
B Child care, education and training sector overview

CONTENTS

B.1	Introduction	B.1
B.2	Sector performance indicator framework	B.19
B.3	Cross-cutting and interface issues	B.58
B.4	Future directions	B.59
B.5	List of attachment tables	B.59
B.6	References	B.61

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 (ECEC) (chapter 3), School education (chapter 4) and Vocational education and training (VET) (chapter 5). It provides an overview of the CCET sector, presenting both contextual information and high level performance information.

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 CCET sector. In 2008, the importance of early childhood

development and education and training was formally acknowledged when Council of Australian Governments (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 VET system that delivers a more productive and highly skilled workforce, enabling all working age Australians to participate effectively in the labour market and contribute to Australia's economic future (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 is also a range of State and Territory based policy initiatives across the CCET 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 Universal Access to Early Childhood Education* (NP UAECE) for the period July 2013 to December 2014, supporting 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 is implemented via the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
 - national workforce initiatives to improve the quality and supply for the early childhood education and care (ECEC) 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 performance indicators
- 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 Aboriginal and Torres Strait Islander 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
 - The National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now
 - 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
 - The National Partnership Agreement on Skills Reform.

Further information on Council of Australian Governments (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, 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 ECEC 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 (CCET) is detailed in box B.2. This sector overview includes information on the broader sector, including higher education.

Box B.2 Scope of the CCET sector service level chapters

The ECEC 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 Vocational education and training (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 or 5 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 2013 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

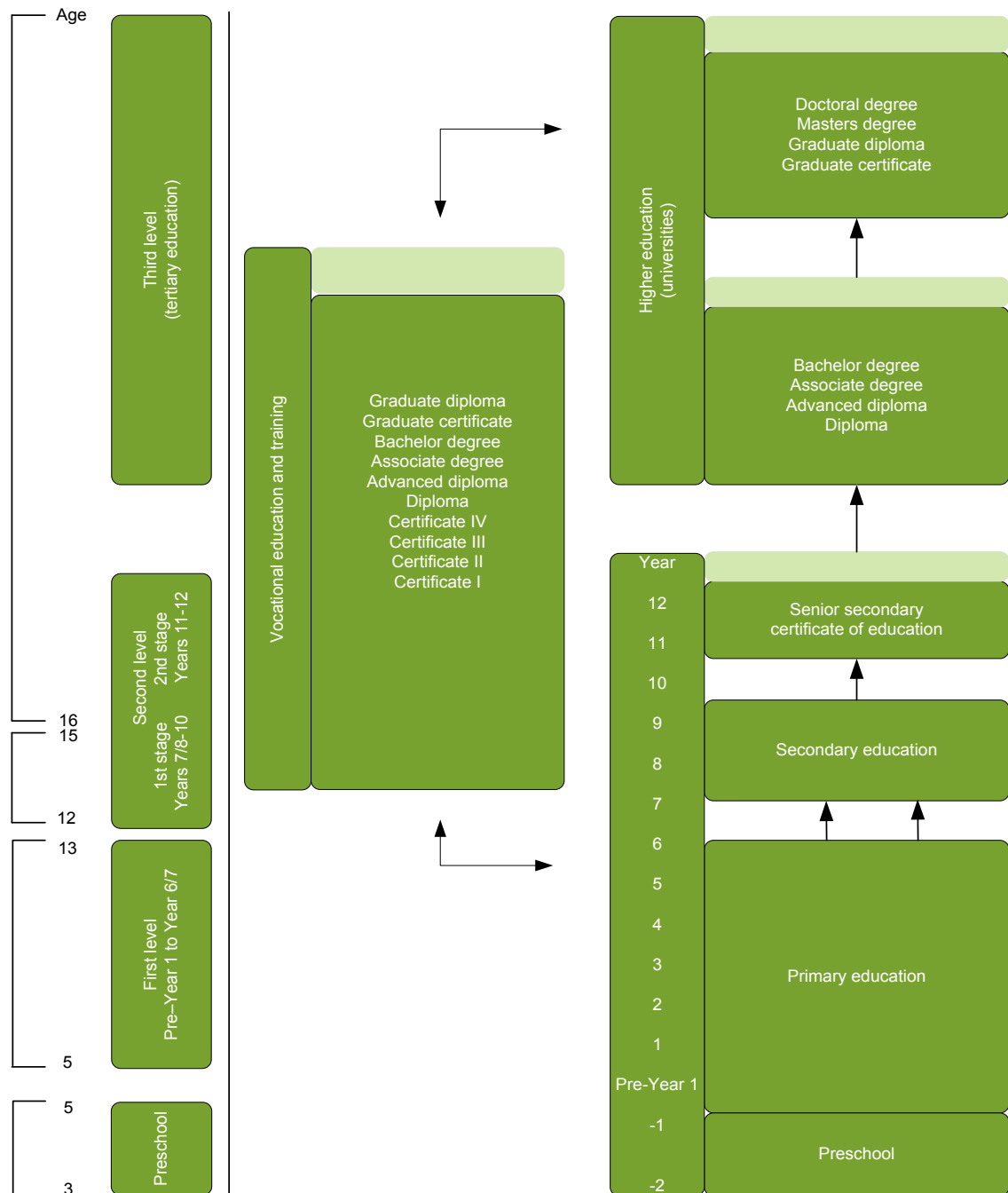
approved equivalent) until they complete year 10 (see section 4.1 of the School education chapter for more details).

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).

Box B.3 Outline of the Australian education and training system^{a, b}



a There are different starting ages for preschool (see table 3A.1) and school education (see section 4.1) across jurisdictions. The name of the first year of primary education (Pre-Year 1) also varies across jurisdictions. **b** Providers deliver qualifications in more than one sector. Schools, for example, are delivering certificates I–II and in some cases Certificate III, universities are delivering certificates II–IV, and vocational education and training (VET) providers are delivering undergraduate degrees, graduate certificates and graduate diplomas (higher education qualifications in some jurisdictions, but in others also VET), all subject to meeting the relevant quality assurance requirements.

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

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.4 **Government roles and responsibilities in the CCET sector**

ECEC

Responsibility for child care and preschool is shared between the Australian Government and State and Territory governments. The Australian Government has policy responsibility for child care (including long day care, family day care, outside school hours care, vacation care, in home care and some occasional care). It administers a fee subsidy (Child Care Benefit [CCB]), an out-of-pocket subsidy (Child Care Rebate) and provides some funding to CCB approved services and Budget Based Funded services. It also oversees quality accreditation systems and supports specialised preschool programs for Aboriginal and Torres Strait Islander children.

Preschool services are delivered using a variety of funding and delivery models. State and Territory governments are responsible for the policy and funding of preschool services and some occasional care centres, with some governments also contributing financially to outside school hours care, long day care and other such services. State and Territory governments are responsible for regulating services under the NQF and licensing or registering ECEC services not approved under the NQF.

Strategic direction for ECEC is provided through the Education Council (formerly 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.

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

(Continued next page)

Box B.4 (continued)

reporting on educational outcomes.

Strategic direction for school education is also provided through the Education Council.

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* (NEA). Other payments are made directly to school communities, students and other organisations to support schooling (COAG 2008a).

VET

Strategic direction for VET is provided through the COAG Industry and Skills Council on national policy, strategy priorities, goals and objectives, in partnership with industry and private training providers. Outcomes are monitored through the *National Agreement for 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 CCET***

There is a distinction between the number of places provided in child 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 the March quarter 2014, 1.1 million children aged 12 years or younger attended Australian Government Child Care Benefit (CCB) approved child care services (table 3A.8). For jurisdictions who could report child care usage data there were 5380 children attending State and Territory funded and/or provided child care services in 2013-14 (table 3A.10). In 2013, 44 996 children aged 3 years were enrolled in a preschool program. There were 239 663 children aged 4 years and 48 387 children aged 5 years enrolled in a preschool program. Overall, 272 810 children aged 4 and 5 years 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 2013, there were 3.6 million full time school students and 20 914 part time students attending 9393 schools in Australia, comprising 2.4 million students (full time and part time) attending 6661 government schools and 1.3 million students (full time and part time) attending 2732 non-government schools (tables 4A.1–3).

Of the approximately 1.9 million people who were reported as participating in publicly funded VET programs¹ in 2013 (323 500 full time), 1.5 million students (79.2 per cent) were government funded (NCVER 2014a). The remaining 390 900 students participated on a fee-for-service basis as domestic students (19.2 per cent of all VET students) or were international students (1.6 per cent of all VET students). In 2013, government funded students completed over 460.1 million hours at 25 027 registered training organisation (RTO) delivery locations across Australia (that is, technical and further education [TAFE], government funded locations and the locations of all other RTOs including private providers that receive government funding for VET delivery) (tables 5A.3 and 5A.4). In 2013, there were 2094 RTOs receiving government funding, which includes training activity funded under the NASWD (table 5A.3). These services are in scope for this Report (tables 5A.3-4). Other RTOs provide services that are beyond the scope of the national VET provider collection and this Report. In total, in 2013, there were more than 4700 RTOs in Australia (Department of Industry 2013).

There were 1.3 million students enrolled at all higher education providers in 2013. This comprised 985 117 domestic students and 328 659 international student enrolments. The majority of students (1 235 392 students) were enrolled at public universities, while 78 384 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 (Australian Government Department of Education 2014a).

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

¹ Publicly funded programs include government funded training, and fee-for-service training provided by TAFE, other government and community providers – see figure 5.1).

Government expenditure on CCET

The Australian, State and Territory governments fund government and non-government providers to deliver child care, preschool education, 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.

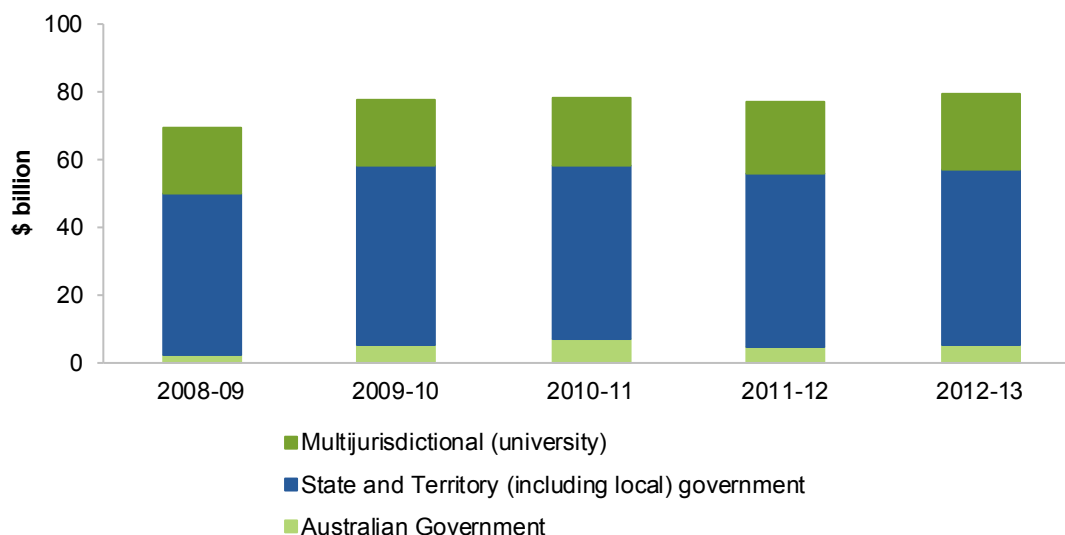
Government Finance Statistics (GFS) data from the Australian Bureau of Statistics (ABS) are used in this section for all CCET services with the exception of child care services (GFS data are not separately available for child care). Child care expenditure data are sourced from the ECEC chapter in this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

In 2012-13, total government operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$79.6 billion for all governments. This was equivalent to 5.2 per cent of gross domestic product (GDP) in that year (figure B.1; table BA.2 and ABS 2014).

In 2012-13, total recurrent expenditure for child care services was \$5.5 billion. This was equivalent to 0.4 per cent of GDP in that year (table BA.1 and ABS 2014).

In 2012-13, operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$5.0 billion for the Australian Government, \$52.2 billion for State, Territory and local government and \$22.3 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 (2012-13 dollars)^{a, b, c}



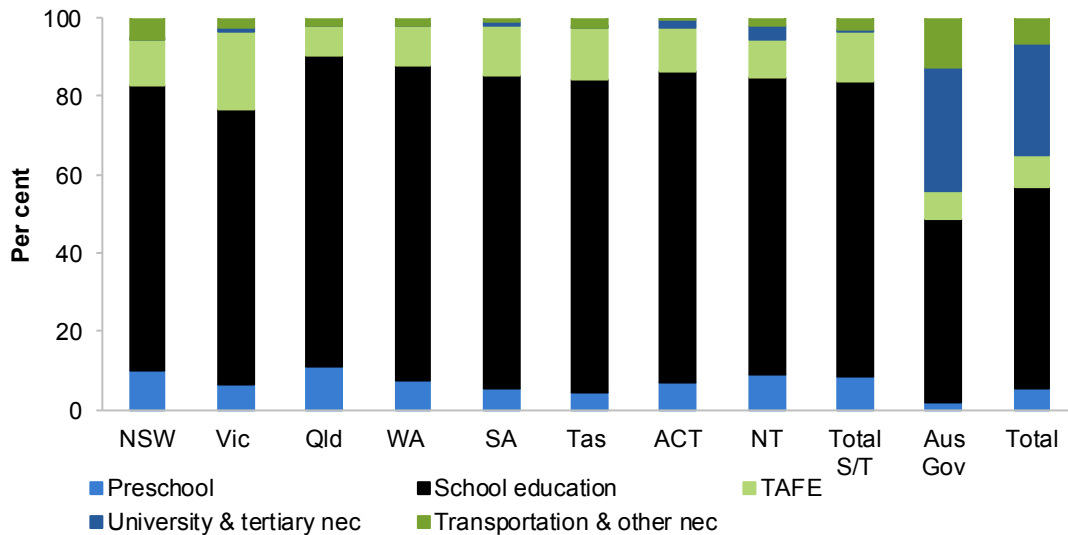
^a Based on accrual operating expenses for education. ^b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. ^c Excludes expenditure on child care services.

Source: ABS (2014 and unpublished) *Government Finance Statistics, Education*, 2012-13, Cat. no. 5518.0.55.001; table BA.2; table 2A.51.

Of the combined \$79.6 billion total government expenditure on CCET in 2012-13 (excluding child care), schools accounted for the highest proportion (51.1 per cent), followed by universities (28.0 per cent), TAFE institutes (8.5 per cent) and preschool services (5.6 per cent) (figure B.2). In 2012-13:

- for Australian Government expenditure, school education (primary and secondary) received the largest proportion of expenditure (46.9 per cent), universities received 31.5 per cent, TAFE received 7.0 per cent, preschool services (including education not definable by level) received 1.6 per cent, and other education received 12.8 per cent
- for State and Territory government expenditure, school education (primary and secondary) received the largest proportion (75.4 per cent), TAFE received 12.5 per cent, preschool services (including education not definable by level) received 8.5 per cent, and transportation of students and other education received 3.1 per cent (figure B.2).

Figure B.2 **Government expenditure on education and training, 2012-13**
a, b, c



nec = Not elsewhere classified. ^a Expenditure for technical and further education (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 (2014) *Government Finance Statistics, Education, 2012-13*. 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 CCB approved child care services (table 3A.36).² There were 36 283 staff employed in State and Territory government funded and/or provided preschool services in 2013-14, excluding the ACT where data were unavailable (tables 3A.62, 3A.69, 3A.76, 3A.83, 3A.90, 3A.97, 3A.104, 3A.111).

Nationally, government primary schools employed 134 913 full time equivalent teaching staff in 2013, and government secondary schools employed 99 081 full time equivalent teaching staff (table 4A.1). Non-government primary schools employed 58 465 full time equivalent teaching staff in 2013 and non-government secondary schools employed 75 897 full time equivalent teaching staff (table 4A.2).

² Data are not available for the majority of jurisdictions for primary contact staff employed by State and Territory government funded and/or provided child care. Available data are provided in the attachment tables to the Early childhood education and care chapter (chapter 3).

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 51 414 academic staff employed at Australian universities in 2012. In addition, there were 64 387 non-academic staff (non-teaching or non-research) employed by Australian universities in 2012 (Australian Government Department of Education 2014b).

Social and economic impacts of education and training

Benefits of education and training

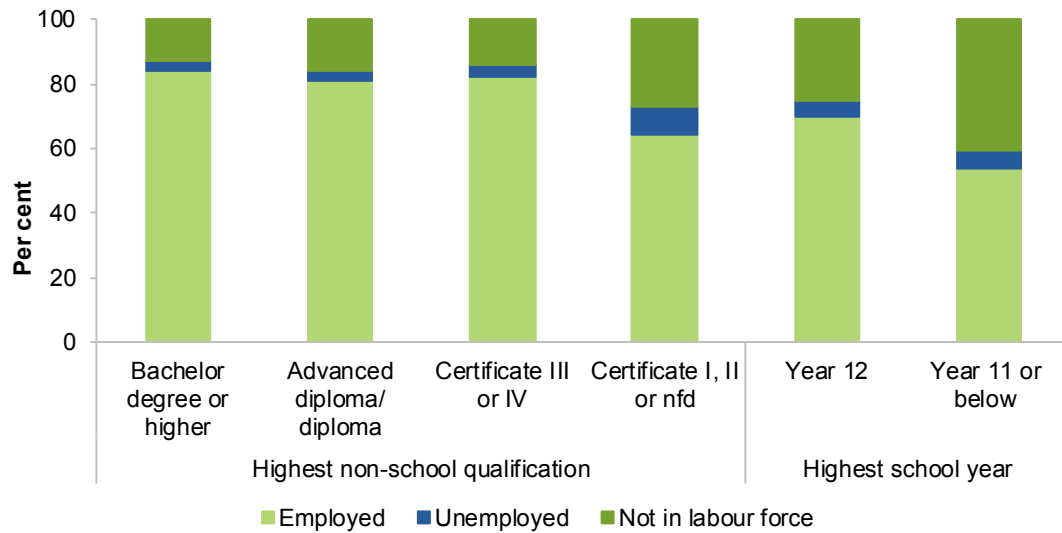
A rich learning environment at home has been shown to assist children in reaching cognitive development milestones, improving reading, vocabulary, general information and letter recognition skills — all factors that contribute to school readiness and therefore flow through to educational attainment later in life (AIHW 2011). Participation in formal ECEC 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 2008; OECD 2013).

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

As outlined above, an individual’s level of educational attainment can affect their employment status. In 2013, 81.5 per cent of 15–64 year olds with a non-school qualification were employed (table BA.5). Higher education levels are associated with higher employment levels. In 2013, people whose highest non-school qualification was a bachelor degree or higher were most likely to be employed (84.3 per cent), while people who had not completed secondary school were the least likely to be employed (54.2 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 for 15–64 year olds by labour force status, 2013^{a, b, c}**



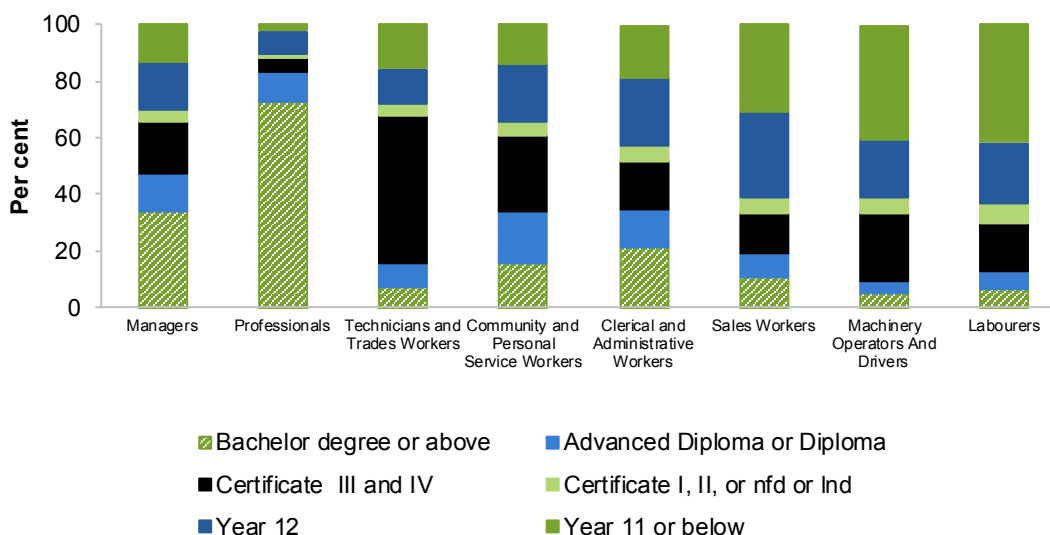
nfd = Not further defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12). ^b The denominator for the proportion of people with a non-school qualification is the level of education 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 (SEW) is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas.

Source: ABS (Derived from 2013) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.5.

Levels of qualifications are also associated with types of occupation. In 2013:

- 73.2 per cent of 15–64 year olds employed as professionals had completed a bachelor or higher degree as their level of highest non-school qualification
- 51.9 per cent of 15–64 year old technicians and trade workers had completed a Certificate III or IV as their highest level of non-school qualification
- 61.0 per cent of 15–64 year olds employed as sales workers, 60.4 per cent of machinery operators and drivers, and 63.0 per cent of labourers did not have a non-school qualification (figure B.4).

Figure B.4 Occupation of 15–64 year old employed people by level of highest non-school qualification or school year completed for those without a non-school qualification, 2013^{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 SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas.

Source: ABS (unpublished TableBuilder), *Education and Work, Australia, May 2013*, 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 2008).

Education and training can result in improved productivity, as higher educational attainment is positively associated with lower unemployment rates and higher labour force

participation rates (ABS 2010). Increased educational attainment also results in improved productivity through accelerated rates of innovation, the development of basic knowledge capabilities and the dissemination of new ideas (Murray 2009; PC 2011). Further education and training are key drivers in improving competitiveness and are critical to Australia's future prosperity by improving the productivity of the labour force. 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 Aboriginal and Torres Strait Islander families to government-approved child care services in Australia identifies the following key barriers to engagement with child care services: lack of available child care places (including the availability of what families consider to be culturally appropriate services), lack of transport to child care services, affordability of child care (including uncertainty about government subsidies), and at times, limited understanding of the potential benefits of child care for development in the early years and the role of child care in providing support to families.

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 (SES) 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 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 the National Assessment Program – Literacy and Numeracy (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.

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.

Aboriginal and Torres Strait Islander Australians overall have a lower level of participation in education and training than non-Indigenous Australians. In addition to facing issues affecting the broader population, Aboriginal and Torres Strait Islander-specific reasons for non-attendance in school education have been proposed. These Aboriginal and Torres Strait Islander-specific issues relate to a lack of recognition by schools of Aboriginal and Torres Strait Islander culture and history, failure to engage fully with parents and carers of Aboriginal and Torres Strait Islander children and the Aboriginal and Torres Strait Islander community, and ongoing disadvantage in many areas of the daily lives of Aboriginal and Torres Strait Islander Australians (AIHW 2010).

Research has also explored the relationship between educational aspirations and educational outcomes and the factors affecting the educational aspirations of young Australians. Using the *Longitudinal Surveys of Australian Youth* (LSAY), the National Centre for Vocational Education Research (NCVER) (2014b) found that educational aspirations have a substantial effect on educational outcomes and that aspirations appear to have a similar effect on outcomes regardless of SES and Indigenous status. In addition, NCVER found that parental influences and peer plans were particularly important drivers of young people's educational aspirations and choices. Students whose parents wanted them to attend university had occupational aspirations that were significantly higher than those students whose parents had no university expectations for them (NCVER 2014c).

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 ECEC, school education, VET and higher education service areas are detailed in box B.5.

Box B.5 Objectives of the CCET sector

The objectives for ECEC (box 3.4) are to:

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

The objectives of school education services (box 4.2), 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 Aboriginal and Torres Strait Islander 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 NP UAECE, the NEA and the NASWD. 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 CCET services. Discussed in more detail in chapters 3, 4 and 5, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.

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

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 school education and skill development and indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. These agreements include sets of performance indicators. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this sector overview are aligned with education and training performance indicators in the NEA and the NASWD.

Figure B.5 CCET sector performance indicator framework

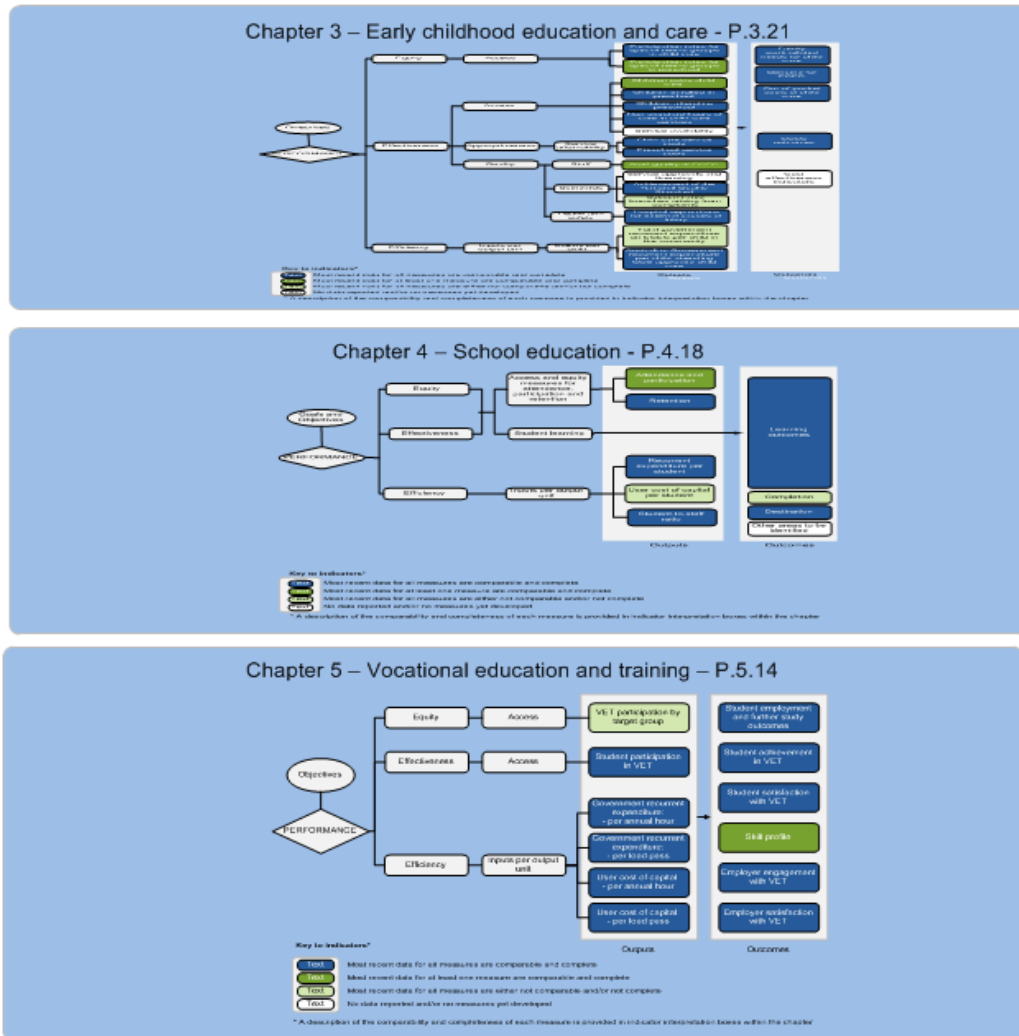
Sector objectives



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 2015 Report can be found at www.pc.gov.au/rogs/2015.

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 Census (AEDC).
- 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 on track on four or more (of five) AEDC domains. Children who are considered developmentally on track possess adequate skills for the domain — those who have results above the 25th percentile.

The five AEDC domains are: language and cognitive skills; physical health and 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 ECEC chapter for more information on the AEDC). Further information on AEDC results are available at www.aedc.gov.au. Prior to 1 July 2014 the AEDC was known as the Australian Early Development Index.

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:

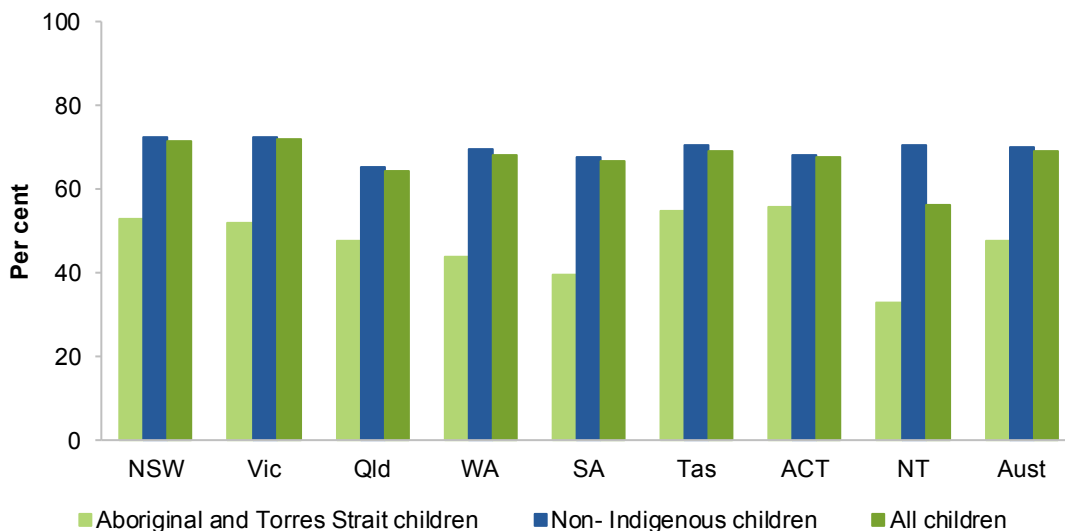
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Transition to primary school

Nationally in 2012, 69.1 per cent of children were on track on four or more domains of the Australian Early Development Census (AEDC) (previously known as the Australian Early Development Index), as they entered school, compared with 67.4 per cent in 2009 (figure B.6 and table BA.7). In 2012, the proportion of Aboriginal and Torres Strait Islander and non-Indigenous children who were on track on four or more domains of the AEDC was 47.7 per cent and 70.3 per cent respectively. These proportions vary across jurisdictions (figure B.6). In 2009, the proportion of Aboriginal and Torres Strait Islander and non-Indigenous children who were on track on four or more domains of the AEDC 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 on track on four or more domains of the AEDC 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 Australian Early Development Census (AEDC) population are classified as on track. AEDC cut-offs have been set for each domain. The cut-offs have been created on the basis of all children who participated in the AEDC nationally. ^c The AEDC 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: Department of Education (unpublished) *Australian Early Development Census 2012*; table BA.7.

Data are also provided for this measure with a focus on the proportion of children who are developmentally at risk and developmentally vulnerable. Children classified as developmentally at risk scored between 10 per cent and 25 per cent of the national AEDC population for an AEDC domain. Children classified as developmentally vulnerable scored in the lowest 10 per cent of the national AEDC population for an AEDC domain.

Nationally in 2012, 40.9 per cent of children were developmentally at risk on one or more domains of the AEDC, compared to 43.5 per cent in 2009 (table BA.8). In 2012, the proportion of Aboriginal and Torres Strait Islander children and non-Indigenous children who were developmentally at risk on one or more domains of the AEDC was 56.8 per cent and 40.0 per cent respectively (table BA.8). Table BA.8 also includes proportions of students who were developmentally at risk on one or more, two or more, three or more, and all five domains for 2012 and 2009.

Nationally in 2012, 22.0 per cent of children were developmentally vulnerable on one or more domains of the AEDC, compared to 23.6 per cent in 2009 (table BA.9). In 2012, the proportion of Aboriginal and Torres Strait Islander children and non-Indigenous children who were developmentally vulnerable on one or more domains of the AEDC was 43.2 per cent and 20.9 per cent respectively (table BA.9). Table BA.9 also includes proportions of students who were developmentally vulnerable on one or more, two or more, three or more, and all five domains for 2012 and 2009.

Early learning (home based)

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.10).

Participation

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

Box B.7 **Participation**

The participation indicator is defined by six measures:

- Participation in education and training by institution type is defined as the proportion of 15–24 year olds participating in education and training by institution type (school education, TAFE, Higher education, other).
- School leaver participation in full time education and training is defined as the proportion of 17–24 year old school leavers participating in full time education and training.
- School leaver destination by institution type is defined as the proportion of 15–19 year old school leavers participating in education and training by institution type (higher education, TAFE or other, not enrolled).
- Participation in higher education by selected groups is defined as the proportion of the population participating in higher education by selected disadvantaged groups.
- Full time participation in education and training and/or employment, defined as the proportion of 17–24 year olds participating in full time education and training and/or employment
- Full time participation of school leavers in education and training and/or employment by Indigenous status, defined as the proportion of 17–24 year old school leavers participating in full time education and training and/or employment by Indigenous status.

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.

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 (SES).

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:

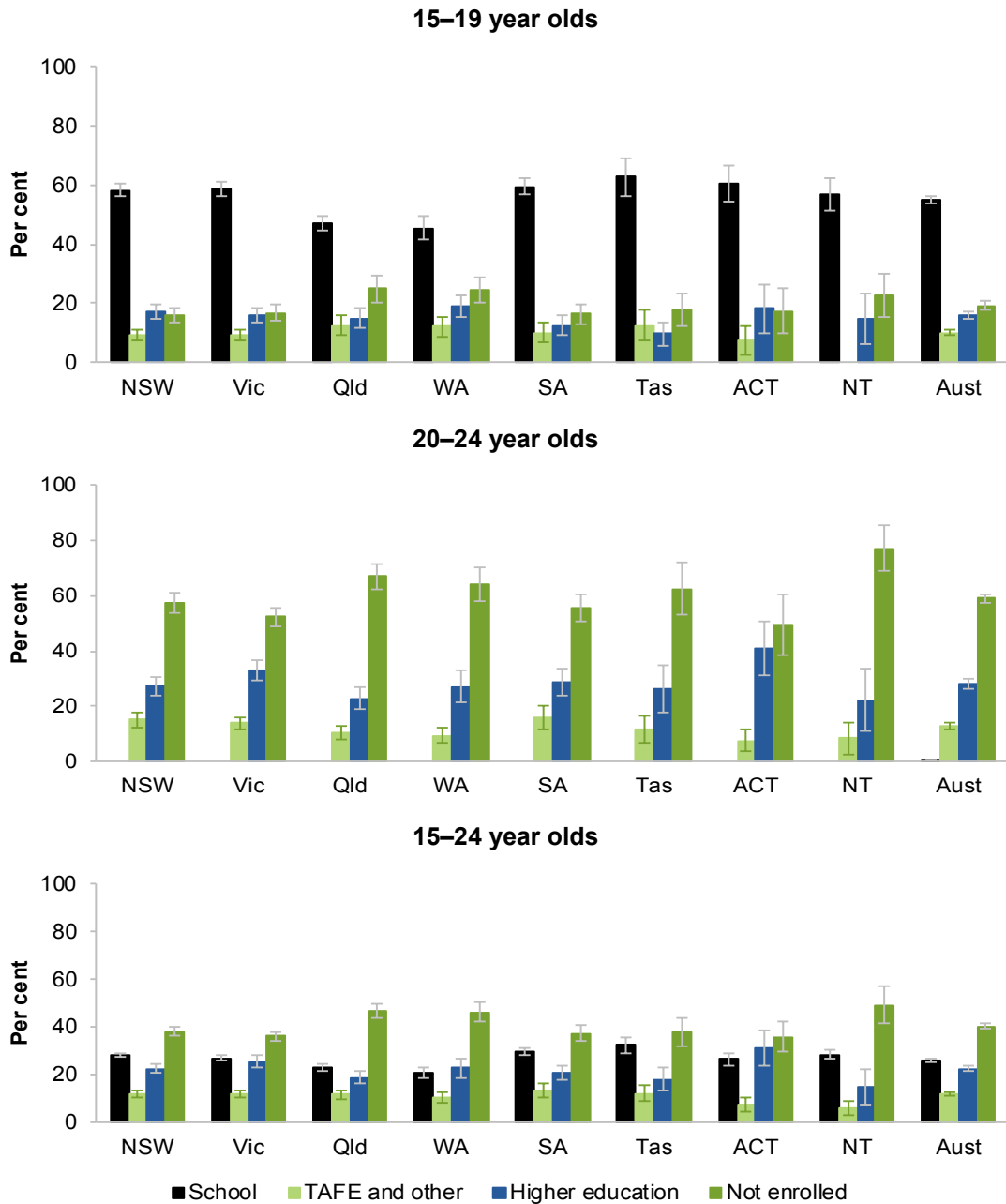
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Participation in education and training by institution type

Beyond the age of compulsory school education, the proportion of people participating in education and training declines. Nationally in 2013, the participation rate for 15–19 year olds was 80.8 per cent, compared with 41.1 per cent for 20–24 year olds (figure B.7).

Figure B.7 Participation in education and training by institution type, 2013^{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 Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at higher education institutions are included under higher education institutions in these data. TAFE and other data for 15–19 year olds are not published for the NT. School data are not published for 20–24 year olds in each jurisdiction, except Australia. ^c The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

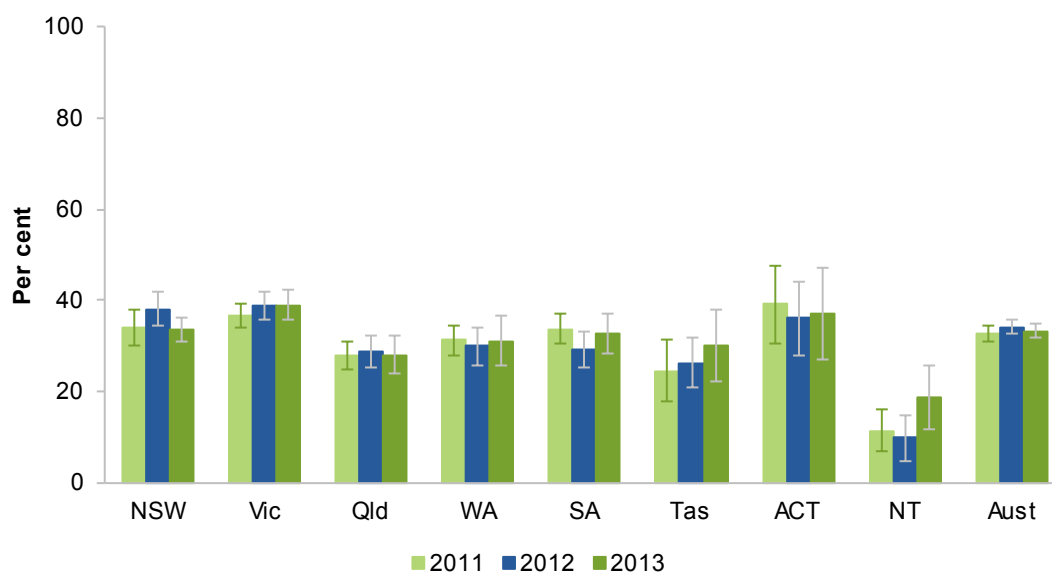
Source: ABS (unpublished) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.11.

Participation rates for the 17–24, 25–29 and 15–64 year age groups are also presented in table BA.11. National data on participation in education and training by institution type are presented for single year ages from 15 to 24 years in table BA.12. A five year time series for various age groups is presented in table BA.13.

School leaver participation in full time education and training

Nationally in 2013, 33.3 per cent of 17–24 year old school leavers were fully participating in education and training. This proportion varied across jurisdictions (figure B.8).

Figure B.8 Participation of 17–24 year old school leavers in full time education and training^{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 enrolled full time in education and training. Includes apprenticeships and traineeships. ^c Proportions are determined using the number of 17–24 year olds school leavers enrolled in full time study divided by the population of 17–24 year old school leavers. In some cases students are educated in a different jurisdiction to their place of residence. ^d The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

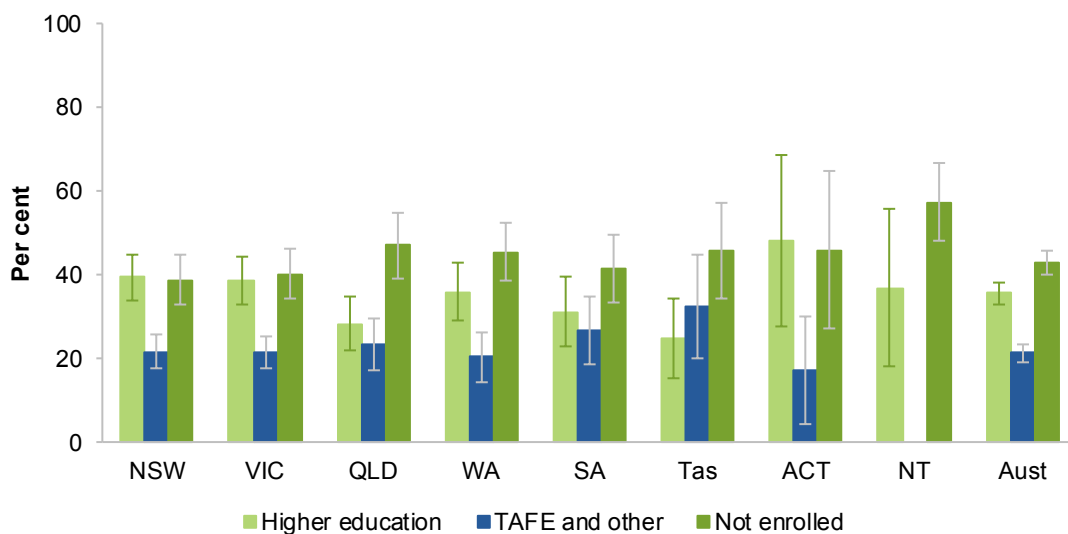
Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0; table BA.14.

Data on applications to enrol in an educational institution are presented in table BA.18. In 2013, 82.5 per cent of people 15–19 year olds applied to enrol in an educational institution, of which 80.8 per cent were studying in May. Nationally for 17–24 year olds in 2013, 53.6 per cent applied to enrol in an educational institution, of which 51.4 per cent were studying in May (table BA.18).

School leaver destination by institution type

Nationally in 2013, 35.7 per cent of 15–19 year old school leavers were enrolled in a higher education institution, 21.4 per cent were enrolled in a TAFE or other institution, and 43.0 per cent were not enrolled in further education (figure B.9).

Figure B.9 **Destination of 15–19 year old school leavers by institution type, 2013^{a, b, c, d, e}**



^a Data are for 15–19 year olds who left school at any time. ^b Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at higher education institutions are included under higher education institutions in these data. TAFE and other includes study at TAFE institutes and study undertaken at business colleges, industry skill centres and other educational institutions. ^c TAFE and other is not published for the NT. Other is not published for Tasmania and the ACT. The existence of some not published data and rounding may result in proportions not equalling 100 per cent. ^d The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (unpublished TableBuilder) *Education and Work; Australia, May 2013*, Cat. no. 6227.0; table BA.19.

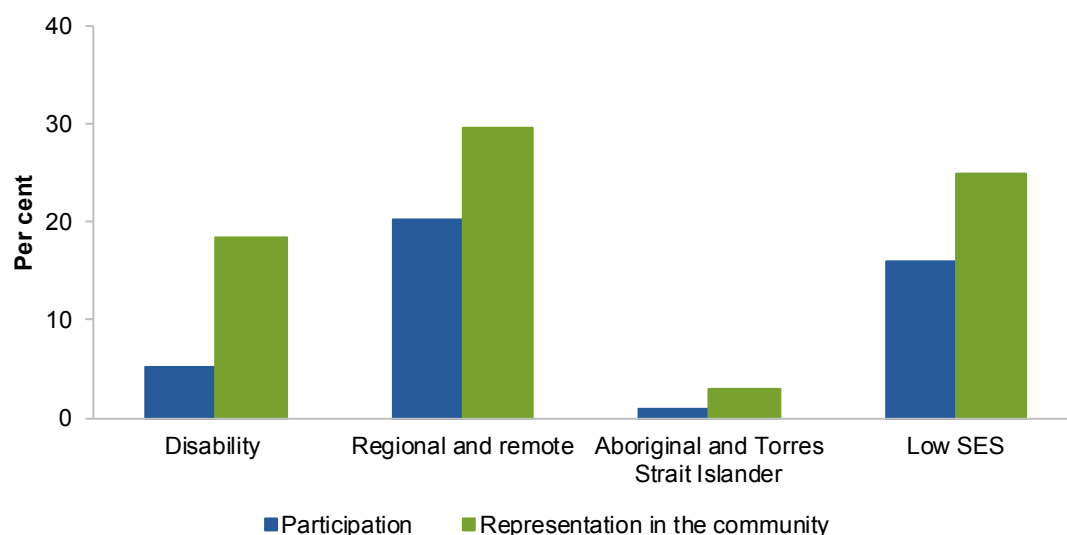
Year 12 leavers were more likely to go on to further education than early school leavers (66.2 per cent compared to 36.2 per cent respectively) (table BA.19). Additional national data on school leaver destination by institution type are also reported by sex, for the age groups 15–19 and 15–24 (tables BA.20 and BA.21).

Participation in higher education by selected groups

In higher education, there is an under-representation of people from regional and remote areas of Australia, people with disability, Aboriginal and Torres Strait Islander people, and

people from low socioeconomic backgrounds, 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, 2013^{a, b, c}



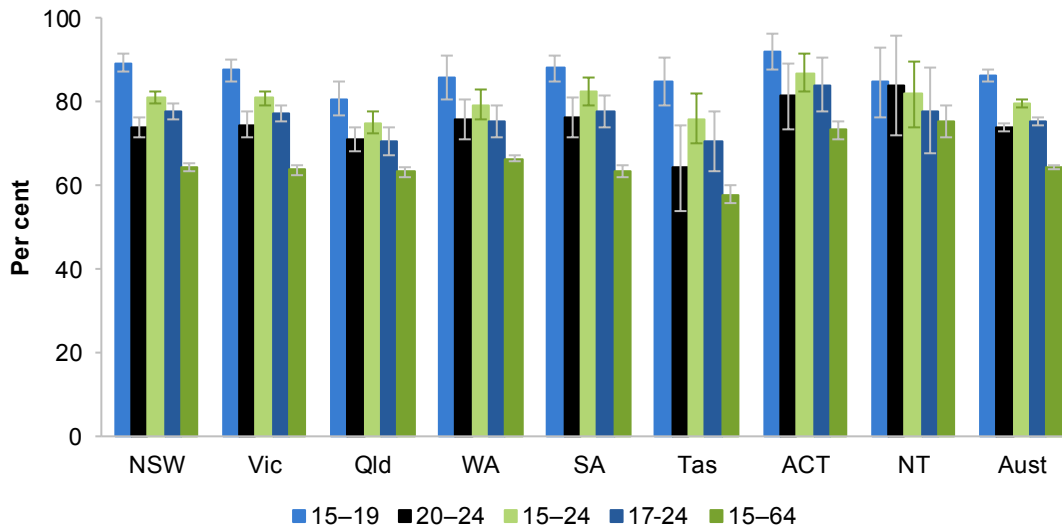
^a Students can be included in more than one selected group. ^b Participation in higher education for Aboriginal and Torres Strait Islander people is calculated using total students. Participation in higher education for the disability, regional and remote and low socioeconomic (SES) groups is calculated based on all domestic onshore students. For derivation of 'representation in the community' data, see table BA.22. ^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: Australian Government Department of Education (2014) *Higher Education Statistics Collection, 2013 Student data*; ABS (2013) *Disability, Ageing and Carers, Australia, 2012*, Cat. no 4430.0; ABS (2014) *Regional Population Growth, Australia, 2012-13*, Cat. no. 3218.0; ABS (2013) *Australian Demographic Statistics, Jun 2013*, Cat. no. 3101.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026*, Cat. no. 3238.0, Canberra; tables 2A.1, 2A.12, 2A.14 and BA.22.

Full time participation in education and training and/or employment

Full time participation in education and training (school education, vocational training and higher education) and/or employment for age groups 15–19; 20–24; 15–24; 17–24 and 15–64 years are presented in figure B.11. Of these age groups in 2013, 15–19 year olds have the largest proportion in full time education and/or employment (86.2 per cent).

Figure B.11 Full time participation in education and training and/or employment, 2013 ^{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 and training or full time work, or a combination of both part time education and training and part time work. ^c Education and 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. ^e The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.23.

Participation rates in full time education and training and/or employment are presented for 17–24 year olds and 15–24 year olds by single year of age in table BA.23. Full time participation in education and training and/or employment at or above Certificate III level are also presented for various age categories in table BA.24.

Data on participation in full time education and training and/or employment and participation in full time education and training and/or employment at all levels and at Certificate level III or above are presented by SES, in tables BA.26 and BA.27 respectively.

Full time participation of school leavers in education and training and/or employment by Indigenous status

Data from the 2011 Census show that nationally, in 2011, 72.7 per cent of 17–24 year old school leavers were fully engaged in education and training and/or employment (figure B.12).

Figure B.12 Proportion of 17–24 year old school leavers who are engaged in full time education and training and/or employment, 2011^{a, b, c, d, e, f, g, h}



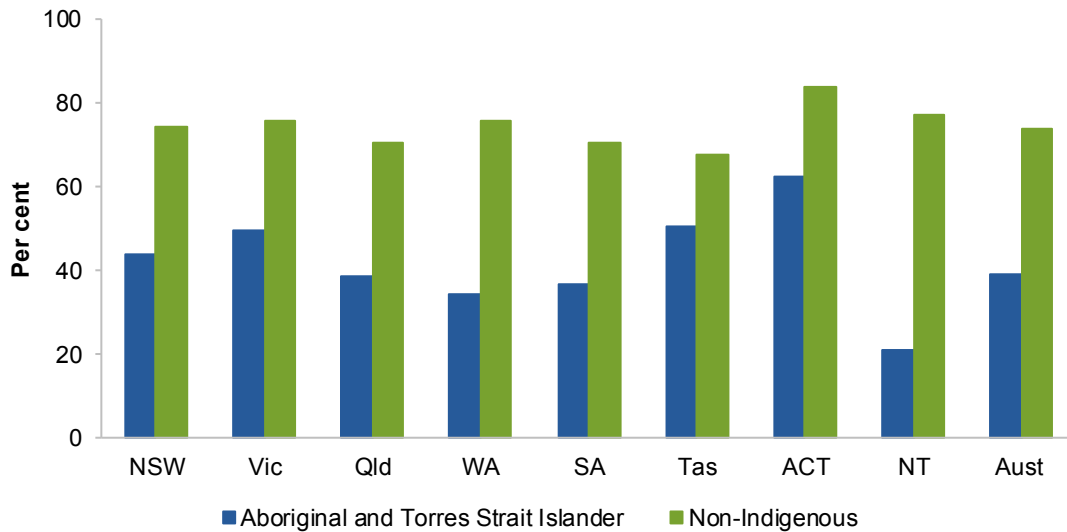
^a People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator). ^b The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school 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.15.

Additional data on school leaver participation in education and training and/or employment by SES are presented in table BA.16 (Survey of Education and Work [SEW] data) and BA.17 (Census data).

Nationally in 2011, non-Indigenous 17–24 year old school leavers had higher rates of engagement in full time education and training and/or employment (74.0 per cent) than Aboriginal and Torres Strait Islander 17–24 year old school leavers (39.4 per cent) (figure B.13).

Figure B.13 Proportion of 17–24 year old school leavers who are engaged in full time education and training and/or employment, 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.25.

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 non-school qualification completed is defined as the proportion of 15–64 year olds with a non-school qualification by level of highest non-school qualification.
- Completion of year 12 (or equivalent), or Certificate level II or above is defined as the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above. This is also measured by Indigenous status.
- Completion of year 12 (or equivalent), or Certificate level III or above is defined as the proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above.
- Population who have qualifications at Certificate level III or above is defined as the proportion of 20–64 year olds who have qualifications at or above Certificate level III. This is also measured by Indigenous status.
- Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE]) is defined as the proportion of 20–64 year olds who have achieved literacy, numeracy and PSTRE competencies according to the Programme for the International Assessment of Adult Competencies (PIAAC).

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, leading to additional contributions to society and the economy.

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

Data reported for these measures are:

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

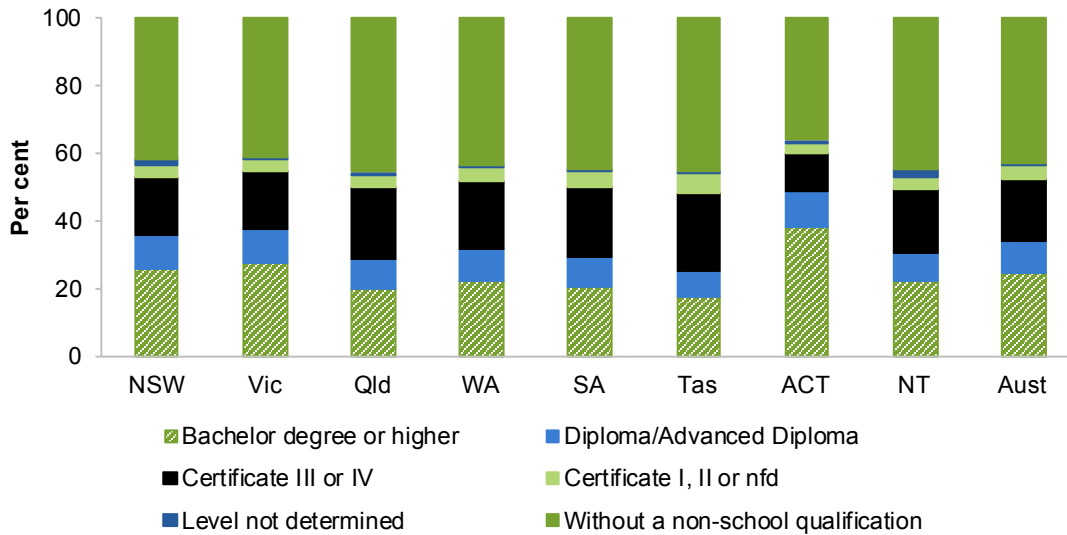
Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Level of highest non-school qualification completed

In 2013, 57.2 per cent of people aged 15–64 years had a non-school qualification and, of

these people, 34.1 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 non-school qualification completed, 15–64 year olds, 2013^{a, b}**



^a The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population. ^b The 95 per cent confidence intervals associated with these proportions are included in table BA.28.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.28.

In 2013, the proportion of the 20–64 year old population with or working towards a non-school qualification was 67.2 per cent (table BA.29).

Nationally, 2006 and 2011 Census data indicate that the proportion of 20–64 year olds 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) *2006 Census of Population and Housing* and *2011 Census of Population and Housing*; table BA.30.

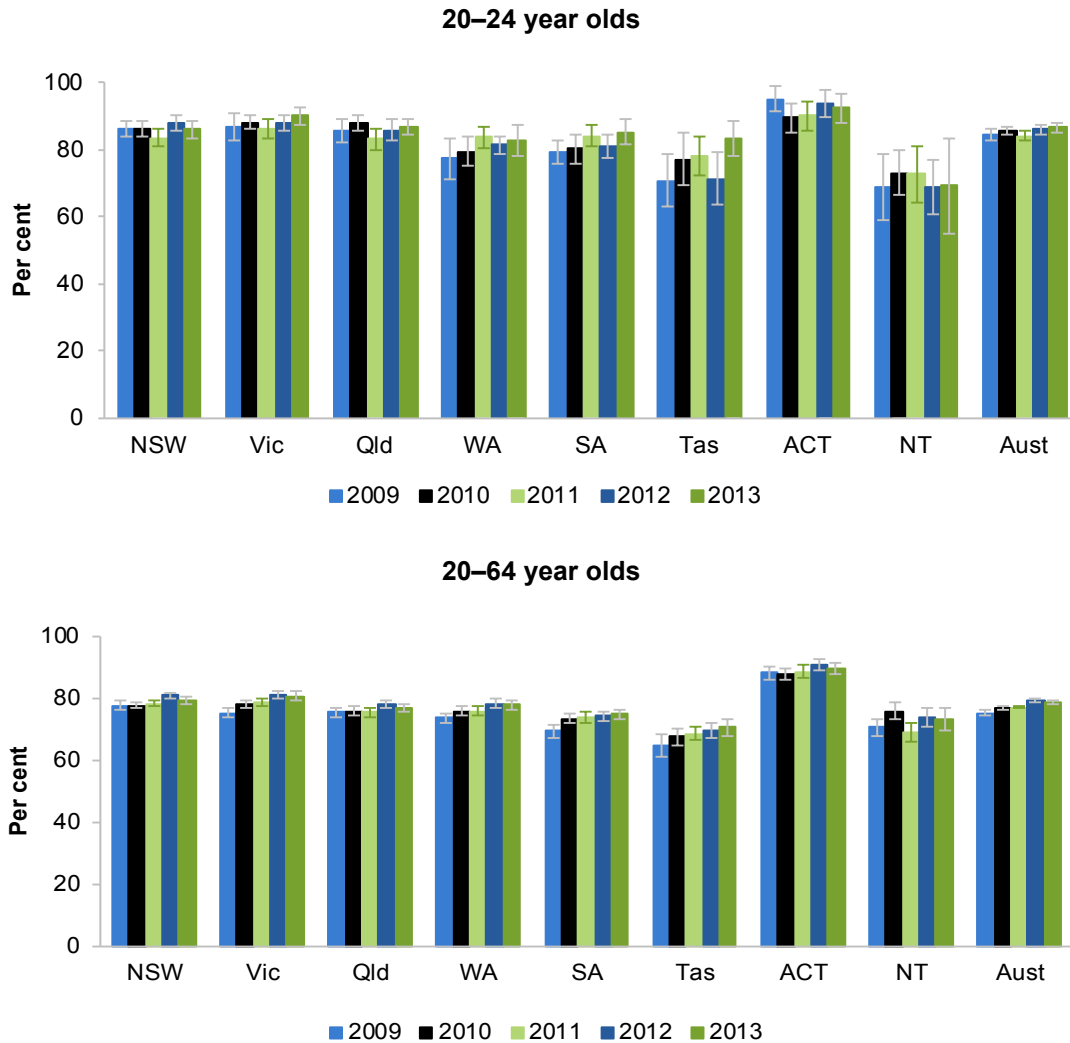
The proportions of 20–64 year olds with or working towards a non-school qualification are presented by Indigenous status in table BA.31. Nationally in 2011, 40.8 per cent of Aboriginal and Torres Strait Islander 20–64 year olds had, or were working towards a non-school qualification, compared to 64.6 per cent of non-Indigenous 20–64 year olds.

Completion of year 12 (or equivalent), or Certificate level II or above by Indigenous status

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

Nationally, 86.7 per cent of 20–24 year olds had completed year 12 (or equivalent) or gained a qualification at Certificate level II or above in 2013. Among 20–64 year olds, 78.5 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}**



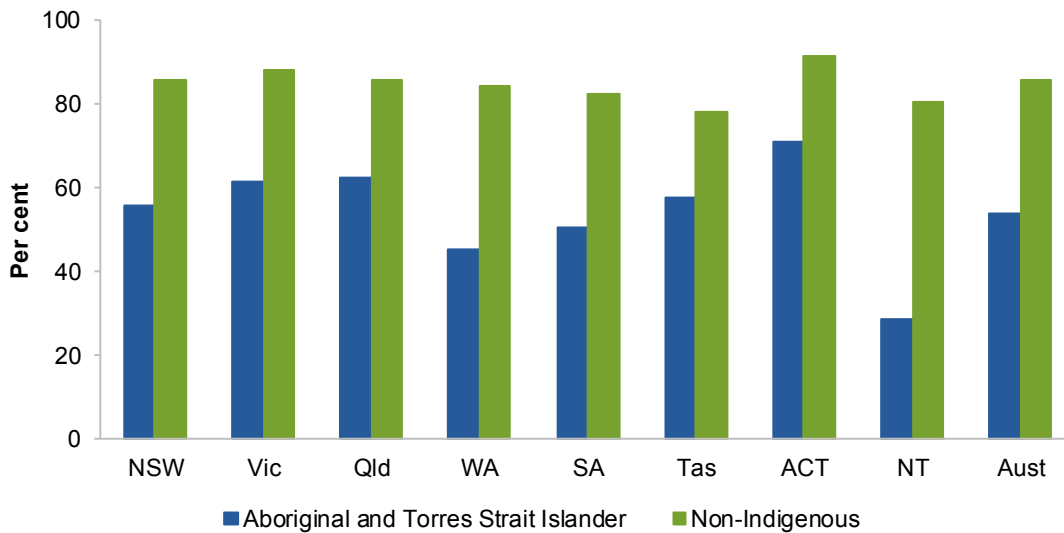
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated 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 SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for 15 per cent of the NT 15–74 year old population.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; table BA.32.

Census data outlining the proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level II or above, by Indigenous status, are presented in figure B.17 and table BA.33.

Nationally in 2011, 53.9 per cent of Aboriginal and Torres Strait Islander 20–24 year olds had completed year 12 or equivalent, or gained a qualification at Certificate II or above, compared with 86.0 per cent of non-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 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 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 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.

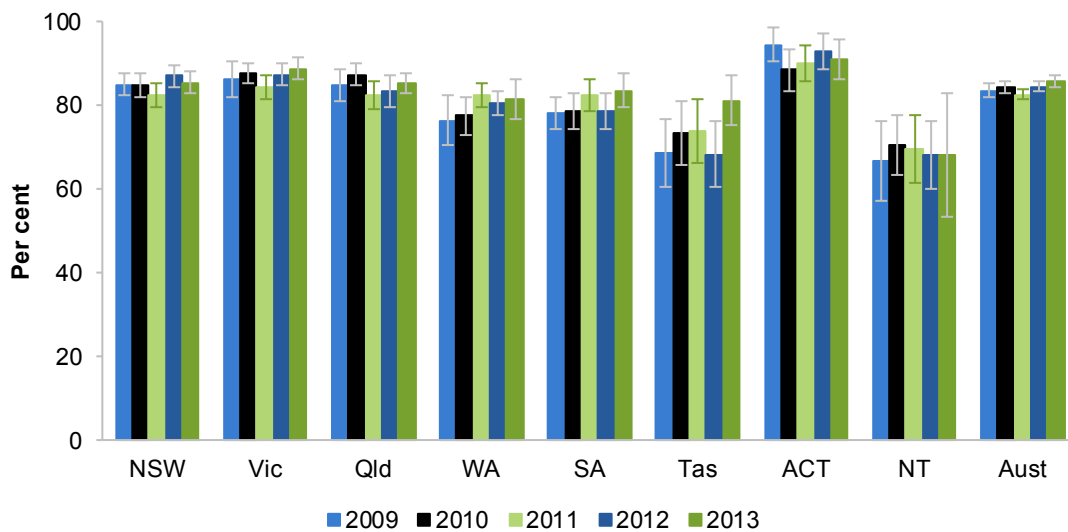
Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.33.

Data by Indigenous status and by remoteness area are provided in table BA.34. Additional data on the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES are presented in BA.35 (SEW data) and 20–24 year olds in BA.36 (Census data).

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

Nationally in 2013, 85.7 per cent of 20–24 year olds had completed year 12 or a Certificate III or above qualification. This figure varied across jurisdictions (figure B.18).

Figure B.18 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above^{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 SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003; table BA.37.

Data from the 2006 and 2011 Census indicate that the proportion of the 20–24 year old population having completed year 12 (or equivalent), or 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 completed year 12 (or equivalent) or Certificate level III or above** ^{a, b, c, d, e}



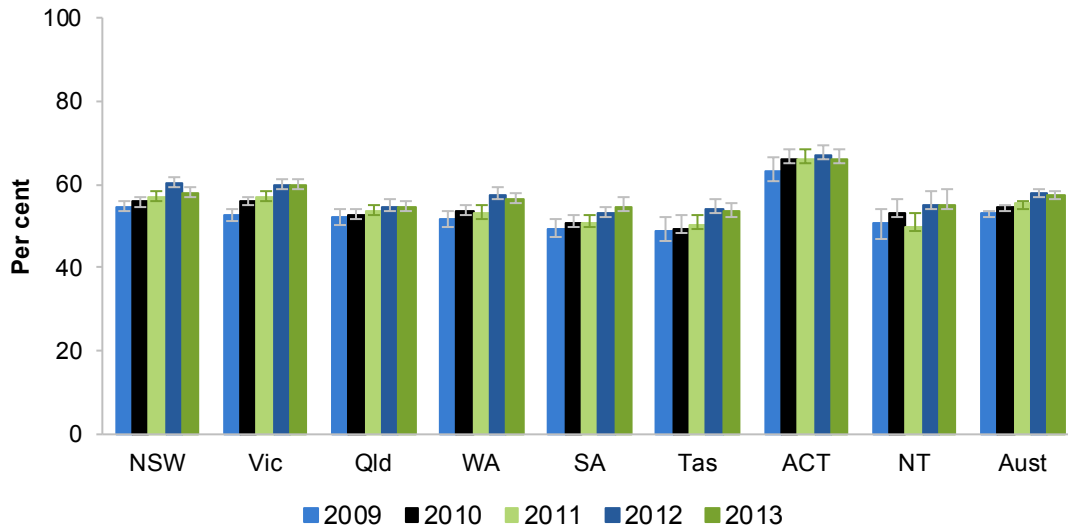
^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their 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) *2006 Census of Population and Housing* and *2011 Census of Population and Housing*; table BA.38.

Population with qualifications at or above Certificate level III by Indigenous status

Nationally, in 2013, 57.4 per cent of the population aged 20–64 years had attained a qualification at or above Certificate level III (figure B.20).

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



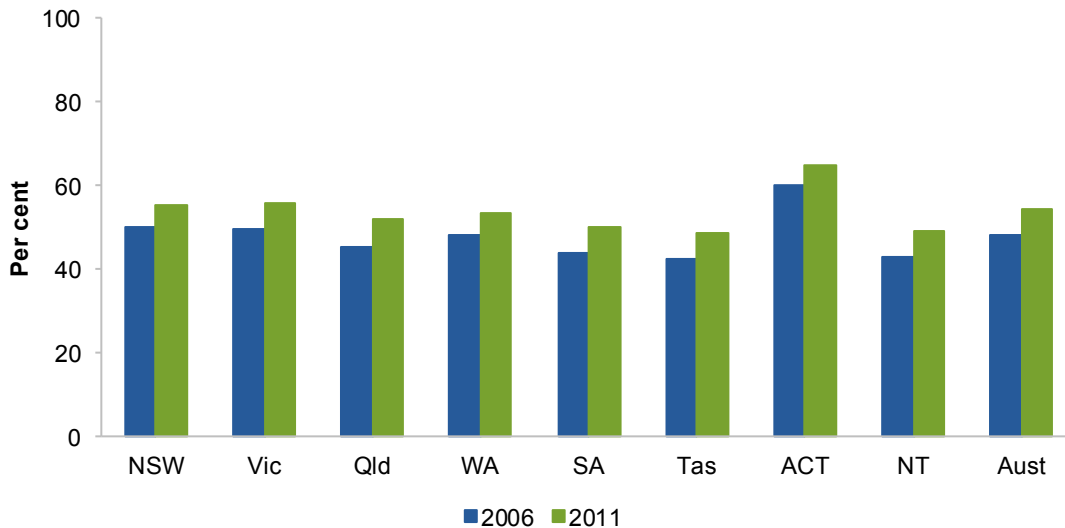
^a The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population. ^b 'Certificate III or above' includes Certificate III, IV, 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 (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003; table BA.39.

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

Data from the 2006 and 2011 Census indicate that the proportion of 20–64 year olds who have Certificate level III or above qualifications, increased from 48.3 per cent in 2006 to 54.2 per cent in 2011 (figure B.21).

Figure B.21 **Proportion of 20–64 year olds with qualifications at or above Certificate level III^{a, b, c, d, e}**

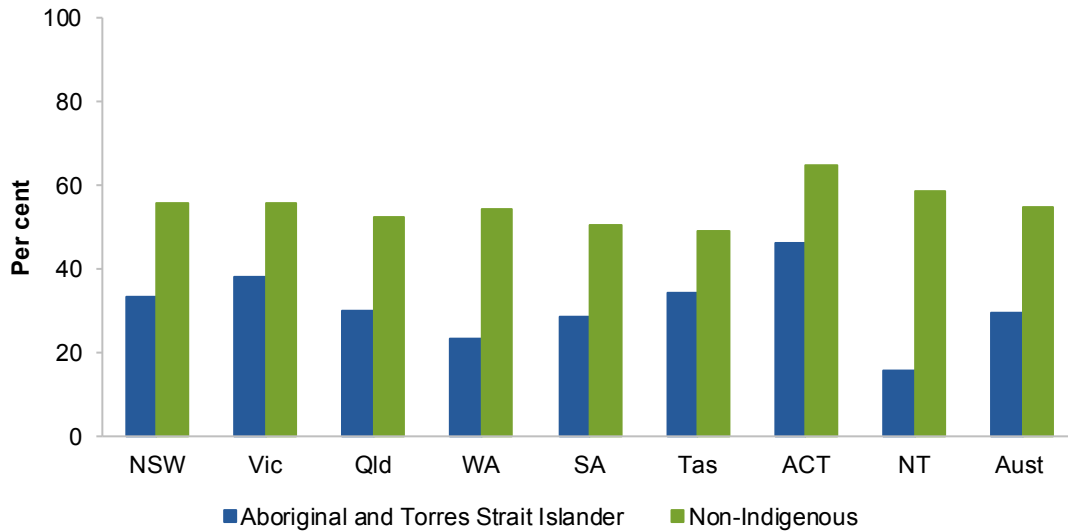


^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their 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) 2006 Census of Population and Housing and 2011 Census of Population and Housing; table BA.40.

Nationally, in 2011, 29.6 per cent of Aboriginal and Torres Strait Islander 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}**



^a People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator. ^b Not stated responses are excluded from the calculations (numerator and denominator). ^c Australia includes 'Other Territories'. ^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 such as undercounting that need to be taken into account when interpreting data.

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

The proportions of 20–64 year olds with qualifications at or above Certificate III by SES (based on Socio-Economic Indexes for Areas [SEIFA] Index of Relative Socio-Economic Disadvantage [IRSD]), are presented in table BA.42. Nationally and in all jurisdictions, in 2013, 20–64 year olds from geographic areas of most socioeconomic disadvantage (SEIFA IRSD Quintile 1) were less likely to have qualifications at or above Certificate III than 20–64 year olds from geographic areas of least socioeconomic disadvantage (SEIFA IRSD Quintile 5).

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

Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE])

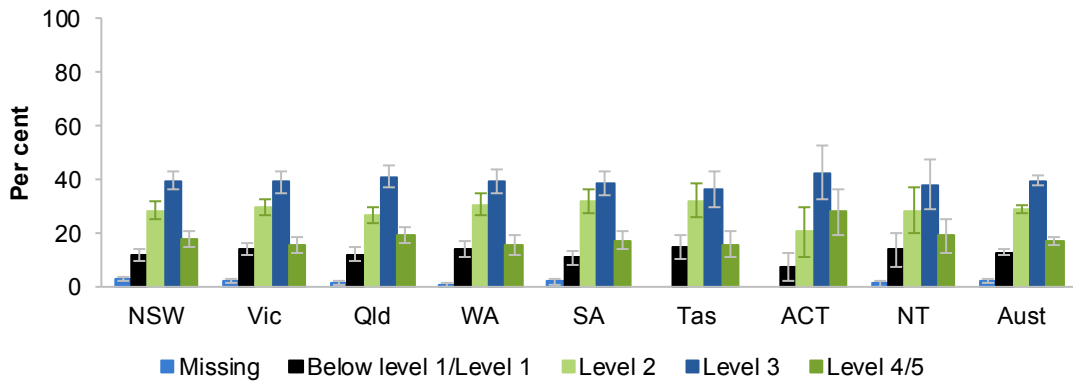
Data for 2011-12 for this measure are sourced from the Programme for the International Assessment of Adult Competencies (PIAAC). In previous reports, this measure was enumerated by data sourced from the *Adult Literacy and Life Skills Survey (ALLS)* (ABS 2008b).

The PIAAC is an OECD survey that measures adult skills and competencies. Data are presented for all skill levels for literacy, numeracy and PSTRE 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 PSTRE).

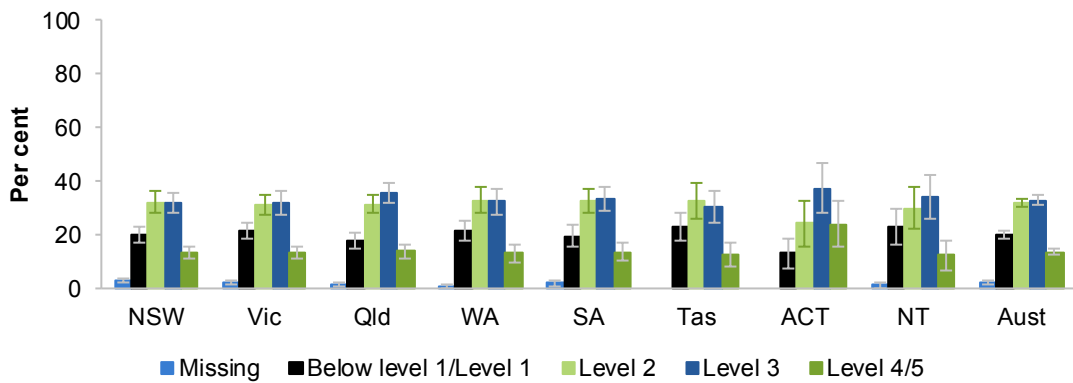
The proportions of the population aged 20–64 years across all PIAAC literacy, numeracy, and PSTRE skill levels in 2011-12 are presented in figure B.23.

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

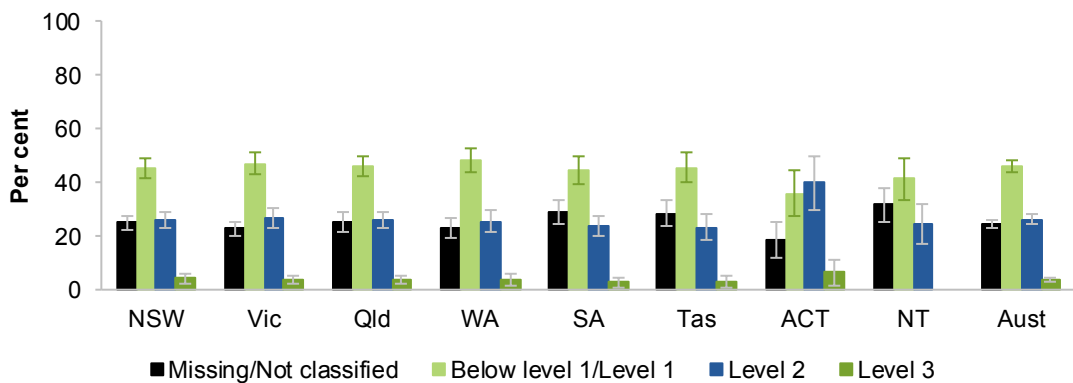
(a) PIAAC literacy results



(b) PIAAC numeracy results



(c) PIAAC PSTRE 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*, Cat. no. 4228.0; tables BA.44, BA.45 and BA.46.

Additional data on the proportions of the population aged 15–74 years across all PIAAC literacy, numeracy, and PSTRE skill levels in 2011-12 are presented in tables BA.44–46.

Service-specific performance indicator frameworks

This section summarises information from the three CCET service specific indicator frameworks:

- ECEC (see chapter 3 for more detail)
- School education (see chapter 4 for more detail)
- VET (see chapter 5 for more detail).

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

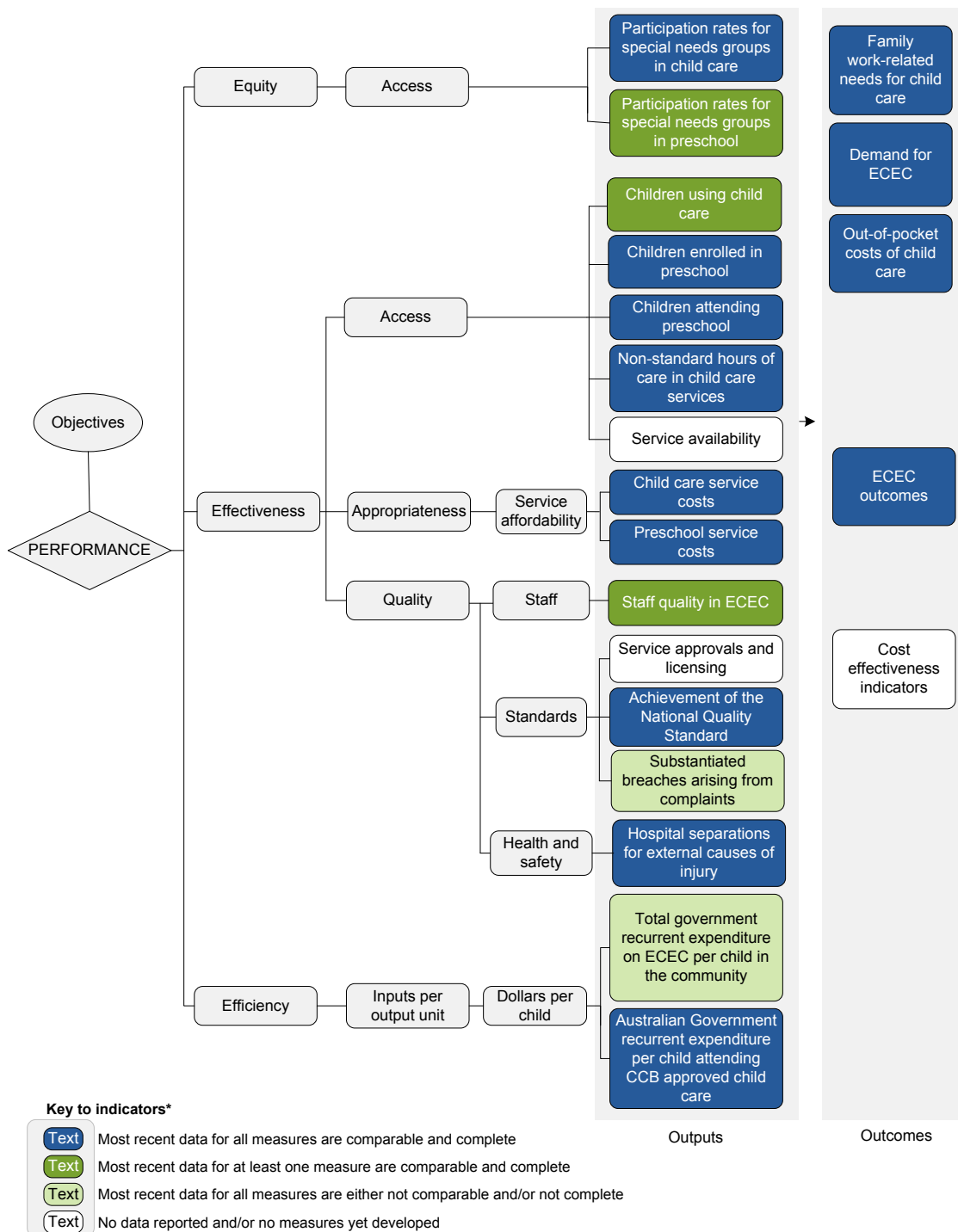
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapters 3, 4 and 5)
- caveats and footnotes to the reported data (chapters 3, 4 and 5)
- additional measures and further disaggregation of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

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

ECEC

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

Figure B.24 ECEC performance indicator framework



An overview of the ECEC 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 indicator results for ECEC^{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 — Proportion of 0–12 year olds attending Child Care Benefit (CCB) approved child care who are from non-English speaking backgrounds, 2013. Compared to community proportion, 2011</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3	
%	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0	3A.13
<i>Participation rates for special needs groups in child care — Proportion of 0–12 year olds attending CCB approved child care who are Aboriginal and Torres Strait Islander children, 2014. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	2.6	0.8	3.8	2.5	1.6	5.3	1.2	9.7	2.4	
%	5.4	1.6	7.9	6.4	4.5	9.3	2.8	41.6	5.6	3A.13
<i>Participation rates for special needs groups in child care — Proportion of 0–12 year olds attending CCB approved child care who are from low income families, 2014. Compared to community proportion, 2011-12</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	13.4	11.8	13.5	11.1	12.4	14.3	4.7	8.3	12.6	
%	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7	3A.13
<i>Participation rates for special needs groups in child care — Proportion of 0–12 year olds attending CCB approved child care with disability, 2013. Compared to community proportion, 2012</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0	
%	6.8	6.3	6.4	7.4	6.7	9.3	7.0	4.0	6.7	3A.13
<i>Participation rates for special needs groups in preschool — Proportion of 3–5 year olds enrolled in a preschool program who are Aboriginal and Torres Strait Islander children, 2013. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	4.5	1.3	5.2	6.6	7.6	8.3	2.8	39.7	4.7	
%	5.3	1.7	8.0	6.3	4.6	9.8	2.7	40.0	5.6	3A.14
<i>Participation rates for special needs groups in preschool — Proportion of 3–5 year olds enrolled in a preschool program who are from regional areas, 2013. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	29.9	23.7	33.2	17.8	23.5	98.5	3.0	50.7	28.5	
%	25.1	23.9	35.7	17.3	23.9	98.2	0.2	50.3	27.6	3A.14
<i>Participation rates for special needs groups in preschool — Proportion of 3–5 year olds enrolled in a preschool program who are from remote areas, 2013. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	0.8	–	3.0	7.5	4.2	1.5	..	47.2	2.5	
%	0.6	0.1	3.7	7.2	3.9	1.8	..	49.7	2.7	3A.14

(Continued next page)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Effectiveness — Access indicators										
<i>Children using child care — Proportion of children aged 0–12 years using CCB approved child care, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	29.6	29.1	32.8	20.0	31.3	27.5	37.8	18.3	29.0	3A.9
<i>Children enrolled in preschool — Proportion of 4 year old children who are enrolled in a preschool program in the year before full time schooling, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	72.6	105.5	97.4	99.3	83.5	103.8	108.0	92.8	90.9	3A.16
<i>Children enrolled in preschool — Proportion of 4 year old Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the year before full time schooling, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	60.3	83.6	64.4	99.3	99.8	88.0	93.5	87.0	73.9	3A.19
<i>Children attending preschool — Proportion of children aged 4 and 5 years who are attending a preschool program in the year before full time schooling, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	71.3	101.0	95.2	99.3	82.5	101.5	106.3	81.9	88.7	3A.21
<i>Non-standard hours of care in child care services — Proportion of Australian Government CCB approved child care services providing non-standard hours of care, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	14.4	19.9	47.8	21.6	21.2	10.3	3.0	12.6	23.6	3A.28
Effectiveness — Appropriateness — Service affordability										
<i>Child care service costs — Median weekly cost for 50 hours of CCB approved long day care (LDC) and family day care (FDC), 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
\$ LDC	416	400	346	383	364	374	463	368	385	3A.30
\$ FDC	360	395	351	363	388	384	398	411	375	
<i>Preschool service costs — Median per hour preschool program cost per child, after subsidies received by families, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
\$	3.20	2.10	2.20	–	–	–	–	–	2.10	3A.33
Effectiveness — Quality — Staff indicators										
<i>Staff quality in ECEC — Proportion of paid primary contact staff employed by CCB approved child care services with a relevant formal qualification at or above Certificate level III, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1	3A.36

(Continued next page)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Effectiveness — Quality — Standards indicators										
<i>Achievement of the National Quality Standard (NQS) — Of NQF approved services with a quality rating, what proportion have an overall rating of Meeting NQS or Exceeding NQS, 30 June 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	53.3	77.5	70.6	44.8	65.8	38.6	40.1	18.4	62.3	3A.41
Efficiency — Inputs per output unit — Dollars per child indicators										
<i>Total government recurrent expenditure on ECEC per child in the community — Australian Government and State and Territory government recurrent expenditure on ECEC per child aged 0–12 years in the community, 2013-14</i>										
Most recent data for this measure are complete but not comparable (chapter 3)										
\$	1 850	1 951	2 043	1 799	2 325	2 106	2 569	2 695	1 969	3A.50, 3A.51
<i>Australian Government recurrent expenditure per child attending CCB approved child care — Australian Government recurrent expenditure per child aged 0–12 years attending CCB approved child care, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
\$	5 605	5 561	5 454	5 525	5 529	5 607	5 318	8 442	5 589	3A.52
Outcome indicators										
<i>Family work-related needs for child care — Proportion of children aged 0–12 years in families for whom additional formal child care was currently required for work-related reasons, 2011</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	2.3 ± 0.6	3.0 ± 1.0	2.7 ± 1.4	2.7 ± 1.0	3.1 ± 1.4	3.0 ± 1.7	4.1 ± 2.9	np	2.7 ± 0.4	3A.53
<i>Demand for ECEC — Proportion of children aged 0–12 years for whom additional formal child care or preschool services were currently required</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	5.4 ± 0.9	5.9 ± 1.6	5.6 ± 1.6	5.6 ± 1.4	4.5 ± 1.5	5.6 ± 2.3	6.4 ± 3.3	4.2 ± 2.5	5.5 ± 0.5	3A.54
<i>Out-of-pocket costs of child care — Proportion of weekly disposable income that families with \$75 000 gross disposable income spend on one child in full time long day care, after the payment of child care subsidies, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	10.6	10.4	7.8	10.1	8.8	9.0	15.3	9.4	9.7	3A.56
<i>ECEC outcomes — Proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC, 2011</i>										
Data for this indicator are comparable, subject to caveats (chapter 3)										
%	17.7	17.9	22.8	21.8	22.2	21.1	21.3	34.0	19.8	3A.58

^a Caveats for these data are available in chapter 3 and attachment 3A. Refer to the indicator interpretation boxes in chapter 3 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 3 and attachment 3A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent).

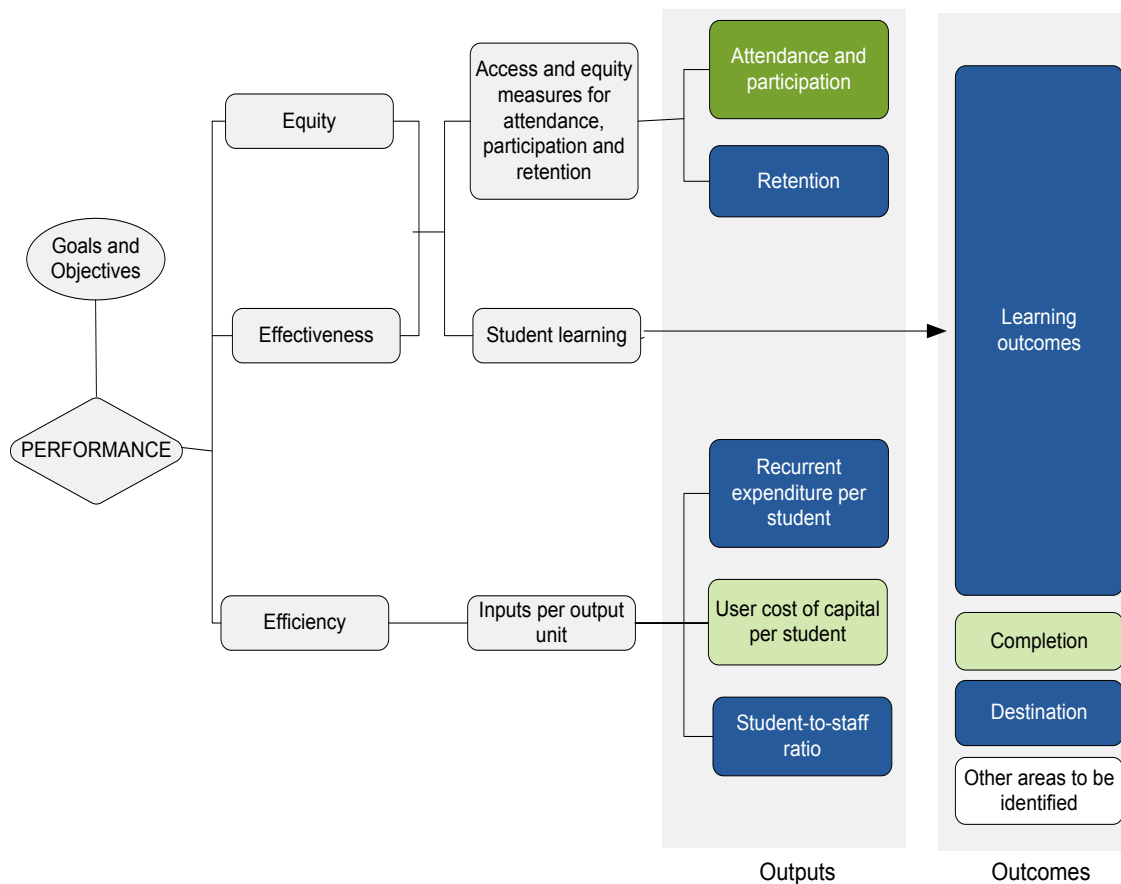
.. Not applicable. – Nil or rounded to zero. **np** Not published.

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 indicator results for school education^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators										
<i>Attendance and participation — Year 10 attendance rate, all students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	88	90	87	85	87	87	88	74	..	4A.197
<i>Attendance and participation — Year 10 attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	75	79	76	63	72	81	77	56	..	4A.198
<i>Attendance and participation — Proportion of all children aged 6–15 years enrolled in school, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	99.6	101.0	100.8	98.7	100.8	99.1	110.0	95.0	100.3	4A.183
<i>Attendance and participation — 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, 2012</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	23.6	38.7	28.6	26.0	23.2	34.7	25.9	15.8	28.8	4A.196
<i>Retention — Apparent retention rate, year 7/8-10, full time secondary students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2	4A.186
<i>Retention — Apparent retention rate, year 10-12, full time students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7	4A.187
<i>Retention — Apparent retention rate, year 10-12, full time Aboriginal and Torres Strait Islander students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	43.4	58.2	60.0	48.3	73.4	45.3	64.3	50.9	52.3	4A.189
Efficiency — Inputs per output unit indicators										
<i>Recurrent expenditure per student — Government expenditure per FTE student, government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703	4A.13
<i>Recurrent expenditure per student — Government expenditure per FTE student, non-government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	8 754	8 322	9 070	9 680	8 580	9 194	7 352	13 947	8 812	4A.15

(Continued next page)

Table B.2 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
<i>Recurrent expenditure per student — Government recurrent expenditure on staff per FTE student in government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	10 019	8 808	9 798	11 597	10 590	10 132	12 301	14 321	9 987	4A.14
<i>User cost of capital per student — UCC per FTE student, government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	2 231	2 061	2 485	3 649	1 782	1 710	4 185	2 547	2 386	4A.20
<i>Student-to-staff ratio — Ratio of FTE students to FTE teaching staff, government primary schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
no.	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4	4A.22
<i>Student-to-staff ratio — Ratio of FTE students to FTE teaching staff, government secondary schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
no.	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4	4A.22
Outcome indicators										
<i>Learning outcomes</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
NAPLAN Reading performance – proportion of all year 3 students achieving at or above national minimum standard, 2014										
%	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2	4A.36
NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 3 students achieving at or above national minimum standard, 2014										
%	83.2 ± 1.5	85.3 ± 2.7	80.3 ± 2.0	63.1 ± 3.5	69.6 ± 4.5	88.1 ± 3.5	83.4 ± 6.7	34.1 ± 6.6	74.7 ± 1.6	4A.36
NAPLAN Reading performance – proportion of all year 9 students achieving at or above national minimum standard, 2014										
%	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 0.4	4A.36
NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2014										
%	77.3 ± 1.9	81.8 ± 3.2	72.7 ± 2.8	65.9 ± 4.5	70.9 ± 4.3	82.5 ± 3.7	79.4 ± 8.3	33.7 ± 9.7	71.2 ± 1.6	4A.36
NAPLAN Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard, 2014										
%	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2	4A.108

(Continued next page)

Table B.2 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
NAPLAN Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard, 2014										
%	84.8 ± 1.4	88.5 ± 3.0	82.4 ± 2.1	70.5 ± 3.6	71.7 ± 5.1	92.5 ± 3.0	88.1 ± 5.9	43.0 ± 6.8	78.2 ± 1.4	4A.108
NAPLAN Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard, 2014										
%	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 0.3	4A.108
NAPLAN Numeracy performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2014										
%	81.1 ± 1.8	83.3 ± 3.0	77.8 ± 2.6	74.2 ± 4.4	73.2 ± 4.0	86.2 ± 3.6	82.8 ± 8.5	44.1 ± 8.5	76.2 ± 1.5	4A.108
Civics and citizenship performance – proportion of year 6 students achieving at or above proficient standard, 2013										
%	56 ± 4.8	58 ± 5.5	45 ± 4.8	44 ± 5.8	43 ± 6.0	46 ± 5.5	64 ± 6.0	26 ± 8.4	52 ± 2.4	4A.149
Civics and citizenship performance – proportion of year 10 students achieving at or above proficient standard, 2013										
%	51 ± 5.7	48 ± 6.2	35 ± 4.1	44 ± 6.0	35 ± 5.7	32 ± 6.0	48 ± 6.9	20 ± 7.0	44 ± 2.6	4A.149
Mean scores of year 8 students in IEA International Computer and Information Literacy Study (ICILS) testing, 2013										
%	545.6 ± 9.0	552.9 ± 8.0	522.8 ± 11.6	543.5 ± 6.9	545.2 ± 9.4	529.2 ± 12.7	548.6 ± 11.0	530.8 ± 11.4	541.6 ± 4.5	4A.181
<i>Completion — Year 12 completion rate, 2013</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
%	72	81	69	73	82	47	82	39	74	4A.191
<i>Destination — Proportion of 15–24 year old school leavers fully participating in education and/or training, or employment, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	73.8 ± 1.8	73.6 ± 2.3	68.1 ± 3.0	74.2 ± 3.7	75.1 ± 4.1	62.4 ± 8.0	79.0 ± 7.3	76.7 ± 11.9	72.6 ± 1.0	4A.193

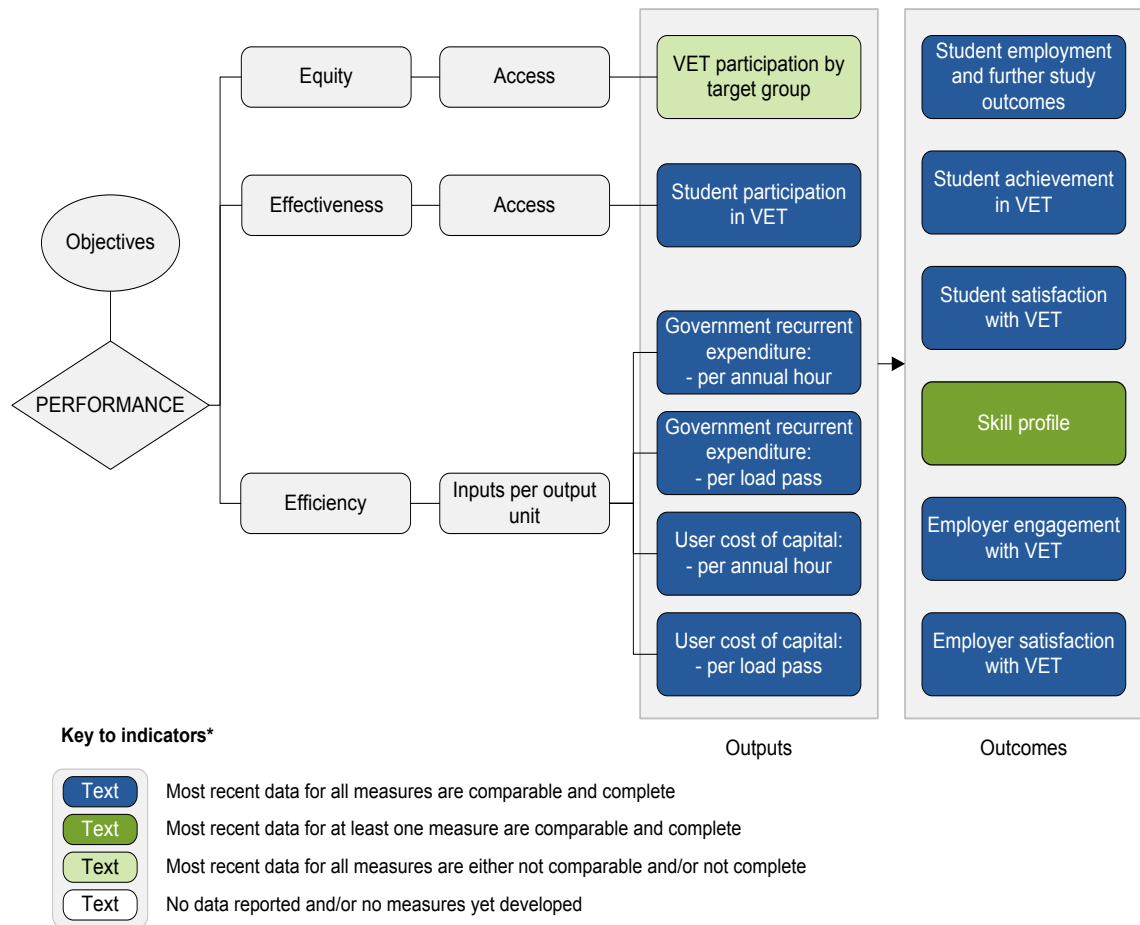
FTE = Full time equivalent. ^a Caveats for these data are available in chapter 4 and attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation of data presented in this table. ^b Some data are derived from detailed data in chapter 4 and attachment 4A. .. Not applicable.

Source: Chapter 4 and attachment 4A.

VET

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 indicator results for VET^{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>	<i>Source</i>
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 Aboriginal and Torres Strait Islander Australians aged 15–64 years (2013)										
%	21.5	22.4	10.2	20.2	20.8	9.5	19.4	18.3	17.4	5A.10
Effectiveness indicators										
<i>Participation in government funded VET</i>										
Data for this indicator are not directly comparable (chapter 5)										
Participation rate for the population aged 15–64 years (2013)										
%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4	5A.9
Efficiency indicators										
<i>Government recurrent expenditure per government funded annual hour (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	14.07	9.36	17.40	14.87	11.09	16.71	17.28	23.85	12.60	5A.19
<i>Government recurrent expenditure per government funded load pass (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	17.98	11.13	20.10	18.74	12.42	21.33	20.28	30.26	15.23	5A.20
<i>User cost of capital per government funded annual hour (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	2.96	1.25	2.48	2.15	1.69	3.05	2.81	3.73	2.05	5A.21
<i>User cost of capital per government funded load pass (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	3.79	1.49	2.87	2.72	1.89	3.90	3.30	4.73	2.48	5A.21
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 2013 after completing their course in 2012										
%	86.7 ± 0.8	86.5 ± 1.6	87.9 ± 1.1	90.0 ± 0.8	89.6 ± 1.1	87.9 ± 1.7	91.2 ± 1.6	91.8 ± 2.0	87.5 ± 0.6	5A.25
Proportion of government funded VET graduates who improved their employment circumstances after training										
%	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9	5A.41

(Continued next page)

Table B.3 (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>
<i>Student achievement in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Load pass rate (government funded VET) (2012)										
%	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9	5A.50
Proportion of graduates with improved education/training status after training (2012)										
%	14.9	22.3	17.8	15.4	13.8	14.4	15.8	14.0	18.0	5A.54
<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 (2013)										
%	88.7 ± 0.8	85.4 ± 1.6	87.8 ± 1.1	89.1 ± 0.9	88.4 ± 1.2	89.2 ± 1.5	85.7 ± 2.1	88.3 ± 2.3	87.5 ± 0.6	5A.70
<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 (2011 to 2012) by government and non-government funded VET students										
%	8.2	32.6	-6.8	—	22.9	6.0	14.7	-3.1	12.7	5A.79
Change in the combined number of units of competency and modules completed between 2012 and 2013										
%	-8.8	-4.7	-12.0	-2.0	30.1	-15.1	-12.0	-6.4	-4.4	5A.86
<i>Employer engagement with VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of employers who in the last twelve months had employees with formal vocational qualifications as a requirement of their job (2013)										
%	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6	5A.92
<i>Employer satisfaction with VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
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 (2013) — Satisfaction with formal vocational qualifications as a job requirement										
%	79.2 ± 4.7	80.2 ± 5.8	74.2 ± 5.4	78.2 ± 6.0	79.8 ± 6.0	79.5 ± 6.2	77.8 ± 7.5	71.9 ± 6.5	78.3 ± 2.5	5A.92

^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). — Nil or rounded to zero.

Source: Chapter 5 and attachment 5A.

B.3 Cross-cutting and interface issues

Although this Report addresses three areas of education in separate chapters (ECEC; School education; VET), it is recognised that there are many linkages between these services across the lifespan.

- Research has found that participation in quality ECEC impacts beneficially upon children's educational and social development (Ramey et al. 2012; Tayler et al. 2013). 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 ECEC 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 United Kingdom 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 ECEC, School education and VET chapters contain a service-specific section on future directions in performance reporting.

B.5 List of attachment tables

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

Table BA.1	Australian, State and Territory government real recurrent expenditure on child care services (2012-13 dollars)
Table BA.2	Australian, State and Territory (including local) government real expenditure on education (2012-13 dollars)
Table BA.3	Total government real expenditure on education, by purpose (\$ million) (2012-13 dollars)
Table BA.4	State and Territory (including local) government real expenditure, by purpose (2012-13 dollars)

Table BA.5	Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by labour force status
Table BA.6	Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation
Table BA.7	Children on track on the Australian Early Development Census (AEDC)
Table BA.8	Children developmentally at risk on the AEDC
Table BA.9	Children developmentally vulnerable on the AEDC
Table BA.10	Children engaged in informal reading learning activities, 2011
Table BA.11	Participation in education and training, by age group, by institution type, 2013
Table BA.12	Participation in education and training, by single year of age, by institution type (national only)
Table BA.13	Participation in education and training, by age group (per cent)
Table BA.14	Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed
Table BA.15	Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment (Census data)
Table BA.16	Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD
Table BA.17	Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data)
Table BA.18	Applications to enrol in an educational institution, 15–19 and 17–24 year olds, 2013
Table BA.19	Destination of 15–19 year olds school leavers, by institution type
Table BA.20	Destination of 15–19 year old school leavers, by institution type, by sex (national only)
Table BA.21	Destination of 15–24 year old school leavers by institution type, by sex (national only)
Table BA.22	Higher education participation by selected groups (per cent)
Table BA.23	Full time participation in education and training and/or employment (per cent)
Table BA.24	Full time participation in education and training at or above Certificate III and/or employment (per cent)
Table BA.25	Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data)
Table BA.26	Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent)
Table BA.27	Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent)
Table BA.28	Level of highest non-school qualification completed (15–64 year olds)
Table BA.29	Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification
Table BA.30	Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data)

Table BA.31	Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (per cent) (Census data)
Table BA.32	Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate level II or above (per cent)
Table BA.33	People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data)
Table BA.34	Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data)
Table BA.35	Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent)
Table BA.36	Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data)
Table BA.37	Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above
Table BA.38	Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (Census data)
Table BA.39	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent)
Table BA.40	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (Census data)
Table BA.41	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data)
Table BA.42	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by SES based on SEIFA IRSD (per cent)
Table BA.43	Proportion of 20–64 year olds with qualifications at Certificate III or above, by SES based on SEIFA IRSD (Census data)
Table BA.44	Proportion of 20–64 and 15–74 year olds across all Programme for the International Assessment of Adult Competencies (PIAAC) literacy skill levels, 2011-12
Table BA.45	Proportion of 20–64 and 15–74 year olds across all PIAAC numeracy skill levels, 2011-12
Table BA.46	Proportion of 20–64 and 15–74 year olds across all PIAAC skill levels for the domain problem solving in technology-rich environments (PSTRE), 2011-12

B.6 References

Abbott-Chapman, J., Martin, K., Ollington, N. Venn, A. Dwyer, T. and Gall, S. 2013, ‘The longitudinal association of childhood school engagement with adult educational and occupational achievement: findings from an Australian national study’, *British Educational Research Journal*, www.onlinelibrary.wiley.com/doi/10.1002/berj.3031/abstract (accessed 18 October 2013).

-
- Abbott-Chapman, J. 2011, *Making the most of the mosaic: facilitating post-school transitions to higher education of disadvantaged students*, The Australian Association for Research in Education, vol. 38, pp. 57–71.
- ABS (Australian Bureau of Statistics), 2014, *Australian National Accounts: National Income, Expenditure and Product, Jun 2014*, Cat. no. 5206.0, Canberra.
- 2010, *Research paper: Measuring Economic Returns to Post-School Education in Australia*, Cat. no. 1351.0.55.032, Canberra.
- 2008a, *Labour Force, Australia, August 2008*, Cat. no. 6291.0.55.003, Canberra.
- 2008b, *Adult Literacy and Life Skills Survey 2006*, Cat. no. 4228.0, Canberra.
- ACER (Australian Council for Educational Research) 2000, *Early school leaving and 'non-completion in Australia*, LSAY Briefing Number 2, October 2000, Melbourne.
- 2005, *Leaving school in Australia: Early career and labour market outcomes*, LSAY Briefing Number 9, July 2005, Melbourne.
- AIHW (Australian Institute of Health and Welfare) 2011, *National outcome measures for early childhood development — development of an indicator based reporting framework*, Cat. no. PHE 134, Canberra.
- 2010, *School attendance and retention of Indigenous Australian students*, Issues paper no.1 produced for the Closing the Gap Clearinghouse, Cat. no. IHW 33 ISBN 978-1-74249-060-1, Canberra.
www.aihw.gov.au/closingthegap/documents/issues_papers/ctg-ip01.pdf (accessed 17 August 2011).
- 2009, *A picture of Australia's children 2009*, Cat. no. PHE 112, Canberra.
- AGD (Attorney-General's Department) 2010, *Australia to 2050: future challenges, the 2010 Intergenerational Report Overview*, Canberra.
- Australian Government Department of Education 2014a, Higher Education Statistics Collection, Higher Education Data Cube (uCube)
www.highereducationstatistics.education.gov.au/ (accessed 7 October 2014).
- 2014b, *Higher Education staff data collection, 2013 staff data*, Canberra.
- Buddelmeyer, H., Leung, F. and Scutella, R. 2012, *Educating oneself out of social exclusion*, NCVER, Adelaide.
- COAG (Council of Australian Governments) 2008a, *National Education Agreement*.
<http://www.federalfinancialrelations.gov.au/content/npa/education/national-agreement.pdf> (accessed 1 October 2013).
- 2008b, *National Agreement for Skills and Workforce Development*.
www.federalfinancialrelations.gov.au/content/npa/skills/skills-reform/national_agreement.pdf (accessed 1 October 2013).
- 2008c, *Productivity Agenda Working Group — Education, Skills, Training and Early Childhood Development: outcomes, progress measures and policy directions 12 March*

-
- 2008, Canberra, www.mediacentre.dewr.gov.au/NR/rdonlyres/85499B3A-E77F-4A55-9735-F8CD853EB072/0/Comminque.pdf (accessed 17 August 2011).
- 2008d, *National Partnership Agreement on Low Socio-economic status school communities*, December 2008, Canberra, www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/national_partnership/national_partnership_for_low_socio-economic_school_communities.pdf (accessed 17 August 2011).
- 2009, *Investing in the Early Years — A National Early Childhood Development Strategy. An initiative of the Council of Australian Governments*, 2 July 2009, www.coag.gov.au/coag_meeting_outcomes/2009-07-02/docs/national_ECD_strategy.pdf (accessed 3 October 2011).
- Cutler, D. and Lleras-Muney, A. 2007, *Education and Health*, Policy Brief no. 9, National Poverty Centre, University of Michigan.
- DEECD (Department of Education and Early Childhood Development) 2010, *Understanding the needs of students from low socio-economic backgrounds* www.education.vic.gov.au/management/schooloperations/equity/disadvantage.htm (accessed 17 August 2011).
- DEEWR (Department of Education, Employment and Workplace Relations) 2011 *Higher education overview*, www.deewr.gov.au/HigherEducation/Pages/Overview.aspx (accessed 17 August 2011).
- 2010, *Regional Participation: The role of socioeconomic status and access*, Canberra.
- DoI (Department of Industry) 2013, RTO count report, www.training.gov.au (accessed 22 November 2013).
- FYA (Foundation for Young Australians) 2008, *How Young People are Faring '08*, www.fya.org.au/ (accessed 17 August 2011).
- Hancock, K. J., Shepherd, C. C. J., Lawrence, D. and Zubrick, S. R. 2013, *Student attendance and educational outcomes: Every day counts*. Report for the Department of Education, Employment and Workplace Relations, Canberra.
- Jackiewicz, S., Saggars, S. and Frances, K. 2011, Equity of access: Requirements of Indigenous families and communities to ensure equitable access to government-approved childcare settings in Australia, *Australasian Journal of Early Childhood*, vol. 36, no. 3, pp. 100–108.
- Karmel, T. and Fieger, P. 2012, *The value of completing a VET qualification*, NCVER, Adelaide.
- Machin, S., Olivier, M. and Suncica, V. 2012, 'Youth crime and education expansion', *German Economic Review*, vol. 13, no. 4, pp. 366–384.

-
- McTurk, N., Tess, L., Robinson, G., Nutton, G. and Carapetis J. R. 2011, 'Defining and assessing the school readiness of Indigenous Australian children', *Australasian Journal of Early Childhood*, vol. 36, no. 1, pp. 69–76.
- Murray, J, 2009 'The wider social benefits of higher education: What do we know about them?', *Australian Journal of Education*, vol. 53, no. 3, pp. 230–244.
- NCVER (National Centre for Vocational Education Research) 2011, *Tertiary Education and Training in Australia, 2009*, Adelaide.
- 2012, *Tertiary Education and Training in Australia, 2010*, Adelaide.
- 2014a, *Australian vocational education and training statistics: Students and courses 2013*, Adelaide.
- 2014b, *Educational outcomes: the impact of aspirations and the role of student background characteristics*, Research Report No. 65, Adelaide.
- 2014c, *The factors affecting the educational and occupational aspirations of young Australians*, Research Report No. 66, Adelaide.
- NSW DoCS (NSW Department of Community Services) 2003, *School readiness*, Discussion paper 1
www.community.nsw.gov.au/docswr/_assets/main/documents/school_readiness.pdf
(accessed 17 August 2011).
- OECD (Organisation for Economic Co-operation and Development) 2008, *Economic Surveys: Australia*, France.
- 2013, *Education at a Glance: OECD indicators 2013*, France.
- PC (Productivity Commission) 2011, *Vocational Education and Training Workforce*, Research Report, Canberra.
- 2010, *The Effects of Education and Health on Wages and Productivity*, Productivity Commission Staff Working Paper, Melbourne, March.
- Ramey, C. T., Sparling, J. J. and Ramey, S. L. 2012, *Abecedarian: The ideas, the approach, and the findings*, Los Altos, CA: Sociometrics Corporation.
- Reynolds, A. J., Temple, J. A., and White, B. A. 2009, *Cost-Effective Early Childhood Development Programs: A Synthesis of Evidence in the First Decade of Life*, Encyclopaedia of Education.
- Ryan, C. 2011, *Year 12 completion and youth transitions*, NCVER, Adelaide.
- Taylor, C., Ishimine, K., Cloney, D., Cleveland, G. and Thorpe, K. 2013, The quality of early childhood education and care services in Australia, *Australasian Journal of Early Childhood*, vol. 38, no. 2, pp. 13–21.

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).

Attachment contents

Table BA.1	Australian, State and Territory government real recurrent expenditure on child care services, (2012-13 dollars)
Table BA.2	Australian, State and Territory (including local) government real expenditure on education, (2012-13 dollars)
Table BA.3	Total government real expenditure on education, by purpose (\$ million) (2012-13 dollars)
Table BA.4	State and Territory (including local) government real expenditure, by purpose (2012-13 dollars)
Table BA.5	Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by labour force status
Table BA.6	Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation
Table BA.7	Children on track on the Australian Early Development Census (AEDC)
Table BA.8	Children developmentally at risk on the AEDC
Table BA.9	Children developmentally vulnerable on the AEDC
Table BA.10	Children engaged in informal reading learning activities, 2011
Table BA.11	Participation in education and training, by age group, by institution type, 2013
Table BA.12	Participation in education and training, by single year of age, by institution type (national only)
Table BA.13	Participation in education and training, by age group (per cent)
Table BA.14	Proportion of 17-24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed
Table BA.15	Proportion of 17-24 year old school leavers who are fully engaged in education and training and/or employment (Census data)
Table BA.16	Proportion of 17-24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD
Table BA.17	Proportion of 17-24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data)
Table BA.18	Applications to enrol in an educational institution, 15–19 and 17-24 year olds, 2013
Table BA.19	Destination of 15–19 year olds school leavers, by institution type
Table BA.20	Destination of 15–19 year old school leavers, by institution type, by sex (national only)
Table BA.21	Destination of 15–24 year old school leavers by institution type, by sex (national only)
Table BA.22	Higher education participation by selected groups (per cent)
Table BA.23	Full time participation in education and training and/or employment (per cent)
Table BA.24	Full time participation in education and training at or above Certificate III and/or employment (per cent)
Table BA.25	Proportion of 17-24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data)
Table BA.26	Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent)
Table BA.27	Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent)
Table BA.28	Level of highest non-school qualification completed (15–64 year olds)

Attachment contents

Table BA.29	Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification
Table BA.30	Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data)
Table BA.31	Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (per cent) (Census data)
Table BA.32	Proportion of 20-24 and 20-64 year olds who have completed year 12 (or equivalent) or Certificate level II or above (per cent)
Table BA.33	People aged 20-24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data)
Table BA.34	Proportion of 20-24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data)
Table BA.35	Proportion of 20-24 and 20-64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent)
Table BA.36	Proportion of 20-24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data)
Table BA.37	Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above
Table BA.38	Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (Census data)
Table BA.39	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent)
Table BA.40	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (Census data)
Table BA.41	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data)
Table BA.42	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by SES based on SEIFA IRSD (per cent)
Table BA.43	Proportion of 20–64 year olds with qualifications at Certificate III or above, by SES based on SEIFA IRSD (Census data)
Table BA.44	Proportion of 20–64 and 15–74 year olds across all PIAAC literacy skill levels, 2011-12
Table BA.45	Proportion of 20–64 and 25–74 year olds across all PIAAC numeracy skill levels, 2011-12
Table BA.46	Proportion of 20–64 year olds across all PIAAC skill levels for the domain Problem Solving in Technology-rich environments (PSTRE), 2011-12

TABLE BA.1

Table BA.1 Australian, State and Territory government real recurrent expenditure on child care services, (2012-13 dollars) (a), (b)

	2008-09	2009-10	2010-11	2011-12	2012-13
	\$m	\$m	\$m	\$m	\$m
Australian Government	4 191	4 082	4 418	4 817	5 366
State and Territory government	111	132	149	163	156
Total recurrent expenditure	4 303	4 214	4 566	4 980	5 522

- (a) Further information on the data included in this table are provided in the Early childhood education and care (ECEC) chapter attachment tables 3A.3-6, see sources in these tables for details.
- (b) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. The presentation of 2012-13 dollars in this sector overview differs from the data presented in the ECEC chapter, which uses 2013-14 as the base year. The base year of 2012-13 to ensure consistency with other CCET data presented in this sector overview.

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

TABLE BA.2

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2012-13 dollars) (a), (b)**

	2008-09	2009-10	2010-11	2011-12	2012-13	Average annual growth (c)
	\$m	\$m	\$m	\$m	\$m	%
Operating expenses (d)						
Australian Government	24 393	38 730	34 875	29 195	29 334	4.7
State and Territory (including local) government	48 243	53 273	51 557	51 856	52 780	2.3
Multijurisdictional (university)	19 764	20 081	20 636	21 648	22 929	3.8
Total	92 400	112 085	107 068	102 699	105 043	3.3
Transfers to other levels of general government (e)						
Australian Government	21 929	33 475	27 842	24 516	24 345	2.6
State and Territory (including local) government (f)	471	508	575	480	569	4.8
Multijurisdictional (university) (f)	569	601	601	657	670	4.2
Total (g)	22 950	34 568	28 981	25 614	25 481	2.7
Operating expenses less transfers						
Australian Government	2 464	5 255	7 033	4 679	4 989	19.3
State and Territory (including local) government	47 772	52 766	50 982	51 376	52 211	2.2
Multijurisdictional (university)	19 195	19 480	20 035	20 992	22 259	3.8
Total (g)	69 450	77 515	78 087	77 085	79 563	3.5

(a) Based on accrual operating expenses for education.

(b) The ABS provided nominal figures. Real expenditure was calculated from these figures for 2008-09 to 2012-13 based on the GGFCE chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) 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.

(f) Data up to 2011-12 have been revised by ABS since the previous Report.

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2012-13 dollars) (a), (b)**

	2008-09	2009-10	2010-11	2011-12	2012-13	Average annual growth (c)
	\$m	\$m	\$m	\$m	\$m	%

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

Source: Australian Bureau of Statistics (ABS) (2014 and unpublished) *Government Finance Statistics, Education, 2012-13*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2012-13 dollars) (a), (b)**

	2008-09	2009-10	2010-11	2011-12 (c)	2012-13
Primary and secondary education (d)	36 866	42 410	41 452	39 367	40 625
Tertiary education					
University education	19 422	19 803	20 453	21 034	22 257
Technical and further education (TAFE)	6 139	6 357	6 474	6 803	6 776
Tertiary education, nec	76	85	94	48	64
Total	25 637	26 244	27 021	27 884	29 097
Preschool & education not definable by level	3 322	3 350	3 431	4 285	4 452
Transportation of students	1 477	1 466	1 425	1 424	1 354
Education, n.e.c.	2 149	4 044	4 757	4 126	4 034
Total (e)	69 450	77 515	78 087	77 085	79 563

nec = Not elsewhere classified.

- (a) Based on accrual operating expenses for education. Data are operating expenses excluding transfers to other levels of general government (intra-sector transfers).
- (b) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2008-09 to 2012-13 based on the ABS GGFCE chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details.
- (c) Data for 2011-12 have been revised by ABS since the previous Report.
- (d) Primary and secondary education expenditure data from ABS *Government Finance Statistics* are compiled differently to primary and secondary education expenditure data in chapter 4 (School Education).
- (e) Totals may not add due to rounding.

Source: ABS (2014) *Government Finance Statistics, Education, 2012-13*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2012-13 dollars) (a), (b)

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2012-13											
Education expenditure											
Preschool & education not definable by level	%	10.0	6.3	11.1	7.3	5.5	4.3	7.2	9.0	8.5	1.6
Transportation of students	%	4.8	1.7	1.6	1.9	0.7	2.6	0.4	1.5	2.6	–
Education, not elsewhere classified	%	0.6	0.8	0.5	0.1	0.1	–	0.2	0.4	0.5	12.8
Primary and secondary	%	73.0	70.5	79.3	80.5	80.0	79.8	79.4	76.1	75.4	46.9
Total	%	88.4	79.3	92.5	89.7	86.2	86.7	87.2	87.0	86.9	61.4
TAFE	%	11.2	19.6	7.5	10.0	12.4	13.2	11.0	9.3	12.5	7.0
University	%	0.4	1.1	–	0.3	0.2	–	1.8	2.2	0.5	31.5
Other tertiary not elsewhere classified	%	–	–	–	–	1.2	0.1	–	1.5	0.1	–
Total (g)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (g)	\$m	16 098	12 815	10 472	6 157	4 065	1 254	936	983	52 780	29 334
2011-12											
Education expenditure											
Preschool & 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	–	0.3	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 (g)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (g)	\$m	15 801	12 773	10 234	5 968	3 999	1 234	893	966	51 856	29 195

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2012-13 dollars) (a), (b)

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2010-11											
Education expenditure											
Preschool & education not definable by level	%	7.1	5.7	9.4	6.1	3.0	4.8	5.7	5.8	6.7	1.2
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	13.2
Primary and secondary	%	75.9	72.1	80.3	82.0	81.3	80.2	81.1	77.3	77.2	48.2
Total	%	88.2	81.3	92.0	90.0	85.1	88.2	87.1	85.1	87.2	62.7
TAFE	%	11.2	17.8	7.9	9.6	10.8	11.8	11.6	11.6	12.0	6.9
University	%	0.6	0.9	–	0.4	2.2	0.1	1.3	1.2	0.7	30.4
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	15 724	12 691	10 089	5 884	3 917	1 326	899	1 028	51 557	29 647
2009-10											
Education expenditure											
Preschool & education not definable by level	%	6.7	5.2	9.9	5.1	2.8	3.3	5.9	4.4	6.3	0.9
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	12.9
Primary and secondary	%	76.9	74.5	79.7	83.5	82.0	77.2	79.3	79.6	78.1	54.7
Total	%	88.8	83.0	91.8	90.5	85.5	83.8	85.6	86.6	87.7	68.4
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	–	0.5	1.9	0.1	2.6	1.6	0.6	25.8
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	16 550	12 954	10 158	6 130	4 188	1 367	949	979	53 273	36 653

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2012-13 dollars) (a), (b)

	Unit	NSW (c)	Vic (d)	Qld	WA (e)	SA	Tas (f)	ACT	NT	Total S/T	Aus Gov
2008-09											
Education expenditure											
Preschool & education not definable by level	%	8.0	5.6	9.0	4.4	3.1	3.9	5.1	4.4	6.6	0.7
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	9.7
Primary and secondary	%	74.1	73.6	77.8	83.6	80.6	78.0	79.2	78.9	76.5	58.1
Total	%	87.8	82.8	91.0	90.2	84.4	85.7	84.8	86.0	87.0	68.5
TAFE	%	11.9	16.2	8.9	9.3	12.4	14.2	12.6	8.7	12.2	5.8
University	%	0.3	1.0	0.1	0.5	1.9	0.1	2.6	1.6	0.6	25.7
Other tertiary not elsewhere classified	%	–	–	–	–	1.2	0.1	–	3.8	0.2	–
Total (g)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)	\$m	15 210	11 811	9 127	5 444	3 725	1 214	829	885	48 243	39 765

- (a) Based on accrual operating expenses for education. Data are operating expenses excluding transfers to other levels of general government (intra-sector transfers).
- (b) The ABS provided nominal figures. Real expenditure was calculated from these figures for 2008-09 to 2012-13 based on the ABS GGFCE chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details.
- (c) 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.
- (d) Expenditure for preschool education in Victoria is contained in other budget areas and not included in this table.
- (e) Special education expenditure for WA is included under 'primary and secondary'.
- (f) Expenditure for preschool and special education in Tasmania is included under 'primary and secondary'.
- (g) Totals may not add due to rounding.
– Nil or rounded to zero.

Source: ABS (2014) *Government Finance Statistics, Education, 2012-13*, 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)		
2013 (e)											
Labour force status											
Employed	%	84.3	81.0	82.2	64.0	74.4	81.5	69.6	53.9	60.6	72.6
Unemployed	%	2.9	3.2	4.0	8.9	6.0	3.8	5.1	5.2	5.2	4.4
Not in labour force	%	12.9	15.8	13.8	27.1	19.5	14.7	25.3	40.9	34.2	23.1
Total (f)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 215.2	1 189.5	2 331.2	393.9	89.3	7 219.1	1 979.5	2 041.1	4 020.6	11 239.7
Unemployed	'000	110.5	46.9	113.8	54.7	7.2	333.1	144.3	197.8	342.1	675.2
Not in labour force	'000	490.5	232.5	392.2	166.6	23.4	1 305.2	720.8	1 548.0	2 268.8	3 574.1
All people (f)	'000	3 816.2	1 468.9	2 837.2	615.2	120.0	8 857.5	2 844.6	3 786.9	6 631.5	15 489.0
2012											
Labour force status											
Employed	%	85.3	81.5	83.6	73.4	83.3	83.1	71.5	57.6	63.6	75.1
Unemployed	%	2.5	3.1	3.8	7.4	3.1	3.4	4.6	5.9	5.3	4.2
Not in labour force	%	12.3	15.4	12.6	19.2	13.7	13.5	23.9	36.5	31.1	20.8
Total (f)	%	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 (f)	'000	3 768.0	1 480.1	2 597.0	692.2	179.9	8 717.2	2 621.2	3 495.1	6 116.3	14 833.6

TABLE BA.5

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

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)		
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 (f)	%	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 (f)	'000	3 516.7	1 353.3	2 586.5	724.7	212.3	8 393.5	2 625.6	3 829.0	6 454.6	14 848.1

nfd = Not further defined.

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) The Survey of Education and Work (SEW) was not conducted in Aboriginal and Torres Strait Islander 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) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (f) Totals may not add as a result of rounding.

Source: ABS (Derived from various years) *Education and Work, Australia, May 2011, 2012 and 2013*, 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 15–64 years, by occupation (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Highest school year</i>			<i>Total (g)</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 (f)</i>		<i>Sub-total (school completed)</i>
2013											
Managers	%	34.5	12.8	18.2	3.1	1.1	70.0	17.0	13.3	30.2	100.0
Professionals	%	73.2	10.5	4.9	0.7	0.4	89.8	8.0	2.1	10.1	100.0
Technicians and Trades Workers	%	7.5	8.3	51.9	3.4	0.8	72.0	12.5	15.6	27.9	100.0
Community and Personal Service Workers	%	16.0	18.0	26.7	4.3	0.7	66.0	20.7	13.7	34.1	100.0
Clerical and Administrative Workers	%	21.4	13.5	16.9	4.6	0.7	57.1	24.3	18.4	42.9	100.0
Sales Workers	%	11.3	8.3	14.0	5.4	0.3	39.1	30.3	31.0	61.0	100.0
Machinery Operators And Drivers	%	5.2	4.2	24.1	4.2	1.5	39.4	20.1	40.2	60.4	100.0
Labourers	%	7.1	6.1	17.1	5.7	1.1	36.7	21.4	41.8	63.0	100.0
All occupations	%	28.6	10.6	20.7	3.5	0.8	64.2	17.6	18.2	35.8	100.0
Managers	'000	495.0	183.5	260.7	45.0	15.6	1 002.7	244.3	190.7	433.5	1 433.1
Professionals	'000	1 834.4	263.4	122.2	17.8	11.0	2 249.8	200.0	52.4	252.7	2 504.5
Technicians and Trades Workers	'000	123.4	137.9	860.1	56.8	14.0	1 192.6	206.2	257.9	462.8	1 656.2
Community and Personal Service Workers	'000	179.2	202.3	300.5	47.9	8.0	741.0	232.0	154.3	383.1	1 123.4
Clerical and Administrative Workers	'000	346.0	218.9	274.1	74.0	11.0	924.7	393.8	297.1	693.6	1 618.3
Sales Workers	'000	119.2	87.4	148.2	57.5	3.6	414.0	320.9	328.2	646.0	1 059.1
Machinery Operators And Drivers	'000	38.6	31.4	179.1	31.5	11.2	292.7	149.6	299.0	449.1	743.8
Labourers	'000	78.2	66.8	188.0	62.5	12.3	404.5	235.2	459.8	693.4	1 100.7
All occupations	'000	3 214.0	1 188.3	2 330.0	393.6	88.8	7 219.1	1 978.7	2 040.3	4 020.3	11 239.7
2012											
Managers	%	34.5	13.3	16.7	3.3	1.7	69.5	15.9	14.8	30.6	100.0
Professionals	%	72.9	11.2	5.2	1.1	1.2	91.7	5.6	2.6	8.2	100.0
Technicians and Trades Workers	%	8.0	9.0	49.2	5.6	1.3	73.0	12.1	14.8	26.9	100.0

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Sub-total (non-school qualification)</i>	<i>Highest school year</i>			<i>Total (g)</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>Year 12</i>	<i>Year 11 or below (f)</i>	<i>Sub-total (school completed)</i>	
Community and Personal Service Workers	%	17.3	16.4	25.6	5.2	1.2	65.7	19.4	14.9	34.1	100.0
Clerical and Administrative Workers	%	21.0	13.2	15.7	6.1	1.6	57.7	24.0	18.4	42.4	100.0
Sales Workers	%	10.9	8.8	12.3	5.4	0.9	38.6	32.2	29.1	61.4	100.0
Machinery Operators And Drivers	%	6.2	5.6	21.6	6.3	1.7	41.2	20.5	38.1	59.0	100.0
Labourers	%	7.3	6.1	16.1	7.5	1.3	38.1	20.8	41.0	61.9	100.0
All occupations	%	28.8	10.8	19.5	4.6	1.3	65.1	16.8	18.1	34.9	100.0
Managers	'000	484.6	187.3	234.6	45.8	24.5	976.0	223.7	207.4	429.1	1 404.3
Professionals	'000	1 827.5	280.9	131.2	28.1	29.6	2 297.6	140.7	66.3	206.6	2 506.1
Technicians and Trades Workers	'000	131.1	147.5	811.1	91.9	21.4	1 203.8	199.9	244.0	443.1	1 648.0
Community and Personal Service Workers	'000	188.1	178.8	278.6	56.8	12.6	714.9	210.9	162.1	371.5	1 087.9
Clerical and Administrative Workers	'000	341.5	213.9	255.6	99.3	25.9	935.9	388.8	298.9	688.4	1 623.1
Sales Workers	'000	112.6	90.6	126.4	56.1	9.4	397.9	331.7	299.9	632.6	1 030.4
Machinery Operators And Drivers	'000	43.7	39.1	152.3	44.1	12.1	290.3	144.7	268.4	415.8	704.5
Labourers	'000	82.5	69.1	181.9	85.2	14.7	431.2	235.6	464.1	700.3	1 131.9
All occupations	'000	3 211.3	1 205.4	2 171.6	507.3	149.1	7 248.3	1 875.5	2 011.6	3 887.0	11 133.3

nfd = Not further defined.

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) The SEW was not conducted in Aboriginal and Torres Strait Islander 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) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation (a), (b), (c), (d), (e)**

Unit	Highest non-school qualification					Sub-total (non-school qualification)	Highest school year			Total (g)
	Bachelor degree or above	Advanced Diploma or Diploma	Certificate III and IV	Certificate I, II, or nfd	Level not determined		Year 12	Year 11 or below (f)	Sub-total (school completed)	

(e) Totals and sub totals may not equal components due to rounding.

(f) Include people who never attended school.

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

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0, Canberra.

TABLE BA.7

Table BA.7 Children on track on the Australian Early Development Census (AEDC) (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 (c)										
Aboriginal and Torres Strait Islander children on track on the AEDC										
On track on no domains	no.	467	95	540	338	135	44	9	250	1 878
On track on one or more domains	no.	4 100	742	3 630	1 709	560	417	88	954	12 200
On track on two or more domains	no.	3 605	655	3 115	1 435	447	370	75	755	10 457
On track on three or more domains	no.	3 119	552	2 594	1 162	360	312	65	565	8 729
On track on four or more domains	no.	2 413	436	1 992	901	276	252	54	395	6 719
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
On track on no domains	%	10.2	11.4	12.9	16.5	19.4	9.5	9.3	20.8	13.3
On track on one or more domains	%	89.8	88.6	87.1	83.5	80.6	90.5	90.7	79.2	86.7
On track on two or more domains	%	78.9	78.3	74.7	70.1	64.3	80.3	77.3	62.7	74.3
On track on three or more domains	%	68.3	65.9	62.2	56.8	51.8	67.7	67.0	46.9	62.0
On track on four or more domains	%	52.8	52.1	47.8	44.0	39.7	54.7	55.7	32.8	47.7
On track on five domains	%	37.2	34.1	32.2	27.0	24.7	39.0	32.0	18.6	31.9
Non-Indigenous children on track on the AEDC										
On track on no domains	no.	2 718	2 556	3 011	1 303	804	250	139	73	10 854
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
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
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
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
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

TABLE BA.7

Table BA.7 Children on track on the Australian Early Development Census (AEDC) (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>
On track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2
On track on one or more domains	%	96.8	96.0	94.4	95.5	95.2	95.6	96.9	96.2	95.8
On track on two or more domains	%	91.5	90.5	87.3	89.7	88.6	89.6	90.1	90.9	89.9
On track on three or more domains	%	84.3	83.5	78.3	81.6	80.4	81.4	81.5	82.2	82.2
On track on four or more domains	%	72.3	72.5	65.4	69.8	67.9	70.4	68.1	70.5	70.3
On track on five domains	%	56.9	57.4	49.3	52.3	52.5	55.2	50.7	53.5	54.5
All children on track on the AEDC										
On track on no domains	no.	3 185	2 651	3 551	1 641	939	294	148	323	12 732
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
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
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
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
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
On track on no domains	%	3.6	4.1	6.1	5.3	5.4	4.8	3.2	10.3	4.6
On track on one or more domains	%	96.4	95.9	93.9	94.7	94.6	95.2	96.8	89.7	95.4
On track on two or more domains	%	90.9	90.3	86.4	88.4	87.6	88.9	89.8	80.1	89.1
On track on three or more domains	%	83.5	83.3	77.2	79.9	79.2	80.4	81.2	68.7	81.1
On track on four or more domains	%	71.3	72.2	64.2	68.1	66.7	69.2	67.9	56.1	69.1
On track on five domains	%	55.9	57.1	48.1	50.6	51.4	54.0	50.3	40.2	53.3
2009 (c)										
Aboriginal and Torres Strait Islander children on track on the AEDC										
On track on no domains	no.	398	98	572	330	110	30	12	435	1 985
On track on one or more domains	no.	3 323	521	2 907	1 419	436	281	89	1 005	9 981
On track on two or more domains	no.	2 896	458	2 426	1 203	354	252	76	732	8 397

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC) (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>
On track on three or more domains	no.	2 447	382	1 906	958	295	216	66	530	6 800
On track on four or more domains	no.	1 888	293	1 418	690	223	175	54	347	5 088
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
On track on no domains	%	10.7	15.8	16.4	18.9	20.1	9.6	11.9	30.2	16.6
On track on one or more domains	%	89.3	84.2	83.6	81.1	79.9	90.4	88.1	69.8	83.4
On track on two or more domains	%	77.8	74.0	69.7	68.8	64.8	81.0	75.2	50.8	70.2
On track on three or more domains	%	65.8	61.7	54.8	54.8	54.0	69.5	65.3	36.8	56.8
On track on four or more domains	%	50.7	47.3	40.8	39.5	40.8	56.3	53.5	24.1	42.5
On track on five domains	%	33.4	31.8	21.5	21.1	26.7	37.0	40.6	13.1	25.4
Non-Indigenous children on track on the AEDC										
On track on no domains	no.	3 123	2 416	3 665	1 353	711	318	174	77	11 837
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
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
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
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
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
On track on no domains	%	3.9	4.2	7.3	5.3	4.7	5.1	4.2	4.2	4.9
On track on one or more domains	%	96.1	95.8	92.7	94.7	95.3	94.9	95.8	95.8	95.1
On track on two or more domains	%	90.6	90.1	84.7	88.4	88.7	88.9	89.7	89.7	88.8
On track on three or more domains	%	83.1	82.8	74.4	79.7	80.5	81.0	81.7	81.4	80.6
On track on four or more domains	%	71.2	71.8	61.4	67.5	68.0	68.9	68.0	69.3	68.6

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC) (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>
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 on track on the AEDC										
On track on no domains	no.	3 521	2 514	4 237	1 683	821	348	186	512	13 822
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
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
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
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
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
On track on no domains	%	4.2	4.3	7.9	6.2	5.3	5.3	4.4	15.6	5.5
On track on one or more domains	%	95.8	95.7	92.1	93.8	94.7	94.7	95.6	84.4	94.5
On track on two or more domains	%	90.1	89.9	83.7	87.2	87.9	88.5	89.4	72.6	88.0
On track on three or more domains	%	82.4	82.6	73.1	78.1	79.6	80.4	81.3	61.8	79.5
On track on four or more domains	%	70.3	71.6	60.0	65.7	67.0	68.3	67.7	49.4	67.4
On track on five domains	%	54.7	55.9	40.7	46.4	51.6	52.2	50.5	34.2	50.5

(a) The 5 AEDC domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDC results are available at www.aedc.gov.au.

(b) Children classified as on track scored in the highest 75 per cent of the national AEDC population for an AEDC domain.

(c) AEDC Cycle 2 data are used for 2012. The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDC.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012 and 2009*.

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (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 (c)										
Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	2 119	389	1 791	819	267	224	41	425	6 075
Developmentally at risk on one or more domains	no.	2 448	448	2 379	1 228	428	237	56	779	8 003
Developmentally at risk on two or more domains	no.	1 282	225	1 216	629	219	129	20	410	4 130
Developmentally at risk on three or more domains	no.	421	77	442	225	88	57	6	155	1 471
Developmentally at risk on four or more domains	no.	98	11	90	46	17	13	1	35	311
Developmentally at risk on five domains	no.	10	–	10	5	–	3	–	2	30
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally at risk on no domains	%	46.4	46.5	42.9	40.0	38.4	48.6	42.3	35.3	43.2
Developmentally at risk on one or more domains	%	53.6	53.5	57.1	60.0	61.6	51.4	57.7	64.7	56.8
Developmentally at risk on two or more domains	%	28.1	26.9	29.2	30.7	31.5	28.0	20.6	34.1	29.3
Developmentally at risk on three or more domains	%	9.2	9.2	10.6	11.0	12.7	12.4	6.2	12.9	10.4
Developmentally at risk on four or more domains	%	2.1	1.3	2.2	2.2	2.4	2.8	1.0	2.9	2.2
Developmentally at risk on five domains	%	0.2	–	0.2	0.2	–	0.7	–	0.2	0.2
Non-Indigenous children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	52 645	39 822	30 119	16 662	9 722	3 465	2 549	1 154	156 138
Developmentally at risk on one or more domains	no.	32 410	23 599	23 973	12 172	7 049	2 245	1 986	789	104 223
Developmentally at risk on two or more domains	no.	15 370	11 081	11 858	5 718	3 460	1 093	987	354	49 921
Developmentally at risk on three or more domains	no.	4 653	3 643	3 965	2 005	1 178	393	325	117	16 279
Developmentally at risk on four or more domains	no.	976	797	848	416	249	100	62	19	3 467
Developmentally at risk on five domains	no.	80	75	83	39	17	8	–	1	303
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

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (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>
Developmentally at risk on no domains	%	61.9	62.8	55.7	57.8	58.0	60.7	56.2	59.4	60.0
Developmentally at risk on one or more domains	%	38.1	37.2	44.3	42.2	42.0	39.3	43.8	40.6	40.0
Developmentally at risk on two or more domains	%	18.1	17.5	21.9	19.8	20.6	19.1	21.8	18.2	19.2
Developmentally at risk on three or more domains	%	5.5	5.7	7.3	7.0	7.0	6.9	7.2	6.0	6.3
Developmentally at risk on four or more domains	%	1.1	1.3	1.6	1.4	1.5	1.8	1.4	1.0	1.3
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.1	–	0.1	0.1
All children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	54 764	40 211	31 910	17 481	9 989	3 689	2 590	1 579	162 213
Developmentally at risk on one or more domains	no.	34 858	24 047	26 352	13 400	7 477	2 482	2 042	1 568	112 226
Developmentally at risk on two or more domains	no.	16 652	11 306	13 074	6 347	3 679	1 222	1 007	764	54 051
Developmentally at risk on three or more domains	no.	5 074	3 720	4 407	2 230	1 266	450	331	272	17 750
Developmentally at risk on four or more domains	no.	1 074	808	938	462	266	113	63	54	3 778
Developmentally at risk on five domains	no.	90	75	93	44	17	11	–	3	333
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 at risk on no domains	%	61.1	62.6	54.8	56.6	57.2	59.8	55.9	50.2	59.1
Developmentally at risk on one or more domains	%	38.9	37.4	45.2	43.4	42.8	40.2	44.1	49.8	40.9
Developmentally at risk on two or more domains	%	18.6	17.6	22.4	20.6	21.1	19.8	21.7	24.3	19.7
Developmentally at risk on three or more domains	%	5.7	5.8	7.6	7.2	7.2	7.3	7.1	8.6	6.5
Developmentally at risk on four or more domains	%	1.2	1.3	1.6	1.5	1.5	1.8	1.4	1.7	1.4
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.2	–	0.1	0.1
2009 (c)										
Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	1 569	265	1 201	628	206	140	51	476	4 536
Developmentally at risk on one or more domains	no.	2 152	354	2 278	1 121	340	171	50	964	7 430

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (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>
Developmentally at risk on two or more domains	no.	1 091	185	1 153	563	179	82	29	487	3 769
Developmentally at risk on three or more domains	no.	396	75	409	205	72	28	12	177	1 374
Developmentally at risk on four or more domains	no.	87	21	97	49	18	6	2	46	326
Developmentally at risk on five domains	no.	11	2	9	4	4	–	–	4	34
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally at risk on no domains	%	42.2	42.8	34.5	35.9	37.7	45.0	50.5	33.1	37.9
Developmentally at risk on one or more domains	%	57.8	57.2	65.5	64.1	62.3	55.0	49.5	66.9	62.1
Developmentally at risk on two or more domains	%	29.3	29.9	33.1	32.2	32.8	26.4	28.7	33.8	31.5
Developmentally at risk on three or more domains	%	10.6	12.1	11.8	11.7	13.2	9.0	11.9	12.3	11.5
Developmentally at risk on four or more domains	%	2.3	3.4	2.8	2.8	3.3	1.9	2.0	3.2	2.7
Developmentally at risk on five domains	%	0.3	0.3	0.3	0.2	0.7	–	–	0.3	0.3
Non-Indigenous children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	49 280	35 499	24 440	13 687	8 648	3 650	2 357	1 037	138 598
Developmentally at risk on one or more domains	no.	31 415	22 423	25 549	11 801	6 333	2 632	1 783	795	102 731
Developmentally at risk on two or more domains	no.	14 986	10 524	12 381	5 621	3 146	1 313	857	340	49 168
Developmentally at risk on three or more domains	no.	4 827	3 651	4 653	2 016	1 091	496	277	125	17 136
Developmentally at risk on four or more domains	no.	1 022	787	1 098	461	269	104	61	24	3 826
Developmentally at risk on five domains	no.	85	70	110	62	22	8	10	2	369
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 at risk on no domains	%	61.1	61.3	48.9	53.7	57.7	58.1	56.9	56.6	57.4
Developmentally at risk on one or more domains	%	38.9	38.7	51.1	46.3	42.3	41.9	43.1	43.4	42.6
Developmentally at risk on two or more domains	%	18.6	18.2	24.8	22.1	21.0	20.9	20.7	18.6	20.4
Developmentally at risk on three or more domains	%	6.0	6.3	9.3	7.9	7.3	7.9	6.7	6.8	7.1

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally at risk on four or more domains	%	1.3	1.4	2.2	1.8	1.8	1.7	1.5	1.3	1.6
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.2
All children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	50 849	35 764	25 641	14 315	8 854	3 790	2 408	1 513	143 134
Developmentally at risk on one or more domains	no.	33 567	22 777	27 827	12 922	6 673	2 803	1 833	1 759	110 161
Developmentally at risk on two or more domains	no.	16 077	10 709	13 534	6 184	3 325	1 395	886	827	52 937
Developmentally at risk on three or more domains	no.	5 223	3 726	5 062	2 221	1 163	524	289	302	18 510
Developmentally at risk on four or more domains	no.	1 109	808	1 195	510	287	110	63	70	4 152
Developmentally at risk on five domains	no.	96	72	119	66	26	8	10	6	403
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 at risk on no domains	%	60.2	61.1	48.0	52.6	57.0	57.5	56.8	46.2	56.5
Developmentally at risk on one or more domains	%	39.8	38.9	52.0	47.4	43.0	42.5	43.2	53.8	43.5
Developmentally at risk on two or more domains	%	19.0	18.3	25.3	22.7	21.4	21.2	20.9	25.3	20.9
Developmentally at risk on three or more domains	%	6.2	6.4	9.5	8.2	7.5	7.9	6.8	9.2	7.3
Developmentally at risk on four or more domains	%	1.3	1.4	2.2	1.9	1.8	1.7	1.5	2.1	1.6
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.2	0.2	0.1	0.2	0.2	0.2

(a) The 5 AEDC domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDC results are available at www.aedc.gov.au.

(b) Children classified as developmentally at risk scored between 10 per cent and 25 per cent of the national AEDC population for an AEDC domain.

(c) AEDC Cycle 2 data are used for 2012. The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDC.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012 and 2009*.

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC (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 (c)										
Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	2 881	504	2 365	1 036	336	291	53	488	7 954
Developmentally vulnerable on one or more domains	no.	1 669	330	1 787	997	356	166	44	708	6 057
Developmentally vulnerable on two or more domains	no.	957	193	1 072	612	247	86	25	456	3 648
Developmentally vulnerable on three or more domains	no.	557	121	651	384	161	41	13	282	2 210
Developmentally vulnerable on four or more domains	no.	295	67	337	200	91	23	4	173	1 190
Developmentally vulnerable on five domains	no.	110	30	129	102	38	11	1	85	506
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally vulnerable on no domains	%	63.3	60.4	57.0	51.0	48.6	63.7	54.6	40.8	56.8
Developmentally vulnerable on one or more domains	%	36.7	39.6	43.0	49.0	51.4	36.3	45.4	59.2	43.2
Developmentally vulnerable on two or more domains	%	21.0	23.2	25.8	30.1	35.7	18.8	26.3	38.2	26.0
Developmentally vulnerable on three or more domains	%	12.2	14.5	15.7	18.9	23.3	8.9	13.4	23.7	15.8
Developmentally vulnerable on four or more domains	%	6.5	8.0	8.1	9.8	13.1	5.0	4.1	14.5	8.5
Developmentally vulnerable on five domains	%	2.4	3.6	3.1	5.0	5.5	2.4	1.0	7.1	3.6
Non-Indigenous children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	68 318	50 673	40 412	22 547	12 904	4 487	3 531	1 523	204 395
Developmentally vulnerable on one or more domains	no.	16 053	12 077	13 430	6 051	3 759	1 142	966	398	53 876
Developmentally vulnerable on two or more domains	no.	7 232	5 860	6 929	2 837	1 879	532	429	197	25 895
Developmentally vulnerable on three or more domains	no.	3 456	3 047	3 657	1 461	968	276	204	107	13 176
Developmentally vulnerable on four or more domains	no.	1 517	1 467	1 747	694	447	131	70	49	6 122
Developmentally vulnerable on five domains	no.	453	515	648	255	152	42	21	9	2 095
Children with a valid domain score	no.	97 029	73 639	66 823	33 845	20 109	6 610	5 221	2 283	305 559

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC (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>
Developmentally vulnerable on no domains	%	81.0	80.8	75.1	78.8	77.4	79.7	78.5	79.3	79.1
Developmentally vulnerable on one or more domains	%	19.0	19.2	24.9	21.2	22.6	20.3	21.5	20.7	20.9
Developmentally vulnerable on two or more domains	%	8.5	9.3	12.8	9.9	11.2	9.4	9.5	10.2	10.0
Developmentally vulnerable on three or more domains	%	4.1	4.8	6.8	5.1	5.8	4.9	4.5	5.5	5.1
Developmentally vulnerable on four or more domains	%	1.8	2.3	3.2	2.4	2.7	2.3	1.5	2.5	2.4
Developmentally vulnerable on five domains	%	0.5	0.8	1.2	0.9	0.9	0.7	0.5	0.5	0.8
All children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	71 199	51 177	42 777	23 583	13 240	4 778	3 584	2 011	212 349
Developmentally vulnerable on one or more domains	no.	17 722	12 407	15 217	7 048	4 115	1 308	1 010	1 106	59 933
Developmentally vulnerable on two or more domains	no.	8 189	6 053	8 001	3 449	2 126	618	454	653	29 543
Developmentally vulnerable on three or more domains	no.	4 013	3 168	4 308	1 845	1 129	317	217	389	15 386
Developmentally vulnerable on four or more domains	no.	1 812	1 534	2 084	894	538	154	74	222	7 312
Developmentally vulnerable on five domains	no.	563	545	777	357	190	53	22	94	2 601
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 vulnerable on no domains	%	80.1	80.5	73.8	77.0	76.3	78.5	78.0	64.5	78.0
Developmentally vulnerable on one or more domains	%	19.9	19.5	26.2	23.0	23.7	21.5	22.0	35.5	22.0
Developmentally vulnerable on two or more domains	%	9.2	9.5	13.8	11.2	12.2	10.1	9.8	20.9	10.8
Developmentally vulnerable on three or more domains	%	4.5	4.9	7.4	6.0	6.5	5.2	4.7	12.4	5.6
Developmentally vulnerable on four or more domains	%	2.0	2.4	3.6	2.9	3.1	2.5	1.6	7.1	2.7
Developmentally vulnerable on five domains	%	0.6	0.8	1.3	1.2	1.1	0.9	0.5	3.0	0.9
2009 (c)										
Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	2 262	356	1 705	825	276	203	64	453	6 144
Developmentally vulnerable on one or more domains	no.	1 449	262	1 757	915	269	107	37	980	5 776

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC (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>
Developmentally vulnerable on two or more domains	no.	836	164	1 085	564	175	65	26	716	3 631
Developmentally vulnerable on three or more domains	no.	459	92	648	346	111	33	13	514	2 216
Developmentally vulnerable on four or more domains	no.	227	56	352	198	67	14	6	313	1 233
Developmentally vulnerable on five domains	no.	78	27	146	90	29	7	4	129	510
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally vulnerable on no domains	%	61.0	57.6	49.2	47.4	50.6	65.5	63.4	31.6	51.5
Developmentally vulnerable on one or more domains	%	39.0	42.4	50.8	52.6	49.4	34.5	36.6	68.4	48.5
Developmentally vulnerable on two or more domains	%	22.5	26.6	31.3	32.5	32.3	20.9	25.7	50.2	30.5
Developmentally vulnerable on three or more domains	%	12.3	14.9	18.7	19.9	20.5	10.6	12.9	36.1	18.6
Developmentally vulnerable on four or more domains	%	6.1	9.1	10.2	11.4	12.3	4.5	5.9	22.0	10.3
Developmentally vulnerable on five domains	%	2.1	4.4	4.2	5.2	5.3	2.3	4.0	9.0	4.3
Non-Indigenous children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	63 941	46 121	35 736	19 594	11 657	4 941	3 217	1 393	186 600
Developmentally vulnerable on one or more domains	no.	16 507	11 570	14 105	5 818	3 267	1 332	905	412	53 916
Developmentally vulnerable on two or more domains	no.	7 832	5 671	7 376	2 753	1 611	647	437	177	26 504
Developmentally vulnerable on three or more domains	no.	3 841	2 879	4 003	1 348	829	333	222	92	13 547
Developmentally vulnerable on four or more domains	no.	1 803	1 406	2 028	669	391	167	106	50	6 620
Developmentally vulnerable on five domains	no.	584	477	796	263	150	62	34	14	2 380
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 vulnerable on no domains	%	79.5	79.9	71.7	77.1	78.1	78.8	78.0	77.2	77.6
Developmentally vulnerable on one or more domains	%	20.5	20.1	28.3	22.9	21.9	21.2	22.0	22.8	22.4
Developmentally vulnerable on two or more domains	%	9.7	9.8	14.8	10.8	10.8	10.3	10.6	9.7	11.0
Developmentally vulnerable on three or more domains	%	4.8	5.0	8.0	5.3	5.5	5.3	5.4	5.0	5.6

Table BA.9 **Children developmentally vulnerable on the AEDC (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally vulnerable on four or more domains	%	2.2	2.4	4.1	2.6	2.6	2.7	2.6	2.7	2.7
Developmentally vulnerable on five domains	%	0.7	0.8	1.6	1.0	1.0	1.0	0.8	0.8	1.0
All children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	66 203	46 477	37 441	20 419	11 933	5 144	3 281	1 846	192 744
Developmentally vulnerable on one or more domains	no.	17 956	11 832	15 862	6 733	3 536	1 439	942	1 392	59 692
Developmentally vulnerable on two or more domains	no.	8 668	5 835	8 461	3 317	1 786	712	463	893	30 135
Developmentally vulnerable on three or more domains	no.	4 300	2 971	4 651	1 694	940	366	235	606	15 763
Developmentally vulnerable on four or more domains	no.	2 030	1 462	2 380	867	458	181	112	363	7 853
Developmentally vulnerable on five domains	no.	662	504	942	353	179	69	38	143	2 890
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 vulnerable on no domains	%	78.7	79.7	70.2	75.2	77.1	78.1	77.7	57.0	76.4
Developmentally vulnerable on one or more domains	%	21.3	20.3	29.8	24.8	22.9	21.9	22.3	43.0	23.6
Developmentally vulnerable on two or more domains	%	10.3	10.0	15.9	12.2	11.5	10.8	10.9	27.5	11.9
Developmentally vulnerable on three or more domains	%	5.1	5.1	8.7	6.2	6.1	5.6	5.5	18.6	6.2
Developmentally vulnerable on four or more domains	%	2.4	2.5	4.5	3.2	3.0	2.7	2.6	11.2	3.1
Developmentally vulnerable on five domains	%	0.8	0.9	1.8	1.3	1.2	1.0	0.9	4.4	1.1

(a) The 5 AEDC domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDC results are available at www.aedc.gov.au.

(b) Children classified as developmentally vulnerable scored in the lowest 10 per cent of the national AEDC population for an AEDC domain.

(c) AEDC Cycle 2 data are used for 2012. The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDC.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012 and 2009*.

TABLE BA.10

Table BA.10 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</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 (c)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1–3 days	'000	96.7	45.5	51.6	18.3	16.2	7.5	5.0	2.1	242.8
4–6 days	'000	181.8	129.9	116.5	60.8	45.9	8.9	9.4	5.0	558.3
7 days	'000	244.0	218.8	171.4	90.7	48.4	19.9	11.8	6.6	811.7
Did not tell stories, read or listen to child read	'000	17.1	17.7	14.2	4.8	3.8	2.4	0.8	0.9	61.6
Total (c)	'000	539.5	411.9	353.7	174.6	114.3	38.7	27.0	14.7	1674.4
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 (c)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1–6 days	'000	67.4	49.0	35.8	18.4	19.0	5.2	4.5	1.7	200.9
7 days	'000	150.3	119.7	118.8	55.6	30.2	11.0	8.8	4.7	499.1
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 (c)	'000	280.4	212.9	187.0	92.0	59.3	19.6	15.0	8.3	874.3

Table BA.10 **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</i>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

- (a) Proportions are determined using the number of children involved in home based reading activities by the population for the jurisdiction.
- (b) As data are from a survey, the *Childhood Education and Care Survey*, they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution.
- (c) Totals may not add due to rounding.

Source: ABS (unpublished) Childhood Education and Care, Australia, June 2011, Cat. no. 4402.0, Canberra

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
15–19 years										
Number of students (May)										
Not enrolled	'000	74.7	59.1	77.6	37.6	17.4	5.9	4.0	3.1	281.7
Enrolled										
Higher education	'000	79.5	56.8	46.6	29.4	13.1	3.2	4.2	2.0	234.6
TAFE	'000	36.4	25.6	30.8	15.3	8.0	2.8	1.3	np	119.4
Other	'000	4.9	7.0	6.9	2.8	3.1	np	np	–	27.5
School	'000	272.6	207.9	147.6	69.9	62.9	21.0	14.0	7.8	805.7
Total enrolled	'000	392.9	298.6	235.2	117.2	87.9	27.7	20.1	10.6	1 186.9
Total	'000	467.6	355.9	313.3	153.9	105.9	33.5	23.2	13.7	1 469.7
Proportion of students (May)										
Not enrolled	%	16.0 ± 2.7	16.6 ± 2.7	24.8 ± 4.3	24.4 ± 4.0	16.4 ± 3.4	17.6 ± 5.3	17.2 ± 7.6	22.6 ± 7.2	19.2 ± 1.4
Enrolled										
Higher education	%	17.0 ± 2.4	16.0 ± 2.6	14.9 ± 3.4	19.1 ± 3.8	12.4 ± 3.4	9.6 ± 4.0	18.1 ± 8.3	14.6 ± 8.5	16.0 ± 1.3
TAFE	%	7.8 ± 1.8	7.2 ± 1.6	9.8 ± 3.2	9.9 ± 3.0	7.6 ± 2.6	8.4 ± 4.5	5.6 ± 4.4	np	8.1 ± 0.9
Other	%	1.0 ± 0.8	2.0 ± 1.0	2.2 ± 1.5	1.8 ± 1.6	2.9 ± 1.8	np	np	np	1.9 ± 0.5
School	%	58.3 ± 2.0	58.4 ± 2.5	47.1 ± 2.6	45.4 ± 4.1	59.4 ± 2.7	62.7 ± 6.6	60.3 ± 5.9	56.9 ± 5.6	54.8 ± 1.2
Total enrolled	%	84.0 ± 2.6	83.9 ± 2.9	75.1 ± 4.6	76.2 ± 5.5	83.0 ± 3.4	82.7 ± 5.2	86.6 ± 7.3	77.4 ± 8.1	80.8 ± 1.7
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 (May)										
Not enrolled	'000	299.8	220.1	227.8	118.0	63.9	19.9	14.9	10.1	978.6
Enrolled										
Higher education	'000	142.9	138.5	77.6	49.8	33.0	8.4	12.3	2.9	463.8
TAFE	'000	56.4	43.7	21.5	10.7	12.6	2.5	1.7	np	152.0
Other	'000	19.0	12.7	14.6	5.5	5.7	1.4	0.7	–	60.5

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
School	'000	np	np	np	np	np	–	–	–	10.0
Total enrolled	'000	223.5	198.9	115.1	65.3	52.3	13.0	14.7	2.7	682.8
Total	'000	522.7	420.5	340.4	184.1	115.3	31.8	30.1	13.1	1 660.5
Proportion of students (May)										
Not enrolled	%	57.4 ± 3.5	52.3 ± 3.2	66.9 ± 4.5	64.1 ± 5.8	55.4 ± 4.9	62.6 ± 9.2	49.5 ± 11.1	77.1 ± 8.4	58.9 ± 1.4
Enrolled										
Higher education	%	27.3 ± 3.3	32.9 ± 3.8	22.8 ± 4.0	27.1 ± 5.7	28.6 ± 4.9	26.4 ± 8.5	40.9 ± 9.8	22.1 ± 11.2	27.9 ± 1.8
TAFE	%	10.8 ± 2.3	10.4 ± 2.4	6.3 ± 1.9	5.8 ± 2.2	10.9 ± 3.4	7.9 ± 4.7	5.6 ± 3.8	np	9.2 ± 1.1
Other	%	3.6 ± 1.7	3.0 ± 1.2	4.3 ± 1.9	3.0 ± 1.5	4.9 ± 2.3	4.4 ± 3.0	2.3 ± 2.2	np	3.6 ± 0.7
School	%	np	np	np	np	np	np	np	np	0.6 ± 0.3
Total enrolled	%	42.8 ± 3.5	47.3 ± 3.2	33.8 ± 4.2	35.5 ± 5.8	45.4 ± 4.9	40.9 ± 9.3	48.8 ± 11.1	20.6 ± 11.4	41.1 ± 1.4
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 (May)										
Not enrolled	'000	377.6	278.3	305.8	157.5	82.2	24.7	19.1	13.5	1 258.2
Enrolled										
Higher education	'000	221.8	197.1	122.7	77.5	45.4	11.8	16.5	4.1	697.1
TAFE	'000	96.0	69.0	53.2	26.3	21.8	6.2	3.3	np	274.0
Other	'000	24.5	23.3	22.1	8.6	8.0	2.2	np	–	88.2
School	'000	277.1	207.9	150.3	70.4	64.9	21.1	14.0	7.8	813.9
Total enrolled	'000	614.6	495.2	348.8	183.6	138.9	41.2	34.0	13.9	1 872.2
Total	'000	993.3	774.9	656.6	341.1	220.8	65.6	53.3	27.5	3 129.6
Proportion of students (May)										
Not enrolled	%	38.0 ± 2.1	35.9 ± 2.0	46.6 ± 2.8	46.2 ± 4.2	37.2 ± 3.2	37.7 ± 5.9	35.8 ± 6.5	49.1 ± 7.7	40.2 ± 1.1
Enrolled										
Higher education	%	22.3 ± 1.9	25.4 ± 2.6	18.7 ± 2.8	22.7 ± 4.1	20.6 ± 3.0	18.0 ± 5.0	31.0 ± 7.3	14.9 ± 7.4	22.3 ± 1.2
TAFE	%	9.7 ± 1.5	8.9 ± 1.6	8.1 ± 1.7	7.7 ± 1.8	9.9 ± 2.4	9.5 ± 3.4	6.2 ± 2.4	np	8.8 ± 0.8

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other	%	2.5 ± 0.9	3.0 ± 0.8	3.4 ± 1.3	2.5 ± 1.0	3.6 ± 1.3	3.4 ± 2.3	np	np	2.8 ± 0.5
School	%	27.9 ± 0.9	26.8 ± 1.3	22.9 ± 1.3	20.6 ± 2.0	29.4 ± 1.6	32.2 ± 3.5	26.3 ± 2.6	28.4 ± 1.8	26.0 ± 0.6
Total enrolled	%	61.9 ± 2.2	63.9 ± 2.1	53.1 ± 2.7	53.8 ± 4.7	62.9 ± 3.2	62.8 ± 5.8	63.8 ± 6.5	50.5 ± 3.1	59.8 ± 1.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
17–24 years										
Number of students (May)										
Not enrolled, May 2013	'000	373.5	274.7	303.0	155.6	82.2	24.5	19.3	13.8	1 246.7
Enrolled, May 2013										
Higher education	'000	221.8	197.1	122.7	77.5	45.4	11.8	16.5	4.6	696.5
TAFE	'000	90.7	64.9	48.5	23.5	20.8	6.2	3.3	np	258.5
Other	'000	24.5	22.3	23.4	8.6	7.8	1.8	np	–	84.7
School	'000	106.7	77.2	33.8	18.9	22.8	8.8	5.7	3.4	275.9
Total enrolled	'000	438.8	359.9	229.8	128.2	97.5	28.1	26.2	8.7	1 317.1
Total	'000	810.5	636.6	530.7	282.4	179.9	52.3	44.6	22.5	2 564.2
Proportion of students (May)										
Not enrolled	%	46.1 ± 2.6	43.2 ± 2.4	57.1 ± 3.3	55.1 ± 5.1	45.7 ± 3.9	46.8 ± 7.1	43.3 ± 7.7	61.3 ± 8.2	48.6 ± 1.3
Enrolled										
Higher education	%	27.4 ± 2.4	31.0 ± 3.1	23.1 ± 3.5	27.4 ± 5.0	25.2 ± 3.6	22.6 ± 6.2	37.0 ± 8.7	20.4 ± 8.6	27.2 ± 1.5
TAFE	%	11.2 ± 1.8	10.2 ± 1.8	9.1 ± 2.1	8.3 ± 2.2	11.6 ± 2.9	11.9 ± 4.2	7.4 ± 2.9	np	10.1 ± 0.9
Other	%	3.0 ± 1.1	3.5 ± 1.0	4.4 ± 1.5	3.0 ± 1.2	4.3 ± 1.5	3.4 ± 2.8	np	np	3.3 ± 0.6
School	%	13.2 ± 1.2	12.1 ± 1.2	6.4 ± 1.0	6.7 ± 1.4	12.7 ± 2.0	16.8 ± 3.9	12.8 ± 2.2	15.1 ± 3.3	10.8 ± 0.5
Total enrolled	%	54.1 ± 2.8	56.5 ± 2.4	43.3 ± 3.2	45.4 ± 5.1	54.2 ± 4.0	53.7 ± 6.8	58.7 ± 7.8	38.7 ± 4.6	51.4 ± 1.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
25–29										
Number of students (May)										
Not enrolled	'000	438.5	373.2	284.1	180.4	97.6	23.4	26.2	13.8	1 436.6
Enrolled										

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Higher education	'000	54.1	35.1	35.9	12.3	9.6	3.1	4.2	1.7	159.4
TAFE	'000	23.4	16.8	9.0	6.8	3.7	1.8	1.4	np	59.9
Other	'000	23.7	18.3	16.1	np	5.9	np	1.0	0.8	71.5
School	'000	4.9	np	np	–	–	–	–	–	6.4
Total enrolled	'000	109.3	73.3	61.6	22.0	18.3	6.1	5.5	3.4	298.1
Total	'000	544.7	447.5	344.0	204.0	114.4	28.8	32.8	17.4	1 735.6
Proportion of students (May)										
Not enrolled	%	80.5 ± 3.3	83.4 ± 2.9	82.6 ± 2.6	88.4 ± 2.8	85.3 ± 3.4	81.3 ± 5.3	79.9 ± 5.2	79.3 ± 8.0	82.8 ± 1.3
Enrolled										
Higher education	%	9.9 ± 2.8	7.8 ± 2.5	10.4 ± 2.1	6.0 ± 2.4	8.4 ± 2.9	10.8 ± 5.7	12.8 ± 4.9	9.8 ± 5.8	9.2 ± 1.2
TAFE	%	4.3 ± 1.6	3.8 ± 1.4	2.6 ± 1.3	3.3 ± 2.0	3.2 ± 2.0	6.3 ± 4.2	4.3 ± 3.4	np	3.5 ± 0.7
Other	%	4.4 ± 1.7	4.1 ± 1.4	4.7 ± 1.8	np	5.2 ± 2.0	np	3.0 ± 2.2	4.6 ± 3.5	4.1 ± 0.7
School	%	0.9 ± 0.7	np	np	np	np	np	np	np	0.4 ± 0.3
Total enrolled	%	20.1 ± 3.3	16.4 ± 2.7	17.9 ± 2.6	10.8 ± 2.9	16.0 ± 3.6	21.2 ± 5.5	16.8 ± 5.3	19.5 ± 6.1	17.2 ± 1.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15–64										
Number of students (May)										
Not enrolled	'000	4 005.3	3 131.3	2 574.7	1 410.1	879.1	263.9	204.1	121.3	12 591.9
Enrolled										
Higher education	'000	367.1	307.2	218.0	117.9	83.2	21.3	29.1	12.1	1 157.1
TAFE	'000	179.6	126.0	100.8	57.7	41.3	12.5	7.8	3.0	528.8
Other	'000	110.1	99.1	91.5	35.3	32.9	8.2	5.0	2.3	381.0
School	'000	281.6	209.9	154.4	71.0	65.6	21.3	14.0	7.8	827.9
Total enrolled	'000	940.0	740.3	568.0	281.3	221.2	64.2	56.8	25.5	2 896.7
Total	'000	4 946.4	3 871.6	3 143.7	1 691.4	1 101.5	327.8	260.6	146.2	15 487.8
Proportion of students (May)										
Not enrolled	%	81.0 ± 0.7	80.9 ± 0.7	81.9 ± 0.8	83.4 ± 1.2	79.8 ± 1.0	80.5 ± 1.7	78.3 ± 1.8	83.0 ± 1.4	81.3 ± 0.3

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Enrolled										
Higher education	%	7.4 ±0.5	7.9 ±0.6	6.9 ±0.8	7.0 ±1.1	7.6 ±0.9	6.5 ±1.5	11.2 ±2.2	8.3 ±1.7	7.5 ±0.3
TAFE	%	3.6 ±0.4	3.3 ±0.5	3.2 ±0.5	3.4 ±0.5	3.7 ±0.7	3.8 ±0.9	3.0 ±0.8	2.1 ±0.9	3.4 ±0.2
Other	%	2.2 ±0.4	2.6 ±0.2	2.9 ±0.5	2.1 ±0.5	3.0 ±0.5	2.5 ±0.8	1.9 ±0.7	1.6 ±0.7	2.5 ±0.2
School	%	5.7 ±0.2	5.4 ±0.3	4.9 ±0.3	4.2 ±0.4	6.0 ±0.3	6.5 ±0.7	5.4 ±0.5	5.3 ±0.8	5.3 ±0.1
Total enrolled	%	19.0 ±0.7	19.1 ±0.7	18.1 ±0.8	16.6 ±1.3	20.1 ±1.1	19.6 ±1.7	21.8 ±1.9	17.4 ±1.7	18.7 ±0.3
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 SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) Totals may not add due to rounding and/or not published data.
– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0.

TABLE BA.12

Table BA.12 **Participation in education and training, by single year of age, by institution type (national only) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
2013											
Number of students (May)											
Not enrolled	'000	np	11.1	41.3	98.2	128.6	131.5	164.9	191.7	230.8	260.7
Enrolled											
Higher education	'000	–	np	19.4	101.7	115.0	127.0	112.0	97.9	69.4	55.8
TAFE	'000	–	11.4	17.0	49.6	40.0	44.4	31.4	30.6	24.0	22.1
Other	'000	–	3.0	3.2	10.4	12.0	11.1	12.8	10.2	15.2	10.7
School	'000	279.5	258.9	209.0	44.1	12.7	np	np	np	np	–
Total enrolled	'000	279.0	273.4	248.0	206.5	179.8	185.1	155.6	141.4	112.7	89.8
Total	'000	283.8	285.6	290.4	305.6	305.4	315.6	320.5	332.2	342.1	350.1
Participation rate (May)											
Not enrolled	%	np	3.9 ± 1.6	14.2 ± 2.6	32.1 ± 4.1	42.1 ± 4.1	41.7 ± 3.7	51.5 ± 3.6	57.7 ± 4.1	67.5 ± 4.1	74.5 ± 3.1
Enrolled											
Higher education	%	np	np	6.7 ± 2.6	33.3 ± 4.1	37.7 ± 4.0	40.2 ± 4.0	34.9 ± 3.9	29.5 ± 3.3	20.3 ± 3.2	15.9 ± 3.3
TAFE	%	np	4.0 ± 1.8	5.9 ± 1.8	16.2 ± 3.4	13.1 ± 2.8	14.1 ± 2.7	9.8 ± 2.6	9.2 ± 2.6	7.0 ± 2.5	6.3 ± 1.6
Other	%	np	1.1 ± 0.8	1.1 ± 0.7	3.4 ± 1.2	3.9 ± 1.6	3.5 ± 1.7	4.0 ± 1.4	3.1 ± 1.6	4.4 ± 1.6	3.1 ± 1.8
School	%	98.5 ± 1.1	90.7 ± 1.6	72.0 ± 2.6	14.4 ± 2.5	4.2 ± 2.2	np	np	np	np	np
Total enrolled	%	98.3 ± 1.0	95.7 ± 1.2	85.4 ± 3.0	67.6 ± 4.2	58.9 ± 4.4	58.7 ± 3.5	48.5 ± 3.7	42.6 ± 4.2	32.9 ± 4.2	25.6 ± 2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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

TABLE BA.12

Table BA.12 **Participation in education and training, by single year of age, by institution type (national only) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
Other	'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	%	–	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
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	'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

Table BA.12 **Participation in education and training, by single year of age, by institution type (national only) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
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	%	np	np	0.7 ± 0.6	4.2 ± 1.3	3.4 ± 1.5	4.8 ± 1.5	np	np	4.0 ± 2.3	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. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in 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) 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 SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) Totals may not add due to rounding and/or not published data.
- (f) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

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

Source: ABS (unpublished and TableBuilder) Education and Work, Australia, May 2011, 2012 and 2013, Cat. no. 6227.0.

TABLE BA.13

Table BA.13 Participation in education and training, by age group (per cent) (a), (b), (c), (d), (e)

<i>Age group</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
15–19	84.0 ± 2.6	83.9 ± 2.9	75.1 ± 4.6	76.2 ± 5.5	83.0 ± 3.4	82.7 ± 5.2	86.6 ± 7.3	77.4 ± 8.1	80.8 ± 1.7
17–24	54.1 ± 2.8	56.5 ± 2.4	43.3 ± 3.2	45.4 ± 5.1	54.2 ± 4.0	53.7 ± 6.8	58.7 ± 7.8	38.7 ± 4.6	51.4 ± 1.2
20–24	42.8 ± 3.5	47.3 ± 3.2	33.8 ± 4.2	35.5 ± 5.8	45.4 ± 4.9	40.9 ± 9.3	48.8 ± 11.1	20.6 ± 11.4	41.1 ± 1.4
25–29	20.1 ± 3.3	16.4 ± 2.7	17.9 ± 2.6	10.8 ± 2.9	16.0 ± 3.6	21.2 ± 5.5	16.8 ± 5.3	19.5 ± 6.1	17.2 ± 1.3
15–64	19.0 ± 0.7	19.1 ± 0.7	18.1 ± 0.8	16.6 ± 1.3	20.1 ± 1.1	19.6 ± 1.7	21.8 ± 1.9	17.4 ± 1.7	18.7 ± 0.3
2012									
15–19	82.8 ± 2.8	84.3 ± 1.9	73.5 ± 3.4	77.2 ± 4.7	80.8 ± 4.3	80.4 ± 4.3	81.3 ± 5.3	70.5 ± 9.9	80.3 ± 1.3
20–24	46.2 ± 3.6	44.4 ± 3.5	33.9 ± 4.0	32.9 ± 4.3	37.4 ± 5.3	37.2 ± 9.8	53.1 ± 9.3	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

Table BA.13 **Participation in education and training, by age group (per cent) (a), (b), (c), (d), (e)**

<i>Age group</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
15–64	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

- (a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See 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 SEW was not conducted in Aboriginal and Torres Strait Islander 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 15–74 year old population.
- (e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Source: ABS (unpublished and TableBuilder), *Education and Work, Australia, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.14

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Completed year 12	'000	535.4	453.1	383.3	190.9	111.4	27.3	34.2	11.3	1 744.9
Fully participating in education and training (e)	%	43.0 ± 3.2	46.3 ± 4.1	34.9 ± 4.9	41.6 ± 6.9	41.1 ± 5.8	45.1 ± 9.8	38.9 ± 10.4	22.1 ± 10.3	41.6 ± 1.6
Fully participating in employment	%	35.7 ± 3.2	30.8 ± 2.8	37.6 ± 4.5	35.3 ± 5.0	38.4 ± 4.1	24.9 ± 8.4	42.7 ± 8.1	61.9 ± 14.3	35.1 ± 1.3
Total fully engaged (f)	%	80.2 ± 2.8	77.8 ± 3.0	72.4 ± 3.5	77.8 ± 5.3	82.9 ± 4.4	71.1 ± 11.4	83.0 ± 7.1	88.5 ± 8.8	77.8 ± 0.9
Completed year 11	'000	36.8	52.7	36.1	32.0	28.7	4.6	np	2.8	200.3
Fully participating in education and training (e)	%	14.7 ± 9.3	np	np	np	10.1 ± 6.4	26.1 ± 22.5	np	np	7.8 ± 2.5
Fully participating in employment	%	45.9 ± 17.2	56.5 ± 10.4	60.9 ± 12.5	74.7 ± 10.3	55.1 ± 10.5	45.7 ± 16.8	np	57.1 ± 31.4	54.3 ± 3.9
Total fully engaged (f)	%	57.9 ± 13.9	60.0 ± 13.1	61.5 ± 13.9	73.4 ± 10.0	61.0 ± 9.6	65.2 ± 2.2	np	57.1 ± 31.4	61.7 ± 3.7
Completed year 10	'000	109.4	38.2	59.1	37.3	13.8	11.4	1.8	3.6	277.5
Fully participating in education and training (e)	%	np	np	np	np	17.4 ± 10.9	np	np	22.2 ± 13.9	5.0 ± 2.2
Fully participating in employment	%	54.8 ± 8.2	48.4 ± 16.4	48.2 ± 10.0	55.8 ± 8.9	51.4 ± 14.3	47.4 ± 13.6	np	np	52.4 ± 5.4
Total fully engaged (f)	%	62.8 ± 8.7	56.5 ± 15.3	50.6 ± 9.8	61.7 ± 6.7	54.3 ± 13.9	51.8 ± 11.3	np	np	57.3 ± 5.2
Total (g)	'000	708.0	562.6	498.1	263.6	155.7	44.5	38.3	19.4	2 288.6
Fully participating in education and training (e)	%	33.6 ± 2.7	39.1 ± 3.3	28.1 ± 4.2	31.1 ± 5.4	32.8 ± 4.3	30.1 ± 7.7	37.1 ± 9.9	18.6 ± 7.0	33.3 ± 1.4
Fully participating in employment	%	38.3 ± 2.8	34.1 ± 2.5	39.8 ± 4.1	42.6 ± 3.8	41.6 ± 4.9	30.1 ± 7.8	45.7 ± 8.7	59.3 ± 10.6	38.5 ± 1.3
Total fully engaged (f)	%	73.8 ± 1.8	73.9 ± 2.5	68.1 ± 3.2	74.4 ± 3.8	75.0 ± 4.2	64.0 ± 8.0	80.7 ± 7.5	77.8 ± 11.3	72.7 ± 1.0

TABLE BA.14

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Completed year 12	'000	539.4	443.3	344.2	162.9	110.3	24.9	34.7	10.4	1 674.4
Fully participating in education and training (e)	%	47.6 ± 4.6	46.8 ± 3.4	35.2 ± 3.9	39.0 ± 4.6	39.1 ± 4.9	44.1 ± 8.3	40.4 ± 8.0	15.7 ± 9.2	42.9 ± 1.7
Fully participating in employment	%	32.2 ± 3.7	30.8 ± 3.6	40.6 ± 3.3	40.6 ± 3.8	37.5 ± 4.6	27.9 ± 7.6	41.2 ± 6.1	63.8 ± 13.3	35.2 ± 1.7
Total fully engaged (f)	%	82.7 ± 3.3	79.7 ± 2.8	77.5 ± 3.1	82.2 ± 4.2	80.2 ± 3.8	75.9 ± 6.0	86.0 ± 5.0	80.5 ± 9.3	80.5 ± 1.4
Completed year 11	'000	37.7	45.8	33.9	32.7	20.4	6.9	np	4.7	184.7
Fully participating in education and 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	107.1	42.8	58.4	34.8	19.1	11.0	2.8	3.8	279.9
Fully participating in education and training (e)	%	5.4 ± 2.8	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
Total (g)	'000	699.0	550.5	447.0	235.9	156.2	44.3	39.8	19.9	2 193.6
Fully participating in education and training (e)	%	38.1 ± 3.8	38.8 ± 3.0	28.8 ± 3.6	30.0 ± 4.1	29.2 ± 3.8	26.4 ± 5.4	36.1 ± 8.0	9.8 ± 5.2	34.2 ± 1.5
Fully participating in employment	%	37.3 ± 3.3	34.3 ± 2.9	41.9 ± 3.0	45.3 ± 3.3	40.2 ± 4.0	38.1 ± 7.0	42.8 ± 6.6	58.4 ± 9.6	38.9 ± 1.5
Total fully engaged (f)	%	78.2 ± 2.8	75.4 ± 2.9	72.2 ± 3.2	77.3 ± 3.2	72.7 ± 3.6	67.5 ± 6.2	82.6 ± 5.5	69.2 ± 7.6	75.5 ± 1.3

TABLE BA.14

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Completed year 12	'000	515.0	434.6	363.1	182.2	123.6	25.3	33.5	11.4	1 688.7
Fully participating in education and training (e)	%	45.4 ± 5.0	44.5 ± 3.3	35.7 ± 3.2	40.5 ± 4.7	42.5 ± 4.2	39.5 ± 10.4	44.7 ± 9.0	18.9 ± 6.7	42.0 ± 2.1
Fully participating in employment	%	34.4 ± 4.4	35.2 ± 3.1	38.9 ± 3.6	40.7 ± 4.9	35.0 ± 4.4	43.0 ± 9.3	38.0 ± 7.9	57.7 ± 9.6	36.7 ± 1.8
Total fully engaged (f)	%	81.9 ± 2.8	81.9 ± 2.6	76.5 ± 4.0	83.3 ± 3.3	80.7 ± 3.8	84.5 ± 5.7	85.6 ± 5.7	78.5 ± 9.7	80.9 ± 1.6
Completed year 11	'000	49.8	49.8	45.5	26.4	21.1	5.5	1.9	3.1	203.1
Fully participating in education and training (e)	%	6.8 ± 5.3	18.8 ± 8.3	np	11.5 ± 7.4	7.7 ± 5.1	np	np	–	9.7 ± 3.2
Fully participating in employment		47.0 ± 8.8	48.8 ± 10.4	47.3 ± 11.2	62.0 ± 11.8	52.5 ± 13.2	54.2 ± 15.6	70.7 ± 43.8	47.7 ± 22.5	50.4 ± 4.5
Total fully engaged (f)	%	56.8 ± 9.4	71.2 ± 8.8	54.1 ± 10.7	73.6 ± 10.2	61.6 ± 11.3	64.9 ± 16.0	77.6 ± 31.8	47.7 ± 22.5	62.7 ± 3.5
Completed year 10	'000	125.8	53.5	61.0	41.3	14.7	12.9	4.0	3.8	317.0
Fully participating in education and training (e)	%	6.8 ± 3.0	6.9 ± 4.6	4.5 ± 4.3	6.0 ± 4.8	7.6 ± 7.3	np	np	np	6.1 ± 1.8
Fully participating in employment	%	57.2 ± 6.7	49.9 ± 11.7	59.7 ± 8.7	54.6 ± 9.6	38.5 ± 13.0	62.1 ± 11.2	51.1 ± 23.5	61.7 ± 15.1	55.4 ± 4.4
Total fully engaged (f)	%	64.7 ± 7.5	57.7 ± 11.8	64.2 ± 8.6	61.2 ± 8.4	46.1 ± 14.7	66.6 ± 10.2	54.9 ± 23.7	63.2 ± 14.5	62.1 ± 4.1
Total (g)	'000	725.9	568.0	482.1	256.7	163.8	44.5	39.4	19.3	2 299.7
Fully participating in education and training (e)	%	34.1 ± 4.1	36.7 ± 2.6	28.0 ± 3.0	31.3 ± 3.4	33.7 ± 3.2	24.6 ± 6.7	39.1 ± 8.5	11.5 ± 4.5	32.8 ± 1.8
Fully participating in employment	%	38.6 ± 3.4	38.2 ± 2.6	42.2 ± 2.7	45.0 ± 4.0	37.6 ± 3.8	49.6 ± 7.4	40.7 ± 8.4	56.0 ± 8.7	40.3 ± 1.4
Total fully engaged (f)	%	74.6 ± 2.5	77.1 ± 2.8	72.0 ± 3.0	77.9 ± 2.9	74.0 ± 3.5	75.6 ± 5.5	82.3 ± 6.3	68.7 ± 9.2	75.1 ± 1.4

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old 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)	The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.									
(e)	Includes full time participation in education and training.									
(f)	Includes full time participation in education and training, or full time participation in employment, or a mix of participation in education and training and employment.									
(g)	Total population of all school leavers aged 17–24 years. – Nil or rounded to zero. np Not published.									

Source ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.15

Table BA.15 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
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	1 719	228	23 970
Primarily engaged through full time study	no.	189 810	174 716	101 068	59 206	42 330	11 227	14 424	1 517	594 304
Primarily engaged through full time employment	no.	197 845	155 380	151 661	85 089	46 111	14 441	14 007	8 917	673 553
Engaged through part time study and part time employment	no.	16 762	12 161	8 879	4 905	3 572	925	962	304	48 470
Not fully engaged	no.	151 697	112 267	120 083	53 426	41 289	13 553	6 293	8 104	506 767
Total 17–24 year old school leavers	no.	567 421	462 807	388 237	205 971	135 280	40 620	37 598	19 167	1 857 276
Total fully engaged (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
Total 17–24 year old school leavers	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE BA.15

Table BA.15 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
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	1 242	205	20 309
Primarily engaged through full time study	no.	156 083	147 062	80 160	48 504	34 532	9 995	11 854	1 414	489 619
Primarily engaged through full time employment	no.	216 862	157 949	160 339	81 500	51 528	15 494	14 291	7 995	706 039
Engaged through part time study and part time employment	no.	14 062	9 060	6 986	3 839	3 079	676	812	254	38 768
Not fully engaged	no.	143 475	100 388	96 579	43 113	37 878	12 622	5 990	7 563	447 674
Total 17–24 year old school leavers	no.	541 121	421 643	350 067	179 761	128 957	39 297	34 373	17 513	1 712 907
Total fully engaged (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
Not fully engaged	%	26.5	23.8	27.6	24.0	29.4	32.1	17.4	43.2	26.1
Total 17–24 year old school leavers	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

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

Table BA.15 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
(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) *2006 Census of Population and Housing* and *2011 Census of Population and Housing*.

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	76.3	72.7	47.8	18.0	25.0	8.0	–	np	250.1
Total 17–24 year old population (g)	'000	137.9	109.0	90.6	27.6	35.9	14.9	–	2.8	422.2
Proportion fully engaged in education, training and/or employment	%	55.3 ± 10.8	np	52.8 ± 7.9	65.2 ± 7.1	69.6 ± 10.0	53.7 ± 7.3	np	np	59.2 ± 3.3
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	100.5	73.2	56.8	35.7	24.2	8.5	np	1.9	304.4
Total 17–24 year old population (g)	'000	148.9	103.4	95.1	46.2	35.2	12.7	np	2.5	443.9
Proportion fully engaged in education, training and/or employment	%	67.5 ± 8.9	70.8 ± 11.0	59.7 ± 7.9	77.3 ± 8.1	68.8 ± 13.1	66.9 ± 11.4	np	76.0 ± 22.7	68.6 ± 2.0
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	96.3	94.1	84.4	46.7	29.9	5.7	np	4.3	366.3
Total 17–24 year old population (g)	'000	121.5	118.7	124.3	58.7	36.8	8.1	3.1	5.9	478.1
Proportion fully engaged in education, training and/or employment	%	79.3 ± 11.6	np	67.9 ± 4.5	79.6 ± 14.6	81.3 ± 2.8	70.4 ± 19.2	np	72.9 ± 19.5	np
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	109.5	92.9	83.2	41.9	19.9	5.1	6.6	4.6	366.5

TABLE BA.16

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total 17–24 year old population (g)	'000	136.6	126.7	106.5	59.7	26.6	6.2	8.7	5.6	479.3
Proportion fully engaged in education, training and/or employment	%	80.2 ± 10.6	np	78.1 ± 11.9	np	74.8 ± 11.8	82.3 ± 14.0	75.9 ± 5.1	82.1 ± 17.3	76.5 ± 5.0
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	133.6	82.6	64.8	53.9	18.3	np	21.4	1.9	378.2
Total 17–24 year old population (g)	'000	160.6	101.9	82.1	70.6	20.6	np	25.5	2.6	466.7
Proportion fully engaged in education, training and/or employment	%	np	81.1 ± 9.2	78.9 ± 9.4	76.3 ± 4.5	np	np	83.9 ± 4.6	73.1 ± 39.1	81.0 ± 0.2
2012										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	120.4	69.5	43.7	17.7	20.8	8.1	–	0.9	281.1
Total 17–24 year old population (g)	'000	172.6	106.1	70.1	26.4	34.8	15.8	np	np	428.0
Proportion fully engaged in education, 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)	'000	99.7	77.9	53.7	29.6	29.0	6.3	3.6	2.8	302.6
Total 17–24 year old population (g)	'000	141.3	103.7	86.0	43.6	41.3	8.4	3.7	4.3	432.4
Proportion fully engaged in education, 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										

Table BA.16 Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	96.7	85.6	91.5	45.7	16.7	8.0	6.2	4.8	355.3
Total 17–24 year old population (g)	'000	122.4	113.9	120.9	59.2	20.0	10.4	7.9	6.9	461.6
Proportion fully engaged in education, 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)	'000	127.7	99.3	108.2	44.0	31.7	5.5	6.5	2.3	425.2
Total 17–24 year old population (g)	'000	153.3	127.3	139.5	55.5	40.4	7.3	7.7	3.4	534.5
Proportion fully engaged in education, 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)	'000	119.1	89.0	53.6	57.3	18.2	2.8	16.5	3.0	359.4
Total 17–24 year old population (g)	'000	131.5	108.2	69.0	67.1	23.8	3.7	20.2	3.3	426.8
Proportion fully engaged in education, 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

TABLE BA.16

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	102.0	69.3	34.2	23.6	23.4	10.9	np	2.9	266.9
Total 17–24 year old population (g)	'000	167.4	101.8	61.2	35.1	39.3	16.4	np	5.2	426.9
Proportion fully engaged in education, training and/or employment	%	60.9 ± 6.1	68.0 ± 7.5	56.0 ± 6.4	67.2 ± 11.0	59.6 ± 8.2	66.8 ± 11.5	100.0	56.7 ± 25.3	62.5 ± 3.2
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	84.2	71.5	67.8	32.9	29.5	6.8	np	np	296.8
Total 17–24 year old population (g)	'000	119.6	93.4	96.3	50.9	38.6	9.2	np	5.2	413.8
Proportion fully engaged in education, 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										
Fully engaged in education, training and/or employment (f)	'000	109.5	89.4	79.6	40.2	20.5	8.2	3.8	2.7	353.8
Total 17–24 year old population (g)	'000	137.4	115.3	111.7	48.6	27.4	9.5	5.5	4.0	459.5
Proportion fully engaged in education, 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

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	116.1	101.8	76.7	48.4	25.8	6.2	7.8	2.7	385.4
Total 17–24 year old population (g)	'000	145.2	128.2	100.4	57.2	31.3	7.5	10.9	3.7	484.4
Proportion fully engaged in education, 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)	'000	124.0	104.6	87.1	52.5	22.3	1.6	20.0	1.3	413.5
Total 17–24 year old population (g)	'000	149.3	127.3	110.8	62.5	27.7	2.1	21.8	1.4	502.8
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 ± 78.1	91.9 ± 5.6	93.3 ± 14.8	82.2 ± 2.6

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(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 17–24 years.

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

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0

TABLE BA.17

Table BA.17 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

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

TABLE BA.17

Table BA.17 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
SEIFA IRSD quintile 1	%	2.4	2.3	1.8	1.7	1.9	1.7	2.2	0.8	2.1
SEIFA IRSD quintile 2	%	2.8	2.4	2.1	2.1	2.6	2.3	2.9	2.0	2.4
SEIFA IRSD quintile 3	%	3.1	2.6	2.3	2.4	2.8	2.5	3.0	2.6	2.7
SEIFA IRSD quintile 4	%	3.3	2.8	2.6	2.5	3.0	2.9	2.9	2.1	2.9
SEIFA IRSD quintile 5	%	3.6	3.1	2.8	2.9	3.5	3.1	2.7	1.7	3.2
Not fully engaged										
SEIFA IRSD quintile 1	%	39.9	35.9	47.0	42.4	43.5	44.4	29.1	75.1	41.7
SEIFA IRSD quintile 2	%	29.3	27.4	35.9	31.6	32.3	32.9	22.6	34.3	30.9
SEIFA IRSD quintile 3	%	25.0	24.1	29.2	26.2	26.9	27.1	25.2	27.2	26.1
SEIFA IRSD quintile 4	%	21.1	20.6	25.2	22.8	23.1	23.9	20.6	24.4	22.3
SEIFA IRSD quintile 5	%	16.5	16.5	19.5	17.5	20.0	23.5	14.3	21.3	17.4
2006										
Total fully engaged (j)										
SEIFA IRSD quintile 1	%	60.4	64.4	57.6	61.1	57.5	56.7	77.1	31.9	59.9
SEIFA IRSD quintile 2	%	70.4	72	68.1	71.7	70.0	67.5	77.8	70.1	70.3
SEIFA IRSD quintile 3	%	74.8	76.5	73.7	75.9	73.8	74.8	76.6	74.1	75.1
SEIFA IRSD quintile 4	%	78.2	79.9	77.5	79.2	77.9	77.7	80.4	78.5	78.6
SEIFA IRSD quintile 5	%	83.8	84.0	82.1	84.4	80.7	79.9	85.2	80.9	83.5
Engaged through full time study and full time employment										
SEIFA IRSD quintile 1	%	0.9	0.8	0.9	0.8	0.7	0.5	1.4	0.5	0.9
SEIFA IRSD quintile 2	%	1.1	0.9	1.1	0.8	0.9	0.8	1.6	1.6	1.0
SEIFA IRSD quintile 3	%	1.1	1.0	1.2	0.9	0.9	0.9	1.3	1.5	1.0
SEIFA IRSD quintile 4	%	1.3	1.1	1.4	1.0	1.1	0.9	1.5	1.7	1.2
SEIFA IRSD quintile 5	%	1.5	1.5	1.6	1.1	1.2	1.1	6.5	2.0	1.6
Primarily engaged through full time study										
SEIFA IRSD quintile 1	%	22.9	26.8	12.1	15.6	18.4	18.2	50.8	5.5	20.3

Table BA.17 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
SEIFA IRSD quintile 2	%	27.6	29.0	16.1	20.7	24.0	19.8	30.4	9.2	24.1
SEIFA IRSD quintile 3	%	27.7	31.9	21.0	22.8	25.7	32.2	24.8	13.2	26.6
SEIFA IRSD quintile 4	%	27.9	37.0	26.4	27.5	31.4	33.8	28.2	11.1	30.3
SEIFA IRSD quintile 5	%	36.8	44.9	35.5	39.4	40.5	39.5	33.9	7.9	38.9
Primarily engaged through full time employment										
SEIFA IRSD quintile 1	%	34.0	34.7	42.6	42.6	36.2	36.2	22.7	24.3	36.5
SEIFA IRSD quintile 2	%	38.6	39.6	48.6	48.1	42.3	44.8	43.8	57.1	42.6
SEIFA IRSD quintile 3	%	42.6	40.8	49.0	49.6	44.2	39.5	47.7	56.6	44.6
SEIFA IRSD quintile 4	%	45.3	38.7	47.1	47.7	42.1	40.3	47.4	63.3	44.0
SEIFA IRSD quintile 5	%	41.4	34.4	41.8	40.4	35.1	35.5	41.8	69.1	39.4
Engaged through part time study and part time employment										
SEIFA IRSD quintile 1	%	1.9	1.5	1.6	1.5	1.7	1.4	1.9	1.1	1.7
SEIFA IRSD quintile 2	%	2.3	1.9	1.8	1.7	2.2	1.5	1.5	1.5	2.0
SEIFA IRSD quintile 3	%	2.6	2.1	1.9	1.9	2.5	1.7	2.3	2.0	2.2
SEIFA IRSD quintile 4	%	2.9	2.4	2.2	2.3	2.8	2.2	2.8	2.1	2.5
SEIFA IRSD quintile 5	%	3.3	2.7	2.5	2.9	3.2	2.8	2.4	1.7	2.9
Not fully engaged										
SEIFA IRSD quintile 1	%	39.6	35.6	42.4	38.9	42.5	43.3	22.9	68.1	40.1
SEIFA IRSD quintile 2	%	29.6	28.0	31.9	28.3	30.0	32.5	22.2	29.9	29.7
SEIFA IRSD quintile 3	%	25.2	23.5	26.3	24.1	26.2	25.2	23.4	25.9	24.9
SEIFA IRSD quintile 4	%	21.8	20.1	22.5	20.8	22.1	22.3	19.6	21.5	21.4
SEIFA IRSD quintile 5	%	16.2	16.0	17.9	15.6	19.3	20.1	14.8	19.1	16.5

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

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

Table BA.17 Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
(c)	People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.									
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	SES is derived for 2011 using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged). SES for 2006 used the ABS 2006 SEIFA IRSD (at Collection District) level disaggregated into quintiles.									
(g)	Only includes people whose SEIFA IRSD status could be determined.									
(h)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(i)	Australia includes 'Other Territories'.									
(j)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

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

TABLE BA.18

Table BA.18 Applications to enrol in an educational institution, 15–19 and 17–24 year olds, 2013 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of 15–19 year olds										
Applied to enrol	'000	398.4	302.9	241.8	121.2	88.7	28.2	20.0	10.5	1 213.0
Studying in May	'000	392.9	298.6	235.2	117.2	87.9	27.7	20.1	10.6	1 186.9
Did not apply to enrol	'000	70.4	53.9	71.9	32.6	16.6	4.9	3.6	2.7	254.4
Proportion of 15–19 year olds										
Applied to enrol	%	85.2 ± 2.5	85.1 ± 2.8	77.2 ± 4.3	78.8 ± 5.2	83.8 ± 3.4	84.2 ± 4.9	86.2 ± 6.5	76.6 ± 8.5	82.5 ± 1.6
Studying in May	%	84.0 ± 2.6	83.9 ± 2.9	75.1 ± 4.6	76.2 ± 5.5	83.0 ± 3.4	82.7 ± 5.2	86.6 ± 7.3	77.4 ± 8.1	80.8 ± 1.7
Did not apply to enrol	%	15.1 ± 2.5	15.1 ± 2.7	22.9 ± 4.0	21.2 ± 3.7	15.7 ± 3.4	14.6 ± 5.1	15.5 ± 6.9	19.7 ± 7.1	17.3 ± 1.4
Number of 17–24 year olds										
Applied to enrol	'000	452.2	377.0	247.4	134.8	99.8	29.2	27.3	9.0	1 374.8
Studying in May	'000	438.8	359.9	229.8	128.2	97.5	28.1	26.2	8.7	1 317.1
Did not apply to enrol	'000	362.6	259.1	284.3	149.4	79.1	22.4	17.6	13.0	1 188.1
Proportion of 17–24 year olds										
Applied to enrol	%	55.8 ± 2.8	59.2 ± 2.7	46.6 ± 3.0	47.7 ± 4.8	55.5 ± 4.1	55.8 ± 7.6	61.2 ± 6.8	40.0 ± 4.9	53.6 ± 1.2
Studying in May	%	54.1 ± 2.8	56.5 ± 2.4	43.3 ± 3.2	45.4 ± 5.1	54.2 ± 4.0	53.7 ± 6.8	58.7 ± 7.8	38.7 ± 4.6	51.4 ± 1.2
Did not apply to enrol	%	44.7 ± 2.6	40.7 ± 2.6	53.6 ± 3.0	52.9 ± 5.0	44.0 ± 3.9	42.8 ± 7.9	39.5 ± 7.0	57.8 ± 7.6	46.3 ± 1.2

(a) Applied to enrol includes studying in May, unable to gain placement and gained placement but not studying.

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

(c) The SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0.

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust	
2013										
Early school leavers (h)										
Proportion of school leavers										
Enrolled	%	36.6 ± 10.6	33.1 ± 8.3	29.2 ± 10.0	33.3 ± 11.2	45.6 ± 13.7	51.6 ± 20.5	–	35.3 ± 27.3	36.2 ± 5.3
Not enrolled	%	60.2 ± 12.1	60.4 ± 9.1	69.6 ± 16.5	62.9 ± 14.3	57.1 ± 9.4	43.5 ± 19.9	33.3 ± 65.3	64.7 ± 33.0	64.7 ± 6.3
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	21.4	16.7	11.7	8.9	6.7	3.2	–	0.6	69.7
Not enrolled	'000	35.2	30.5	27.9	16.8	8.4	2.7	np	1.1	124.6
Total	'000	58.5	50.5	40.1	26.7	14.7	6.2	1.5	1.7	192.7
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	69.4 ± 5.1	70.4 ± 7.1	57.1 ± 8.1	67.3 ± 9.5	65.0 ± 12.2	59.7 ± 18.3	56.1 ± 20.2	42.5 ± 29.2	66.2 ± 2.4
Not enrolled	%	30.5 ± 6.0	28.8 ± 6.2	41.4 ± 6.2	35.0 ± 6.9	33.6 ± 9.7	36.1 ± 12.7	37.8 ± 17.6	37.5 ± 19.1	33.8 ± 2.8
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	93.9	70.0	71.6	38.7	17.8	4.3	4.6	1.7	306.0
Not enrolled	'000	41.3	28.6	52.0	20.1	9.2	2.6	3.1	1.5	156.3
Total	'000	135.3	99.4	125.5	57.5	27.4	7.2	8.2	4.0	461.9
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	39.4 ± 5.4	38.7 ± 5.8	28.3 ± 6.4	35.9 ± 6.9	31.3 ± 8.4	24.8 ± 9.5	48.3 ± 20.6	37.0 ± 18.9	35.7 ± 2.8
TAFE	%	17.8 ± 3.8	15.6 ± 3.5	18.7 ± 6.2	17.5 ± 5.4	19.1 ± 6.4	21.7 ± 11.1	13.8 ± 11.7	np	17.5 ± 1.9
Other (i)	%	2.6 ± 2.0	5.1 ± 2.5	4.2 ± 2.8	3.4 ± 3.0	5.3 ± 4.9	np	np	np	3.9 ± 1.0

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total enrolled	%	61.1 ± 4.4	60.7 ± 5.2	51.5 ± 6.8	54.3 ± 7.1	56.3 ± 8.7	51.9 ± 14.9	64.4 ± 17.4	46.3 ± 21.4	56.9 ± 2.7
Not enrolled	%	38.9 ± 6.1	40.3 ± 6.0	47.1 ± 7.9	45.5 ± 6.9	41.5 ± 8.2	45.7 ± 11.3	46.0 ± 18.8	57.4 ± 9.3	43.0 ± 3.0
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	75.7	56.8	46.6	29.7	13.1	3.2	4.2	2.0	233.9
TAFE	'000	34.1	22.9	30.8	14.5	8.0	2.8	1.2	0.3	114.8
Other (i)	'000	4.9	7.5	6.9	2.8	2.2	np	np	–	25.4
Total enrolled	'000	117.2	89.0	84.8	44.9	23.6	6.7	5.6	2.5	372.8
Not enrolled	'000	74.7	59.1	77.6	37.6	17.4	5.9	4.0	3.1	281.7
Total	'000	191.9	146.7	164.7	82.7	41.9	12.9	8.7	5.4	655.4
2012										
Early school leavers (h)										
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

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

	Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust
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	%	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 (i)	%	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
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	'000	53.2	28.8	30.6	17.1	6.9	3.0	np	np	142.2
Other (i)	'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 (h)

Proportion of school leavers

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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										
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	%	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 (i)	%	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

Table BA.19 **Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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	'000	45.4	42.4	22.9	21.3	10.3	4.6	np	np	148.3
Other (i)	'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 at any time. Early school leavers include those who have completed Year 11 or below as their highest year of schooling. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in these data.
- (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. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (g) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (h) Those who left school earlier than year 12.
- (i) Includes business colleges, industry skills centres and other educational institutions.
– Nil or rounded to zero. **np** Not published.

Table BA.19 **Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)**

<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.20

Table BA.20 Destination of 15–19 year old school leavers, by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2013										
Proportion of school leavers										
Enrolled										
Higher education	%	np	np	np	44.6 ± 4.9	53.8 ± 4.3	49.6 ± 3.4	29.0 ± 3.6	42.6 ± 3.5	35.7 ± 2.8
TAFE	%	32.8 ± 5.2	18.2 ± 7.1	27.2 ± 5.1	15.9 ± 2.9	10.5 ± 2.9	13.2 ± 2.2	21.9 ± 2.4	13.2 ± 2.7	17.5 ± 1.9
Other (i)	%	7.3 ± 3.2	np	6.6 ± 2.1	3.1 ± 1.3	3.9 ± 1.6	3.1 ± 0.9	4.2 ± 1.4	3.4 ± 1.6	3.9 ± 1.0
Total enrolled	%	41.2 ± 6.0	24.3 ± 6.7	36.2 ± 5.3	63.1 ± 4.4	68.6 ± 3.3	66.2 ± 2.4	55.4 ± 3.7	59.5 ± 3.0	56.9 ± 2.7
Not enrolled	%	58.5 ± 6.4	74.2 ± 7.9	64.7 ± 6.3	35.8 ± 4.4	31.3 ± 3.6	33.8 ± 2.8	44.6 ± 4.0	41.3 ± 3.2	43.0 ± 3.0
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	np	np	np	96.7	131.9	229.0	98.8	133.5	233.9
TAFE	'000	41.0	12.4	52.4	34.5	25.8	61.2	74.6	41.4	114.8
Other (i)	'000	9.1	np	12.7	6.8	9.5	14.1	14.2	10.8	25.4
Total enrolled	'000	51.4	16.6	69.7	137.0	168.1	306.0	188.8	186.5	372.8
Not enrolled	'000	73.1	50.6	124.6	77.6	76.7	156.3	152.3	129.4	281.7
Total	'000	124.9	68.2	192.7	217.0	245.2	461.9	341.1	313.5	655.4
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	%	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 (i)	%	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

TABLE BA.20

Table BA.20 Destination of 15–19 year old school leavers, by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
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	'000	43.3	22.0	65.3	46.2	30.6	76.8	89.6	52.6	142.2
Other (i)	'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	%	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
Other (i)	%	3.8 ± 1.9	7.2 ± 3.6	5.1 ± 1.8	2.9 ± 1.5	4.3 ± 1.7	3.6 ± 1.2	3.3 ± 1.2	5.1 ± 1.6	4.2 ± 1.0
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	%	55.5 ± 5.2	70.7 ± 6.4	61.4 ± 3.5	30.5 ± 4.8	35.0 ± 4.0	32.9 ± 2.9	41.1 ± 4.0	45.1 ± 3.2	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	1.7	2.4	4.0	97.8	125.0	222.8	99.5	127.4	226.9
TAFE	'000	61.5	19.0	80.5	44.1	23.8	67.9	105.5	42.8	148.3

Table BA.20 **Destination of 15–19 year old school leavers, by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Other (i)	'000	6.0	7.0	13.0	6.2	10.5	16.7	12.2	17.5	29.6
Total enrolled	'000	69.1	28.4	97.4	148.1	159.3	307.4	217.2	187.7	404.9
Not enrolled	'000	86.3	68.5	154.8	65.0	85.7	150.7	151.3	154.3	305.5
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. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in these data.
- (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 SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (g) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (h) Those who left school earlier than year 12.
- (i) Includes business colleges, industry skills centres and other educational institutions.
- np** Not published.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.21

Table BA.21 **Destination of 15–24 year old school leavers by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2013										
Enrolled										
Higher education	%	1.9 ± 1.3	3.5 ± 1.8	2.5 ± 0.9	36.8 ± 2.6	41.6 ± 2.6	39.2 ± 2.0	26.5 ± 2.1	34.1 ± 2.2	30.0 ± 1.6
TAFE	%	19.8 ± 3.2	10.0 ± 2.5	16.2 ± 2.2	11.8 ± 1.5	8.3 ± 1.4	10.1 ± 1.1	14.1 ± 1.4	8.8 ± 1.2	11.5 ± 1.0
Other (i)	%	4.6 ± 1.6	4.8 ± 2.2	4.6 ± 1.0	3.5 ± 1.0	3.8 ± 0.8	3.5 ± 0.6	3.7 ± 0.8	3.8 ± 0.9	3.8 ± 0.6
Total enrolled	%	26.2 ± 3.2	17.4 ± 3.8	23.1 ± 1.9	52.0 ± 1.9	53.7 ± 1.4	52.7 ± 1.1	44.2 ± 1.7	46.8 ± 1.3	45.4 ± 1.2
Not enrolled	%	73.9 ± 4.7	82.3 ± 3.3	77.2 ± 3.8	48.2 ± 2.9	46.5 ± 1.5	47.2 ± 1.9	55.8 ± 2.0	53.4 ± 1.3	54.5 ± 1.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrolled										
Higher education	'000	6.6	7.6	14.4	305.5	376.2	681.7	313.0	382.9	693.2
TAFE	'000	69.7	21.7	92.5	97.9	75.4	175.6	166.3	98.3	266.4
Other (i)	'000	16.3	10.4	26.3	29.0	34.7	60.6	44.0	42.6	87.1
Total enrolled	'000	92.1	37.8	131.8	432.1	486.3	915.3	523.3	525.1	1046.7
Not enrolled	'000	260.3	178.6	439.3	400.4	421.1	820.2	660.2	600.1	1258.2
Total	'000	352.0	217.1	569.4	830.7	905.2	1738.1	1182.7	1123.1	2307.9
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	%	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 (i)	%	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

TABLE BA.21

Table BA.21 **Destination of 15–24 year old school leavers by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Enrolled										
Higher education	'000	5.2	11.4	16.7	320.3	372.4	692.8	325.6	383.8	709.4
TAFE	'000	68.2	33.2	101.3	101.8	70.9	172.7	170.0	104.1	274.1
Other (i)	'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	%	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 (i)	%	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
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	11.4	20.4	282.3	381.8	664.1	291.2	381.8	673.1
TAFE	'000	87.3	34.7	122.0	112.7	63.8	176.6	200.1	98.5	298.6
Other (i)	'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. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in these data.

Table BA.21 **Destination of 15–24 year old school leavers by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

<i>Unit</i>	<i>Early school leavers (h)</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>

(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 SEW was not conducted in Aboriginal and Torres Strait communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

(g) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

(h) Those who left school earlier than year 12.

(i) Includes business colleges, industry skills centres and other educational institutions.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.22 **Higher education participation by selected groups (per cent) (a), (b), (c)**

	<i>Disability</i>	<i>Regional and remote (d)</i>	<i>Aboriginal and Torres Strait Islander</i>	<i>Low SES (e)</i>
Students				
2012	5.0	20.4	1.0	15.9
2013	5.2	20.3	1.0	16.1
Representation in the community (f)	18.5	29.6	3.0	25.0

Low SES = low socio-economic status

- (a) Participation in higher education for Aboriginal and Torres Strait Islander people is calculated using total students. Participation in higher education for the disability, regional and remote and low SES groups is calculated based on all domestic onshore students. See source publication for further information.
- (b) Students can be included in more than one selected group.
- (c) Refer to previous Reports for earlier data.
- (d) The proportion of regional and remote students includes regional and remote areas based on the 2011 Australian Statistical Geography Standard (ASGS).
- (e) The proportion of low SES students in higher education is based on the 2011 Socio-Economic Indexes for Areas (SEIFA).
- (f) Representation in the community relates to: Disability (2012, from ABS Survey of Disability, Ageing and Carers); Aboriginal and Torres Strait Islander 2013 (based on *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026* and *Australian Demographic Statistics, Jun 2013* [see tables 2A.1 and 2A.14]); Regional and remote (2012, from ABS *Regional Population Growth, Australia, 2012-13*, see table 2A.12). Low SES is the proportion based on SEIFA quartiles identified by DISSRTE as the base for their analysis (i.e. 15.9 per cent of students were from the lowest SEIFA quartile).

Source: Australian Government Department of Education (2014) *Higher Education Statistics Collection, 2013 Student data*, Canberra; ABS (2013) *Disability, Ageing and Carers, Australia, 2012, Cat. no 4430.0*; (2013) *Regional Population Growth, Australia, 2012-13, Cat. no. 3218.0*; (2013) *Australian Demographic Statistics, Jun 2013, Cat. no. 3101.0*; (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026, Cat. no. 3238.0, Canberra*; tables 2A.1, 2A.12 and 2A.14.

TABLE BA.23

Table BA.23 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013									
15	np	np	np	np	np	np	np	np	np
16	96.1 ± 2.2	97.2 ± 2.9	93.6 ± 5.1	97.7 ± 10.3	np	88.2 ± 5.7	np	89.3 ± 7.5	96.7 ± 1.5
17	92.5 ± 4.0	87.3 ± 6.1	83.6 ± 6.6	84.4 ± 7.6	93.9 ± 5.8	79.7 ± 10.2	np	91.2 ± 14.2	88.4 ± 2.3
18	78.1 ± 7.0	77.7 ± 6.0	61.7 ± 10.1	75.3 ± 7.9	68.6 ± 11.4	81.1 ± 13.3	75.0 ± 19.9	100.0 ± 10.7	74.9 ± 4.2
19	78.3 ± 8.3	74.9 ± 7.5	70.5 ± 9.4	72.2 ± 12.0	78.9 ± 9.5	56.3 ± 17.7	91.2 ± 12.2	67.9 ± 26.7	74.0 ± 3.9
20	74.4 ± 7.6	79.1 ± 9.1	67.6 ± 11.6	76.6 ± 11.5	69.3 ± 11.5	64.3 ± 18.0	72.4 ± 12.6	np	72.9 ± 3.0
21	77.4 ± 5.9	81.6 ± 7.7	66.8 ± 8.8	73.0 ± 9.2	71.7 ± 8.0	65.7 ± 17.5	94.2 ± 10.7	76.9 ± 20.8	75.3 ± 3.1
22	71.3 ± 5.3	74.8 ± 5.6	72.4 ± 7.2	72.5 ± 11.1	77.4 ± 7.1	71.4 ± 14.3	92.7 ± 14.0	88.9 ± 19.6	73.8 ± 2.6
23	71.4 ± 7.5	74.5 ± 7.2	78.2 ± 7.2	73.9 ± 7.4	64.5 ± 10.7	69.8 ± 23.1	83.3 ± 20.3	69.7 ± 25.4	74.6 ± 3.7
24	76.2 ± 6.4	68.8 ± 6.2	72.0 ± 8.7	79.4 ± 6.8	84.8 ± 7.6	64.0 ± 16.4	85.9 ± 13.2	93.1 ± 21.8	74.1 ± 2.6
15–19	89.2 ± 2.2	87.5 ± 2.6	80.8 ± 4.1	85.8 ± 5.1	88.1 ± 3.1	84.8 ± 5.7	91.8 ± 4.3	84.7 ± 8.4	86.2 ± 1.2
20–24	74.1 ± 2.4	74.5 ± 3.0	71.0 ± 3.0	75.7 ± 4.7	76.2 ± 4.7	64.2 ± 10.2	81.4 ± 7.9	84.0 ± 11.8	73.8 ± 1.1
15–24	81.0 ± 1.6	80.9 ± 1.6	75.0 ± 2.7	79.2 ± 3.5	82.4 ± 3.1	75.9 ± 6.0	86.9 ± 4.5	81.8 ± 7.8	79.7 ± 0.9
17–24	77.6 ± 2.0	77.1 ± 1.9	70.6 ± 3.3	75.4 ± 3.8	77.6 ± 4.0	70.6 ± 7.2	84.1 ± 6.2	77.8 ± 10.2	75.5 ± 1.0
25–29	73.4 ± 2.5	71.4 ± 4.0	67.6 ± 2.8	73.5 ± 4.0	67.9 ± 5.3	66.3 ± 6.1	82.0 ± 6.4	75.9 ± 6.6	71.4 ± 1.2
15–64	64.2 ± 0.8	63.7 ± 1.2	63.3 ± 1.2	66.3 ± 0.8	63.2 ± 1.4	57.8 ± 2.1	73.2 ± 2.0	75.2 ± 3.8	64.2 ± 0.5
2012									
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

TABLE BA.23

Table BA.23 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
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	
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	

Table BA.23 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
15–64	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 SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.24

Table BA.24 Full time participation in education and training at or above Certificate III and/or employment (per cent) (a), (b), (c), (d), (e), (f)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013									
15	np	np	np	np	np	np	np	np	np
16	7.5 ± 4.0	np	5.4 ± 4.3	12.0 ± 8.4	np	np	np	np	5.9 ± 1.8
17	8.8 ± 3.7	np	31.5 ± 8.1	42.6 ± 12.0	9.4 ± 8.5	np	np	np	16.7 ± 2.6
18	58.5 ± 7.6	55.6 ± 8.3	59.1 ± 8.8	63.7 ± 10.3	51.3 ± 11.4	35.1 ± 17.8	52.3 ± 23.3	58.3 ± 32.0	57.1 ± 4.3
19	75.2 ± 8.1	71.0 ± 8.0	70.5 ± 9.4	61.8 ± 11.7	71.4 ± 9.3	60.9 ± 17.5	78.9 ± 17.0	53.6 ± 34.8	70.4 ± 4.0
20	74.1 ± 7.5	76.2 ± 9.9	67.6 ± 11.6	75.5 ± 11.5	63.5 ± 10.5	64.3 ± 18.0	72.4 ± 12.6	np	71.2 ± 3.2
21	77.4 ± 5.9	78.7 ± 8.1	66.8 ± 8.8	73.0 ± 9.2	73.9 ± 8.1	51.4 ± 18.5	94.2 ± 10.7	57.7 ± 26.5	74.3 ± 3.1
22	71.3 ± 5.3	74.3 ± 5.9	72.4 ± 7.2	66.8 ± 12.1	77.4 ± 6.9	71.4 ± 14.3	92.7 ± 14.0	88.9 ± 19.6	73.1 ± 2.7
23	72.7 ± 7.3	73.8 ± 7.4	78.2 ± 7.2	73.9 ± 7.4	61.7 ± 10.6	69.8 ± 23.1	83.3 ± 20.3	69.7 ± 25.4	73.3 ± 3.8
24	76.2 ± 6.4	68.8 ± 6.2	72.0 ± 8.7	79.4 ± 6.8	84.8 ± 7.6	64.0 ± 16.4	85.9 ± 13.2	93.1 ± 21.8	74.1 ± 2.6
15–19	30.8 ± 2.2	29.2 ± 2.1	33.4 ± 3.3	39.6 ± 4.9	27.5 ± 3.7	22.1 ± 6.0	31.9 ± 6.9	27.7 ± 11.2	31.1 ± 1.3
20–24	73.9 ± 2.3	73.6 ± 3.3	71.0 ± 3.0	75.2 ± 4.8	75.6 ± 4.3	65.4 ± 10.1	81.4 ± 7.9	83.2 ± 11.4	73.4 ± 1.2
15–24	53.1 ± 1.4	53.6 ± 1.9	52.1 ± 2.4	58.2 ± 3.2	52.3 ± 3.1	42.2 ± 5.8	59.7 ± 5.8	52.7 ± 11.8	53.5 ± 0.8
17–24	64.4 ± 1.7	64.7 ± 2.4	64.2 ± 3.0	69.2 ± 4.0	63.8 ± 3.9	52.8 ± 7.1	70.4 ± 6.7	62.7 ± 13.7	64.5 ± 1.0
25–29	73.1 ± 2.4	71.4 ± 4.0	68.1 ± 3.0	73.1 ± 4.1	67.6 ± 5.1	66.3 ± 6.1	81.1 ± 6.5	75.3 ± 8.0	71.2 ± 1.3
15–64	58.5 ± 0.9	58.1 ± 1.3	58.5 ± 1.2	61.9 ± 0.7	56.9 ± 1.4	50.9 ± 1.9	67.6 ± 2.3	69.6 ± 4.5	58.8 ± 0.5
2012									
15	–	–	np	–	–	np	–	–	np
16	np	np	np	8.8 ± 5.4	np	np	–	–	3.2 ± 1.6
17	13.0 ± 5.5	np	41.2 ± 8.3	37.6 ± 9.4	np	11.0 ± 8.5	–	–	19.9 ± 2.6
18	66.0 ± 7.9	53.7 ± 8.2	66.8 ± 8.3	74.2 ± 8.5	59.8 ± 10.5	45.7 ± 16.4	57.8 ± 15.0	52.4 ± 25.1	62.9 ± 4.0
19	72.3 ± 6.5	72.9 ± 8.1	72.1 ± 8.0	77.6 ± 8.6	64.2 ± 10.8	70.2 ± 13.4	71.6 ± 15.9	76.8 ± 26.9	72.3 ± 3.8
20	77.2 ± 7.4	81.5 ± 7.9	68.1 ± 10.0	71.8 ± 8.9	78.6 ± 9.6	63.3 ± 13.8	78.6 ± 12.6	75.9 ± 13.6	75.6 ± 3.9
21	84.1 ± 5.9	72.6 ± 7.2	72.6 ± 8.6	75.9 ± 7.8	73.6 ± 9.6	62.9 ± 15.2	91.4 ± 9.0	62.8 ± 16.4	76.7 ± 3.8

TABLE BA.24

Table BA.24 Full time participation in education and training at or above Certificate III and/or employment (per cent) (a), (b), (c), (d), (e), (f)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
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

Table BA.24 **Full time participation in education and training at or above Certificate III and/or employment (per cent) (a), (b), (c), (d), (e), (f)**

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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 SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old 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.
- (f) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

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

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.25

Table BA.25 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2011										
Aboriginal and Torres Strait Islander (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

2006

TABLE BA.25

Table BA.25 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Aboriginal and Torres Strait Islander (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

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

Table BA.25 Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
(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)	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) 2006 Census of Population and Housing and 2011 Census of Population and Housing.

TABLE BA.26

Table BA.26 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Proportion of population engaged in full time education and training and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	82.8 ± 3.7	80.5 ± 8.8	np	np	86.6 ± 12.0	82.3 ± 6.7	np	np	80.0 ± 2.4
SEIFA IRSD quintile 2	np	87.0 ± 3.5	73.0 ± 7.4	89.2 ± 13.0	85.4 ± 7.5	80.2 ± 13.6	np	68.4 ± 35.8	np
SEIFA IRSD quintile 3	85.4 ± 12.5	92.1 ± 1.4	78.8 ± 8.5	89.6 ± 15.6	np	84.1 ± 8.0	80.0 ± 27.7	np	np
SEIFA IRSD quintile 4	94.0 ± 4.1	np	89.1 ± 8.6	np	88.5 ± 5.0	np	88.8 ± 16.7	np	89.4 ± 1.9
SEIFA IRSD quintile 5	np	91.4 ± 7.8	84.5 ± 15.0	np	90.4 ± 13.3	np	np	np	np
15–24 year olds									
SEIFA IRSD quintile 1	70.0 ± 4.6	np	59.5 ± 5.7	67.3 ± 5.0	77.5 ± 9.4	68.9 ± 4.8	np	np	69.2 ± 2.0
SEIFA IRSD quintile 2	77.6 ± 6.0	78.9 ± 8.0	69.2 ± 5.6	76.5 ± 11.5	77.5 ± 10.8	75.1 ± 3.3	np	61.9 ± 24.9	76.4 ± 1.7
SEIFA IRSD quintile 3	83.2 ± 9.2	np	74.9 ± 3.6	85.8 ± 10.4	np	83.3 ± 11.1	np	np	np
SEIFA IRSD quintile 4	84.7 ± 7.5	np	85.7 ± 8.8	np	81.6 ± 7.1	89.5 ± 9.5	np	86.8 ± 9.6	82.4 ± 3.5
SEIFA IRSD quintile 5	np	86.6 ± 7.7	82.3 ± 9.0	81.8 ± 2.9	np	np	87.5 ± 1.8	88.9 ± 10.3	np
17–24 year olds									
SEIFA IRSD quintile 1	61.9 ± 7.3	np	51.5 ± 8.9	64.6 ± 10.5	68.4 ± 10.9	56.8 ± 9.0	np	np	63.3 ± 3.3
SEIFA IRSD quintile 2	73.5 ± 7.1	74.1 ± 10.7	66.8 ± 5.6	79.1 ± 8.2	75.6 ± 12.3	64.7 ± 13.2	np	68.6 ± 24.9	71.4 ± 2.6
SEIFA IRSD quintile 3	81.1 ± 10.6	np	69.3 ± 4.0	81.6 ± 13.3	np	74.0 ± 18.2	56.4 ± 37.4	76.7 ± 19.0	np
SEIFA IRSD quintile 4	81.7 ± 9.0	74.1 ± 2.6	80.3 ± 11.2	np	80.5 ± 8.8	78.8 ± 16.9	np	np	78.8 ± 4.4
SEIFA IRSD quintile 5	np	84.0 ± 8.6	80.1 ± 10.2	80.2 ± 1.7	87.5 ± 4.0	np	88.3 ± 2.8	np	83.6 ± 0.9
20–24 year olds									
SEIFA IRSD quintile 1	57.1 ± 10.1	np	53.9 ± 10.1	72.3 ± 7.3	65.9 ± 15.4	46.7 ± 19.7	np	np	59.3 ± 3.7
SEIFA IRSD quintile 2	69.7 ± 8.6	73.1 ± 12.7	68.7 ± 3.7	73.8 ± 13.9	78.0 ± 14.1	64.8 ± 8.9	np	np	70.3 ± 4.4
SEIFA IRSD quintile 3	80.8 ± 8.8	79.8 ± 2.1	74.0 ± 4.2	78.6 ± 11.7	81.3 ± 6.0	74.0 ± 30.6	70.0 ± 33.9	87.2 ± 18.6	78.0 ± 1.5
SEIFA IRSD quintile 4	78.0 ± 9.2	71.4 ± 7.0	79.4 ± 10.4	np	77.1 ± 11.5	np	71.2 ± 10.4	85.0 ± 10.2	76.0 ± 4.8

TABLE BA.26

Table BA.26 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 5	np	81.8 ± 11.1	75.1 ± 8.6	78.5 ± 5.5	np	np	93.4 ± 3.2	np	np
25–29 year olds									
SEIFA IRSD quintile 1	63.7 ± 8.3	55.3 ± 13.1	60.1 ± 7.2	np	51.0 ± 15.6	63.7 ± 9.8	np	np	59.8 ± 5.8
SEIFA IRSD quintile 2	72.2 ± 6.6	65.9 ± 10.0	62.7 ± 13.0	73.7 ± 7.2	71.4 ± 10.4	66.7 ± 17.6	np	np	68.0 ± 4.0
SEIFA IRSD quintile 3	73.7 ± 14.9	72.2 ± 6.8	69.1 ± 7.2	71.1 ± 3.3	np	71.2 ± 12.5	74.4 ± 23.1	63.0 ± 16.9	71.6 ± 3.1
SEIFA IRSD quintile 4	74.1 ± 4.5	np	65.6 ± 8.1	np	78.5 ± 13.5	80.0 ± 26.7	76.5 ± 18.0	75.0 ± 17.7	75.0 ± 2.5
SEIFA IRSD quintile 5	82.3 ± 2.4	87.1 ± 11.2	74.2 ± 1.5	76.1 ± 4.9	np	np	88.5 ± 13.0	np	81.2 ± 3.5
15–64 year olds									
SEIFA IRSD quintile 1	51.8 ± 2.5	53.4 ± 2.8	52.8 ± 3.3	57.4 ± 6.8	55.0 ± 6.2	49.9 ± 4.7	np	60.9 ± 18.9	53.2 ± 2.0
SEIFA IRSD quintile 2	60.5 ± 3.2	61.3 ± 4.6	np	63.1 ± 4.0	63.9 ± 5.1	np	np	65.5 ± 7.0	61.3 ± 1.5
SEIFA IRSD quintile 3	66.1 ± 5.2	np	65.7 ± 1.6	68.7 ± 1.4	67.9 ± 3.4	60.2 ± 8.7	np	75.4 ± 4.8	66.3 ± 0.5
SEIFA IRSD quintile 4	np	np	66.7 ± 3.6	np	np	66.0 ± 5.3	69.2 ± 7.2	78.8 ± 4.0	np
SEIFA IRSD quintile 5	np	70.6 ± 1.3	68.4 ± 2.9	68.4 ± 2.4	69.0 ± 2.0	np	76.0 ± 2.8	80.0 ± 11.7	70.4 ± 0.6
2012									
Proportion of population engaged in full time education and training and/or employment									
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

TABLE BA.26

Table BA.26 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 year olds									
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
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

TABLE BA.26

Table BA.26 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 education and training and/or employment									
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
SEIFA IRSD quintile 4	89.4 ± 5.3	93.3 ± 3.7	83.1 ± 5.3	96.2 ± 4.6	92.6 ± 6.0	95.2 ± 5.4	85.1 ± 7.4	82.6 ± 17.4	90.0 ± 2.5
SEIFA IRSD quintile 5	92.5 ± 3.5	92.0 ± 4.6	87.4 ± 7.2	92.4 ± 5.0	87.3 ± 6.6	96.0 ± 10.0	93.1 ± 5.8	100.0	91.0 ± 2.8
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 year olds									
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

TABLE BA.26

Table BA.26 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	62.6 ± 32.7	67.2 ± 3.7
SEIFA IRSD quintile 2	74.2 ± 6.3	78.4 ± 7.1	74.6 ± 5.7	67.4 ± 12.3	np	np	–	77.9 ± 16.5	74.8 ± 3.8
SEIFA IRSD quintile 3	84.8 ± 6.1	78.2 ± 7.2	74.2 ± 7.2	83.2 ± 6.9	82.7 ± 7.8	88.8 ± 8.3	66.1 ± 21.0	78.5 ± 13.3	80.0 ± 3.0
SEIFA IRSD quintile 4	81.9 ± 7.5	79.6 ± 5.6	81.8 ± 7.4	81.0 ± 8.2	81.9 ± 7.6	83.4 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	81.0 ± 3.4
SEIFA IRSD quintile 5	82.6 ± 5.1	84.1 ± 5.0	80.3 ± 6.5	82.5 ± 5.0	82.7 ± 10.0	80.0 ± 14.2	93.9 ± 5.0	90.6 ± 20.7	83.1 ± 2.5
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	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

Table BA.26 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 5	71.7 ± 1.9	70.2 ± 1.9	70.5 ± 2.6	67.7 ± 2.1	66.9 ± 3.0	58.6 ± 5.6	76.5 ± 3.2	78.8 ± 5.2	70.5 ± 0.9

- (a) Includes people who are participating in full time education and training and/or full time employment, or both part time education and training and part time employment.
- (b) 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 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.
- (g) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (h) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. No. 6227.0.

TABLE BA.27

Table BA.27 **Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Proportion of population engaged in full time education and training at Certificate level III or above and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	21.9 ± 11.5	30.7 ± 7.7	26.3 ± 6.6	np	23.4 ± 7.0	19.4 ± 8.3	np	np	25.4 ± 4.7
SEIFA IRSD quintile 2	29.2 ± 7.8	29.8 ± 7.7	25.2 ± 6.2	39.0 ± 13.0	31.3 ± 7.5	14.6 ± 12.0	np	np	28.6 ± 2.5
SEIFA IRSD quintile 3	33.4 ± 10.3	28.9 ± 6.9	31.6 ± 8.7	50.0 ± 23.5	31.8 ± 11.8	np	np	23.2 ± 14.4	32.2 ± 4.7
SEIFA IRSD quintile 4	43.2 ± 12.0	26.5 ± 7.8	38.2 ± 11.0	37.5 ± 7.4	26.1 ± 15.7	np	np	47.2 ± 17.2	35.5 ± 5.2
SEIFA IRSD quintile 5	27.2 ± 6.2	31.6 ± 3.3	44.7 ± 8.4	39.4 ± 9.4	24.8 ± 15.0	np	34.6 ± 6.9	42.9 ± 21.2	33.8 ± 2.7
15–24 year olds									
SEIFA IRSD quintile 1	41.3 ± 9.1	47.2 ± 6.1	42.7 ± 5.8	47.5 ± 11.5	41.5 ± 8.0	33.3 ± 7.9	np	np	42.8 ± 3.5
SEIFA IRSD quintile 2	48.7 ± 6.7	51.6 ± 10.1	48.0 ± 6.8	59.6 ± 11.7	49.2 ± 11.4	40.2 ± 8.8	np	47.6 ± 24.7	50.0 ± 2.6
SEIFA IRSD quintile 3	59.4 ± 8.3	55.0 ± 7.3	55.0 ± 4.4	66.2 ± 11.8	56.3 ± 5.1	50.0 ± 13.6	np	54.0 ± 14.8	57.6 ± 2.1
SEIFA IRSD quintile 4	62.8 ± 9.7	53.1 ± 2.0	57.7 ± 10.7	np	55.3 ± 11.8	52.3 ± 17.9	45.4 ± 12.2	60.5 ± 19.9	57.0 ± 4.4
SEIFA IRSD quintile 5	56.6 ± 3.1	58.3 ± 7.5	61.0 ± 7.3	58.9 ± 4.5	61.0 ± 7.6	np	66.0 ± 3.5	52.8 ± 33.1	59.1 ± 2.0
17–24 year olds									
SEIFA IRSD quintile 1	47.7 ± 10.3	55.9 ± 3.3	51.8 ± 7.0	58.2 ± 8.6	51.7 ± 9.8	43.2 ± 8.9	np	np	51.6 ± 3.5
SEIFA IRSD quintile 2	60.9 ± 8.1	62.1 ± 10.9	58.0 ± 7.1	69.4 ± 11.7	64.2 ± 10.2	46.2 ± 11.5	np	71.4 ± 15.9	61.0 ± 2.5
SEIFA IRSD quintile 3	69.5 ± 11.0	67.8 ± 3.0	63.6 ± 4.5	75.2 ± 16.1	69.2 ± 2.7	57.0 ± 17.1	np	58.9 ± 18.6	68.7 ± 0.9
SEIFA IRSD quintile 4	72.4 ± 11.0	np	72.4 ± 11.1	np	67.9 ± 12.0	68.2 ± 21.3	61.1 ± 7.0	82.1 ± 14.2	68.9 ± 4.9
SEIFA IRSD quintile 5	68.4 ± 1.5	73.2 ± 8.2	72.0 ± 8.2	72.7 ± 4.7	70.6 ± 6.8	np	77.0 ± 4.5	65.5 ± 37.7	71.6 ± 0.3
20–24 year olds									
SEIFA IRSD quintile 1	54.7 ± 10.2	np	53.9 ± 10.1	61.9 ± 13.3	61.8 ± 14.7	46.7 ± 19.7	np	np	59.1 ± 3.2
SEIFA IRSD quintile 2	71.6 ± 8.0	71.6 ± 13.2	68.7 ± 3.7	73.8 ± 13.9	73.4 ± 13.8	64.8 ± 8.9	np	np	70.6 ± 4.3
SEIFA IRSD quintile 3	83.5 ± 3.9	79.8 ± 2.1	74.0 ± 4.2	78.6 ± 11.7	79.4 ± 6.0	74.0 ± 30.6	70.0 ± 33.9	87.2 ± 18.6	np
SEIFA IRSD quintile 4	78.0 ± 9.2	71.8 ± 6.2	79.4 ± 10.4	np	77.1 ± 11.5	93.3 ± 14.0	71.2 ± 10.4	85.0 ± 10.2	75.8 ± 4.9

TABLE BA.27

Table BA.27 Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 5	np	81.2 ± 11.6	75.1 ± 8.6	75.4 ± 6.5	np	np	93.4 ± 3.2	np	np
25–29 year olds									
SEIFA IRSD quintile 1	63.7 ± 8.2	55.3 ± 13.1	60.1 ± 7.2	np	51.0 ± 15.6	63.7 ± 9.8	np	np	60.5 ± 5.6
SEIFA IRSD quintile 2	71.6 ± 6.9	65.9 ± 10.0	63.3 ± 13.2	70.9 ± 8.7	67.0 ± 10.6	66.7 ± 17.6	np	65.6 ± 22.7	67.0 ± 4.0
SEIFA IRSD quintile 3	73.7 ± 14.9	72.2 ± 6.8	69.1 ± 7.2	71.1 ± 3.3	np	71.2 ± 12.5	74.4 ± 23.1	56.5 ± 19.2	71.4 ± 3.2
SEIFA IRSD quintile 4	74.1 ± 4.5	np	65.6 ± 8.1	71.5 ± 2.1	78.5 ± 13.5	80.0 ± 26.7	81.5 ± 12.4	75.0 ± 17.7	74.4 ± 2.8
SEIFA IRSD quintile 5	82.3 ± 2.4	87.1 ± 11.2	74.2 ± 1.5	76.1 ± 4.9	np	np	88.5 ± 13.0	np	81.2 ± 3.5
15–64 year olds									
SEIFA IRSD quintile 1	45.5 ± 2.7	47.2 ± 3.4	48.8 ± 3.3	51.4 ± 8.0	47.6 ± 5.6	43.0 ± 4.8	np	58.6 ± 11.7	47.2 ± 1.9
SEIFA IRSD quintile 2	53.9 ± 2.8	55.7 ± 4.2	np	60.2 ± 3.2	58.3 ± 4.7	np	np	62.0 ± 10.6	55.9 ± 1.3
SEIFA IRSD quintile 3	61.4 ± 4.3	59.9 ± 1.7	61.0 ± 2.4	np	61.2 ± 2.5	55.4 ± 8.0	np	67.6 ± 2.8	61.2 ± 0.4
SEIFA IRSD quintile 4	np	np	60.6 ± 4.0	np	59.8 ± 0.5	58.8 ± 6.6	62.2 ± 5.2	np	np
SEIFA IRSD quintile 5	np	65.3 ± 1.9	64.1 ± 2.0	64.1 ± 1.9	61.7 ± 3.7	np	70.7 ± 2.7	75.7 ± 11.3	64.9 ± 0.5
2012									
Proportion of population engaged in full time education and training at Certificate level III or above and/or employment									
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

TABLE BA.27

Table BA.27 **Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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

TABLE BA.27

Table BA.27 Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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 education and training at Certificate level III or above and/or employment									
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
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

TABLE BA.27

Table BA.27 Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
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

Table BA.27 **Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 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.
- (g) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (h) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

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

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Bachelor degree or higher	'000	1 294.0	1 087.4	638.7	381.6	225.5	57.4	100.8	33.3	3 816.3
Diploma/Advanced diploma	'000	482.8	383.6	276.6	160.9	102.1	26.0	26.2	11.6	1 469.3
Certificate III or IV	'000	838.4	648.8	656.5	335.4	225.0	75.4	30.3	28.0	2 836.0
Certificate I, II or nfd	'000	199.6	140.1	123.8	69.0	50.8	18.5	7.9	4.7	616.5
Level not determined	'000	73.9	16.0	13.3	9.7	2.9	2.2	1.7	3.2	119.8
Total with non-school qualification	'000	2 887.6	2 275.4	1 708.8	954.6	605.0	179.3	167.3	80.5	8 858.7
Total without non-school qualification	'000	2 057.2	1 598.5	1 435.8	739.3	495.8	148.8	93.3	65.6	6 630.7
Total	'000	4 946.4	3 871.6	3 143.7	1 691.4	1 101.5	327.8	260.6	146.2	15 487.8
Bachelor degree or higher	%	26.2 ± 1.3	28.1 ± 1.2	20.3 ± 1.3	22.6 ± 1.7	20.5 ± 1.6	17.5 ± 2.1	38.7 ± 2.9	22.8 ± 2.0	24.6 ± 0.7
Diploma/Advanced diploma	%	9.8 ± 0.8	9.9 ± 0.6	8.8 ± 0.9	9.5 ± 0.9	9.3 ± 0.6	7.9 ± 1.0	10.1 ± 1.4	7.9 ± 1.1	9.5 ± 0.4
Certificate III or IV	%	16.9 ± 0.8	16.8 ± 0.8	20.9 ± 1.2	19.8 ± 1.2	20.4 ± 1.2	23.0 ± 1.4	11.6 ± 1.7	19.2 ± 3.0	18.3 ± 0.4
Certificate I, II or nfd	%	4.0 ± 0.5	3.6 ± 0.4	3.9 ± 0.5	4.1 ± 0.7	4.6 ± 0.6	5.6 ± 1.0	3.0 ± 1.0	3.2 ± 1.0	4.0 ± 0.2
Level not determined	%	1.5 ± 0.3	0.4 ± 0.2	0.4 ± 0.1	0.6 ± 0.2	0.3 ± 0.2	0.7 ± 0.3	0.7 ± 0.5	2.2 ± 0.9	0.8 ± 0.1
Total with non-school qualification	%	58.4 ± 1.5	58.8 ± 1.2	54.4 ± 1.3	56.4 ± 1.7	54.9 ± 1.9	54.7 ± 2.0	64.2 ± 2.0	55.1 ± 3.6	57.2 ± 0.7
Total without non-school qualification	%	41.6 ± 1.5	41.3 ± 1.2	45.7 ± 1.1	43.7 ± 1.8	45.0 ± 2.0	45.4 ± 1.9	35.8 ± 2.0	44.9 ± 4.2	42.8 ± 0.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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
Diploma/Advanced diploma	'000	487.9	403.7	275.6	156.7	98.6	23.7	19.4	14.4	1 480.1
Certificate III or IV	'000	828.4	581.3	556.9	301.9	204.2	66.2	34.1	24.0	2 597.0
Certificate I, II or nfd	'000	222.2	156.2	151.5	80.5	54.6	16.4	7.0	3.8	692.2
Level not determined	'000	47.7	42.1	41.6	24.9	13.8	3.5	4.8	1.5	179.9
Total with non-school qualification	'000	2 863.5	2 237.2	1 668.5	940.8	586.9	176.4	167.4	76.5	8 717.2

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total without non-school qualification	'000	1 863.4	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
Diploma/Advanced diploma	%	10.3 ± 0.6	10.8 ± 0.6	9.2 ± 0.7	9.9 ± 0.8	9.1 ± 0.8	7.4 ± 0.9	7.6 ± 1.7	10.1 ± 1.9	10.0 ± 0.3
Certificate III or IV	%	17.5 ± 0.9	15.5 ± 0.8	18.7 ± 1.2	19.0 ± 1.4	18.9 ± 1.2	20.6 ± 1.3	13.4 ± 2.2	17.0 ± 2.1	17.5 ± 0.4
Certificate I, II or nfd	%	4.7 ± 0.5	4.2 ± 0.5	5.1 ± 0.8	5.1 ± 0.8	5.1 ± 0.7	5.1 ± 0.9	2.8 ± 1.0	2.7 ± 0.9	4.7 ± 0.3
Level not determined	%	1.0 ± 0.2	1.1 ± 0.2	1.4 ± 0.3	1.6 ± 0.4	1.3 ± 0.4	1.1 ± 0.4	1.9 ± 0.7	1.2 ± 0.6	1.2 ± 0.1
Total with non-school qualification	%	60.6 ± 0.9	59.8 ± 1.2	55.9 ± 1.5	59.3 ± 1.6	54.4 ± 1.6	54.9 ± 2.1	65.9 ± 2.3	54.1 ± 3.4	58.8 ± 0.5
Total without non-school qualification	%	39.4 ± 0.9	40.2 ± 1.2	44.1 ± 1.5	40.7 ± 1.6	45.6 ± 1.6	45.1 ± 2.1	34.1 ± 2.3	45.9 ± 3.4	41.2 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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
Diploma/Advanced diploma	'000	447.1	353.2	258.2	144.3	95.6	23.3	22.4	9.1	1 353.3
Certificate III or IV	'000	818.5	589.0	587.7	290.3	185.0	63.3	27.7	25.0	2 586.5
Certificate I, II or nfd	'000	238.3	174.2	143.6	68.9	65.5	18.7	8.9	6.6	724.7
Level not determined	'000	61.6	48.6	51.5	30.2	10.7	3.8	4.9	1.0	212.3
Total with non-school qualification	'000	2 762.1	2 155.9	1 649.1	853.6	570.4	168.6	163.9	69.9	8 393.5
Total without non-school qualification	'000	2 008.8	1 574.8	1 344.9	713.1	507.4	152.9	86.3	66.4	6 454.6
Total	'000	4 770.9	3 730.7	2 994.0	1 566.7	1 077.9	321.5	250.2	136.3	14 848.1
Bachelor degree or 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
Diploma/Advanced diploma	%	9.4 ± 0.5	9.5 ± 0.7	8.6 ± 0.7	9.2 ± 0.8	8.9 ± 1.1	7.3 ± 1.1	9.0 ± 1.7	6.7 ± 0.9	9.1 ± 0.3
Certificate III or IV	%	17.2 ± 1.1	15.8 ± 1.0	19.6 ± 1.2	18.5 ± 1.2	17.2 ± 1.4	19.7 ± 2.1	11.1 ± 1.5	18.3 ± 2.5	17.4 ± 0.5
Certificate I, II or nfd	%	5.0 ± 0.5	4.7 ± 0.5	4.8 ± 0.6	4.4 ± 0.7	6.1 ± 0.9	5.8 ± 1.1	3.5 ± 0.8	4.9 ± 1.7	4.9 ± 0.2

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level not determined	%	1.3 ± 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
Diploma/Advanced 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
Diploma/Advanced 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
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

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma/Advanced 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
Diploma/Advanced 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

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.

Table BA.28 **Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	The SEW 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 Aboriginal and Torres Strait Islander 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 15–74 year old population.									
(e)	The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.									

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.29 **Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
With non-school qualification (d)	%	63.9 ± 1.5	63.8 ± 1.3	58.7 ± 1.3	61.0 ± 1.7	59.6 ± 2.1	59.6 ± 2.3	69.9 ± 2.2	60.2 ± 4.1	62.2 ± 0.8
Currently studying for a non-school qualification (e)	%	12.2 ± 0.7	12.6 ± 0.7	11.8 ± 0.8	10.6 ± 1.2	13.5 ± 1.1	12.3 ± 1.8	15.5 ± 1.9	11.1 ± 1.9	12.2 ± 0.3
With or working towards a non-school qualification (f)	%	68.7 ± 1.5	69.2 ± 1.4	63.6 ± 1.2	65.7 ± 1.5	65.4 ± 2.0	64.6 ± 2.3	75.4 ± 2.6	64.1 ± 4.1	67.2 ± 0.7
2012										
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
With or working towards a non-school qualification (f)	%	71.8 ± 1.0	70.3 ± 1.3	65.1 ± 1.8	68.5 ± 1.5	64.5 ± 1.6	65.1 ± 2.8	78.2 ± 2.6	62.6 ± 3.4	69.1 ± 0.6
2011										
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
With or working towards a non-school qualification (f)	%	69.1 ± 1.3	68.4 ± 1.3	64.2 ± 1.6	63.9 ± 2.3	63.1 ± 1.8	62.3 ± 2.2	77.5 ± 2.5	59.0 ± 2.8	66.9 ± 0.7

(a) Non-school qualification refers to a non-school qualification in the Australian Qualifications Framework (Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as those communities account for around 15 per cent of the NT 15–74 year old population.

(c) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Table BA.29 Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

(f) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

Source: ABS (unpublished) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.30 **Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data) (a), (b), (c), (d)**

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

2006

With or working towards a non-school qualification (f)

TABLE BA.30

Table BA.30 Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data) (a), (b), (c), (d)

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

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

Table BA.30 Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
(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) *2006 Census of Population and Housing* and *2011 Census of Population and Housing*.

Table BA.31 **Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (per cent) (Census data) (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									
Aboriginal and Torres Strait Islander	45.4	50.9	40.7	34.0	41.2	45.6	59.5	25.4	40.8
Non-Indigenous	66.7	65.6	61.5	64.1	60.6	58.4	75.8	66.3	64.6
2006									
Aboriginal and Torres Strait Islander	39.5	45.0	35.6	29.4	36.3	40.6	54.1	20.3	35.2
Non-Indigenous	61.6	59.6	55.4	58.7	54.6	52.8	71.6	61.1	59.0

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

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

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

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

(f) Australia includes 'Other Territories'.

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

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate level II or above (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</i>
2013									
20–24 %	86.1 ± 2.6	90.1 ± 2.6	86.7 ± 2.3	82.6 ± 4.7	85.3 ± 3.9	83.3 ± 5.2	92.4 ± 4.3	69.2 ± 14.2	86.7 ± 1.5
20–64 %	79.0 ± 1.1	80.6 ± 1.4	76.9 ± 1.2	77.8 ± 1.5	74.9 ± 1.5	70.4 ± 2.7	89.7 ± 1.9	72.9 ± 3.7	78.5 ± 0.6
2012									
20–24 %	87.9 ± 2.4	88.0 ± 2.4	85.8 ± 3.0	81.3 ± 2.8	81.0 ± 3.6	71.2 ± 7.9	93.7 ± 4.0	68.8 ± 8.1	85.9 ± 1.3
20–64 %	80.8 ± 0.8	80.9 ± 1.3	78.0 ± 1.3	78.2 ± 1.3	74.1 ± 1.5	69.6 ± 2.4	90.6 ± 1.8	73.7 ± 3.2	79.3 ± 0.5
2011									
20–24 %	83.5 ± 2.7	86.1 ± 2.8	83.0 ± 3.4	83.8 ± 3.2	84.0 ± 3.3	78.2 ± 5.9	90.1 ± 4.3	72.8 ± 8.4	84.1 ± 1.3
20–64 %	78.2 ± 1.0	78.6 ± 1.2	75.3 ± 1.5	75.8 ± 1.6	73.7 ± 1.7	68.5 ± 2.2	88.4 ± 2.0	68.8 ± 3.2	77.0 ± 0.5
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 equivalent) or Certificate level 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 SEW 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 Aboriginal and Torres Strait Islander 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 15–74 year old population.

Table BA.32 Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate level II or above (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</i>
-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(d) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

(e) 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 population for the jurisdiction.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. No. 6227.0.55.003, Canberra.

TABLE BA.33

Table BA.33 **People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above										
Aboriginal and Torres Strait Islander	no.	6 930	1 868	7 150	2 350	1 212	893	382	1 266	22 056
Non-Indigenous	no.	341 715	302 597	220 206	116 930	79 166	20 366	25 521	7 881	1 114 472
Total	no.	351 462	307 249	228 811	120 062	80 927	21 411	26 048	9 189	1 145 254
Total 20–24 year old population										
Aboriginal and Torres Strait Islander	no.	12 408	3 036	11 438	5 183	2 392	1 541	537	4 407	40 951
Non-Indigenous	no.	398 361	342 828	256 881	138 334	95 816	25 968	27 907	9 778	1 295 977
Total	no.	414 314	349 139	270 169	144 530	98 909	27 719	28 620	14 263	1 347 779
Proportion										
Aboriginal and Torres Strait Islander	%	55.9	61.5	62.5	45.3	50.7	57.9	71.1	28.7	53.9
Non-Indigenous	%	85.8	88.3	85.7	84.5	82.6	78.4	91.5	80.6	86.0
Total	%	84.8	88.0	84.7	83.1	81.8	77.2	91.0	64.4	85.0
2006										
People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above										
Aboriginal and Torres Strait Islander	no.	4 478	1 173	5 065	1 516	741	730	221	677	14 609
Non-Indigenous	no.	311 424	261 112	194 262	94 663	69 406	18 586	22 855	6 390	978 782
Total	no.	318 888	264 856	200 689	96 918	70 656	19 457	23 215	7 112	1 001 885
Total 20–24 year old population										
Aboriginal and Torres Strait Islander	no.	9 352	2 204	9 014	4 051	1 880	1 335	347	4 012	32 210
Non-Indigenous	no.	376 020	304 773	233 330	117 186	89 898	25 157	25 236	8 499	1 180 201
Total	no.	389 237	310 170	244 096	122 213	92 500	26 707	25 751	12 587	1 223 380
Proportion										
Aboriginal and Torres Strait Islander	%	47.9	53.2	56.2	37.4	39.4	54.7	63.7	16.9	45.4
Non-Indigenous	%	82.8	85.7	83.3	80.8	77.2	73.9	90.6	75.2	82.9

Table BA.33 People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Total	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9
2001										
People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above										
Aboriginal and Torres Strait Islander	no.	3 479	921	4 322	1 382	544	538	198	574	11 969
Non-Indigenous	no.	291 315	230 998	168 692	85 114	62 039	15 878	20 943	6 643	881 701
Total	no.	296 842	233 707	173 982	87 028	62 952	16 516	21 247	7 271	899 635
Total 20–24 year old population										
Aboriginal and Torres Strait Islander	no.	7 878	1 809	8 305	4 135	1 649	1 148	296	4 102	29 340
Non-Indigenous	no.	368 314	288 586	213 187	111 193	84 143	24 089	23 779	9 083	1 122 772
Total	no.	379 329	292 825	222 870	116 085	86 334	25 407	24 201	13 273	1 160 440
Proportion										
Aboriginal and Torres Strait Islander	%	44.2	50.9	52.0	33.4	33.0	46.9	66.9	14.0	40.8
Non-Indigenous	%	79.0	80.0	79.1	76.5	73.7	65.9	88.1	73.1	78.5
Total	%	78.3	79.8	78.1	75.0	72.9	65.0	87.8	54.8	77.5

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

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

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

(e) Australia includes 'Other Territories'.

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

TABLE BA.34

Table BA.34 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
Aboriginal and Torres Strait Islander										
Major cities	%	61.8	68.8	69.5	56.8	61.6	..	71.4	..	64.1
Inner regional	%	53.7	56.9	62.4	50.2	55.1	59.2	100.0	..	56.7
Outer regional	%	45.9	45.9	61.1	39.4	42.5	57.8	..	54.7	53.2
Remote	%	40.0	50.0	49.6	46.6	40.2	43.2	..	34.7	43.1
Very remote	%	38.3	..	53.6	29.4	23.4	42.9	..	20.0	30.7
Non-Indigenous										
Major cities	%	88.0	90.1	87.6	86.2	84.8	..	91.5	..	88.1
Inner regional	%	78.0	81.2	80.4	75.3	77.5	81.7	94.7	..	79.6
Outer regional	%	72.3	76.0	83.1	74.3	69.7	69.1	..	80.7	77.1
Remote	%	73.8	73.6	80.7	80.4	75.9	58.6	..	78.7	78.4
Very remote	%	79.0	..	79.1	81.7	75.3	57.1	..	82.7	80.1
Total (f)										
Major cities	%	87.5	89.9	87.2	85.6	84.4	..	91.0	..	87.7
Inner regional	%	76.4	80.8	79.5	74.5	76.9	80.6	94.8	..	78.6
Outer regional	%	69.5	74.7	81.1	71.8	68.2	68.2	..	78.1	75.1
Remote	%	66.2	72.9	75.0	75.1	74.2	57.3	..	65.4	72.1
Very remote	%	60.4	..	68.4	62.1	54.0	55.8	..	32.5	54.6
2006										
Aboriginal and Torres Strait Islander										
Major cities	%	56.8	64.1	67.0	50.3	52.3	..	66.8	..	59.3
Inner regional	%	47.2	50.4	57.1	43.8	51.0	59.3	–	..	51.5
Outer regional	%	38.4	40.2	57.7	38.0	31.0	55.0	..	45.7	47.5

TABLE BA.34

Table BA.34 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Remote	%	36.9	100.0	45.3	41.8	60.0	39.1	..	23.9	36.6
Very remote	%	21.4	..	45.4	25.5	18.6	50.0	..	9.4	22.5
Non-Indigenous										
Major cities	%	85.9	88.3	86.4	84.1	80.9	..	91.0	..	86.2
Inner regional	%	76.7	79.1	78.6	71.0	70.4	79.8	90.9	..	77.5
Outer regional	%	69.7	74.4	81.1	72.0	65.8	63.9	..	76.4	74.5
Remote	%	69.0	76.7	77.0	75.5	74.7	54.1	..	77.7	75.0
Very remote	%	80.4	..	76.8	76.8	73.3	72.1	..	78.9	76.7
Total (f)										
Major cities	%	85.4	88.1	86.0	83.5	80.4	..	90.6	..	85.8
Inner regional	%	75.2	78.6	77.7	70.2	69.9	78.9	90.9	..	76.5
Outer regional	%	66.7	73.3	79.3	69.8	63.9	63.2	..	73.5	72.5
Remote	%	61.0	77.7	72.0	70.6	74.1	52.7	..	58.1	68.2
Very remote	%	60.9	..	63.4	52.8	51.7	69.5	..	24.3	47.4

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

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.

(c) People who are not stated or inadequately described for both highest year of school and non-school qualification are excluded.

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

(e) Australia includes 'Other Territories'.

(f) Total includes 20–24 year olds for whom Indigenous status is unknown.

.. Not applicable.

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

TABLE BA.35

Table BA.35 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
20–24 year olds									
SEIFA IRSD quintile 1	76.4 ± 13.5	np	77.3 ± 12.8	np	73.0 ± 16.4	78.1 ± 5.7	np	np	77.3 ± 1.8
SEIFA IRSD quintile 2	82.7 ± 7.6	83.7 ± 12.2	82.0 ± 10.1	69.2 ± 16.7	85.9 ± 16.1	84.6 ± 3.5	np	np	82.0 ± 3.7
SEIFA IRSD quintile 3	88.9 ± 10.0	93.0 ± 9.3	83.2 ± 8.0	81.2 ± 7.8	84.3 ± 9.1	np	np	69.2 ± 26.2	86.8 ± 3.0
SEIFA IRSD quintile 4	90.3 ± 4.5	np	np	86.6 ± 5.8	np	np	75.3 ± 24.7	75.0 ± 12.0	92.2 ± 2.5
SEIFA IRSD quintile 5	np	93.3 ± 5.2	93.3 ± 7.1	89.3 ± 12.4	np	np	95.6 ± 5.1	np	93.5 ± 2.6
20–64 year olds									
SEIFA IRSD quintile 1	65.1 ± 3.7	np	65.1 ± 5.0	63.6 ± 6.1	61.5 ± 5.1	np	np	62.8 ± 15.9	np
SEIFA IRSD quintile 2	73.2 ± 2.8	77.5 ± 3.0	np	68.4 ± 2.0	74.0 ± 5.7	np	np	64.5 ± 6.5	np
SEIFA IRSD quintile 3	79.2 ± 2.4	np	76.5 ± 4.0	76.2 ± 1.2	77.1 ± 1.2	np	np	np	np
SEIFA IRSD quintile 4	np	np	82.4 ± 5.4	np	83.6 ± 5.1	86.9 ± 9.6	np	np	np
SEIFA IRSD quintile 5	np	np	86.2 ± 0.7	87.5 ± 2.3	91.0 ± 5.8	88.6 ± 8.6	92.7 ± 3.8	78.0 ± 11.0	np
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	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

Table BA.35 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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 SEIFA 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 population for the jurisdiction by SEIFA IRSD quintiles.
- (e) The ABS SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Table BA.35 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
--	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(f) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

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

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.36

Table BA.36 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

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

TABLE BA.36

Table BA.36 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	62 819	68 632	49 757	28 267	16 382	3 331	6 027	2 121	237 346
Total 20–24 year old population	no.	70 448	75 329	55 711	32 725	18 484	3 759	6 754	2 598	265 818
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	89.2	91.1	89.3	86.4	88.6	88.6	89.2	81.6	89.3
SEIFA IRSD quintile 5										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	79 001	68 843	42 566	32 671	11 487	1 926	13 281	2 216	251 991
Total 20–24 year old population	no.	84 476	72 910	45 737	35 698	12 528	2 111	14 239	2 672	270 371
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	93.5	94.4	93.1	91.5	91.7	91.2	93.3	82.9	93.2
2006 (h)										
SEIFA IRSD quintile 1										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	58 931	37 934	28 673	11 085	14 754	5 346	557	1 315	158 638
Total 20–24 year old population	no.	81 522	50 030	40 261	16 971	22 759	8 647	649	3 983	224 883
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	72.3	75.8	71.2	65.3	64.8	61.8	85.8	33.0	70.5
SEIFA IRSD quintile 2										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	63 475	46 345	40 292	17 727	17 041	4 438	1 415	1 267	192 000

TABLE BA.36

Table BA.36 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Total 20–24 year old population	no.	79 119	56 446	50 868	23 553	22 319	6 113	1 641	1 846	241 905
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	80.2	82.1	79.2	75.3	76.4	72.6	86.2	68.6	79.4
SEIFA IRSD quintile 3										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	57 542	56 334	45 448	19 502	13 145	4 741	2 776	1 699	201 196
Total 20–24 year old population	no.	69 051	65 639	54 144	24 627	16 294	5 805	3 254	2 311	241 134
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	83.3	85.8	83.9	79.2	80.7	81.7	85.3	73.5	83.4
SEIFA IRSD quintile 4										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	58 553	60 486	44 731	21 240	15 286	3 644	6 944	1 317	212 207
Total 20–24 year old population	no.	68 022	67 573	51 129	25 177	17 977	4 160	7 819	1 677	243 544
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	86.1	89.5	87.5	84.4	85.0	87.6	88.8	78.5	87.1
SEIFA IRSD quintile 5										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	81 218	63 497	40 736	27 227	11 188	1 671	10 377	1 260	237 204
Total 20–24 year old population	no.	88 347	67 698	44 141	30 152	12 455	1 837	11 100	1 562	257 325
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	91.9	93.8	92.3	90.3	89.8	91.0	93.5	80.7	92.2

Table BA.36 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)

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

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

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

TABLE BA.37

Table BA.37 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	448.6	372.7	291.8	151.4	96.6	26.2	27.2	9.2	1 423.6
Total 20–24 year old population (e)	'000	524.5	419.0	341.9	185.2	115.6	32.2	29.9	13.5	1 661.9
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	85.5 ± 2.7	88.9 ± 2.6	85.3 ± 2.3	81.7 ± 4.8	83.5 ± 4.0	81.2 ± 5.9	91.0 ± 4.7	68.2 ± 14.7	85.7 ± 1.5
2012										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	453.1	365.9	273.6	141.2	91.1	22.2	28.3	10.1	1 385.5
Total 20–24 year old population (e)	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1 637.1
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	87.0 ± 2.4	87.3 ± 2.6	83.3 ± 3.9	80.4 ± 2.9	78.7 ± 4.2	68.4 ± 7.8	92.9 ± 4.2	68.2 ± 7.9	84.6 ± 1.3
2011										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	432.8	359.9	269.7	142.4	95.9	23.4	27.3	9.7	1 361.0
Total 20–24 year old population (e)	'000	524.8	427.2	327.7	172.9	116.4	31.7	30.3	14.0	1 644.8
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	82.5 ± 3.0	84.3 ± 3.0	82.3 ± 3.3	82.4 ± 3.0	82.4 ± 3.8	73.8 ± 7.7	90.1 ± 4.3	69.7 ± 8.2	82.7 ± 1.3

TABLE BA.37

Table BA.37 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	437.7	372.3	281.1	132.9	90.6	23.0	26.6	9.5	1 373.7
Total 20–24 year old population (e)	'000	516.7	424.7	322.1	171.5	115.4	31.3	30.0	13.6	1 625.2
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or 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										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	406.4	336.6	254.9	120.2	86.5	21.5	27.3	10.0	1 263.4
Total 20–24 year old population (e)	'000	478.9	390.1	301.1	157.1	110.3	31.2	28.9	15.0	1 512.7
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or 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

- (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 SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (c) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (d) Includes 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (excludes 'Certificate not further defined' and 'level not determined').
- (e) Total population of all persons aged 20–24 years.

Table BA.37 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Source:	ABS (various years) <i>Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013</i> , Cat. no. 6227.0.55.003, Canberra.									

Table BA.38 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (Census data) (a), (b), (c), (d)**

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

TABLE BA.39

Table BA.39 Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
20–24	42.3 ± 4.6	44.0 ± 3.3	41.1 ± 3.7	43.2 ± 5.6	42.7 ± 4.0	42.3 ± 7.8	40.0 ± 8.5	30.7 ± 11.9	42.5 ± 2.1
25–29	67.1 ± 3.3	71.2 ± 3.6	60.6 ± 3.5	62.1 ± 4.9	58.5 ± 6.7	62.1 ± 6.5	73.7 ± 6.6	63.4 ± 8.7	65.7 ± 1.8
30–34	67.5 ± 3.3	70.3 ± 3.8	60.9 ± 3.9	63.3 ± 6.0	56.7 ± 5.3	61.2 ± 5.8	75.7 ± 6.5	52.8 ± 8.2	65.6 ± 2.0
35–39	68.9 ± 2.3	67.0 ± 3.3	64.6 ± 3.8	64.2 ± 5.9	65.1 ± 4.7	56.7 ± 8.3	72.1 ± 6.1	65.1 ± 10.3	66.6 ± 1.3
40–44	61.8 ± 3.1	65.4 ± 3.3	59.4 ± 3.4	62.1 ± 3.9	62.7 ± 4.3	55.1 ± 5.8	77.0 ± 4.7	64.1 ± 6.0	62.4 ± 1.6
45–49	58.2 ± 3.5	60.7 ± 2.7	56.6 ± 4.4	58.2 ± 4.0	55.2 ± 3.8	54.7 ± 6.4	69.1 ± 7.7	57.2 ± 8.3	58.4 ± 1.4
50–54	57.0 ± 4.0	53.7 ± 3.2	54.7 ± 4.3	54.9 ± 3.8	54.2 ± 3.6	48.9 ± 5.1	64.4 ± 8.6	54.1 ± 9.0	55.2 ± 1.8
55–59	50.0 ± 3.6	54.0 ± 3.7	50.7 ± 3.1	51.0 ± 4.1	50.3 ± 5.6	49.6 ± 5.7	64.7 ± 9.2	56.8 ± 9.8	51.5 ± 1.8
60–64	45.5 ± 3.2	44.3 ± 4.0	41.1 ± 4.4	43.0 ± 6.0	47.8 ± 3.8	52.6 ± 7.2	53.0 ± 10.4	43.6 ± 11.0	44.5 ± 1.9
25–64	60.2 ± 1.3	61.8 ± 1.5	56.6 ± 1.3	58.2 ± 2.1	56.4 ± 2.2	54.7 ± 2.5	69.8 ± 2.7	57.9 ± 3.9	59.4 ± 0.7
20–64	58.1 ± 1.4	59.7 ± 1.4	54.8 ± 1.4	56.4 ± 1.7	54.8 ± 2.1	53.4 ± 2.3	66.0 ± 2.4	55.1 ± 4.0	57.4 ± 0.8
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

TABLE BA.39

Table BA.39 Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
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
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

Table BA.39 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

- (a) Certificate level III or above excludes 'Certificate not further defined' and 'level not 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 SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (d) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra.

Table BA.40 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (Census data) (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>
2011										
Age group										
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										
20–24	%	39.1	39.9	36.9	38.3	34.8	33.3	38.9	27.1	38.2
25–29	%	58.6	60.7	52.0	54.1	51.4	47.2	66.6	43.1	56.6
30–34	%	59.5	58.7	52.2	54.0	50.5	47.7	66.4	46.2	56.5
35–39	%	55.4	54.0	49.5	51.4	47.2	45.9	64.3	46.3	52.7
40–44	%	52.3	50.5	47.3	50.4	44.6	44.6	62.6	47.4	50.0
45–49	%	50.8	49.8	47.2	50.2	45.7	45.8	64.6	46.7	49.4
50–54	%	48.4	47.2	44.6	47.4	44.8	43.9	62.1	45.6	47.1
54–59	%	43.0	42.1	40.2	43.3	40.6	39.3	58.7	44.1	42.2
60–64	%	37.9	37.6	35.6	39.6	36.0	34.8	54.8	40.4	37.5
20–64	%	50.0	49.6	45.5	48.1	44.1	42.7	59.9	43.1	48.3

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

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

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

(d) Australia includes 'Other Territories'.

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

Table BA.41 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data) (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>
2011										
Aboriginal and Torres Strait Islander (e)	%	33.4	38.3	30.2	23.6	28.5	34.3	46.1	15.8	29.6
Non-Indigenous (e)	%	56.0	56.0	52.6	54.3	50.6	49.4	65.1	58.6	54.8
2006										
Aboriginal and Torres Strait Islander	%	27.0	31.5	24.5	18.8	22.4	28.5	41.2	11.6	23.6
Non-Indigenous	%	50.5	49.8	46.1	48.8	44.5	43.2	60.1	52.2	48.8

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

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

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

(d) Australia includes 'Other Territories'.

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

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

Table BA.42 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
SEIFA IRSD quintile 1	41.7 ± 2.9	np	42.2 ± 2.6	45.4 ± 6.1	40.6 ± 3.9	np	np	43.8 ± 19.4	42.3 ± 0.9
SEIFA IRSD quintile 2	54.3 ± 2.1	55.5 ± 3.1	49.3 ± 3.7	np	52.8 ± 5.5	np	np	np	np
SEIFA IRSD quintile 3	58.7 ± 2.3	61.3 ± 2.2	55.1 ± 3.5	np	60.1 ± 2.0	57.9 ± 1.9	60.2 ± 6.1	57.0 ± 4.5	57.8 ± 1.3
SEIFA IRSD quintile 4	62.7 ± 0.9	np	60.7 ± 7.1	58.7 ± 4.7	64.5 ± 5.6	68.4 ± 7.3	np	54.5 ± 3.2	np
SEIFA IRSD quintile 5	69.4 ± 2.3	np	np	np	68.7 ± 7.9	np	69.4 ± 0.5	62.2 ± 7.8	69.1 ± 1.4
2012									
SEIFA IRSD quintile 1	46.5 ± 2.9	44.8 ± 3.0	41.9 ± 3.9	46.7 ± 6.0	43.6 ± 4.0	41.5 ± 3.8	66.4 ± 13.7	52.0 ± 9.0	45.0 ± 1.7
SEIFA IRSD quintile 2	54.2 ± 3.0	53.4 ± 4.1	50.1 ± 3.2	51.9 ± 5.2	49.9 ± 4.2	52.8 ± 3.8	67.5 ± 18.4	50.1 ± 8.5	52.3 ± 1.8
SEIFA IRSD quintile 3	60.4 ± 2.3	60.5 ± 3.7	54.4 ± 3.7	54.6 ± 4.3	52.7 ± 5.8	60.0 ± 5.6	59.5 ± 5.5	54.2 ± 7.0	57.9 ± 1.7
SEIFA IRSD quintile 4	64.4 ± 2.1	63.6 ± 2.4	59.5 ± 2.4	62.1 ± 4.2	56.3 ± 4.0	68.8 ± 5.6	68.6 ± 4.8	61.9 ± 7.0	62.5 ± 1.2
SEIFA IRSD quintile 5	72.2 ± 1.9	69.7 ± 2.6	61.4 ± 4.3	64.2 ± 4.4	66.1 ± 2.8	65.2 ± 6.1	68.9 ± 4.4	61.5 ± 7.7	68.1 ± 1.2
2011									
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 level III or above excludes 'Certificate not further defined' and 'level not determined'.

(b) 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).

(c) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old 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.

Table BA.42 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
--	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.43 **Proportion of 20–64 year olds with qualifications at Certificate III or above, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e)**

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

- (a) 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) *2006 Census of Population and Housing and 2011 Census of Population and Housing*.

TABLE BA.44

Table BA.44 **Proportion of 20–64 and 15–74 year olds across all Programme for the International Assessment of Adult Competencies (PIAAC) literacy skill levels, 2011-12 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
Proportion of people aged 15–74 years at PIAAC literacy levels										
Missing (c)	%	2.7 ± 0.8	2.8 ± 0.9	1.3 ± 0.7	0.7 ± 0.5	1.7 ± 1.1	np	np	1.1 ± 0.9	2.1 ± 0.4
Below level 1/Level 1	%	13.4 ± 2.1	15.4 ± 2.3	13.9 ± 2.5	15.3 ± 2.6	13.2 ± 2.5	15.3 ± 4.0	8.1 ± 4.2	14.1 ± 6.4	14.1 ± 1.1
Level 2	%	29.6 ± 2.8	30.2 ± 2.7	28.8 ± 3.1	32.0 ± 3.8	34.1 ± 4.1	33.5 ± 5.6	23.0 ± 8.2	31.3 ± 8.6	30.1 ± 1.3
Level 3	%	38.1 ± 3.0	37.1 ± 3.3	39.3 ± 3.6	38.0 ± 4.2	36.2 ± 4.0	35.9 ± 5.5	42.1 ± 9.1	36.3 ± 8.2	37.9 ± 1.7
Level 4/5	%	16.2 ± 2.6	14.5 ± 2.3	16.7 ± 2.6	14.0 ± 3.0	14.8 ± 3.0	13.9 ± 4.0	25.1 ± 7.4	17.2 ± 5.3	15.6 ± 1.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

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

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

np Not published.

Source: ABS (2013 and unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0, Canberra.

TABLE BA.45

Table BA.45 Proportion of 20–64 and 15–74 year olds across all PIAAC numeracy skill levels, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC numeracy 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	%	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
Proportion of people aged 15–74 years at PIAAC numeracy levels										
Missing (c)	%	2.7 ± 0.8	2.8 ± 0.9	1.3 ± 0.7	0.7 ± 0.5	1.7 ± 1.1	np	np	1.1 ± 0.9	2.1 ± 0.4
Below level 1/Level 1	%	21.4 ± 2.5	23.0 ± 2.7	20.3 ± 2.8	22.4 ± 3.2	22.5 ± 3.4	24.3 ± 4.8	14.1 ± 5.2	23.8 ± 6.1	21.7 ± 1.3
Level 2	%	32.9 ± 3.3	31.4 ± 3.0	32.3 ± 3.1	34.2 ± 4.1	33.5 ± 3.8	33.9 ± 5.9	25.7 ± 7.9	30.9 ± 7.7	32.5 ± 1.6
Level 3	%	30.5 ± 3.3	30.4 ± 3.5	33.8 ± 3.4	31.3 ± 4.1	30.7 ± 4.1	29.2 ± 5.6	36.7 ± 8.7	32.8 ± 7.6	31.3 ± 1.5
Level 4/5	%	12.4 ± 2.1	12.4 ± 2.1	12.3 ± 2.4	11.5 ± 2.8	11.5 ± 2.8	11.2 ± 4.0	21.8 ± 7.2	11.4 ± 4.7	12.3 ± 1.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

np Not published.

Source: ABS (2013 and unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0, Canberra.

TABLE BA.46

Table BA.46 **Proportion of 20–64 and 15–74 year olds across all PIAAC skill levels for the domain problem solving in technology-rich environments (PSTRE), 2011-12 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC PSTRE levels										
Missing/not classified (c), (d)	%	24.8 ± 2.5	22.6 ± 2.4	24.9 ± 3.6	22.7 ± 3.8	29.1 ± 4.5	28.4 ± 4.7	18.4 ± 6.7	31.6 ± 6.4	24.4 ± 1.4
Below level 1/Level 1	%	45.3 ± 3.5	47.0 ± 3.9	45.9 ± 3.7	48.4 ± 4.4	44.4 ± 4.9	45.5 ± 5.4	35.7 ± 8.6	41.1 ± 7.6	45.9 ± 1.9
Level 2	%	25.9 ± 3.2	26.9 ± 3.7	25.9 ± 3.1	25.3 ± 4.2	23.8 ± 3.6	23.2 ± 4.6	39.6 ± 9.8	24.3 ± 7.5	26.1 ± 1.7
Level 3	%	4.0 ± 1.6	3.5 ± 1.5	3.3 ± 1.6	3.6 ± 2.0	2.7 ± 1.8	2.8 ± 2.1	6.3 ± 4.8	np	3.6 ± 0.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of people aged 15–74 years at PIAAC PSTRE levels										
Missing (c)	%	2.7 ± 0.8	2.8 ± 0.9	1.3 ± 0.7	0.7 ± 0.5	1.7 ± 1.1	np	np	1.1 ± 0.9	2.1 ± 0.4
Not classified (d)	%	24.8 ± 2.1	22.7 ± 2.2	26.9 ± 3.2	23.7 ± 3.4	31.1 ± 3.6	30.1 ± 4.5	17.2 ± 5.8	31.5 ± 6.6	25.1 ± 1.3
Below level 1	%	13.1 ± 2.1	13.8 ± 2.4	13.0 ± 2.1	14.8 ± 2.8	12.9 ± 2.7	13.0 ± 3.9	9.7 ± 4.2	10.6 ± 4.6	13.4 ± 1.0
Level 1	%	31.1 ± 3.1	31.8 ± 3.4	31.0 ± 3.4	33.9 ± 4.2	30.5 ± 4.0	31.1 ± 5.6	27.9 ± 7.2	30.0 ± 7.7	31.4 ± 1.6
Level 2	%	24.9 ± 3.0	25.4 ± 3.3	24.8 ± 2.7	23.7 ± 3.5	21.5 ± 3.2	21.9 ± 4.2	38.0 ± 8.0	23.9 ± 7.4	24.8 ± 1.6
Level 3	%	3.5 ± 1.3	3.4 ± 1.4	3.0 ± 1.3	3.2 ± 1.7	2.2 ± 1.5	2.5 ± 1.8	5.6 ± 4.1	2.9 ± 3.2	3.2 ± 0.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.
- (d) Not classified includes people who had 'no computer experience', 'opted out of computer based assessment' and 'failed Information and Communication Technology Core stage 1'.

np Not published.

Source: ABS (2013 and unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0, Canberra.

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

Data quality information

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

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 Contents

School readiness	2
Transition to primary school	2
Early learning	4
Participation	6
Participation in education and training by institution type	6
School leaver participation in full time education and training	9
School leaver destination by institution type	12
Full time participation in education and training and/or employment	15
Attainment	18
Level of highest non-school qualification completed	18
Completion of year 12 (or equivalent), or Certificate level II or above	21
Completion of year 12 (or equivalent), or Certificate level III or above	24
Population who have qualifications at Certificate level III or above	27
Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE])	30

School readiness

Transition to primary school

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments

Indicator definition and description

Indicator School readiness

Measure/s MEASURE

(computation)

Definition

Transition to primary school defined as the proportion of children on track on four or more domains of the Australian Early Childhood Census (AEDC) (by Indigenous status). Supplementary measures are also reported for the proportion of children developmentally at risk on one or more domains and developmentally vulnerable on one or more domains.

Numerator

The number of children with a valid domain score who are developmentally on track on four or more domains.

Denominator

The number of children with a valid domain score who were assessed.

Computation

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.

SUPPLEMENTARY MEASURE 1

Definition

Transition to primary school defined as the proportion of children developmentally at risk on one or more domains (by Indigenous status). Supplementary data are also reported against children developmentally at risk on: no domains; two or more domains; three or more domains; four or more domains; and five domains).

Numerator

The number of children with a valid domain score who are developmentally at risk on one or more domains.

Denominator

The number of children with a valid domain score who were assessed.

Computation

The number of children with a valid domain score who are developmentally at risk on one or more domains divided by the number of children with a valid domain score who were assessed.

SUPPLEMENTARY MEASURE 2

Definition

Transition to primary school defined as the proportion of children developmentally vulnerable on one or more domains (by Indigenous status). Supplementary data are

also reported against children developmentally vulnerable on: no domains; two or more domains; three or more domains; four or more domains; and five domains)

Numerator

The number of children with a valid domain score who are developmentally vulnerable on one or more domains.

Denominator

The number of children with a valid domain score who were assessed.

Computation

The number of children with a valid domain score who are developmentally vulnerable on one or more domains divided by the number of children with a valid domain score who were assessed.

Data source/s Australian Government Department of Education (unpublished) *Australian Early Development Census 2012*.

Data Quality Framework Dimensions

Institutional environment AEDC 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 are available on the basis of a specific AEDC local communities and communities, as well as state and territory

Timeliness Data were collected between May and July in 2012 and 2009.

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 AEDC Data Manager, as long as requests meet the requirements of the AEDC data protocol. This is on a fee for service basis.
The AEDC data protocol details the requirements for public release of data.

Interpretability User guides and explanatory material are available on the AEDC website.

Data Gaps/Issues Analysis

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

- the five AEDC 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.

Early learning

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Bureau of Statistics (ABS), with additional Steering Committee comments

Indicator definition and description

Indicator	School readiness
Measure/s (computation)	<p><u>Definition</u></p> <p>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></p> <p>Number of children involved in home-based reading activities.</p> <p><u>Denominator</u></p> <p>Estimated resident population of 3–8 year olds.</p> <p><u>Computation</u></p> <p>Expressed as a percentage. Calculation is: $(\text{Numerator} \div \text{Denominator}) \times 100$.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Childhood Education and Care, Australia, 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 on the ABS website.</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 on the ABS website.</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 CCS and from 1993 the survey has been run every three years. Data from the 2014 CEaCS will be available for the 2016 Report.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; WA: 768; SA: 641; Tasmania: 345; ACT: 237 and the NT: 194.</p> <p>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.</p>

Data that have a relative standard error (RSE) above 25 per cent are indicated (by italics), and need to be used with caution. Data with a RSE 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 RSEs.

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 NT 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 remote parts of Australia which may impact on data from the NT 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 and a Glossary on the ABS website.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none">• 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 NT 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

Participation in education and training by institution type

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of 15–24 year olds participating in education and training by institution type (school, technical and further education [TAFE], higher education and other institution).</p> <p><u>Numerator</u></p> <p>Number of 15–24 year olds participating in education and training by institution type (school, TAFE, higher education and other institution).</p> <p><u>Denominator</u></p> <p>Number of 15–24 year olds</p> <p><u>Computation</u></p> <p>The number of people aged 15–24 years participating in education and training by institution type divided by the number of persons aged 15–24 years.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Education and Work, Australia, 2013</i>, Cat. no. 4402.0, Canberra</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) 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 on the ABS website.</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. 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.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).</p>
Accuracy	<p>The SEW has a response rate of 95 per cent (39 500 completed interviews).</p> <p>The data for the SEW are collected from Any Responsible Adult (ARA) 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 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 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.</p>

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

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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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) (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 publication Learning and Work, Australia (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.

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).

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

Further data are available by the licensed Survey TableBuilder product.

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).

ABS Socio-Economic Indexes for Areas (SEIFA) 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 measures 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 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 education and training

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<u>Definition</u> The proportion of 17–24 year old school leavers participating in full time education and training. <u>Numerator</u> Number of 17–24 year old school leavers participating in full time education and training. <u>Denominator</u> Number of 17–24 year old school leavers. <u>Computation</u> The number of people aged 17–24 year old school leavers participating in full time education and training divided by the number 17–24 year old school leavers.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra

Data Quality Framework Dimensions

Institutional environment	The SEW 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 on the ABS website.
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. 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 LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA 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 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 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 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 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 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.

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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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 ASCED (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 publication Learning and Work, Australia (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.

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

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).

ABS SEIFA 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 measures 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 issues:

- disaggregation of this measure by Indigenous status remains a priority. Further development work is required to identify a suitable method for providing comparative estimates for the Aboriginal and Torres Strait Islander population
- 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.

School leaver destination by institution type

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<u>Definition</u> The destination of 15–19 year old school leavers by institution type. <u>Numerator</u> Number of 15–19 year old school leavers by destination (institution type). <u>Denominator</u> Number of 15–19 year old school leavers. <u>Computation</u> The number of people aged 15–19 year old school leavers by institution type destination divided by the number 15–19 year old school leavers.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW 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 on the ABS website.
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. 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 LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA 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 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 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 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 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 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.

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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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 ASCED (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 publication Learning and Work, Australia (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.

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

Interpretability

Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at higher education institutions are included under higher education institutions in these data.

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).

ABS SEIFA 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 measures 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 issues:

- 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
- 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 education and training and/or employment

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<u>Definition</u> The proportion of 17–24 year olds participating in full time education and training and/or employment <u>Numerator</u> Number of 17–24 year olds participating in full time education and training and/or employment <u>Denominator</u> Number of 17–24 year olds <u>Computation</u> The number of 17–24 year olds participating in full time education and training and/or employment divided by the number of 17–24 year olds
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra

Data Quality Framework Dimensions

Institutional environment	The SEW 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 on the ABS website
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. 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 LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA 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 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 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 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 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 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.

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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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 ASCED (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 publication Learning and Work, Australia (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.

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

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).

ABS SEIFA 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 measures 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 issues:

- 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.

Attainment

Level of highest non-school qualification completed

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 15–64 year olds with a non-school qualification by level of highest non-school qualification. <u>Numerator</u> Number of 15–64 year olds with a non-school qualification by level of highest non-school qualification. <u>Denominator</u> Number of 15–64 year olds. <u>Computation</u> The number of 15–64 year olds with a non-school qualification by level of highest non-school qualification divided by the number of 15–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW 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 on the ABS website.
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. 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 LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA 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 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 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 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 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 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, Council of Australian Governments (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;

SEW 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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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 ASCED (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 publication Learning and Work, Australia (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.

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

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).

ABS SEIFA 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 measures 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 issues:

- 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
- 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.

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

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above. <u>Numerator</u> Number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above. <u>Denominator</u> Number of 20–24 and 20–64 year olds. <u>Computation</u> The number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above divided by the number of 20–24 and 20–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW 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 on the ABS website.
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. 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 LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA 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 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 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 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 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 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;

SEW 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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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 ASCED (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 publication Learning and Work, Australia (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.

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

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).

ABS SEIFA 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 measures 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 issues:

- 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
- 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.

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

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above. <u>Numerator</u> Number of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above. <u>Denominator</u> Number of 20–24 year olds. <u>Computation</u> The number of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above divided by the number of 20–24 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW 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 on the ABS website.
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. 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 LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA 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 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 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 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 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 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;

SEW 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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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 ASCED (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 publication Learning and Work, Australia (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.

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

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).

ABS SEIFA 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 measures 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 issues:

- 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
- 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.

Population who have qualifications at Certificate level III or above

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 20–64 year olds who have qualifications at or above Certificate level III. <u>Numerator</u> The number of 20–64 year olds who have qualifications at or above Certificate level III. <u>Denominator</u> Number of 20–64 year olds. <u>Computation</u> The number of 20–64 year olds who have qualifications at or above Certificate level III divided by the number of 20–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW 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 on the ABS website.
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. 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 LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA 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 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 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 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 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 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;

SEW 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 NT population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 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 ASCED (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 publication Learning and Work, Australia (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.

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

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).

ABS SEIFA 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 measures 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 issues:

- 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
- 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.

Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE])

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of 20–64 year olds who have achieved literacy, numeracy and PSTRE according to the Programme for International Assessment of Adult Competencies (PIAAC) .</p> <p><u>Numerator</u></p> <p>Number of 20–64 year olds by each PIAAC skill level (literacy, numeracy and PSTRE).</p> <p><u>Denominator</u></p> <p>Number of 20–64 year olds.</p> <p><u>Computation</u></p> <p>The number of 20–64 year olds by each PIAAC skill level divided by the number of 20–64 year olds.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Programme for the International Assessment of Adult Competencies, Australia, 2011-12</i>, Cat. no. 4228.0, Canberra.</p>

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 on the ABS website.
Relevance	<p>The PIAAC is conducted in 24 countries. The PIAAC survey was enumerated throughout Australia from October 2011 to March 2012 with funding provided by the Australian Government Department of Education. PIAAC is 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:</p> <ul style="list-style-type: none">• literacy• numeracy• 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	<p>PIAAC was designed to provide reliable estimates at the national level and for each state and territory.</p> <p>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.</p> <p>The initial sample for PIAAC consisted of 14 442 private dwellings. Of the 11 532 households that remained in the survey after sample loss, 8446 (73 per cent) were fully responding or provided sufficient detail for scores to be determined.</p> <p>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</p>

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 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.

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.
Accessibility	Information is available to aid interpretation of the data at the ABS website.
Interpretability	The publication and standard data are available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none">• 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).
------------------------------	---