	2 678.9	2 075.1	1 598.7	843.8	564.7	166.1	159.1	78.7	8 165.1
Total without non-school qualification	'000	2 015.5	1 613.1	1 358.6	694.1	500.2	153.8	87.6	60.8	6 483.8
Total	'000	4 694.4	3 688.2	2 957.3	1 537.9	1 064.9	320.0	246.7	139.5	14 648.9
Bachelor degree or higher	%	24.6 ± 1.1	25.9 ± 1.0	18.6 ± 1.1	20.5 ± 1.6	20.3 ± 1.8	16.6 ± 2.3	37.8 ± 2.5	20.7 ± 2.7	23.0 ± 0.5
Advanced diploma/ diploma	%	9.6 ± 0.5	9.2 ± 0.7	8.8 ± 0.8	9.6 ± 1.0	9.2 ± 1.2	8.0 ± 1.0	9.8 ± 1.2	8.4 ± 1.5	9.3 ± 0.3
Certificate III or IV	%	16.3 ± 0.8	15.7 ± 1.0	20.3 ± 1.0	18.5 ± 1.2	16.6 ± 1.4	19.8 ± 2.4	12.4 ± 2.0	19.2 ± 1.6	17.2 ± 0.5
Certificate I, II or nfd	%	5.4 ± 0.5	4.2 ± 0.5	5.1 ± 0.4	4.6 ± 0.7	5.1 ± 0.6	6.3 ± 1.2	2.6 ± 0.9	6.0 ± 1.6	4.9 ± 0.3

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level not determined	%	1.3 ± 0.3	1.3 ± 0.3	1.3 ± 0.4	1.6 ± 0.4	1.8 ± 0.5	1.3 ± 0.4	1.9 ± 0.7	2.2 ± 0.7	1.4 ± 0.1
Total with non-school qualification	%	57.1 ± 1.3	56.3 ± 1.2	54.1 ± 1.4	54.9 ± 1.6	53.0 ± 1.6	51.9 ± 2.6	64.5 ± 2.5	56.4 ± 2.5	55.7 ± 0.6
Total without non-school qualification	%	42.9 ± 1.3	43.7 ± 1.2	45.9 ± 1.4	45.1 ± 1.6	47.0 ± 1.6	48.1 ± 2.6	35.5 ± 2.5	43.6 ± 2.5	44.3 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Bachelor degree or higher	'000	1 122.7	925.3	527.3	306.3	199.5	54.4	94.9	28.8	3 259.4
Advanced diploma/ diploma	'000	421.6	308.0	238.0	130.0	82.3	20.9	25.8	10.2	1 236.8
Certificate III or IV	'000	704.8	452.4	585.0	251.6	184.3	63.6	17.6	27.2	2 286.5
Certificate I, II or nfd	'000	303.9	186.1	160.1	92.1	66.2	17.1	9.9	9.4	844.9
Level not determined	'000	51.1	30.1	35.0	18.5	13.3	4.2	4.0	2.3	158.3
Total with non-school qualification	'000	2 604.1	1 901.9	1 545.4	798.5	545.6	160.2	152.2	77.9	7 785.9
Total without non-school qualification	'000	1 944.3	1 644.0	1 305.4	667.7	502.0	156.9	89.2	67.7	6 377.3
Total	'000	4 548.4	3 545.9	2 850.8	1 466.2	1 047.7	317.1	241.4	145.7	14 163.1
Bachelor degree or higher	%	24.7 ± 1.3	26.1 ± 1.5	18.5 ± 1.3	20.9 ± 1.5	19.0 ± 1.7	17.2 ± 2.4	39.3 ± 3.9	19.8 ± 3.0	23.0 ± 0.7
Advanced diploma/ diploma	%	9.3 ± 0.7	8.7 ± 0.7	8.3 ± 0.7	8.9 ± 0.9	7.9 ± 0.8	6.6 ± 1.5	10.7 ± 2.2	7.0 ± 1.5	8.7 ± 0.4
Certificate III or IV	%	15.5 ± 0.6	12.8 ± 1.0	20.5 ± 1.5	17.2 ± 1.3	17.6 ± 1.3	20.1 ± 2.3	7.3 ± 1.6	18.7 ± 2.5	16.1 ± 0.5
Certificate I, II or nfd	%	6.7 ± 0.7	5.2 ± 0.5	5.6 ± 0.8	6.3 ± 0.9	6.3 ± 0.7	5.4 ± 0.9	4.1 ± 1.0	6.4 ± 1.5	6.0 ± 0.4
Level not determined	%	1.1 ± 0.2	0.8 ± 0.2	1.2 ± 0.3	1.3 ± 0.5	1.3 ± 0.4	1.3 ± 0.8	1.6 ± 0.7	1.5 ± 0.6	1.1 ± 0.1
Total with non-school qualification	%	57.3 ± 1.5	53.6 ± 1.4	54.2 ± 1.9	54.5 ± 1.6	52.1 ± 2.1	50.5 ± 2.8	63.1 ± 2.4	53.5 ± 3.0	55.0 ± 0.8
Total without non-school qualification	%	42.7 ± 1.5	46.4 ± 1.4	45.8 ± 1.9	45.5 ± 1.6	47.9 ± 2.1	49.5 ± 2.8	36.9 ± 2.4	46.5 ± 3.0	45.0 ± 0.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Bachelor degree or higher	'000	1 056.8	832.7	513.8	280.3	195.5	52.1	85.1	21.2	3 037.2

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Advanced diploma/ diploma	'000	440.9	308.3	220.8	133.8	74.6	21.5	24.7	10.0	1 234.7
Certificate III or IV	'000	717.9	513.0	513.1	220.1	174.6	58.5	20.9	14.7	2 232.9
Certificate I, II or nfd	'000	279.4	190.6	146.1	89.1	63.7	16.9	12.0	6.5	804.1
Level not determined	'000	44.3	39.5	42.0	18.4	9.9	3.2	2.7	3.2	163.1
Total with non-school qualification	'000	2 539.3	1 884.2	1 435.7	741.7	518.2	152.2	145.4	55.6	7 472.1
Total without non-school qualification	'000	1 998.9	1 570.3	1 331.3	674.1	504.4	162.3	88.0	49.2	6 378.6
Total	'000	4 538.2	3 454.5	2 766.9	1 415.8	1 022.6	314.5	233.4	104.8	13 850.7
Bachelor degree or higher	%	23.3 ± 1.0	24.1 ± 1.3	18.6 ± 1.2	19.8 ± 1.6	19.1 ± 1.5	16.6 ± 2.2	36.4 ± 2.9	20.2 ± 3.0	21.9 ± 0.6
Advanced diploma/ diploma	%	9.7 ± 0.7	8.9 ± 0.5	8.0 ± 0.7	9.5 ± 1.0	7.3 ± 0.9	6.8 ± 0.9	10.6 ± 1.3	9.5 ± 2.0	8.9 ± 0.3
Certificate III or IV	%	15.8 ± 0.9	14.9 ± 0.8	18.5 ± 1.1	15.5 ± 1.1	17.1 ± 0.9	18.6 ± 2.0	9.0 ± 1.2	14.0 ± 2.1	16.1 ± 0.5
Certificate I, II or nfd	%	6.2 ± 0.6	5.5 ± 0.6	5.3 ± 0.5	6.3 ± 0.8	6.2 ± 0.8	5.4 ± 1.1	5.1 ± 1.0	6.2 ± 1.5	5.8 ± 0.3
Level not determined	%	1.0 ± 0.2	1.1 ± 0.3	1.5 ± 0.2	1.3 ± 0.3	1.0 ± 0.3	1.0 ± 0.3	1.2 ± 0.6	3.1 ± 1.4	1.2 ± 0.1
Total with non-school qualification	%	56.0 ± 1.0	54.5 ± 1.2	51.9 ± 1.4	52.4 ± 2.2	50.7 ± 1.7	48.4 ± 2.6	62.3 ± 2.4	53.1 ± 3.4	53.9 ± 0.5
Total without non-school qualification	%	44.0 ± 1.0	45.5 ± 1.2	48.1 ± 1.4	47.6 ± 2.2	49.3 ± 1.7	51.6 ± 2.6	37.7 ± 2.4	46.9 ± 3.4	46.1 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

nfd = Not further defined

- (a) The levels of highest non-school qualifications are not necessarily higher than a school qualification (that is, certificate I, II or nfd are not necessarily higher than year 12).
- (b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.

TABLE BA.29

Table BA.29 **Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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np Not published.

Source: ABS (2012 and previous issues and unpublished) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.30

Table BA.30 **Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust</i>
2012										
With or working towards a non-school qualification (c)	%	71.8 ± 1.0	70.3 ± 1.3	65.1 ± 1.8	68.5 ± 1.5	64.5 ± 1.6	65.1 ± 2.8	78.2 ± 2.6	62.6 ± 3.4	69.1 ± 0.6
With non-school qualification (d)	%	66.5 ± 1.0	65.1 ± 1.4	60.9 ± 1.7	64.3 ± 1.7	59.6 ± 1.8	60.3 ± 2.4	71.7 ± 2.4	59.0 ± 3.5	64.2 ± 0.6
Currently studying for a non-school qualification (e)	%	13.2 ± 0.8	12.6 ± 0.8	10.8 ± 0.7	11.0 ± 0.9	12.1 ± 1.0	11.6 ± 1.5	16.6 ± 2.4	10.2 ± 1.5	12.3 ± 0.4
2011										
With or working towards a non-school qualification (c)	%	69.1 ± 1.3	68.4 ± 1.3	64.2 ± 1.6	63.9 ± 2.3	63.1 ± 1.8	62.3 ± 2.2	77.5 ± 2.5	59.0 ± 2.8	66.9 ± 0.7
With non-school qualification (d)	%	63.6 ± 1.3	63.0 ± 1.4	59.8 ± 1.6	59.5 ± 2.1	58.0 ± 1.9	57.8 ± 2.2	71.6 ± 2.4	55.7 ± 2.8	61.8 ± 0.7
Currently studying for a non-school qualification (e)	%	13.2 ± 1.0	12.4 ± 0.8	11.8 ± 0.9	10.6 ± 1.1	11.9 ± 1.0	11.6 ± 1.7	16.3 ± 2.0	9.1 ± 1.5	12.3 ± 0.5

nfd = Not further defined

- (a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).
- (b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.
- (c) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.
- (d) Includes all persons aged 20–64 years who have attained a non-school qualification.
- (e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) 2012 Survey of Education and Work; ABS (unpublished) 2011 Survey of Education and Work.

TABLE BA.31

Table BA.31 Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
With or working towards a non-school qualification (f)										
With non-school qualification (g)										
20–24 years	%	45.2	45.7	44.7	46.9	42.1	42.3	43.7	36.8	45.0
25–34 years	%	70.2	71.7	64.8	66.6	65.2	61.3	76.5	57.3	68.6
35–44 years	%	66.9	64.8	61.4	63.2	59.9	57.6	74.7	57.9	64.2
45–54 years	%	60.6	57.5	56.0	58.6	53.5	53.9	71.6	56.3	58.1
55–64 years	%	53.5	50.5	48.9	52.3	48.9	48.4	67.3	52.3	51.4
20–64 years	%	61.2	59.9	56.7	59.1	55.2	53.7	69.1	53.9	59.2
Currently studying for a non-school qualification (h)										
20–24 years	%	42.4	44.3	31.6	32.8	38.3	32.3	50.8	16.1	39.1
25–34 years	%	15.0	14.2	13.2	12.5	14.7	12.9	19.7	11.5	14.2
35–44 years	%	7.9	7.3	7.3	7.1	8.1	8.0	10.1	8.7	7.6
45–54 years	%	4.9	4.5	4.2	4.1	4.8	5.0	6.3	5.8	4.6
55–64 years	%	2.4	2.1	1.7	1.8	2.1	2.2	2.9	2.7	2.1
20–64 years	%	11.5	11.6	9.6	9.7	10.9	9.4	15.9	8.8	10.9
With or working towards a non-school qualification (f)										
20–24 years	%	73.9	76.2	65.9	69.1	68.9	65.3	78.1	47.3	71.6
25–34 years	%	74.4	75.8	68.9	70.5	69.8	65.4	80.9	61.0	72.7
35–44 years	%	69.0	67.0	63.5	65.2	62.3	60.0	76.5	60.5	66.3
45–54 years	%	61.9	58.9	57.1	59.8	54.9	55.3	72.6	57.7	59.4
55–64 years	%	54.2	51.2	49.4	52.9	49.5	48.9	67.7	52.9	52.1
20–64 years	%	66.2	65.4	60.9	63.4	60.2	57.9	75.5	57.3	64.1

2006

TABLE BA.31

Table BA.31 **Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
With or working towards a non-school qualification (f)										
With non-school qualification (g)										
20–24 years	%	44.7	44.7	43.0	44.1	41.4	40.7	43.4	34.0	43.8
25–34 years	%	65.0	64.7	57.9	59.9	57.5	53.4	71.5	50.5	62.2
35–44 years	%	60.4	57.1	53.4	56.5	51.2	50.5	68.5	52.3	57.0
45–54 years	%	56.4	53.3	50.9	54.4	50.2	50.0	69.0	51.7	53.9
55–64 years	%	47.1	44.7	42.8	47.1	43.3	42.0	63.0	47.3	45.5
20–64 years	%	56.4	54.4	50.7	53.6	49.6	48.2	65.1	48.7	53.9
Currently studying for a non-school qualification (h)										
20–24 years	%	38.1	40.4	28.7	31.2	34.1	30.2	45.8	15.0	35.6
25–34 years	%	13.2	12.3	11.3	11.5	12.9	11.7	18.5	10.1	12.5
35–44 years	%	7.3	6.6	6.7	6.8	7.8	7.9	10.3	8.2	7.1
45–54 years	%	4.5	4.1	4.0	4.0	4.7	4.8	6.3	6.0	4.3
55–64 years	%	2.1	1.8	1.5	1.7	2.1	2.2	3.0	2.6	1.9
20–64 years	%	10.5	10.4	8.7	9.1	10.0	9.0	15.0	8.3	10.0
With or working towards a non-school qualification (f)										
20–24 years	%	70.4	72.7	62.5	65.3	64.5	61.6	75.5	44.1	68.1
25–34 years	%	69.1	68.6	62.0	64.1	62.1	57.8	76.2	54.3	66.3
35–44 years	%	62.7	59.2	55.8	58.7	53.9	53.3	70.8	54.7	59.2
45–54 years	%	57.9	54.6	52.2	55.7	51.7	51.6	70.1	53.3	55.2
55–64 years	%	47.9	45.3	43.3	47.6	44.1	42.7	63.5	48.1	46.1
20–64 years	%	61.2	59.4	54.8	58.0	54.3	52.4	71.4	52.1	58.5

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

TABLE BA.31

Table BA.31 **Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
(b)	People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.									
(c)	People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.									
(d)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(e)	Australia includes 'Other Territories'.									
(f)	The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.									
(g)	Includes all people aged 20–64 years who have attained a non-school qualification.									
(h)	Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.32

Table BA.32 **People who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by selected age groups (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
20–24	%	87.9 ± 2.4	88.0 ± 2.4	85.8 ± 3.0	81.3 ± 2.8	81.0 ± 3.6	71.2 ± 7.9	93.7 ± 4.0	68.8 ± 8.1	85.9 ± 1.3
20–64	%	80.8 ± 0.8	80.9 ± 1.3	78.0 ± 1.3	78.2 ± 1.3	74.1 ± 1.5	69.6 ± 2.4	90.6 ± 1.8	73.7 ± 3.2	79.3 ± 0.5
2011										
20–24	%	83.5 ± 2.7	86.1 ± 2.8	83.0 ± 3.4	83.8 ± 3.2	84.0 ± 3.3	78.2 ± 5.9	90.1 ± 4.3	72.8 ± 8.4	84.1 ± 1.3
20–64	%	78.2 ± 1.0	78.6 ± 1.2	75.3 ± 1.5	75.8 ± 1.6	73.7 ± 1.7	68.5 ± 2.2	88.4 ± 2.0	68.8 ± 3.2	77.0 ± 0.5
2010										
20–24	%	86.0 ± 2.4	88.1 ± 2.1	87.9 ± 2.5	79.5 ± 4.5	80.2 ± 4.2	77.1 ± 7.9	89.5 ± 4.5	73.1 ± 6.9	85.6 ± 1.3
20–64	%	77.6 ± 1.1	78.0 ± 1.1	75.7 ± 1.4	75.7 ± 1.4	73.3 ± 1.6	67.4 ± 2.5	87.7 ± 1.6	75.8 ± 2.6	76.7 ± 0.6
2009										
20–24	%	86.2 ± 2.4	86.8 ± 4.2	85.6 ± 3.4	77.3 ± 6.1	79.4 ± 3.5	70.7 ± 7.8	95.1 ± 3.9	69.0 ± 9.9	84.5 ± 1.6
20–64	%	77.5 ± 1.4	75.0 ± 1.5	75.3 ± 1.4	73.5 ± 1.6	69.3 ± 2.2	64.8 ± 3.7	88.0 ± 2.2	70.4 ± 3.0	75.2 ± 0.7

- (a) Includes people who have identified as having attained year 12 or certificate II or above (includes certificate I or II nfd, but excludes people with a certificate nfd, and people whose level of non-school qualification could not be determined).
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) The Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.
- (d) Proportions are determined using the number of persons having completed year 12 or qualifications at Certificate II level or above in the jurisdiction divided by the estimated residential population for the jurisdiction.

Source: ABS (unpublished) *Education and Work*, Cat. No. 6227.0, Canberra.

TABLE BA.33

Table BA.33 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
20–24 year old population with relevant qualification	no.	351 462	307 249	228 811	120 062	80 927	21 411	26 048	9 189	1 145 254
Total 20–24 year old population	no.	414 314	349 139	270 169	144 530	98 909	27 719	28 620	14 263	1 347 779
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	84.8	88.0	84.7	83.1	81.8	77.2	91.0	64.4	85.0
2006										
20–24 year old population with relevant qualification	no.	318 888	264 856	200 689	96 918	70 656	19 457	23 215	7 112	1 001 885
Total 20–24 year old population	no.	389 237	310 170	244 096	122 213	92 500	26 707	25 751	12 587	1 223 380
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9
2001										
20–24 year old population with relevant qualification	no.	296 842	233 707	173 982	87 028	62 952	16 516	21 247	7 271	899 635
Total 20–24 year old population	no.	379 329	292 825	222 870	116 085	86 334	25 407	24 201	13 273	1 160 440
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	78.3	79.8	78.1	75.0	72.9	65.0	87.8	54.8	77.5

(a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.

TABLE BA.33

Table BA.33 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
(b)	People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.									
(c)	People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.									
(d)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(e)	Australia includes 'Other Territories'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; ABS (unpublished) 2001 Census of Population and Housing.

TABLE BA.34

Table BA.34 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011										
Persons aged 20–24 years old with relevant qualification										
Indigenous	no.	6 930	1 868	7 150	2 350	1 212	893	382	1 266	22 056
Non-Indigenous	no.	341 715	302 597	220 206	116 930	79 166	20 366	25 521	7 881	1 114 472
Total population aged 20-24 years										
Indigenous	no.	12 408	3 036	11 438	5 183	2 392	1 541	537	4 407	40 951
Non-Indigenous	no.	398 361	342 828	256 881	138 334	95 816	25 968	27 907	9 778	1 295 977
Proportion										
Indigenous	%	55.9	61.5	62.5	45.3	50.7	57.9	71.1	28.7	53.9
Non-Indigenous	%	85.8	88.3	85.7	84.5	82.6	78.4	91.5	80.6	86.0
2006										
Persons aged 20–24 years old with relevant qualification										
Indigenous	no.	4 478	1 173	5 065	1 516	741	730	221	677	14 609
Non-Indigenous	no.	311 424	261 112	194 262	94 663	69 406	18 586	22 855	6 390	978 782
Total population aged 20-24 years										
Indigenous	no.	9 352	2 204	9 014	4 051	1 880	1 335	347	4 012	32 210
Non-Indigenous	no.	376 020	304 773	233 330	117 186	89 898	25 157	25 236	8 499	1 180 201
Proportion										
Indigenous	%	47.9	53.2	56.2	37.4	39.4	54.7	63.7	16.9	45.4
Non-Indigenous	%	82.8	85.7	83.3	80.8	77.2	73.9	90.6	75.2	82.9
2001										

TABLE BA.34

Table BA.34 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
Persons aged 20–24 years old with relevant qualification										
Indigenous	no.	3 479	921	4 322	1 382	544	538	198	574	11 969
Non-Indigenous	no.	291 315	230 998	168 692	85 114	62 039	15 878	20 943	6 643	881 701
Total population aged 20-24 years										
Indigenous	no.	7 878	1 809	8 305	4 135	1 649	1 148	296	4 102	29 340
Non-Indigenous	no.	368 314	288 586	213 187	111 193	84 143	24 089	23 779	9 083	1 122 772
Proportion										
Indigenous	%	44.2	50.9	52.0	33.4	33.0	46.9	66.9	14.0	40.8
Non-Indigenous	%	79.0	80.0	79.1	76.5	73.7	65.9	88.1	73.1	78.5

- (a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.
- (c) People who are not stated or inadequately described for both highest year of school and non-school qualification are excluded.
- (d) Excludes people who did not state their Indigenous status.
- (e) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (f) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; ABS (unpublished) 2001 Census of Population and Housing.

TABLE BA.35

Table BA.35 **Proportion of population having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust (g)</i>
2012									
20–24 year olds									
SEIFA IRSD quintile 1	78.9 ± 7.1	84.7 ± 7.8	77.4 ± 10.5	68.1 ± 15.4	66.6 ± 7.8	59.6 ± 16.0	np	np	77.5 ± 4.2
SEIFA IRSD quintile 2	86.2 ± 3.4	82.5 ± 8.3	85.5 ± 7.4	70.2 ± 9.7	77.3 ± 7.8	69.1 ± 17.9	100.0 ± 0.0	66.9 ± 14.6	82.3 ± 3.8
SEIFA IRSD quintile 3	87.3 ± 7.1	88.1 ± 5.9	82.0 ± 7.8	79.1 ± 6.9	90.7 ± 7.1	70.3 ± 13.7	88.2 ± 16.2	69.2 ± 14.9	84.6 ± 4.0
SEIFA IRSD quintile 4	92.8 ± 3.6	90.0 ± 5.1	89.1 ± 4.3	86.0 ± 6.8	86.4 ± 7.9	92.6 ± 10.9	95.2 ± 10.2	86.8 ± 14.2	90.0 ± 2.8
SEIFA IRSD quintile 5	97.4 ± 2.5	94.2 ± 3.3	97.6 ± 3.2	92.6 ± 5.3	91.3 ± 8.3	89.2 ± 23.7	93.9 ± 5.3	78.0 ± 15.8	95.1 ± 1.4
20–64 year olds									
SEIFA IRSD quintile 1	67.4 ± 2.3	68.7 ± 3.6	65.2 ± 4.0	65.6 ± 5.9	63.5 ± 3.7	56.3 ± 3.6	69.1 ± 18.5	60.0 ± 9.9	66.4 ± 1.5
SEIFA IRSD quintile 2	77.1 ± 2.5	76.6 ± 3.6	74.7 ± 3.1	68.6 ± 4.0	70.1 ± 5.0	65.4 ± 4.5	94.8 ± 5.7	70.0 ± 7.6	74.7 ± 1.5
SEIFA IRSD quintile 3	80.9 ± 2.2	80.7 ± 2.6	77.1 ± 2.7	73.8 ± 3.0	77.7 ± 3.8	75.9 ± 4.1	88.3 ± 5.2	72.3 ± 5.7	78.8 ± 1.2
SEIFA IRSD quintile 4	85.9 ± 2.2	84.2 ± 1.2	82.8 ± 2.6	82.1 ± 2.7	80.6 ± 2.8	85.3 ± 4.7	91.7 ± 3.8	82.9 ± 4.5	84.0 ± 1.0
SEIFA IRSD quintile 5	91.9 ± 1.7	89.8 ± 1.9	88.4 ± 3.1	90.5 ± 2.2	83.1 ± 3.8	82.6 ± 8.2	90.8 ± 2.6	79.2 ± 4.6	89.9 ± 0.9
2011									
20–24 year olds									
SEIFA IRSD quintile 1	75.0 ± 6.9	77.3 ± 6.9	69.6 ± 10.8	73.7 ± 11.0	71.4 ± 8.2	72.4 ± 12.8	np	np	74.1 ± 3.7
SEIFA IRSD quintile 2	75.7 ± 7.2	85.5 ± 5.6	77.3 ± 8.7	79.1 ± 10.7	85.5 ± 8.4	69.7 ± 16.5	–	77.6 ± 11.6	79.5 ± 3.8
SEIFA IRSD quintile 3	86.9 ± 5.1	82.1 ± 7.6	83.1 ± 6.4	84.2 ± 8.5	88.2 ± 8.6	83.5 ± 16.7	77.3 ± 19.6	82.2 ± 13.1	84.2 ± 3.2
SEIFA IRSD quintile 4	87.4 ± 6.4	88.3 ± 5.1	86.7 ± 6.6	84.3 ± 8.9	90.4 ± 6.4	92.3 ± 9.5	89.7 ± 7.8	65.5 ± 27.3	87.3 ± 3.2
SEIFA IRSD quintile 5	93.8 ± 4.1	95.2 ± 3.6	92.0 ± 5.5	94.6 ± 4.0	92.7 ± 7.5	93.0 ± 16.5	93.7 ± 5.7	92.9 ± 15.3	93.8 ± 1.9
20–64 year olds									
SEIFA IRSD quintile 1	66.0 ± 3.2	64.1 ± 4.2	63.9 ± 4.4	63.9 ± 5.7	61.9 ± 3.9	59.1 ± 4.4	89.9 ± 24.7	62.7 ± 7.2	64.3 ± 1.9
SEIFA IRSD quintile 2	71.3 ± 2.8	72.5 ± 3.1	67.8 ± 3.8	69.9 ± 3.1	72.2 ± 3.7	64.8 ± 4.4	87.1 ± 13.2	58.9 ± 6.9	70.4 ± 1.7
SEIFA IRSD quintile 3	78.0 ± 2.4	78.4 ± 2.7	77.1 ± 2.7	73.9 ± 3.2	76.3 ± 3.4	71.0 ± 8.4	78.9 ± 6.2	74.0 ± 4.5	77.2 ± 1.4

TABLE BA.35

Table BA.35 **Proportion of population having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust (g)</i>
SEIFA IRSD quintile 4	81.9 ± 1.9	82.9 ± 1.8	78.9 ± 2.9	79.1 ± 3.2	78.2 ± 4.0	79.5 ± 4.3	87.8 ± 3.2	74.3 ± 8.2	81.0 ± 1.2
SEIFA IRSD quintile 5	89.6 ± 1.9	88.3 ± 1.8	84.0 ± 2.5	86.6 ± 1.8	84.5 ± 4.2	81.6 ± 8.9	91.7 ± 2.9	84.2 ± 5.4	87.6 ± 1.0

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) Includes people who have completed year 12 or certificate II or above (includes certificate I or II nfd, but excludes people with a certificate nfd, and people whose level of non-school qualification could not be determined, as well as people with no SIEFA Score).
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) Proportions are determined using the number of persons who have completed year 12 or a qualification at certificate II level or above in the jurisdiction divided by the estimated resident population for the jurisdiction by SEIFA IRSD quintiles.
- (e) Data presented in previous reports to 2008 were sourced from the ABS 2006 *Census of Population and Housing* and therefore are not comparable with more recent data.
- (f) The ABS Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population
- (g) Australia includes 'Other Territories'.
– Nil or rounded to zero. **np** not published

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2011										
Quintile 1										
20–24 year old population with relevant qualification	no.	70 839	46 181	35 402	12 563	16 697	5 807	458	1 424	189 381
Total 20–24 year old population	no.	94 655	58 371	47 939	18 303	23 822	8 800	584	4 302	256 796
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	74.8	79.1	73.8	68.6	70.1	66.0	78.4	33.1	73.7
Quintile 2										
20–24 year old population with relevant qualification	no.	70 639	56 622	45 777	20 319	19 657	5 014	1 353	1 091	220 514
Total 20–24 year old population	no.	85 621	66 527	56 523	26 179	24 444	6 645	1 569	1 556	269 115
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	82.5	85.1	81.0	77.6	80.4	75.5	86.2	70.1	81.9
Quintile 3										
20–24 year old population with relevant qualification	no.	62 590	64 002	51 803	23 833	16 047	5 095	2 683	1 797	227 881
Total 20–24 year old population	no.	73 014	72 750	60 352	28 834	18 830	6 124	3 181	2 380	265 496
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	85.7	88.0	85.8	82.7	85.2	83.2	84.3	75.5	85.8

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Quintile 4										
20–24 year old population with relevant qualification	no.	62 819	68 632	49 757	28 267	16 382	3 331	6 027	2 121	237 346
Total 20–24 year old population	no.	70 448	75 329	55 711	32 725	18 484	3 759	6 754	2 598	265 818
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	89.2	91.1	89.3	86.4	88.6	88.6	89.2	81.6	89.3
Quintile 5										
20–24 year old population with relevant qualification	no.	79 001	68 843	42 566	32 671	11 487	1 926	13 281	2 216	251 991
Total 20–24 year old population	no.	84 476	72 910	45 737	35 698	12 528	2 111	14 239	2 672	270 371
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	93.5	94.4	93.1	91.5	91.7	91.2	93.3	82.9	93.2
2006										
Quintile 1										
20–24 year old population with relevant qualification	no.	43 824	24 240	19 137	2 771	12 731	5 176	23	1 645	109 637
Total 20–24 year old population	no.	57 702	30 797	27 122	4 699	19 770	8 075	32	4 750	153 064

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	75.9	78.7	70.6	59.0	64.4	64.1	71.9	34.6	71.6
Quintile 2										
20–24 year old population with relevant qualification	no.	71 068	46 193	36 211	10 637	19 370	5 858	188	652	190 177
Total 20–24 year old population	no.	92 864	57 888	46 587	13 818	25 666	8 250	244	950	246 267
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	76.5	79.8	77.7	77.0	75.5	71.0	77.0	68.6	77.2
Quintile 3										
20–24 year old population with relevant qualification	no.	72 121	43 538	38 935	31 096	6 375	2 333	1 490	1 304	197 192
Total 20–24 year old population	no.	87 098	52 068	48 060	41 606	8 394	2 982	1 619	1 909	243 736
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	82.8	83.6	81.0	74.7	75.9	78.2	92.0	68.3	80.9
Quintile 4										
20–24 year old population with relevant qualification	no.	61 316	80 622	55 547	23 676	20 928	6 511	4 544	2 083	255 227
Total 20–24 year old population	no.	70 722	91 626	64 582	28 885	24 563	7 320	5 168	2 772	295 638

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	86.7	88.0	86.0	82.0	85.2	88.9	87.9	75.1	86.3
Quintile 5										
20–24 year old population with relevant qualification	no.	73 306	71 895	52 234	29 557	12 360	–	16 178	1 515	257 045
Total 20–24 year old population	no.	79 908	77 033	56 589	32 649	13 835	–	17 753	1 953	279 720
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	91.7	93.3	92.3	90.5	89.3	–	91.1	77.6	91.9

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

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.37

Table BA.37 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
20–24 year old population with relevant qualification (c)	'000	453.1	365.9	273.6	141.2	91.1	22.2	28.3	10.1	1385.5
Total 20–24 year old population (d)	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1637.1
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	87.0 ± 2.4	87.3 ± 2.6	83.3 ± 3.9	80.4 ± 2.9	78.7 ± 4.2	68.4 ± 7.8	92.9 ± 4.2	68.2 ± 7.9	84.6 ± 1.3
2011										
20–24 year old population with relevant qualification (c)	'000	432.8	359.9	269.7	142.4	95.9	23.4	27.3	9.7	1361.0
Total 20–24 year old population (d)	'000	524.8	427.2	327.7	172.9	116.4	31.7	30.3	14.0	1644.8
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	82.5 ± 3.0	84.3 ± 3.0	82.3 ± 3.3	82.4 ± 3.0	82.4 ± 3.8	73.8 ± 7.7	90.1 ± 4.3	69.7 ± 8.2	82.7 ± 1.3
2010										
20–24 year old population with relevant qualification (c)	'000	437.7	372.3	281.1	132.9	90.6	23.0	26.6	9.5	1373.7
Total 20–24 year old population (d)	'000	516.7	424.7	322.1	171.5	115.4	31.3	30.0	13.6	1625.2
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	84.7 ± 2.8	87.7 ± 2.2	87.3 ± 2.6	77.5 ± 4.7	78.6 ± 4.3	73.3 ± 7.7	88.5 ± 5.0	70.4 ± 7.1	84.5 ± 1.5
2009										

TABLE BA.37

Table BA.37 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
20–24 year old population with relevant qualification (c)	'000	406.4	336.6	254.9	120.2	86.5	21.5	27.3	10.0	1263.4
Total 20–24 year old population (d)	'000	478.9	390.1	301.1	157.1	110.3	31.2	28.9	15.0	1512.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	84.9 ± 2.6	86.3 ± 4.2	84.7 ± 3.8	76.5 ± 6.0	78.4 ± 3.8	68.8 ± 8.0	94.6 ± 4.0	66.7 ± 9.6	83.5 ± 1.7
2008										
20–24 year old population with relevant qualification (c)	'000	385.6	326.1	245.9	119.6	86.5	22.5	24.8	6.2	1217.1
Total 20–24 year old population (d)	'000	468.9	369.6	294.9	151.7	108.7	31.9	27.5	9.6	1462.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	82.2 ± 2.9	88.2 ± 2.3	83.4 ± 2.9	78.8 ± 6.0	79.6 ± 5.0	70.3 ± 6.8	90.4 ± 4.2	64.1 ± 12.8	83.2 ± 1.3

- (a) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (b) The ABS Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (c) Includes people aged 20–24 years who have completed year 12 or Certificate III or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined)
- (d) 'Total population' of all persons aged 20–24 years.

Source: ABS (various years) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.38

Table BA.38 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
20–24 year old population with relevant qualification	no.	348 374	305 248	226 766	118 857	79 684	20 955	25 931	8 991	1 134 903
Total 20–24 year old population	no.	414 274	349 105	270 148	144 519	98 888	27 713	28 613	14 257	1 347 636
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert III or above	%	84.1	87.4	83.9	82.2	80.6	75.6	90.6	63.1	84.2
2006										
20–24 year old population with relevant qualification	'000	318 888	264 856	200 689	96 918	70 656	19 457	23 215	7 112	1 001 885
Total 20–24 year old population	'000	389 237	310 170	244 096	122 213	92 500	26 707	25 751	12 587	1 223 380
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert III or above	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9

- (a) Certificate III level or above excludes 'Certificate nfd'.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.
- (c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.
- (d) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (e) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.39

Table BA.39 Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (a), (b), (c)

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

TABLE BA.39

Table BA.39 Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
20-24	39.8 ± 3.5	39.3 ± 3.9	41.0 ± 4.2	37.2 ± 4.3	36.0 ± 4.3	33.4 ± 9.2	42.2 ± 5.1	31.5 ± 8.3	39.2 ± 1.3
25-29	66.1 ± 3.0	66.0 ± 3.3	57.1 ± 4.6	58.7 ± 4.6	57.0 ± 6.6	50.7 ± 10.2	75.6 ± 6.5	52.1 ± 9.5	62.7 ± 1.8
30-34	64.6 ± 2.9	63.8 ± 3.3	60.8 ± 4.1	62.2 ± 4.9	56.2 ± 5.7	51.4 ± 6.6	73.4 ± 8.3	56.4 ± 6.6	62.7 ± 1.6
35-39	61.9 ± 3.6	63.3 ± 3.3	56.0 ± 4.4	58.1 ± 3.7	55.3 ± 4.2	55.6 ± 6.7	74.4 ± 6.5	63.9 ± 7.0	60.3 ± 1.6
40-44	59.6 ± 3.4	59.4 ± 2.8	55.3 ± 4.4	55.9 ± 4.9	52.2 ± 4.8	57.4 ± 5.0	65.8 ± 7.1	57.9 ± 7.9	57.8 ± 1.8
45-49	57.8 ± 2.8	56.2 ± 3.7	54.8 ± 3.6	55.6 ± 4.0	54.9 ± 5.3	51.9 ± 6.6	73.0 ± 6.0	56.7 ± 8.3	56.4 ± 1.6
50-54	54.7 ± 2.6	55.8 ± 3.8	56.1 ± 4.5	56.9 ± 4.7	52.1 ± 4.8	52.1 ± 7.6	67.4 ± 4.9	53.8 ± 8.7	55.4 ± 1.8
55-59	48.8 ± 3.1	49.9 ± 4.6	48.6 ± 4.4	51.0 ± 4.8	48.9 ± 5.3	46.9 ± 6.4	67.6 ± 6.9	50.7 ± 10.9	49.5 ± 1.4
60-64	43.3 ± 3.5	45.8 ± 3.6	39.3 ± 3.2	42.1 ± 5.9	43.9 ± 4.5	44.8 ± 9.1	52.9 ± 13.0	53.4 ± 14.2	43.3 ± 1.8
25-64	58.0 ± 1.3	58.4 ± 1.3	54.1 ± 1.6	55.8 ± 1.8	52.8 ± 2.2	51.5 ± 2.9	69.8 ± 2.6	55.9 ± 3.6	56.7 ± 0.6
20-64	55.8 ± 1.2	55.9 ± 1.3	52.5 ± 1.5	53.5 ± 1.7	50.8 ± 2.0	49.5 ± 3.0	66.1 ± 2.5	53.3 ± 3.3	54.6 ± 0.6
2009									
20-24	39.3 ± 3.5	41.7 ± 5.0	34.7 ± 5.7	32.8 ± 5.6	37.7 ± 6.5	28.5 ± 6.9	40.8 ± 8.1	34.2 ± 10.6	38.0 ± 2.4
25-29	66.0 ± 3.9	64.6 ± 4.6	58.2 ± 3.8	61.4 ± 5.8	60.0 ± 6.1	58.2 ± 6.0	71.9 ± 7.9	53.9 ± 10.1	63.0 ± 2.0
30-34	60.2 ± 3.1	64.6 ± 4.4	60.6 ± 5.5	57.7 ± 5.5	57.0 ± 5.6	55.1 ± 9.2	73.0 ± 6.4	57.3 ± 9.0	61.0 ± 2.1
35-39	63.0 ± 3.5	56.2 ± 3.4	62.3 ± 3.7	57.0 ± 5.5	49.2 ± 6.1	51.0 ± 8.9	65.4 ± 8.3	58.3 ± 8.7	59.3 ± 2.0
40-44	57.1 ± 3.6	54.5 ± 3.9	51.3 ± 4.1	54.2 ± 4.8	52.3 ± 5.3	52.9 ± 9.4	61.4 ± 9.2	53.2 ± 6.1	54.6 ± 1.7
45-49	54.1 ± 3.7	49.8 ± 3.6	52.7 ± 4.3	54.6 ± 5.3	48.3 ± 4.5	50.0 ± 6.6	67.2 ± 7.7	46.5 ± 8.5	52.4 ± 1.9
50-54	53.1 ± 4.3	51.4 ± 4.4	55.9 ± 4.4	48.3 ± 5.5	47.2 ± 4.1	55.3 ± 6.6	73.0 ± 8.3	51.1 ± 8.5	52.7 ± 1.9
55-59	50.2 ± 3.7	46.6 ± 4.1	48.2 ± 4.5	48.7 ± 4.9	48.8 ± 7.0	44.5 ± 10.5	60.5 ± 9.6	42.7 ± 10.6	48.6 ± 2.0
60-64	45.2 ± 4.4	37.3 ± 5.8	41.1 ± 5.3	48.9 ± 6.2	40.9 ± 8.2	44.9 ± 8.4	57.3 ± 11.4	57.9 ± 12.2	42.7 ± 2.5
25-64	56.8 ± 1.5	54.0 ± 1.6	54.4 ± 1.9	54.3 ± 2.0	50.6 ± 2.6	51.4 ± 3.8	66.8 ± 3.5	52.7 ± 4.1	54.9 ± 0.9
20-64	54.7 ± 1.4	52.5 ± 1.5	52.1 ± 1.9	51.7 ± 1.9	49.1 ± 2.5	48.9 ± 3.4	63.4 ± 3.0	50.6 ± 3.4	52.9 ± 0.9

TABLE BA.39

Table BA.39 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
20-24	42.7 ± 2.9	38.8 ± 2.7	38.3 ± 4.5	37.8 ± 5.5	38.0 ± 5.1	31.5 ± 8.3	43.6 ± 7.6	29.0 ± 11.9	39.6 ± 1.3
25-29	61.6 ± 2.7	64.5 ± 3.6	58.0 ± 4.0	54.1 ± 6.0	51.8 ± 5.3	51.1 ± 8.5	71.0 ± 4.4	46.7 ± 9.9	60.0 ± 1.6
30-34	62.7 ± 3.1	61.8 ± 3.6	59.3 ± 5.0	54.7 ± 3.7	53.0 ± 6.4	53.8 ± 10.1	73.9 ± 7.7	53.2 ± 9.2	60.3 ± 1.6
35-39	59.8 ± 2.9	57.9 ± 3.6	55.5 ± 3.1	54.6 ± 5.7	52.8 ± 4.8	50.5 ± 6.5	66.4 ± 8.4	51.2 ± 6.6	57.3 ± 1.9
40-44	58.9 ± 3.5	55.7 ± 3.0	51.9 ± 3.9	51.7 ± 5.5	49.5 ± 4.3	50.5 ± 7.0	66.2 ± 7.0	47.3 ± 7.4	55.1 ± 1.6
45-49	54.5 ± 4.0	51.4 ± 4.1	50.1 ± 3.3	51.0 ± 5.1	51.8 ± 4.2	49.4 ± 6.8	63.2 ± 7.8	50.7 ± 8.0	52.3 ± 1.5
50-54	52.7 ± 3.6	51.7 ± 3.6	51.0 ± 3.6	50.4 ± 4.9	48.7 ± 4.6	53.5 ± 6.7	58.9 ± 8.8	51.3 ± 8.2	51.7 ± 1.7
55-59	47.5 ± 3.7	48.4 ± 3.5	41.4 ± 4.1	43.1 ± 5.5	46.1 ± 4.6	41.7 ± 6.5	56.2 ± 7.9	53.8 ± 10.4	45.9 ± 1.7
60-64	39.8 ± 3.6	39.8 ± 4.1	39.5 ± 4.2	46.0 ± 5.1	41.7 ± 4.9	38.7 ± 6.6	57.0 ± 10.8	46.8 ± 13.0	40.8 ± 2.1
25-64	55.4 ± 1.2	54.6 ± 1.5	51.4 ± 1.5	51.0 ± 2.6	49.6 ± 1.9	48.8 ± 3.6	64.8 ± 3.6	50.1 ± 3.0	53.5 ± 0.5
20-64	54.0 ± 1.2	52.8 ± 1.4	49.9 ± 1.6	49.4 ± 2.7	48.2 ± 1.7	46.8 ± 3.4	62.0 ± 3.1	48.0 ± 3.3	51.9 ± 0.5

- (a) Certificate III or above' includes certificate III, IV, diploma, advanced diploma, bachelors degree and above. Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data. Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (various years) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.40

Table BA.40 Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
Age group (years)										
20–24	%	40.6	42.1	39.5	41.7	36.6	36.3	39.8	31.3	40.4
25–29	%	65.1	68.2	59.4	61.2	59.3	55.5	72.5	50.8	63.7
30–34	%	65.8	67.5	60.6	61.8	59.9	56.0	73.8	54.1	64.2
35–39	%	63.7	63.4	58.6	59.6	56.9	54.7	71.9	53.3	61.6
40–44	%	58.9	58.0	55.0	56.0	52.5	51.7	69.0	52.8	57.0
45–49	%	55.2	53.9	52.0	53.8	48.9	49.2	66.7	51.8	53.6
50–54	%	52.8	52.2	50.6	51.9	48.7	49.4	67.0	51.3	52.0
54–59	%	49.6	48.8	47.0	48.5	46.6	46.1	63.2	49.5	48.7
60–64	%	43.6	43.0	41.3	43.5	41.9	41.2	59.0	45.6	43.0
20–64	%	55.5	55.8	51.9	53.5	50.1	48.8	64.8	49.1	54.2
2006										
Age group (years)										
20–24	%	39.1	39.9	36.9	38.3	34.8	33.3	38.9	27.1	38.2
25–29	%	58.6	60.7	52.0	54.1	51.4	47.2	66.6	43.1	56.6
30–34	%	59.5	58.7	52.2	54.0	50.5	47.7	66.4	46.2	56.5
35–39	%	55.4	54.0	49.5	51.4	47.2	45.9	64.3	46.3	52.7
40–44	%	52.3	50.5	47.3	50.4	44.6	44.6	62.6	47.4	50.0
45–49	%	50.8	49.8	47.2	50.2	45.7	45.8	64.6	46.7	49.4
50–54	%	48.4	47.2	44.6	47.4	44.8	43.9	62.1	45.6	47.1
54–59	%	43.0	42.1	40.2	43.3	40.6	39.3	58.7	44.1	42.2
60–64	%	37.9	37.6	35.6	39.6	36.0	34.8	54.8	40.4	37.5
20–64	%	50.0	49.6	45.5	48.1	44.1	42.7	59.9	43.1	48.3

TABLE BA.40

Table BA.40 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
(a)	Working age population is defined as people aged 20–64 years.									
(b)	People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator.									
(c)	Not stated responses are excluded from the calculations (numerator and denominator).									
(d)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(e)	Australia includes 'Other Territories'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.41

Table BA.41 **Proportion of 20–64 year old population who have qualifications at or above certificate III, by Indigenous status (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
Indigenous (f)	%	33.4	38.3	30.2	23.6	28.5	34.3	46.1	15.8	29.6
Non-Indigenous (f)	%	56.0	56.0	52.6	54.3	50.6	49.4	65.1	58.6	54.8
2006										
Indigenous	%	27.0	31.5	24.5	18.8	22.4	28.5	41.2	11.6	23.6
Non-Indigenous	%	50.5	49.8	46.1	48.8	44.5	43.2	60.1	52.2	48.8

(a) Working age population is defined as people aged 20–64 years.

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator.

(c) Not stated responses are excluded from the calculations (numerator and denominator).

(d) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.

(e) Australia includes 'Other Territories'.

(f) Excludes people who did not state their Indigenous status.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.42

Table BA.42 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (by SES based on SEIFA IRSD) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2012									
SEIFA IRSD quintile 1	46.5 ± 2.9	44.8 ± 3.0	41.9 ± 3.9	46.7 ± 6.0	43.6 ± 4.0	41.5 ± 3.8	66.4 ± 13.7	52.0 ± 9.0	45.0 ± 1.7
SEIFA IRSD quintile 2	54.2 ± 3.0	53.4 ± 4.1	50.1 ± 3.2	51.9 ± 5.2	49.9 ± 4.2	52.8 ± 3.8	67.5 ± 18.4	50.1 ± 8.5	52.3 ± 1.8
SEIFA IRSD quintile 3	60.4 ± 2.3	60.5 ± 3.7	54.4 ± 3.7	54.6 ± 4.3	52.7 ± 5.8	60.0 ± 5.6	59.5 ± 5.5	54.2 ± 7.0	57.9 ± 1.7
SEIFA IRSD quintile 4	64.4 ± 2.1	63.6 ± 2.4	59.5 ± 2.4	62.1 ± 4.2	56.3 ± 4.0	68.8 ± 5.6	68.6 ± 4.8	61.9 ± 7.0	62.5 ± 1.2
SEIFA IRSD quintile 5	72.2 ± 1.9	69.7 ± 2.6	61.4 ± 4.3	64.2 ± 4.4	66.1 ± 2.8	65.2 ± 6.1	68.9 ± 4.4	61.5 ± 7.7	68.1 ± 1.2
2011									
SEIFA IRSD quintile 1	43.8 ± 2.8	42.0 ± 3.4	43.5 ± 3.5	42.5 ± 4.0	37.8 ± 3.8	39.7 ± 4.8	np	np	42.4 ± 1.7
SEIFA IRSD quintile 2	50.1 ± 3.0	51.9 ± 4.3	48.6 ± 3.9	46.2 ± 4.1	48.4 ± 4.5	48.9 ± 4.9	np	np	49.5 ± 2.1
SEIFA IRSD quintile 3	56.4 ± 3.1	56.5 ± 3.0	54.3 ± 2.9	51.2 ± 4.0	54.1 ± 4.6	52.7 ± 7.5	61.8 ± 7.2	56.7 ± 5.1	55.3 ± 1.4
SEIFA IRSD quintile 4	61.2 ± 3.1	60.5 ± 2.8	56.7 ± 3.7	56.1 ± 3.8	54.2 ± 4.8	62.6 ± 3.4	62.7 ± 6.3	55.7 ± 5.5	59.1 ± 1.5
SEIFA IRSD quintile 5	68.9 ± 2.2	66.9 ± 3.2	60.1 ± 3.7	62.6 ± 4.0	63.5 ± 4.5	60.5 ± 7.3	68.5 ± 4.1	68.2 ± 10.2	65.7 ± 1.5

- (a) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data. Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data.
- (b) SES is derived using the ABS SEIFA IRSD based on the *2006 Census of Population and Housing*, disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (c) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (d) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (e) Australia includes 'Other Territories'.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.43

Table BA.43 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (by SES based on SEIFA IRSD) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011										
Quintile 1	%	40.4	40.3	39.2	38.7	37.4	36.5	53.5	26.2	39.4
Quintile 2	%	50.7	49.8	46.9	47.0	47.0	46.8	58.9	50.9	48.9
Quintile 3	%	55.8	55.3	51.9	52.0	52.0	54.2	58.8	55.1	54.1
Quintile 4	%	61.5	60.9	56.7	56.1	57.4	60.7	63.3	60.3	59.4
Quintile 5	%	68.5	66.8	63.7	63.0	63.0	64.3	68.6	60.7	66.2
2006										
Quintile 1	%	34.9	33.7	32.9	34.2	31.8	30.0	48.9	27.1	33.6
Quintile 2	%	44.2	42.7	40.1	41.7	40.5	40.5	54.1	46.1	42.3
Quintile 3	%	49.0	48.1	44.9	45.6	45.2	48.2	54.2	50.0	47.3
Quintile 4	%	54.4	54.2	49.7	51.0	50.4	54.5	57.7	55.4	52.9
Quintile 5	%	63.4	61.6	57.2	58.2	58.8	59.7	64.6	56.5	61.0

- (a) Working age population is defined as people aged 20–64 years.
- (b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator.
- (c) Not stated responses are excluded from the calculations (numerator and denominator).
- (d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (e) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (f) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.44

Table BA.44 **Proportion of 25–29 year olds who have gained a post-secondary qualification at certificate III or above (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012	70.0 ± 3.1	69.0 ± 3.4	58.9 ± 3.9	64.9 ± 5.6	59.2 ± 5.0	58.6 ± 6.1	73.9 ± 7.0	53.1 ± 10.4	66.0 ± 1.5
2011	65.3 ± 3.0	68.0 ± 3.5	58.6 ± 4.0	60.2 ± 3.6	58.2 ± 5.6	53.3 ± 9.0	71.5 ± 8.5	57.3 ± 7.6	63.5 ± 1.8
2010	66.1 ± 3.0	66.0 ± 3.3	57.1 ± 4.6	58.7 ± 4.6	57.0 ± 6.6	50.7 ± 10.2	75.6 ± 6.5	52.1 ± 9.5	62.7 ± 1.8
2009	66.0 ± 3.9	64.6 ± 4.6	58.2 ± 3.8	61.4 ± 5.8	60.0 ± 6.1	58.2 ± 6.0	71.9 ± 7.9	53.9 ± 10.1	63.0 ± 2.0
2008	61.6 ± 2.7	64.5 ± 3.6	58.0 ± 4.0	54.1 ± 6.0	51.8 ± 5.3	51.1 ± 8.5	71.0 ± 4.4	46.7 ± 9.9	60.0 ± 1.6
2007	59.3 ± 3.0	63.2 ± 3.6	57.3 ± 3.7	55.0 ± 4.3	55.6 ± 5.0	47.2 ± 7.7	65.5 ± 6.0	48.7 ± 16.7	59.0 ± 1.5
2006	59.2 ± 3.2	56.8 ± 3.8	51.4 ± 4.2	54.4 ± 4.7	48.8 ± 5.0	48.1 ± 8.2	65.2 ± 6.0	46.2 ± 8.2	55.7 ± 2.0
2005	56.5 ± 3.7	58.6 ± 2.3	54.3 ± 3.4	55.6 ± 4.4	47.3 ± 4.9	43.4 ± 6.2	65.5 ± 7.4	43.8 ± 14.9	55.7 ± 1.9
2004	55.1 ± 3.5	56.7 ± 3.7	52.0 ± 3.7	47.5 ± 4.9	48.1 ± 3.4	38.2 ± 9.0	62.7 ± 5.1	57.6 ± 11.4	53.6 ± 1.9
2003	55.9 ± 2.7	54.6 ± 2.8	46.6 ± 3.3	48.0 ± 3.8	42.7 ± 4.1	45.6 ± 6.4	59.8 ± 5.9	44.9 ± 11.1	52.0 ± 1.4

(a) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(b) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.

Source: ABS (2012) Survey of *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.45

Table BA.45 **Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status (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 (f)</i>
2011									
Indigenous	45.4	50.9	40.7	34.0	41.2	45.6	59.5	25.4	40.8
Non-Indigenous	66.7	65.6	61.5	64.1	60.6	58.4	75.8	66.3	64.6
2006									
Indigenous	39.5	45.0	35.6	29.4	36.3	40.6	54.1	20.3	35.2
Non-Indigenous	61.6	59.6	55.4	58.7	54.6	52.8	71.6	61.1	59.0

- (a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.
- (c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.
- (d) Excludes people who did not state their Indigenous status.
- (e) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (f) Australia includes 'Other Territories'.

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

TABLE BA.46

Table BA.46 Proportion of 20–64 year olds across all PIAAC literacy skill levels, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC literacy levels										
Missing (c)	%	2.8 ± 1.0	2.2 ± 0.9	1.6 ± 0.8	0.6 ± 0.5	1.8 ± 1.4	np	np	1.1 ± 1.0	2.0 ± 0.5
Below level 1/Level 1	%	11.7 ± 2.5	13.9 ± 2.3	11.9 ± 2.4	14.2 ± 2.9	10.7 ± 2.5	14.5 ± 4.4	7.3 ± 5.1	13.6 ± 6.2	12.5 ± 1.1
Level 2	%	28.4 ± 3.1	29.5 ± 3.2	26.6 ± 3.3	30.5 ± 4.1	31.8 ± 4.3	32.1 ± 6.4	20.6 ± 9.3	28.4 ± 8.7	28.7 ± 1.4
Level 3	%	39.5 ± 3.2	38.9 ± 3.8	41.0 ± 4.1	39.2 ± 4.5	38.6 ± 4.5	36.0 ± 6.8	42.5 ± 10.2	38.1 ± 8.9	39.5 ± 1.8
Level 4/5	%	17.6 ± 2.9	15.3 ± 2.8	18.9 ± 3.0	15.5 ± 3.5	17.0 ± 3.3	15.7 ± 4.8	27.8 ± 8.7	18.8 ± 6.0	17.2 ± 1.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (b) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

Source: ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011-12.

TABLE BA.47

Table BA.47 Proportion of 20–64 year olds across all PIAAC numeracy skill levels, 2011-12 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC numeracy levels										
Missing (b)	%	2.8 ± 1.0	2.2 ± 0.9	1.6 ± 0.8	0.6 ± 0.5	1.8 ± 1.4	np	np	1.1 ± 1.0	2.0 ± 0.5
Below level 1/Level 1	%	19.9 ± 3.0	21.5 ± 2.9	17.9 ± 2.9	21.4 ± 3.4	19.3 ± 4.0	22.8 ± 5.3	13.0 ± 5.8	22.8 ± 6.4	20.0 ± 1.4
Level 2	%	32.1 ± 3.9	31.3 ± 3.6	31.3 ± 3.5	32.9 ± 5.0	32.6 ± 4.5	32.6 ± 6.6	24.2 ± 8.4	29.6 ± 7.8	31.7 ± 1.8
Level 3	%	31.9 ± 3.5	31.8 ± 4.2	35.5 ± 3.8	32.2 ± 4.8	32.9 ± 4.4	30.2 ± 6.0	37.2 ± 9.2	34.2 ± 8.0	32.8 ± 1.7
Level 4/5	%	13.4 ± 2.3	13.1 ± 2.4	13.7 ± 2.8	13.0 ± 3.2	13.3 ± 3.3	12.7 ± 4.5	23.9 ± 8.3	12.3 ± 5.4	13.5 ± 1.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(b) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

Source: ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011-12.

TABLE BA.48

Table BA.48 **Proportion of 20–64 year olds across all PIAAC skill levels for the domain Problem Solving in Technology-rich environments (PSTRE), 2011-12 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC numeracy levels										
Missing/not classified (b)(c)	%	24.8 ± 2.5	22.6 ± 2.4	24.9 ± 3.6	22.7 ± 3.8	29.1 ± 4.5	28.4 ± 4.7	18.4 ± 6.7	31.6 ± 6.4	24.4 ± 1.4
Below level 1/Level 1	%	45.3 ± 3.5	47.0 ± 3.9	45.9 ± 3.7	48.4 ± 4.4	44.4 ± 4.9	45.5 ± 5.4	35.7 ± 8.6	41.1 ± 7.6	45.9 ± 1.9
Level 2	%	25.9 ± 3.2	26.9 ± 3.7	25.9 ± 3.1	25.3 ± 4.2	23.8 ± 3.6	23.2 ± 4.6	39.6 ± 9.8	24.3 ± 7.5	26.1 ± 1.7
Level 3	%	4.0 ± 1.6	3.5 ± 1.5	3.3 ± 1.6	3.6 ± 2.0	2.7 ± 1.8	2.8 ± 2.1	6.3 ± 4.8	np	3.6 ± 0.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(b) Includes people who had 'no computer experience', 'opted out of computer based assessment' and 'failed Information and Communication Technology Core stage 1'.

(c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

Source: ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011-12.

Data quality information — Child care, education and training sector overview B

Data quality information

Data quality information (DQI) provides information against the seven ABS data quality framework dimensions, for a selection of measures from performance indicators in the Child care, education and training sector overview. DQI for additional indicators will be progressively introduced in future reports.

Where RoGS indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

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

DQI are available for the following performance measures:

Transition to primary school	2
Early learning	3
Participation in Child care, education and training by sector	5
School leaver participation in full time post school education and training	9
School leaver destination by sector	13
Full time participation in employment, education and training by (at certificate III or above, by Indigenous status and SES)	17
Level of highest qualification completed	22
Completion of year 12 or equivalent, or certificate level II or above	26
Population who have qualifications at or above Certificate level III (by Indigenous status and low SES)	30
Completion of year 12 or equivalent, or certificate level III or above	35
Achievement of foundation skills (literacy, numeracy, and technology)	39

Transition to primary school

Data quality information for this indicator has been drafted by the Secretariat along with the Department of Education with additional Steering Committee comments.

Indicator definition and description

Indicator	School readiness
Measure (computation)	<u>Definition</u> Transition to primary school defined as the proportion of children developmentally on track on four or more domains (by Indigenous status). Supplementary data are also reported against children developmentally on track on: no domains; one or more domains; two or more domains; three or more domains; and five domains) <u>Numerator</u> The number of children with a valid domain score who are developmentally on track on four or more domains. <u>Denominator</u> The number of children with a valid domain score who were assessed. <u>Computation</u> The number of children with a valid domain score who are developmentally on track on four or more domains divided by the number of children with a valid domain score who were assessed.
Data source/s	Department of Education, <i>Australian Early Development Index</i> .

Data Quality Framework Dimensions

Institutional environment	AEDI data are reported by teachers in the first year of full time school. It is a national collection of all children in the first year of primary school.
Relevance	Data is available on the basis of a specific AEDI local communities and communities, as well as state.
Timeliness	Data were collected between May and July 2012.
Accuracy	Teachers completed a checklist for each child in the first year of school. This was a census, which assessed almost 290 000 children.
Coherence	The numerator and denominator are from the same collection.
Accessibility	Unpublished data can be requested from the AEDI Data Manager, as long as requests meet the requirements of the AEDI data protocol. This is on a fee for service basis. The AEDI data protocol details the requirements for public release of data.
Interpretability	User guides and explanatory material are available on the AEDI website.

Data Gaps/Issues Analysis

Key data gaps/issues	The Steering Committee notes the following key data gaps/issues: <ul style="list-style-type: none">• The five AEDI domains include: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills and general knowledge. These domains are all inter-related aspects of school readiness
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Early learning

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Child care, education and training sector overview performance indicator framework
Indicator	School readiness
Measure (computation)	<p><u>Definition:</u> Early learning (home-based), is defined as the number of days per week that a parent/guardian told stories, read to a child or listened to a child read, for children aged 3-8 years.</p> <p><u>Numerator:</u> Number of children involved in home-based reading activities.</p> <p><u>Denominator:</u> Estimated residential population of 3-8 year olds.</p> <p><u>Computation:</u> Expressed as a percentage. Calculation is: (Numerator ÷ Denominator) x 100.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Childhood Education and Care Survey 2011</i>, Cat. no. 4402.0, Canberra</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2011. Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment (http://abs.gov.au/Ausstats/abs@.nsf/Latestproducts/4402.0Quality%20Declaration0June%202011?opendocument&tabname=Notes&prodno=4402.0&issue=June%202011&num=&view=).</p>
Relevance	<p>A supportive home learning environment, including shared learning activities between the parent/carer and the young child, such as reading to children on a regular basis, is a key requirement to assist young children to reach cognitive development milestones. Home literacy activities have been found to improve children's reading, vocabulary, general information and letter recognition skills when entering school. Early learning (home-based) data provide an insight regarding the extent to which Australian households with children 3-8 years old are engaging in these important early learning activities.</p> <p>These data are available by state/territory disaggregation.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes (http://abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4402.0Explanatory%20Notes1June%202011?OpenDocument)</p>
Timeliness	<p>The reference period for the 2011 CEaCS data is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys (CCS) and from 1993 the survey has been run every three years. The ABS plans to conduct this survey again in June 2014.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670</p>

dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Vic: 1143; Qld: 1010; SA: 641; WA: 768; Tas: 345; NT: 194 and the ACT: 237.

Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.

Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published. See section 2.5 of chapter 2 for more information on relative standard errors.

The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the Northern Territory where such persons account for around 23 per cent of the population.

Non-sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures

Coherence The survey excluded people living in very remote parts of Australia which may impact on data from the Northern Territory where this accounts for approximately 23 per cent of the total population.

Accessibility Predominantly national level information are published in the CEaCS (Cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, is also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.

Interpretability CEaCS (Cat. no. 4402.0) includes Explanatory notes (<http://abs.gov.au/ausstats/abs@.nsf/Latestproducts/4402.0Explanatory%20Notes1June%202011?opendocument&tabname=Notes&prodno=4402.0&issue=June%202011&num=&view=>) and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

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

- Excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the Northern Territory results where such persons account for around 23 per cent of the population.
- Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.

Participation in Child care, education and training by sector

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<u>Definition</u> Participation in education and training by sector (school education, TAFE, Higher Education, other education and training), defined as the proportion of population aged 15-24 years participating in education and training by sector. <u>Numerator</u> Number of persons aged 15-24 years participating in education and/or training by sector (school education, TAFE, Higher Education, other education and training) <u>Denominator</u> Number of persons aged 15-24 years. <u>Computation</u> The number of people aged 15-24 years participating in education and training by sector divided by the number of persons aged 15-24 years. (Calculated separately for each sector).
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative

Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:

- Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
- Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

For the 2012 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

The Australian Standard Classification of Education (ASCED) (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A>

C9C5CA256AAF001FCA33?opendocument) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Main+Features1May%202012?OpenDocument>)

This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (http://www.abs.gov.au/web_sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

In the future, it is planned to release further data via the Survey TableBuilder Product. For more details refer to Microdata: Education and Work Australia (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/6227.0.30.001>).

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202012?OpenDocument>) in Education and Work, Australia, (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- The level of participation in education and training varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.

School leaver participation in full time post school education and training

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<p><u>Definition</u> Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment.</p> <p><u>Numerator/s</u> Number of persons aged 15–19 years who have left school, by highest level of schooling completed.</p> <p><u>Denominator/s</u> Number of persons aged 15–19 years who have left school, are fully-engaged in employment, education and/or training, by highest level of schooling completed. (Excludes persons whose highest level of schooling completed is not stated - only applicable to Census data). These data will be separately reported to provide additional information for this measure. Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training.</p> <p><u>Computation/s:</u> The number of people aged 15-19 years who have left school that are fully engaged in employment, education and/or training divided by the number of people who have left school by highest level of schooling completed. Calculated separately for each level of highest schooling and for education and/or training, and education and/or training and/or employment.</p>
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)</p>
Relevance	<p>SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0).</p> <p>For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal</p>

Timeliness interview.
The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).

Accuracy The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment

targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument)

(Cat. No. 6227.0). This measure is also released as part of a SEW detailed education data cube. Additional data are available at cost upon request through the National Information Referral Service (NIRS) (http://www.abs.gov.au/web_sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/allprimarymainfeatures/556A439CD3D7E8A8CA257242007B3F32?opendocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Disaggregation of this indicator by Indigenous status remains a priority.

Further development work is required to identify a suitable method for providing comparative estimates for the Indigenous population.

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- The size of the RSEs affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.

School leaver destination by sector

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<u>Definition</u> School leaver destination by sector, defined as the proportion of school leavers (by early school leavers; Year 12 leavers and all school leavers) who have left school by destination (higher education, TAFE or other study, not enrolled). <u>Numerator</u> The number of school leavers aged 15-19 years who have left school by destination <u>Denominator</u> The number of school leavers aged 15-19 years who have left school. <u>Computation</u> The number of school leavers aged 15-19 years who have left school by destination divided by the number of school leavers aged 15-19 years who have left school.
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per

cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for

monitoring state and territory performance by equity group where relevant and appropriate;

- Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW. Measures based on the 2012 SEW are consistent with data from SEW reporting.

Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A

[C9C5CA256AAF001FCA33?opendocument](http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A/C9C5CA256AAF001FCA33?opendocument)) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument)

(Cat. No. 6227.0). Additional data are available at cost upon request through the National Information Referral Service (NIRS) (http://www.abs.gov.au/web_sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

Interpretability

Data include all people aged 15-19 years who have left school at any time. Early school leavers include those who have completed year 11 or below as their highest year of schooling. Data include school leavers participating in non-school education/or training on either a full time or part time basis, including apprenticeships or traineeships.

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/allprimarymainfeatures/556A439CD3D7E8A8CA257242007B3F32?opendocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and

territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.

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

Full time participation in employment, education and training by (at certificate III or above, by Indigenous status and SES)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<p><u>Definition</u></p> <p>Full time participation in employment, education or training by Indigenous status, defined as the proportion of the relevant population</p> <p><u>Numerator/s</u></p> <ol style="list-style-type: none">1. Number of persons fully engaged in employment, education and/or training (18-24; years); (By Indigenous and SES)2. Persons fully engaged in employment, education and/or training at or above AQF Certificate III (aged 18-24; years); (By SES) <p><u>Denominator/s</u></p> <p>Number of persons in the relevant population in age group.</p> <p>Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training.</p> <p>'Certificate III or above' comprises Certificate III, Certificate IV, Certificate III/IV not further defined, Diploma, Advanced Diploma, Bachelor's degree and above. It excludes Certificate not further defined and people who have not identified the level of qualification they are working towards.</p> <p><u>Computation/s:</u></p> <p>The number of people who are fully engaged in employment, education and training (at or above AQF Certificate III) divided by the number of persons aged 18 to 24 years in the relevant populations.</p>
Data source/s	<p><u>Numerator and denominator:</u> (Non-Indigenous, Total population by SES) Survey of Education and Work (SEW). Data are collected annually.</p> <p><u>Numerator and denominator:</u> (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS). Data are collected every six-years.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)</p>
Relevance	<p>SEW data are available by State/Territory. Data are available by socioeconomic status. For further information on the Index of Relative Social Disadvantage (CD-based), see ABS Socio-Economic Indexes for Areas.</p> <p>Indigenous output for this indicator comes from the National Aboriginal and Torres Strait Islander Social Survey (NATSISS) (http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/) (Cat. No. 4714.0)</p>

The SEW and NATSISS collect information on participation in education and the labour force. The standard classification of qualifications used is the Australian Standard Classification of Education (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A C9C5CA256AAF001FCA33?opendocument>) (Cat. No. 1272.0).

While the SEW collects information on the level of current study, the NATSISS only collects information on whether or not a person is studying but not by level. To maximise consistency where Indigenous and non-Indigenous data are compared in the one table, the measures derived from both surveys were based on all students, not just those studying for a Certificate III or above. In all other tables for the total population (i.e. based on SEW only) the table is restricted to students studying at Certificate III or above.

In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational or labour force participation of the other. In the SEW and NATSISS answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.

Timeliness

The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). NATSISS is conducted every six years. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.

Accuracy

The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2011 response rate was consistent with that in previous years.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the

underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13 300 persons/6 900 households, with a response rate of 82 per cent of households.

In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the 2008 NATSISS Quality Declaration (<http://www.abs.gov.au/Ausstats/abs@.nsf/0/899037D72D9CA0CDCA25765E0015A794?OpenDocument>) (Cat. No. 4714.0)

Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.

Coherence Both the numerator and denominator come from the relevant survey (SEW or NATSISS). Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

While there are a range of differences between the scope, coverage, timing and collection methodologies of the collections, these issues do not affect their broad comparability for this measure.

The 2008 NATSISS, 2008, 2009 and 2010 SEW consider people who participate in Community Development Employment Projects (CDEP) as employed. All CDEP participants are in scope of these collections, but only the NATSISS identifies CDEP participation as a separate category of employment for the total Indigenous population. Possible future changes to the classification of CDEP participation to reflect changes in the administration of this program would have a considerable impact on the labour force characteristics of the Indigenous population and therefore affect the estimates of Indigenous people considered to be fully engaged in education or work according to this indicator.

The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared

The Census of Population and Housing also provide information on educational participation and attainment, and labour force status.

Accessibility The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument>) (Cat. No. 6227.0). This measure is also released as part of a SEW detailed education datacube.

Data from NATSISS are available in National Aboriginal and Torres Strait Islander Social Survey (<http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/>) (Cat. No. 4714.0)

Additional data are available at cost upon request through the National Information Referral Service (NIRS)

(<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>).

A Confidentialised Unit Record File (CURF) has been provided for every second cycle of the SEW since 2001, most recently 2011.

Interpretability Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

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

- Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.
- The SEW is generally able to measure small changes in performance

measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy. The reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.

Level of highest qualification completed

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure	<u>Definition</u>
(computation)	Level of highest qualification completed. <u>Numerator</u> Number of people aged 15-64 years by highest qualification completed. <u>Denominator</u> Population aged 15-64 years. <u>Computation</u> Number of people aged 15-64 years by highest qualification completed, divided by population aged 15-64 years.
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are

based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and

- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence Both the numerator and denominator come from the SEW. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.

Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument>) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument>) (Cat. No. 6227.0).

This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (<http://www.abs.gov.au/web/sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2011, most recently 2011.

Interpretability Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

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

- Educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes.
- However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report.
- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of

the engagement of young people in education and work.

- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.

Completion of year 12 or equivalent, or certificate level II or above

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure (computation)	Completion of year 12 or equivalent, or certificate level II or above. <u>Numerator:</u> Number of persons aged 20–24 years who state they have completed Year 12 or attained a formal qualification at Certificate Level II or above (excluding Certificate nfd, and Certificate I/II nfd), by Indigenous status and SES <u>Denominator:</u> Total population of persons aged 20-24 years, by Indigenous status and SES. Excludes people whose educational attainment is not stated (only applicable to census data). <u>Computation:</u> The number of 20-24 year olds with a year 12 Certificate Level II or above divided by the number of 20-24 year olds in the population. Calculated separately for All people, Indigenous people, non-Indigenous people and SES.
Data source/s	<u>Numerator and denominator:</u> (Non-Indigenous, Total population by SES) Survey of Education and Work (SEW). Data are collected annually. <u>Numerator and denominator:</u> (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS). Data are collected every six years. 2008 NATSISS data are being used for this cycle of reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment.
Relevance	SEW data are available by state/territory. Data are available by socioeconomic status. For further information on the Index of Relative Social Disadvantage (CD-based), see: Socio-Economic Indexes for Areas. (http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Seifa_entry_page) Data on Indigenous status is available to facilitate non-Indigenous but not Indigenous output. Indigenous output for this indicator comes from National Aboriginal and Torres Strait Islander Social Survey (http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/) (NATSISS). The SEW and NATSISS collect information on Year 12 completion and qualifications. The standard classification of qualifications used is see Australian Standard Classification of Education (ASCED) (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?open=document) (Cat. No. 1272.0) In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational attainment of the other.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour

Accuracy

Force Survey (LFS).

2008 NATSISS data are being used for this cycle of reporting. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.

The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2011 response rate was consistent with that in previous years.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13 300 persons/6 900 households, with a response rate of 82 per cent of households.

In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the 2008 NATSISS Quality Declaration (<http://www.abs.gov.au/Ausstats/abs@.nsf/0/899037D72D9CA0CD CA25765E0015A794?OpenDocument>) (Cat. No. 4714.0)

Coherence Both the numerator and denominator come from the relevant survey (SEW or NATSISS).

Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

While there are a range of differences between the scope, coverage, timing and collection methodologies of the collections, these issues do not affect their broad comparability for this measure.

The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

Accessibility The data for SEW are available via the ABS website in the publication Education and Work, Australia (Cat. No. 6227.0). This measure is also released as part of a SEW Detailed Education Datacube.

Data from NATSISS are available in National Aboriginal and Torres Strait Islander Social Survey (<http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0>)

(Cat. No. 4714.0) (Cat. No. 4714.0)

Additional data is available at cost upon request through the National Information Referral Service (NIRS) (<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>).

Interpretability Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes in Education and Work, Australia (Cat. No. 6227.0), and the National Aboriginal and Torres Strait Islander Social Survey Explanatory Notes (Cat. No. 4714.0).

Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au

Data Gaps/Issues Analysis

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

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- The size of the RSEs affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction. Data are available by Indigenous status and socioeconomic status (SES) by State and Territory. Data by SES are available annually. Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/NATSIHS (Indigenous population, with the annual SEW data providing a non-Indigenous comparator) with the most recent data for 2008.

Population who have qualifications at or above Certificate level III (by Indigenous status and low SES)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Agreement for Skills and Workforce Development (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure (computation)	<p><u>Definition</u></p> <p>Proportion of Indigenous and low SES working age population with higher level qualifications (Certificate III and above), defined as persons aged 20-64 years with a formal qualification at Certificate level III or above (by Indigenous status and low SES).</p> <p><u>Numerator/s</u></p> <p>Number of Indigenous and low SES persons aged 20–64 years with a formal qualification at Certificate III, by Indigenous status and SES.</p> <p><u>Denominator/s</u></p> <p>Total population of people aged 20–64 years, by Indigenous status and SES ('Certificate III or above' includes Certificate III, Certificate IV, Certificate III/IV not further defined, Diploma, Advanced Diploma, Bachelors degree and above. It excludes Certificate not further defined. For SEW data it excludes people who have not identified the level of qualification they are working towards. For Census data, this category excludes people whose educational attainment is not stated.</p> <p><u>Computation/s:</u></p> <p>The number of people aged 20-64 years who have attained a post school qualification at or above AQF Certificate III divided by the total population aged 20-64 years. Calculated separately for total population, Indigenous, non-Indigenous and SES.</p>
Data source/s	<p><u>Numerator and denominator:</u> (Non-Indigenous, Total population by SES) Survey of Education and Work (SEW). Data are collected annually.</p> <p><u>Numerator and denominator:</u> (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS). NATSISS is conducted every six years. 2008 NATSISS data are being used for this cycle of reporting.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment. (http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)</p>
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Relevance	<p>SEW data are available by State/Territory. The SEW does not collect data from people in Indigenous communities in very remote areas.</p> <p>The SEW collects information on educational participation and attainment. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument]</p> <p>For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). NATSISS is conducted every six years. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.</p>
Accuracy	<p>The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.</p> <p>The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.</p> <p>The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.</p>

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13 300 persons/6 900 households, with a response rate of 82 per cent of households.

In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was

addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the 2008 NATSISS Quality Declaration. The data from SEW and NATSISS are event data that can be used to measure year to year changes provided that the changes are large enough to be detected in the context of the Relative Standard Errors (RSE) of estimates.

Coherence

Both the numerator and denominator come from the relevant survey (SEW or NATSISS). Measures based on the 2012 SEW are consistent with data from the previously reported data from this survey.

Prior to 2009, all persons in very remote areas were excluded from the SEW. Very remote areas represent about 2% of the total Australian population and 20% of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences are relatively minor and should not affect comparisons over time.

The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (Cat. no. 6227.0) [www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument]. This measure is also released as part of a SEW detailed education data cube (Cat. no. 6227.0.55.003).

Data from NATSISS are available in National Aboriginal and Torres Strait Islander Social Survey (cat. no. 4714.0)

Additional data is available at cost upon request through the National Information Referral Service (NIRS) and specialised data tables and Confidentialised Unit Record Files (CURFs) are also available on request

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes [www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument] in Education and Work, Australia (Cat. no. 6227.0).

National Aboriginal and Torres Strait Islander Social Survey Explanatory Notes (cat. no. 4714.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households.

More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

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

- The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy. The reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.
- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- Data from the 2008 NATSISS should not be compared with Indigenous data from the 2006 Census. The second set of survey estimates for Indigenous people for National Agreement reporting will be sourced from the 2011 NATSISS.

Completion of year 12 or equivalent, or certificate level III or above Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure (computation)	The proportion of 20-24 year old population who have achieved year 12 or equivalent or certificate III or above. <u>Numerator:</u> Number of people aged 20-24 years who have achieved year 12 or equivalent or certificate III or above. <u>Denominator:</u> Population aged 20-24 years. <u>Computation:</u> The number of people aged 20-24 years who have achieved year 12 or equivalent or certificate III or above divided by the population aged 20-24 years.
Data source/s	ABS Survey of Education and Work (SEW). Data are available annually. 2011 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since

the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

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

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

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

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring

- annual performance at the national level between census years; and
- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW.

Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument>) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument>) (Cat. No. 6227.0).

This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (<http://www.abs.gov.au/web/sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2011, most recently 2011.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes.
- However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report.
- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative

data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.

Achievement of foundation skills (literacy, numeracy, and technology)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Agreement for Skills and Workforce Development (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure	<u>Definition</u>
(computation)	The proportion of 20-64 year olds across all PIAAC skill levels, 2011-12 (literacy, numeracy, and technology). <u>Numerator</u> The number of 20-64 year olds across all PIAAC skill levels, 2011-12 (literacy, numeracy, and technology). <u>Denominator</u> Population aged 20-64 years. <u>Computation</u> The number of 20-64 year olds across all PIAAC skill levels, 2011-12 (literacy, numeracy, and technology), divided by the population aged 20-64 years.
Data source/s	ABS, <i>Programme for the International Assessment of Adult Competencies (PIAAC)</i> , Cat. no. 4228.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment. (http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	The Programme for the International Assessment of Adult Competencies (PIAAC) is conducted in 24 countries around the world. The PIAAC survey was enumerated throughout Australia from October 2011 to March 2012 with funding provided by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). PIAAC is an international survey coordinated by the Organisation for Economic Co-operation and Development (OECD). PIAAC provides information on skills and competencies for people aged 15 to 74 years in the three domains of: <ul style="list-style-type: none">• literacy• numeracy• problem solving in technology-rich environments (PSTRE).
Timeliness	PIAAC data for 2011-12 were available for this Report. The OECD proposes to conduct the PIAAC survey internationally every ten years. The next PIAAC survey is therefore proposed to be conducted in 2021.
Accuracy	PIAAC was designed to provide reliable estimates at the national level and for each state and territory. Dwellings in each state and territory were selected at random using a multi-stage area sample. The sample included only private dwellings from the geographic areas covered by the survey. The initial sample for PIAAC consisted of 14 442 private dwellings. Of the 11 532 households that remained in the survey after sample loss, 8 446 (73 per cent) were fully responding or provided sufficient detail for scores to be

determined.

Data were collected by trained ABS interviewers who conducted computer-assisted personal interviews. An in-scope household respondent was randomly selected to be interviewed and asked background information before undertaking a self-enumeration exercise on their literacy, numeracy and problem solving skills in technology-rich environments. Respondents either completed the exercise on the notebook computer or on paper. Respondents who passed the core stage proceeded to the main exercise. Those who failed the core stage were directed to the Reading Components booklet, which was designed to measure basic reading skills.

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

Two initial weighting adjustment factors were applied:

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

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

Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use.

PIAAC estimates include significant imputation variability, due to the use of multiple possible assessment modules and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation is included in the calculated RSEs. For more detail see the technical note on data quality statement in the PIAAC publication (cat. no. 4228.0).

Coherence	Both the numerator and denominator come from PIAAC. The literacy and numeracy scores for the earlier surveys, the 1996 Survey of Aspects of Literacy (SAL) and the 2006 Adult Literacy and Lifeskills Survey (ALLS) are to be remodelled to allow comparisons with scores from PIAAC.
Accessibility	Information is available to aid interpretation of the data at the ABS website. See: (http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4228.0Main+Features12011-12?OpenDocument). Data are available on the ABS website (cat. no. 4228.0).
Interpretability	The publication and standard data are available on the ABS website at: http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4228.0Main+Features12011-12?OpenDocument .

Data Gaps/Issues Analysis

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

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- However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work).