
B Child care, education and training sector overview

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Attachment tables

Attachment tables are identified in references throughout this sector overview by a 'BA' prefix (for example, table BA.1). A full list of attachment tables is provided at the end of this sector overview, and the attachment tables are available on the website www.pc.gov.au/rogs/2016.

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.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the CCET sector. Details on the aspirations of the Council of Australian Governments (COAG) and current initiatives are outlined in box B.1. There are

also a range of state and territory based policy initiatives across the CCET sector that support these broader COAG initiatives.

Box B.1 COAG aspirations and initiatives in the CCET sector

COAG aspirations and initiatives in the CCET sector include:

- the *National Early Childhood Development Strategy — Investing in the Early Years* since 2009 aims to improve outcomes for all children and their families
- the *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE) covering service delivery in 2015 (replacing the NP UAECE 2013-14 and the *National Partnership Agreement on Early Childhood Education* 2008-2013). The NP UAECE supports access to a preschool program in the 12 months prior to full time schooling
- the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. This incorporates a National Quality Framework (NQF) for ECEC and a National Quality Standard to ensure high quality and consistent ECEC across Australia, including streamlined regulatory approaches, an assessment and rating system and an *Early Years Learning Framework* and a *Framework for School Age Care*
- the *Students First — National Education Reform Agreement* sets out the shared objective that Australian schooling should provide high quality and equitable education for all students
- the *National Education Agreement* (NEA) aspires for all Australian school students to acquire the knowledge and skills to participate effectively in society and employment in a globalised economy
- the *National Agreement for Skills and Workforce Development* (NASWD) aspires 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
- the Australian Government and State and Territory governments have also agreed to a number of other National Partnerships and agreements related to education and training. Further information is available at www.federalfinancialrelations.gov.au.

Sector scope

The child care, education and training sector services covered in this Report comprise:

- ECEC (chapter 3) - reports on services related to early childhood, comprising child care and preschool services.
- school education (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
- VET (chapter 5) – reports on government funded VET activity delivered by technical and further education (TAFE) institutes and other government VET providers (including multi-sector higher education institutions), community education providers and other registered providers.

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

Profile of the CCET sector

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

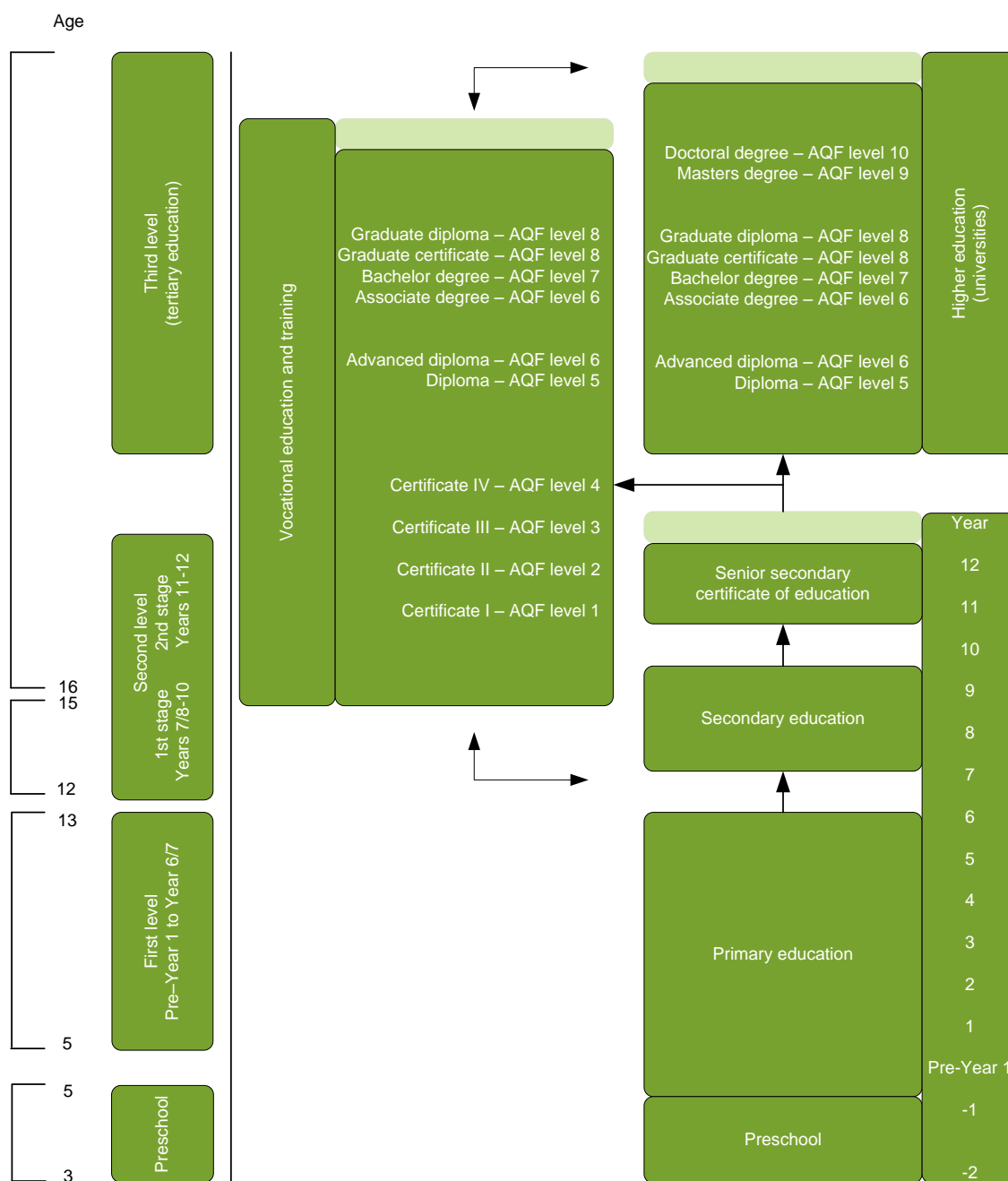
Sector outline

Figure B.1 provides an outline of the formal education and training system, from preschool through the years of compulsory schooling and to post school education.

Child care services refer to formal services provided to children aged 0–12 years. Preschool services deliver a preschool program by a qualified teacher to children, mainly in the year or two before they begin full time schooling. Depending on the state or territory, the compulsory years of full time schooling commence 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. Research also shows that most disadvantaged students are more likely to follow non-linear or fragmented pathways of education (Abbott-Chapman 2011).

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



^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, all subject to meeting the relevant quality assurance requirements. ^c The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national system of qualifications, encompassing higher education, VET and schools. The AQF has 10 levels.

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

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.2. Additional, detailed information on the roles and responsibilities of governments is outlined in individual chapters.

Box B.2 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. 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. State and Territory governments may solely fund some child care services or contribute to services in receipt of Australian Government funding.

State and Territory governments are responsible for the funding and the provision of preschool services. State and Territory governments are responsible for regulating services under the NQF and licensing or registering ECEC services not approved under the NQF. The Australian Government also provides funding to States and Territories for preschool via the NP UAECE.

Strategic direction for ECEC is provided through the Education Council.

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 reporting on educational outcomes.

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

(continued next page)

Box B.2 (continued)

VET

The COAG Industry and Skills Council (CISC) develops policy reforms for the national training system for consideration by COAG and oversees the implementation of policy reforms agreed by COAG. CISC has responsibility to pursue and monitor priority issues of national significance in relation to industry and skills policy and to take action to resolve issues that arise between governments. Outcomes are monitored through the 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 majority of funding by the Australian Government in higher education is administered under the *Higher Education Support Act 2003*.

Engagement in CCET

In the March quarter 2015, 1.2 million children aged 12 years or younger attended an Australian Government CCB approved child care service (table 3A.18). Some of these children used more than one type of care. In 2014, 289 730 children aged 4 and 5 years were enrolled in a preschool program in the year before full time schooling (table 3A.25). Further details on ECEC activity are available in chapter 3.

In 2014, there were 3.7 million full time school students and 20 336 part time students attending 9389 schools in Australia, comprising 2.4 million students attending 6651 government schools and 1.3 million students attending 2738 non-government schools (tables 4A.1–3). Further details on school education activity are available in chapter 4.

In 2014, there were 1.4 million government funded VET students in Australia (table 5A.4). In 2014, government funded programs were delivered by 2071 registered training organisations at 31 031 locations in Australia (table 5A.3). Further details on VET activity are available in chapter 5.

There were 1.4 million students enrolled at all higher education providers in 2014. This comprised 1 025 391 domestic students and 347 839 international student enrolments. The most common course level was a bachelor degree, which accounted for around two thirds of all students. The majority of students undertook their course on campus on a full time

basis (Australian Government Department of Education and Training 2015a). The performance indicator ‘participation’ in this sector overview provides further information.

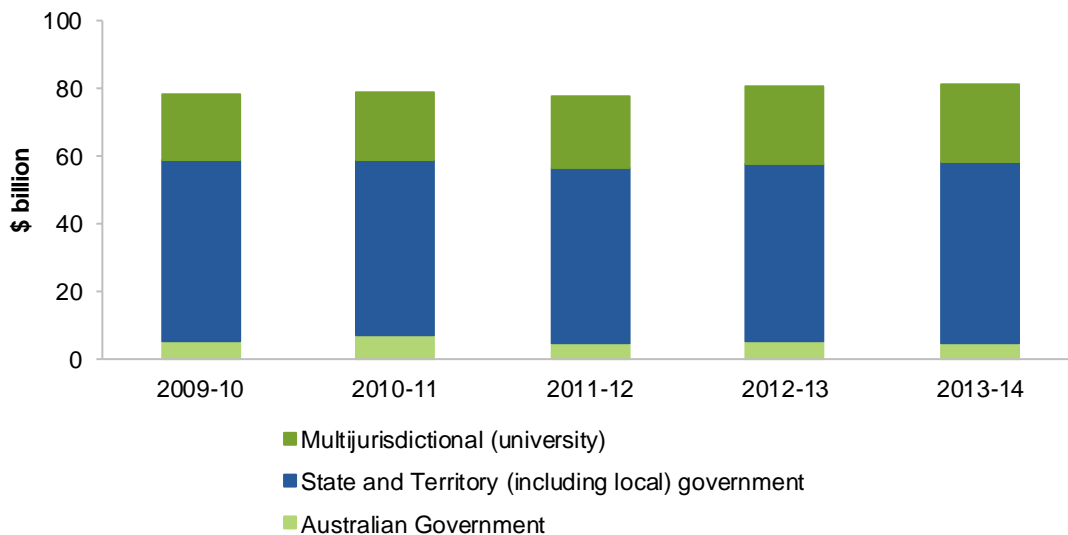
Expenditure

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

In 2013-14, total government operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$81.4 billion for all governments (equivalent to 5.1 per cent of gross domestic product in that year) (figure B.2; table BA.2 and ABS 2015a).

In 2013-14, total recurrent expenditure for child care services was \$6.4 billion. This was equivalent to 0.4 per cent of gross domestic product in that year (table BA.1 and ABS 2015a).

Figure B.2 **Government real operating expenses, net of transfers for education and training (2013-14 dollars)^a**



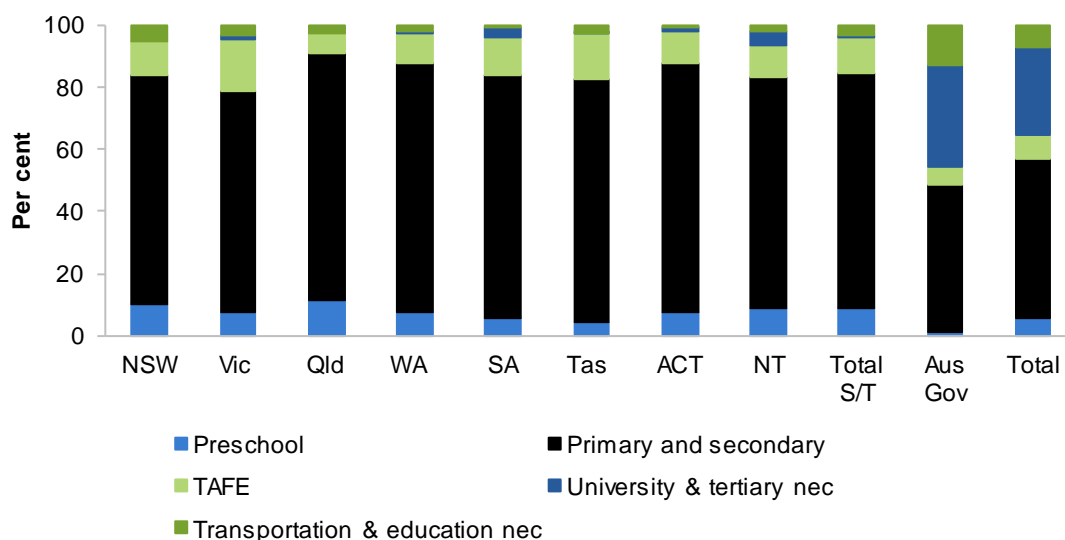
^a See table BA.2 for detailed footnotes and caveats.

Source: ABS (2015 and unpublished) *Government Finance Statistics, Education, 2013-14*, Cat. no. 5518.0.55.001; table BA.2.

Of the combined \$81.4 billion total government expenditure on CCET in 2013-14 according to the GFS (excluding child care), primary and secondary education accounted

for the highest proportion (51.3 per cent), followed by university education (28.1 per cent), TAFE (7.8 per cent) and preschool education (5.9 per cent). Proportions differed substantially between the Australian Government and the State and Territory governments (figure B.3).

Figure B.3 **Government expenditure on education and training, 2013-14^a**



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

Source: ABS (2015) *Government Finance Statistics, Education, 2013-14*. Cat. no. 5518.0.55.001; tables BA.3 and BA.4.

Workforce

The CCET workforce consists of early childhood educators (i.e. child care staff), preschool teachers, primary and secondary teachers, vocational education teachers and university teachers. No single source of data exists on the total number of CCET workers in Australia. Data are available by service area.

Nationally in 2013, there were 99 655 primary contact staff employed in Australian Government CCB approved child care services (table 3A.45). Nationally in 2014, there were 16 747 university qualified teachers delivering preschool programs (table 3A.52).

Nationally in 2014, primary schools employed 197 615 full time equivalent (FTE) teachers and secondary schools employed 175 686 FTE teachers (table 4A.3).

There is no single accepted measure of the VET workforce although there were an estimated 30 150 vocational education teachers in 2014-15, with 61.9 per cent employed full time (ABS 2015b).

There were 43 518 academic staff employed at Australian universities in 2014. In addition, there were 65 453 non-academic staff (non-teaching or non-research) employed by Australian universities in 2014 (Australian Government Department of Education and Training 2015b).

Social and economic impacts of education and training

Benefits of CCET

Education is a life-long activity, beginning with learning and development in the home through to formal settings. It aims to develop the capacities and talents of students, to ensure necessary knowledge, understanding, skills and values for a productive and rewarding life. Across a lifetime, education and training can provide significant economic and social benefits to the individual, in addition to wider benefits for society.

An individual's level of educational attainment can affect their employment status. Nationally in 2014, 80.8 per cent of 15–64 year olds with a non-school qualification were employed (table BA.5). Higher education levels are also associated with higher employment levels. Nationally in 2014, people whose highest non-school qualification was at least a bachelor degree (83.4 per cent) or a Certificate III or IV (81.5 per cent) were most likely to be employed, while people who had not completed secondary school (52.6 per cent) were the least likely to be employed (table BA.5).

Levels of qualifications are also associated with types of occupation. In 2014, for those aged 15–64 years, 74.6 per cent employed as professionals had at least a bachelor degree qualification and 50.9 per cent employed as technicians or trade workers had a Certificate III or IV as their highest level of non-school qualification (table BA.6).

Extensive research has investigated the effect of education on the wage levels of individuals. Shomos (2010) 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).

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.

Factors affecting engagement in CCET

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 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.

Socioeconomic disadvantage can result in poor school attendance, lower retention rates and lower completion 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 (Purdie and Buckley 2010). Attendance at school influences academic achievement. Hancock et al. (2013) found that absence from school was related to poorer academic achievement in numeracy, reading and writing in the current year and in future years.

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. 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. Post-school education and work aspirations and participation may also be limited by a range of physical and perceptual factors which kept people from engaging in opportunities outside the local and familiar neighbourhood (Webb et al. 2015).

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 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 (Purdie and Buckley 2010).

Homel and Ryan (2014) found that educational aspirations have a substantial effect on educational outcomes and that aspirations appear to have a similar effect on outcomes regardless of socioeconomic status (SES) and Indigenous status. In addition, Gemici et al. (2014) 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.

Service-sector objectives

The CCET sector has a range of objectives, some of which are common across all sector components, while others are specific to a particular sub-sector. Specific objectives of ECEC, school education, VET and higher education service areas are detailed in box B.3.

Box B.3 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 4.1), as reflected in the national goals for schooling in the *Melbourne Declaration on Educational Goals for Young Australians*, 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 objective for the VET system (box 5.5), as outlined in the NASWD, is:

- a system that delivers a productive and highly skilled workforce and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia’s economic future, and supports the achievement of increased rates of workforce participation.

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.4). This framework is made up of the following elements.

- Sector objectives — three sector objectives are a précis of key COAG commitments. Although these goals are based on outcomes in these commitments, wording has been amended for relevance to the CCET sector overview reporting (box B.3).
- 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.

Figure B.4 CCET sector performance indicator framework

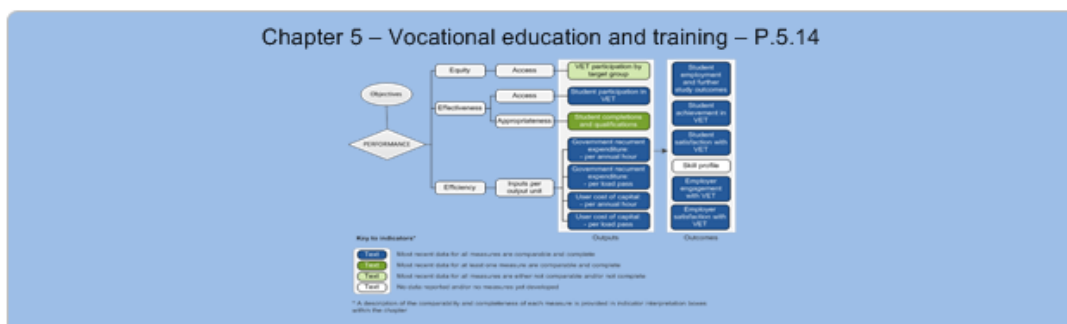
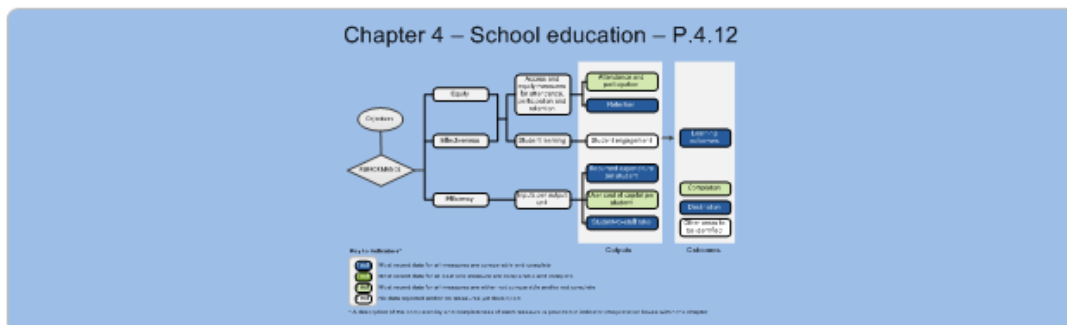
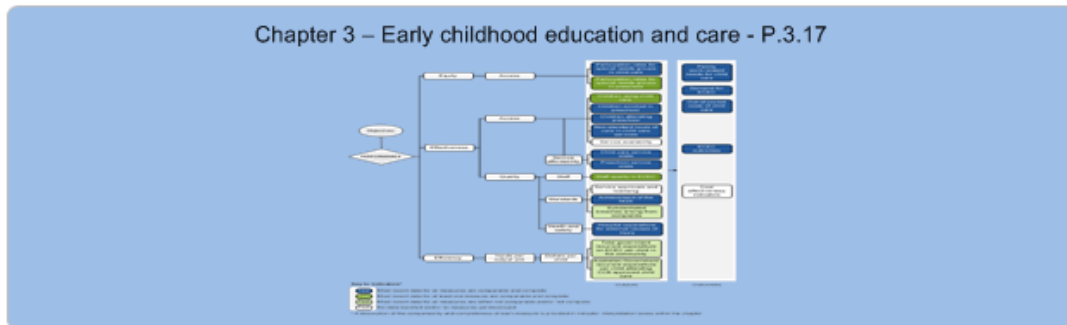
Sector objectives



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 development of appropriate policies and delivery of government services.

Data Quality Information (DQI) is included where available for performance indicators in this Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators, in addition to material in the chapter or sector overview and attachment tables. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

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.4).

Box B.4 School readiness

‘School readiness’ refers to the level of development at which a child can fulfil schooling requirements, and can be described in terms of a range of factors including a child’s emotional and social competence, language and cognitive skills, and resilience. It is reported using two measures:

- Transition to primary school, defined as the proportion of children developmentally on track on four or more (of five) domains of the Australian Early Development Census (AEDC) by Indigenous status.
 - 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 wellbeing; social competence; emotional maturity and communication skills; and general knowledge.
 - These domains are all inter-related aspects of school readiness (see box 3.28).
- Early learning (home based), a proxy measure, defined as the proportion of children aged 3–8 years who are involved in home-based reading activities (based on the number of days per week that a parent told stories, read to a child or listened to a child read).

Higher proportions of children developmentally on track, and involved in home-based reading activities is desirable.

Data reported for these measures are:

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

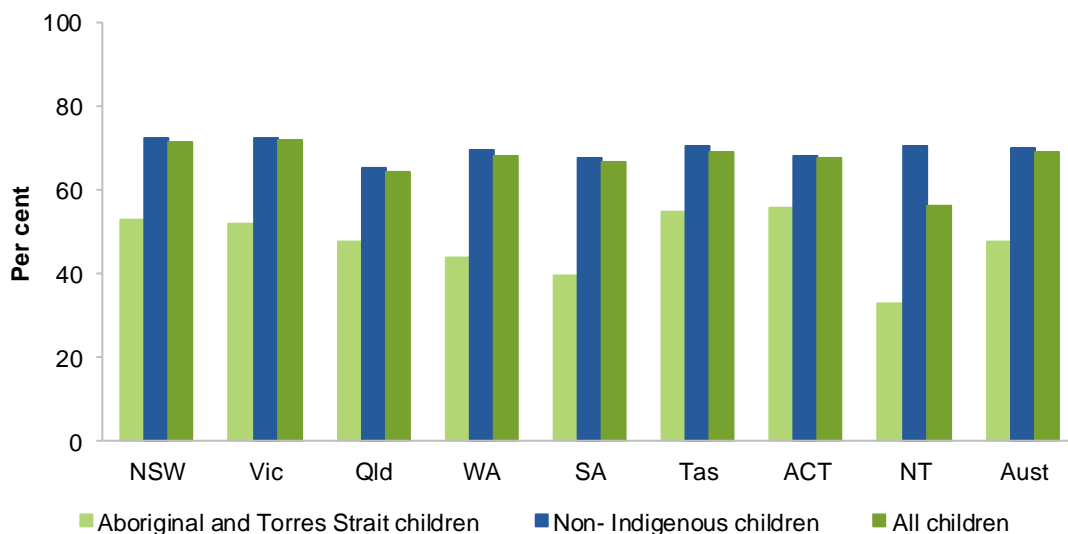
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Transition to primary school

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).

Nationally in 2012, 69.1 per cent of children were on track on four or more domains of the AEDC, as they entered school (compared with 67.4 per cent in 2009) (figure B.5 and table BA.7). The proportion was higher for non-Indigenous children (70.3 per cent) compared to the proportion for Aboriginal and Torres Strait Islander children (47.7 per cent) (figure B.5). 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.5 Proportion of children on track on four or more domains of the AEDC as they enter school, by Indigenous status, 2012^a



^a See box B.4 and table BA.7 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (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 AEDC domains — 56.8 per cent for Aboriginal and Torres Strait Islander children and 40.0 per cent for non-Indigenous children (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 — 43.2 per cent for Aboriginal and Torres Strait Islander children and 20.9 per cent for non-Indigenous children (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)

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 important 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).

Nationally in 2014, 50.0 per cent of children aged 3–8 years were told stories, read to or listened to reading each day, compared to 48.5 per cent in 2011. For children aged 0–2 years, 56.1 per cent nationally in 2014 were read to or told stories each day by a parent, compared to 57.1 per cent in 2011 (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.5).

Box B.5 Participation

'Participation' is defined by four measures:

- Participation in education and training by level of study, is defined as the proportion of 15–24 year olds participating in education and training by level of study and age groups 15–19 and 20–24 year olds
- Full time participation in education and training and/or employment, is defined as the proportion of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds participating in full time education and training and/or employment
- School leaver full time participation in education and training and/or employment, is defined as the proportion of 17–24 year old school leavers participating in full time education and training and/or employment. This is also reported by Indigenous status. [*This aligns with an indicator in the NEA*]
- Participation in higher education by selected groups, is defined as the proportion of the population participating in higher education by selected disadvantaged groups, compared with their representation in the community.

Holding other factors constant, higher or increasing participation in education, training and higher education 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 SES.

The level of participation in education, training or work can indicate the proportion of the population at risk of marginal or non- participation in the labour market. Young people who are not participating full time in education, training, work or some combination of these activities may be more likely to have difficulty making a transition to full time employment in the future.

Data for these measures include 95 per cent confidence intervals presented as error bars in figures (except for data from the Census and data for participation in higher education by selected groups, for which they are not applicable).

Data reported for these measures are:

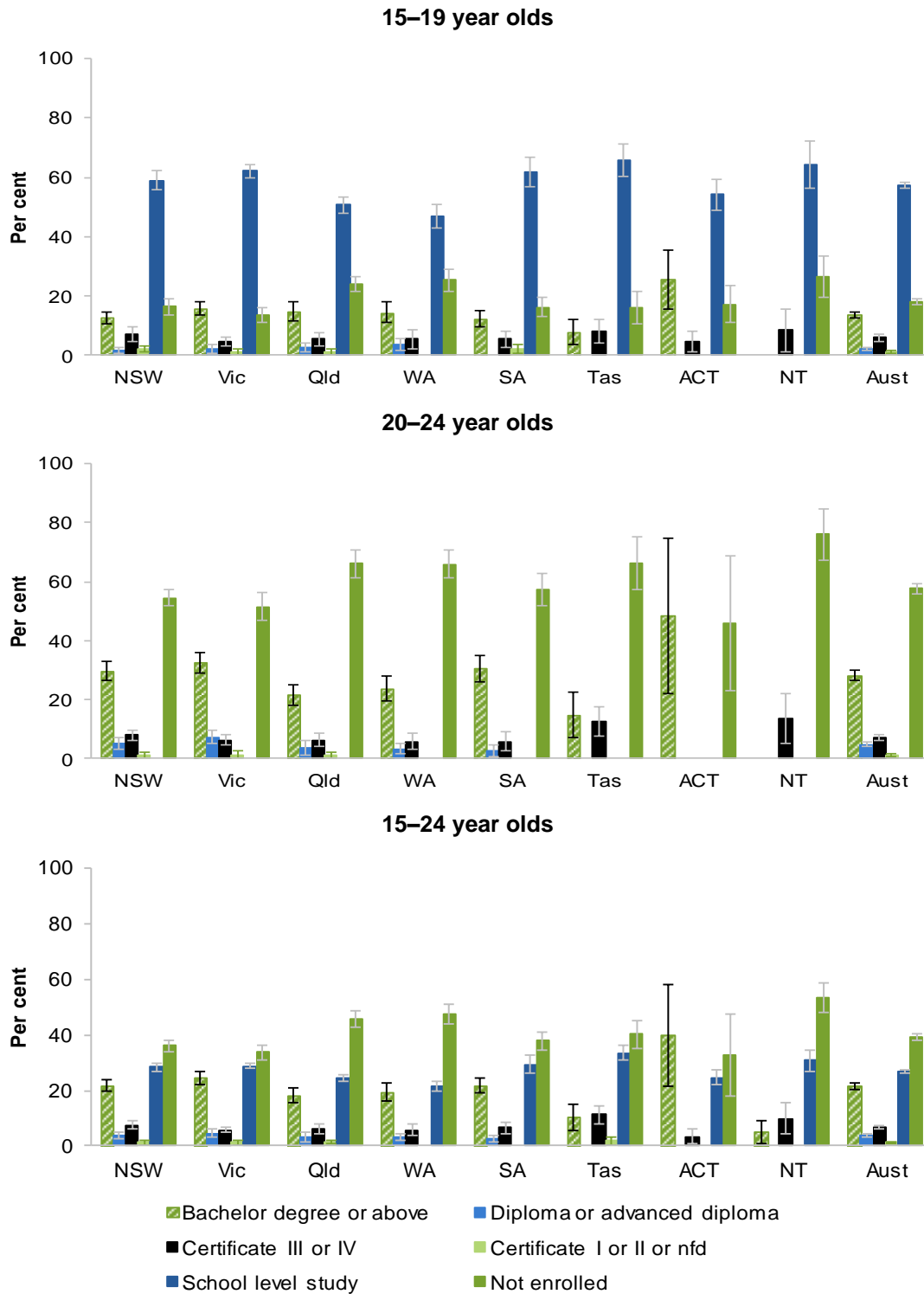
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Participation in education and training by level of study

Nationally in 2014, 81.7 per cent of 15–19 year olds were enrolled in education and training, compared with 42.2 per cent of 20–24 year olds (overall, 60.9 per cent of 15–24 year olds) (table BA.11). Among 15–19 year olds nationally in 2014, 57.3 per cent were enrolled in school level study and among 20–24 year olds, 28.2 per cent were enrolled in a bachelor degree or above qualification (figure B.6).

Figure B.6 Participation in education and training by level of study, by age groups, 2014^a



nfd = not further defined. ^a See box B.5 and table BA.11 for detailed definitions, footnotes and caveats.

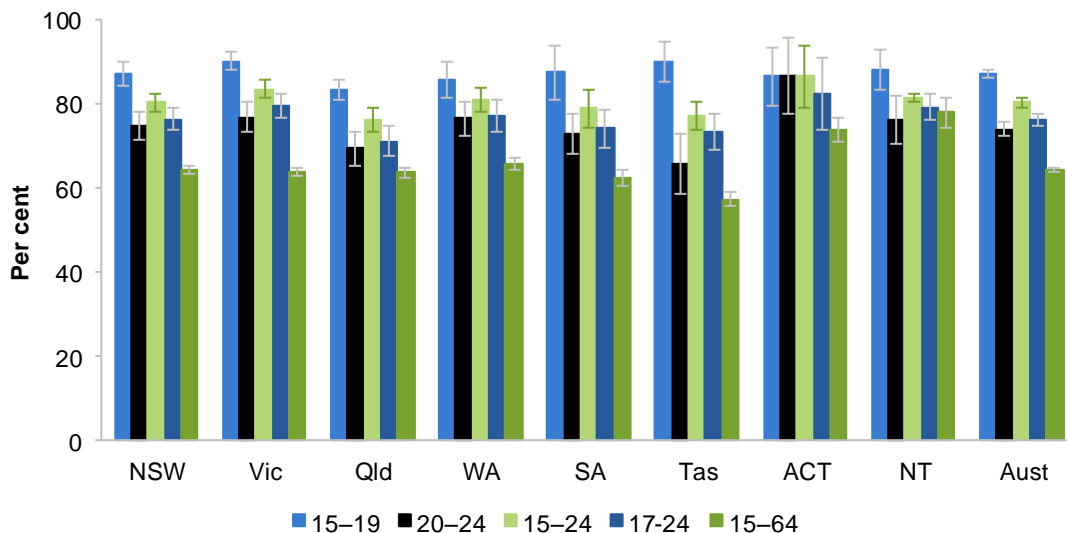
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001; table BA.11.

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 level of study 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. Data on applications to enrol in an educational institution are presented in table BA.14.

Full time participation in education and training and/or employment

Nationally in 2014, among the age groups reported the rate of full time participation in education and training and/or employment was highest for 15–19 year olds (87.4 per cent) (figure B.7). This is expected given the National Youth Participation Requirement (see chapter 4, section 4.1 for details).

Figure B.7 Full time participation in education and training and/or employment, by age groups, 2014^a



^a See box B.5 and table BA.15 for detailed definitions, footnotes and caveats.

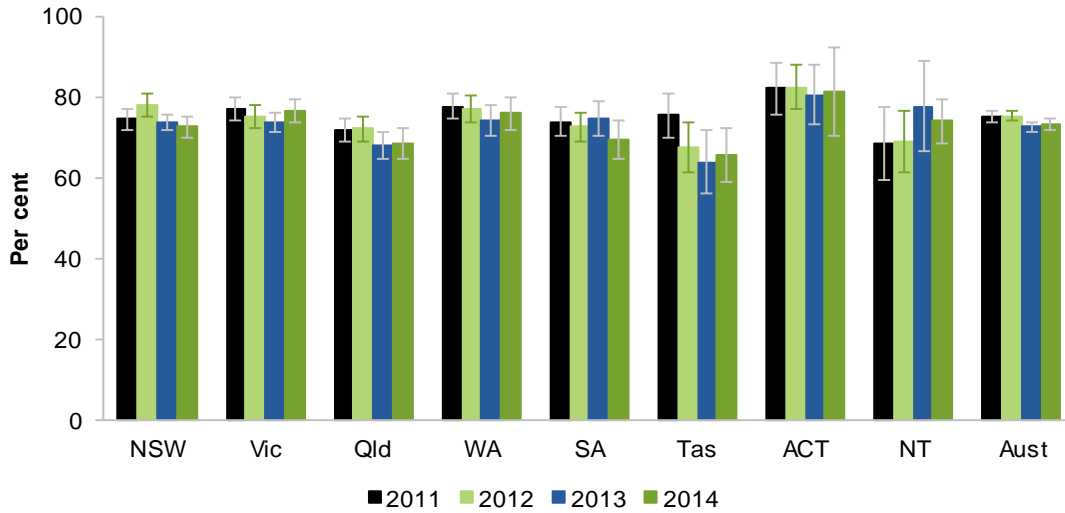
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001; table BA.15.

Participation rates in full time education and training at or above Certificate III level and/or employment are presented for various age groups in table BA.16, with data presented by SES in tables BA.17 and BA.18.

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

Nationally in 2014, 73.2 per cent of 17–24 year old school leavers were fully participating in education and training and/or employment (figure B.8).

Figure B.8 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment^a



^a See box B.5 and table BA.19 for detailed definitions, footnotes and caveats.

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

The proportion of 17–24 year olds participating in full time education, training and/or employment decreased from 73.9 per cent in 2006 to 72.7 per cent in 2011 (figure B.9).

Figure B.9 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment^a

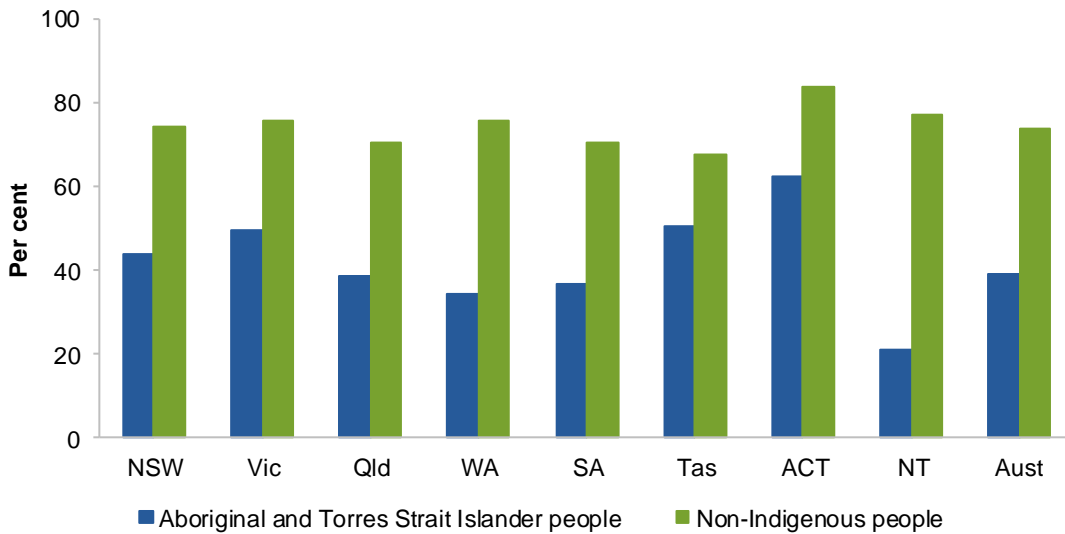


^a See box B.5 and table BA.20 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Census of Population and Housing, 2006 and 2011*; table BA.20.

Nationally in 2011, a larger proportion of non-Indigenous 17–24 year old school leavers were in full time education and training and/or employment (74.0 per cent) than Aboriginal and Torres Strait Islander 17–24 year old school leavers (39.4 per cent) (figure B.10).

Figure B.10 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by Indigenous status, 2011^a



^a See box B.5 and table BA.21 for detailed definitions, footnotes and caveats.

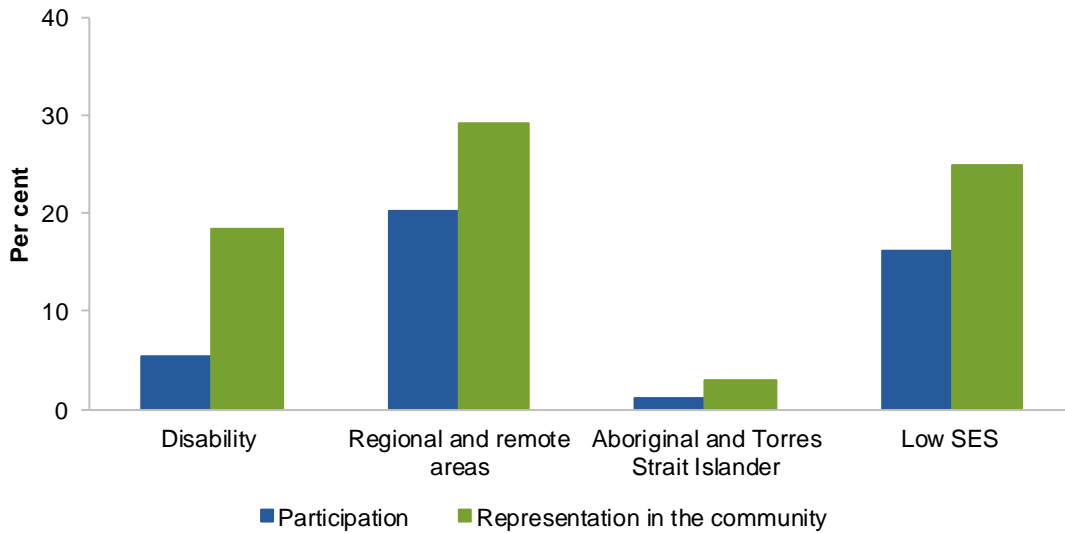
Source: ABS (unpublished) Census of Population and Housing, 2011; table BA.21.

Additional data on school leaver participation in education and training and/or employment by SES are presented in table BA.22 (survey data) and BA.23 (Census data).

Participation in higher education by selected groups

In higher education, there is an under-representation of people from regional and remote areas of Australia, people with disability, Aboriginal and Torres Strait Islander people, and people from low SES backgrounds, compared with their representation in the community (figure B.11).

Figure B.11 **Participation in higher education by selected groups, compared with their representation in the community, 2014^a**



^a See box B.5 and table BA.24 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (2015) *Higher Education Statistics Collection, 2014 Student data*; ABS (2013) *Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0; ABS (2015) *Regional Population Growth, Australia, 2013-14*, Cat. no. 3218.0; ABS (2014) *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026*, Cat. no. 3238.0; table BA.24.

Attainment

‘Attainment’ is an indicator of governments’ objective for people to possess adequate skills to enable them to contribute to society and the economy (box B.6). An important objective of the education and training system is to add to the skill base of the population, with the benefits of improving employment, worker productivity and economic growth.

Box B.6 **Attainment**

'Attainment' is defined by six 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
- Population with or working towards a non-school qualification, is defined as the proportion of 20–64 year olds with or working towards a non-school qualification. [*This aligns with an indicator in the NASWD*]
- Completion of year 12 (or equivalent) or Certificate II level or above, is defined as the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above. This is also reported by Indigenous status for 20–24 year olds. [*This aligns with an indicator for 20–24 year olds in the NEA*]
- Completion of year 12 (or equivalent) or Certificate III level or above, is defined as the proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above. This is also reported by Indigenous status. [*This aligns with an indicator in the NEA*]
- Population with qualifications at Certificate III level or above, is defined as the proportion of 20–64 year olds with qualifications at Certificate III level or above. This is also reported by Indigenous status. [*This aligns with an indicator in the NASWD*]
- 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. [*This aligns with an indicator for literacy and numeracy in the NASWD*].

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

However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, 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 for these measures include the 95 per cent confidence intervals in the form of error bars in figures (except data from the Census, for which they are not applicable, and stacked bar figures).

Data reported for these measures are:

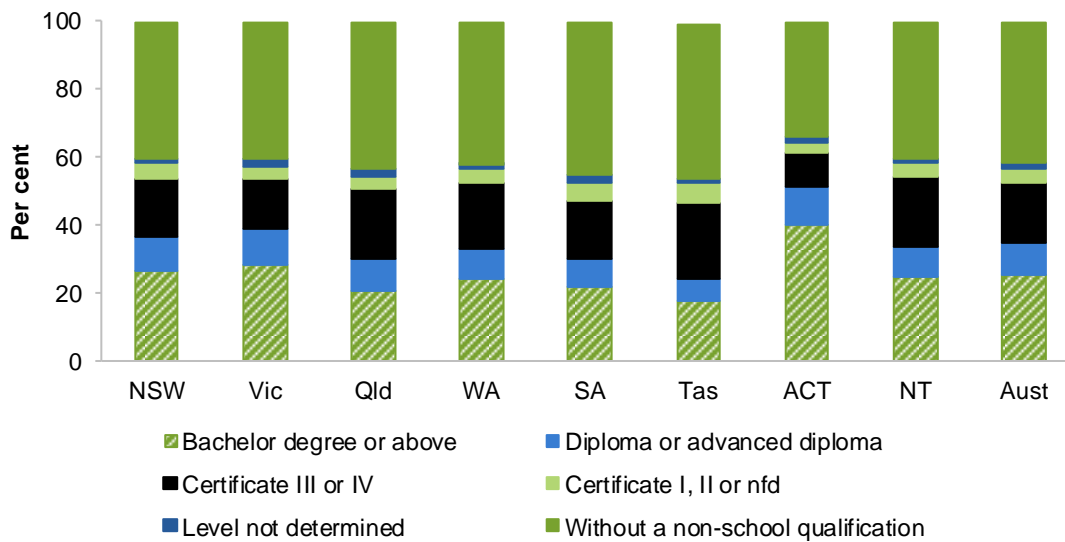
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Level of highest non-school qualification completed

Nationally in 2014, for people aged 15–64 years, a quarter had a bachelor degree qualification or above (25.3 per cent) and overall, 58.6 per cent had a non-school qualification (figure B.12).

Figure B.12 Level of highest non-school qualification completed, 15–64 year olds, 2014^a



^a See box B.6 and table BA.25 for detailed definitions, footnotes and caveats.

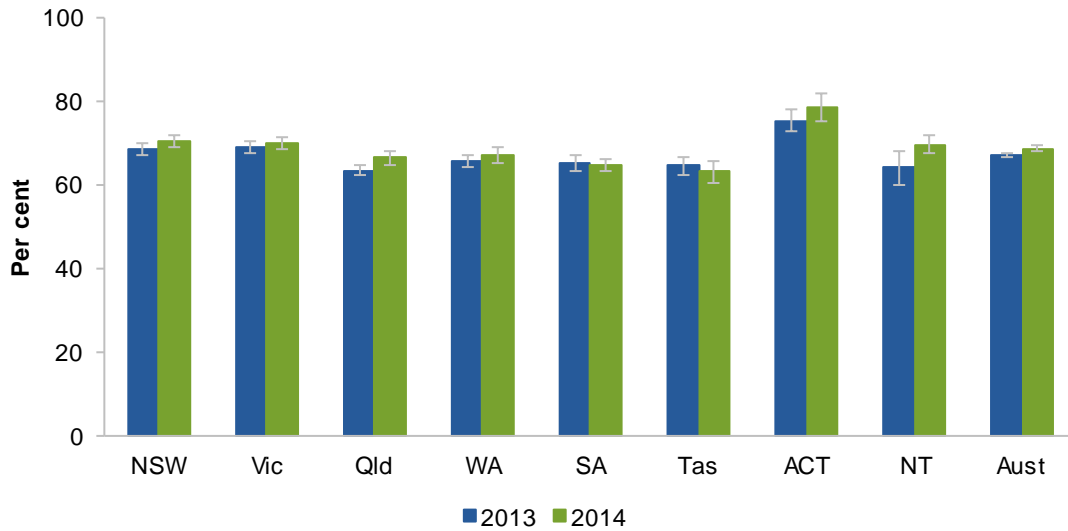
Source: ABS (unpublished) *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001; table BA.25.

Population with or working towards a non-school qualification

Nationally in 2014, 68.8 per cent of 20–64 year olds had or were working towards a non-school qualification — an increase from 67.2 per cent in 2013 (figure B.13).

Census data identifies that the proportion of 20–64 year olds with a non-school qualification, or who were working towards a non-school qualification, increased nationally between 2006 (58.5 per cent) and 2011 (64.1 per cent) (table BA.27). 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 (table BA.28).

Figure B.13 **Proportion of 20–64 year olds with or working towards a non-school qualification^a**



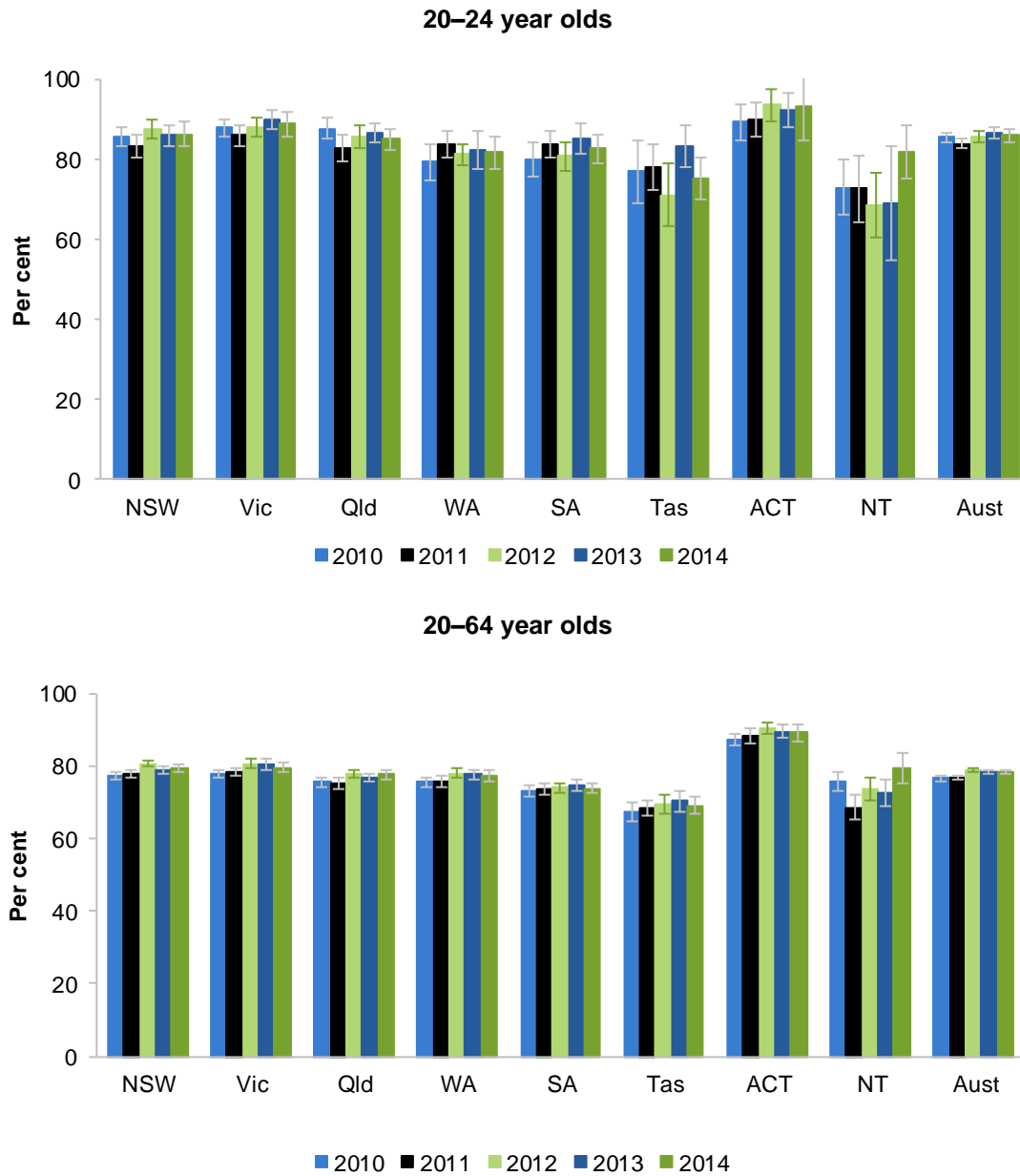
^a See box B.6 and table BA.26 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0; table BA.26.

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

Nationally in 2014, 86.1 per cent of 20–24 year olds and 78.6 per cent of 20–64 year olds had completed year 12 (or equivalent) or gained a qualification at Certificate II level or above. These proportions have remained stable since 2013 (figure B.14).

Figure B.14 **Completion of year 12 (or equivalent) or Certificate II level or above, by age groups^a**



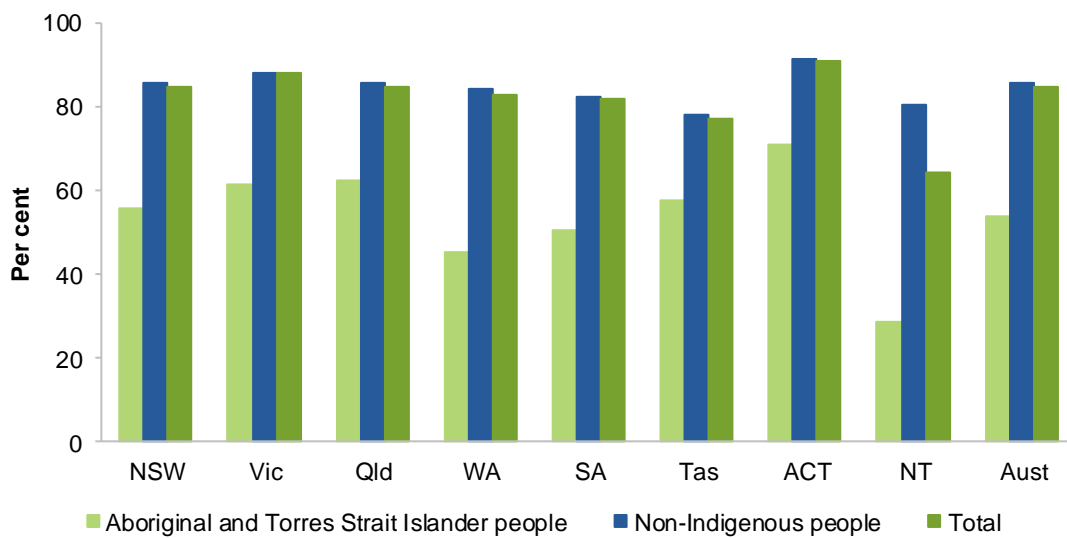
^a See box B.6 and table BA.29 for detailed definitions, footnotes and caveats.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003 and (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0, Canberra; table BA.29.

Additional data on the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES are presented in table BA.32 (survey data) and table BA.33 (Census data — 20–24 year olds only).

Census data identifies that nationally in 2011, 85.0 per cent of 20–24 year olds had completed year 12 (or equivalent) or Certificate II level or above. The percentage was higher for non-Indigenous people (86.0 per cent), compared to Aboriginal and Torres Strait Islander people (53.9 per cent) (figure B.15). Additional Census data by Indigenous status and by remoteness area are provided in table BA.31.

Figure B.15 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by Indigenous status, 2011^a



^a See box B.6 and table BA.30 for detailed definitions, footnotes and caveats.

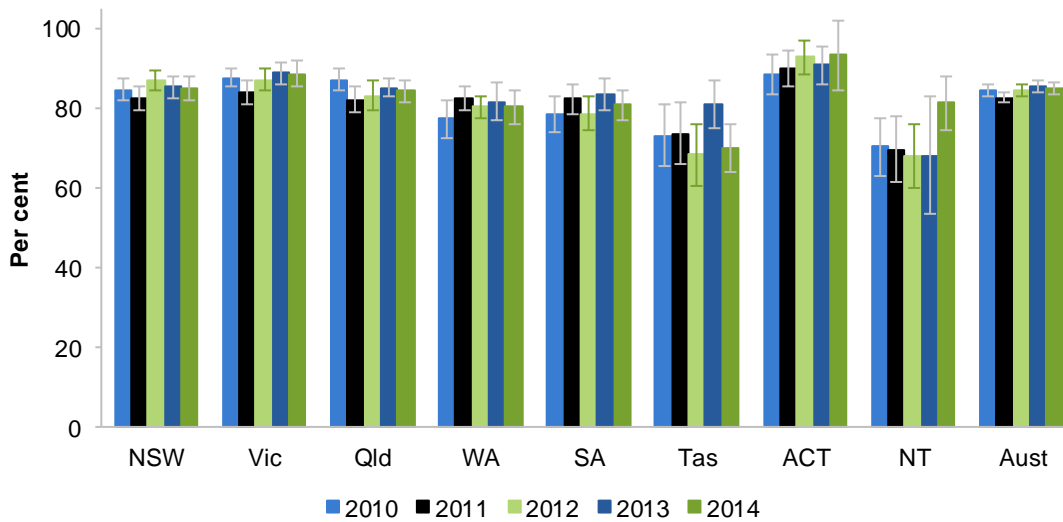
Source: ABS (unpublished) Census of Population and Housing, 2011; table BA.30.

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

Nationally in 2014, 84.9 per cent of 20–24 year olds had completed year 12 (or equivalent) or gained a qualification at Certificate III level or above (figure B.16).

Census data identifies that the proportion of 20–24 year olds nationally who had completed year 12 (or equivalent) or Certificate III level or above increased between 2006 (81.9 per cent) and 2011 (84.2 per cent) (table BA.35).

Figure B.16 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above^a



^a See box B.6 and table BA.34 for detailed definitions, footnotes and caveats.

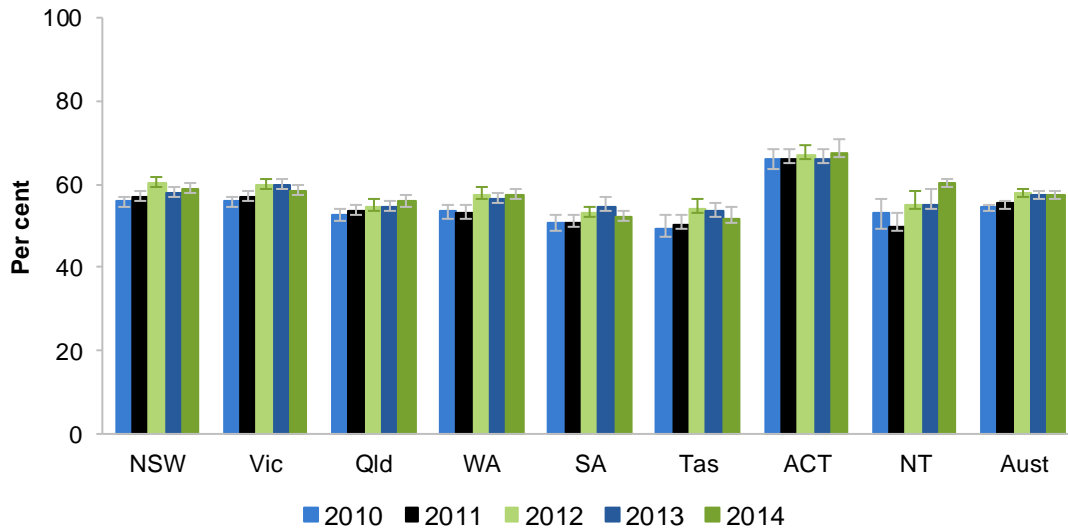
Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003 and (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0; table BA.34.

Population with qualifications at Certificate III level or above

Nationally in 2014, 57.5 per cent of 20–64 year olds had a qualification at Certificate III level or above (figure B.17).

Census data identifies that the proportion of 20–64 year olds who had Certificate III level or above qualifications increased nationally from 48.3 per cent in 2006 to 54.2 per cent in 2011 (table BA.38). Across all jurisdictions, the proportion was higher for non-Indigenous people (54.8 per cent) compared to Aboriginal and Torres Strait Islander people (29.6 per cent) (figure B.18).

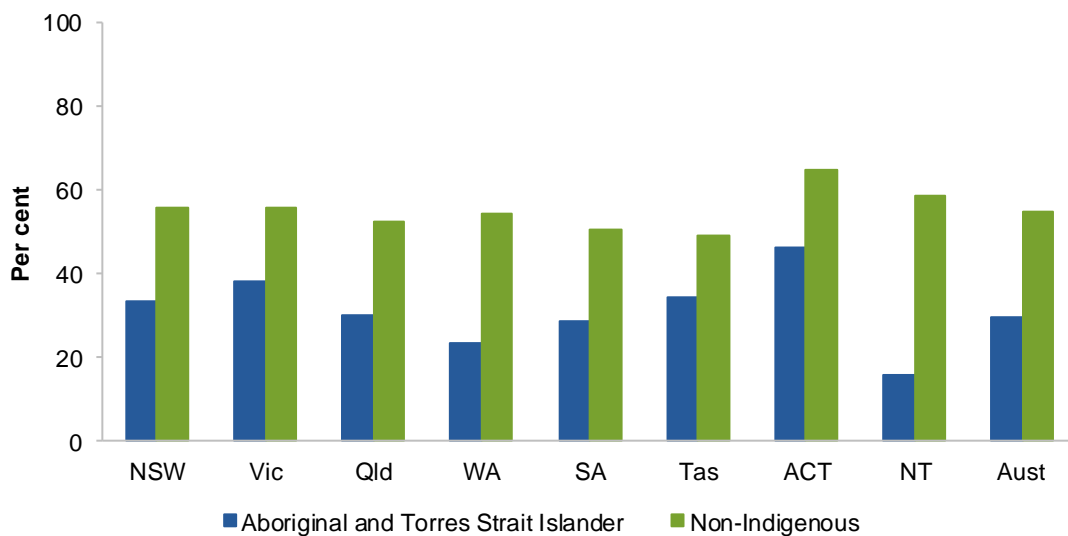
Figure B.17 Proportion of 20–64 year olds with qualifications at Certificate III level or above^a



^a See box B.6 and table BA.37 for detailed definitions, footnotes and caveats.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003 and (unpublished) *Education and Work, Australia, May 2014*, Cat. no. 6227.0; table BA.37.

Figure B.18 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by Indigenous status, 2011^a



^a See box B.7 and table BA.39 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Census of Population and Housing, 2011*; table BA.39.

The proportion of 20–64 year olds with qualifications at Certificate III level or above by SES are presented in table BA.40. Nationally and in all jurisdictions, in 2014, 20–64 year olds from geographic areas of most socioeconomic disadvantage (Socio-Economic Indexes for Areas [SEIFA] Index of Relative Socio-economic Disadvantage [IRSD] Quintile 1) were less likely to have qualifications at Certificate III level or above 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 III level, by SES, are presented in table BA.41.

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

Data for 2011-12 for this measure are sourced from the Programme for the International Assessment of Adult Competencies (PIAAC).

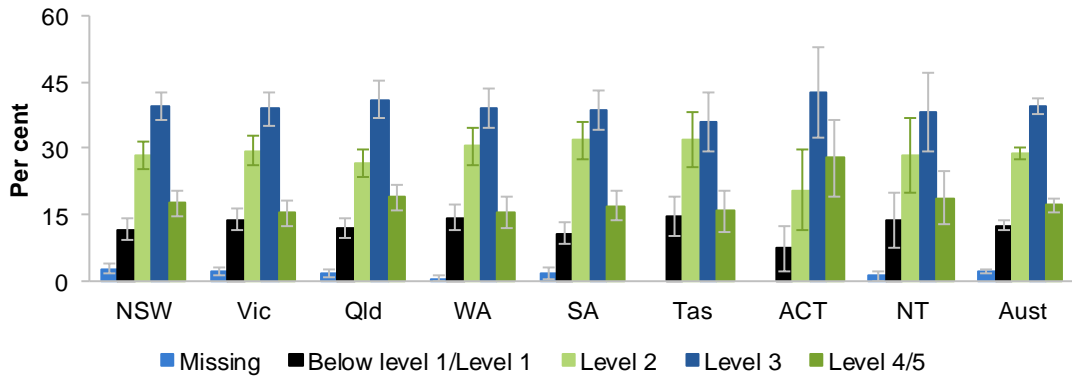
The PIAAC is an Organisation for Economic Co-operation and Development (OECD) survey that measures adult skills and competencies. Data are presented for all skill levels for literacy, numeracy and PSTRE competencies (where below level 1 represents the poorest level of skill attainment and level 5 the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

The proportions of the population aged 20–64 years across all PIAAC literacy, numeracy, and PSTRE skill levels in 2011-12 are presented in figure B.19.

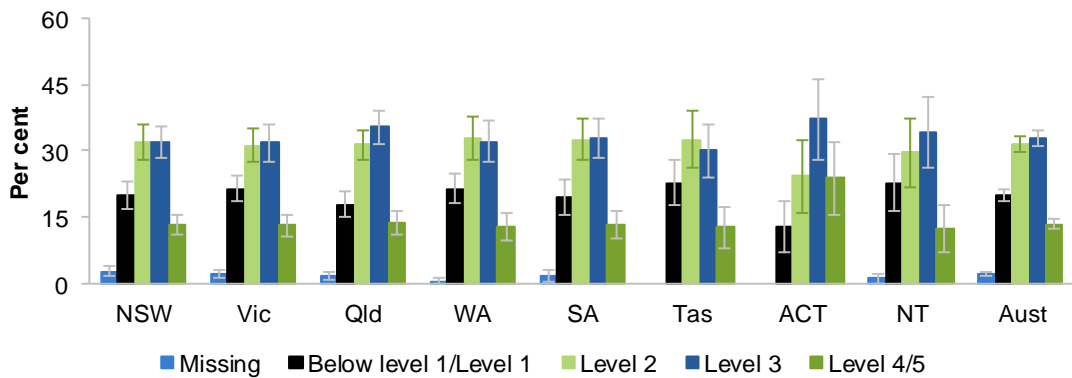
Additional data on the proportions of the population aged 15–74 years across all PIAAC literacy, numeracy, and PSTRE skill levels in 2011-12 are presented in tables BA.42–44.

Figure B.19 Proportion of 20–64 year olds across all PIAAC literacy, numeracy and PSTRE skill levels, 2011-12^a

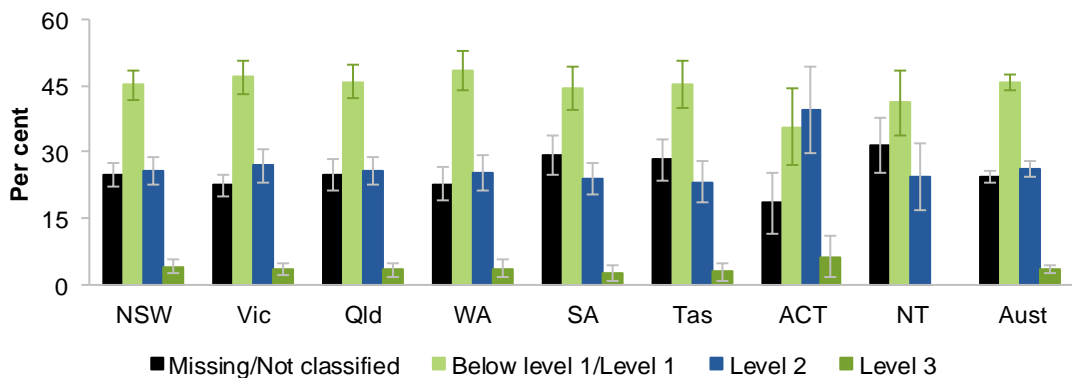
(a) PIAAC literacy results



(b) PIAAC numeracy results



(c) PIAAC PSTRE results



^a See box B.6 and tables BA.42–44 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0; tables BA.42–44.

Service-specific performance indicator frameworks

This section summarises information from the three CCET service specific indicator frameworks in chapters 3, 4 and 5.

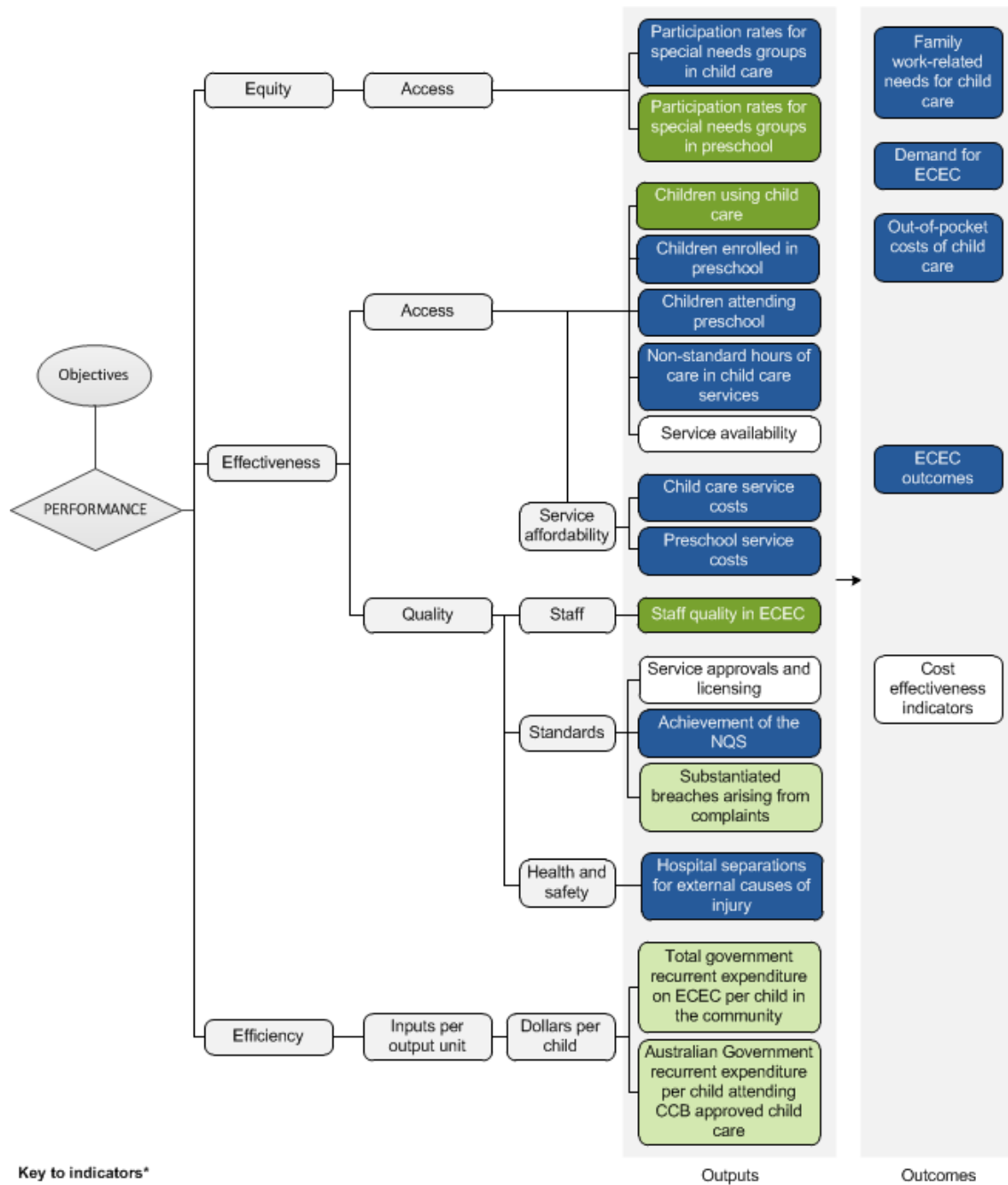
Each performance indicator framework provides comprehensive information on the equity, effectiveness and efficiency of specific government services.

Additional information is available in each chapter and associated attachment tables to assist the interpretation of these results.

ECEC

The performance indicator framework for ECEC is presented in figure B.20. An overview of the ECEC performance indicator results are presented in table B.1.

Figure B.20 ECEC performance indicator framework



Key to indicators*

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

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

Table B.1 Performance indicator results for ECEC^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Equity — Access indicators									
Participation rates for special needs groups in child care									
Proportion of 0–12 year olds attending Australian Government CCB approved child care who are Aboriginal and Torres Strait Islander children, 2015. Compared to community proportion, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	2.2	0.8	3.1	2.1	1.4	4.6	1.1	7.7	2.1
%	5.4	1.6	7.9	6.3	4.5	9.4	2.8	41.4	5.5
Source: Attachment table 3A.14									
Proportion of 0–12 year olds attending Australian Government CCB approved child care who are from low income families, 2015. Compared to community proportion, 2013-14									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	23.7	27.0	24.8	21.2	22.4	25.1	11.2	13.5	24.0
%	17.8	17.6	16.6	11.9	18.5	24.8	6.1	9.0	16.8
Source: Attachment table 3A.14									
Proportion of 0–12 year olds attending Australian Government CCB approved child care with disability, 2013. Compared to community proportion, 2012									
Most recent data for this measure are comparable and complete, subject to caveats (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
Source: Attachment table 3A.14									
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, 2014. Compared to community proportion, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	4.7	1.4	4.9	5.9	6.5	8.6	2.3	35.4	4.6
%	5.3	1.7	8.0	6.1	4.6	9.6	2.9	38.7	5.5
Source: Attachment table 3A.16									
Proportion of 3–5 year olds enrolled in a preschool program who are from regional areas, 2014. Compared to community proportion, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	29.2	23.5	33.0	17.5	22.9	98.2	2.8	53.2	27.9
%	25.0	23.7	35.6	17.2	23.6	98.2	0.5	50.8	27.4
Source: Attachment table 3A.16									
Proportion of 3–5 year olds enrolled in a preschool program who are from remote areas, 2014. Compared to community proportion, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	0.8	–	2.8	7.0	4.0	1.8	..	46.5	2.4
%	0.6	0.1	3.5	6.9	3.9	1.8	..	49.2	2.6
Source: Attachment table 3A.16									

(continued next page)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<u>Effectiveness — Access indicators</u>									
Children using child care									
Proportion of 0–12 year olds attending Australian Government Child Care Benefit (CCB) approved child care, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	32.2	31.3	33.2	21.4	32.0	27.7	40.7	19.2	30.6
Source: Attachment table 3A.19									
Children enrolled in preschool									
Proportion of 4 year old children who are enrolled in a preschool program in the year before full time schooling, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	74.0	109.3	102.4	100.8	105.0	105.8	112.5	89.7	95.1
Source: Attachment table 3A.25									
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, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	64.5	92.6	63.2	102.2	98.7	94.8	95.2	80.4	75.4
Source: Attachment table 3A.28									
Children attending preschool									
Proportion of 4 year old children who are attending a preschool program in the year before full time schooling, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	71.3	103.8	98.8	97.1	103.4	104.5	109.9	81.7	91.4
Source: Attachment table 3A.31									
Non-standard hours of care in child care services									
Proportion of Australian Government CCB approved child care services providing non-standard hours of care, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	16.2	22.6	52.9	26.1	22.2	15.1	4.8	16.5	26.3
Source: Attachment table 3A.38									
<u>Effectiveness — Access — Service affordability indicators</u>									
Child care service costs									
Median weekly cost for 50 hours of Australian Government CCB approved long day care (LDC) and family day care (FDC), 2015									
\$ LDC	425	420	363	405	383	395	493	400	400
\$ FDC	333	344	362	375	335	435	398	450	341
Source: Attachment table 3A.39									
Preschool service costs									
Median per hour preschool program cost after subsidies per child enrolled aged 4 and 5 years, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
\$	3.60	2.20	1.90	–	–	–	–	–	2.20
Source: Attachment table 3A.41									

(continued next page)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Effectiveness — Quality — Staff indicators									
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 III level, 2013									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1
Source: Attachment table 3A.45									
Effectiveness — Quality — Standards indicators									
Achievement of the National Quality Standard									
Proportion of National Quality Framework approved services with a quality rating who met or exceeded the National Quality Standard overall, 30 June 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	57.3	78.7	72.5	56.1	71.4	58.3	46.9	20.5	66.5
Source: Attachment table 3A.53									
Substantiated breaches arising from complaints									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
Number of substantiated breaches arising from complaints per 100 NQF approved services, 2014-15									
No.	23	9	9	11	5	–	8	5	13
Source: Attachment table 3A.61									
Effectiveness — Quality — Health and safety indicators									
Hospital separations for external causes of injury									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
Proportion of hospital separations for children aged 0–4 years resulting from an external cause of injury occurring in 'school', 2013-14									
%	2.7	2.3	3.1	2.1	2.8	1.7	5.2	1.4	2.6
Source: Attachment table 3A.63									
Efficiency — Inputs per output unit — Dollars per child indicators									
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, 2014-15									
Most recent data for this measure are not comparable but are complete, subject to caveats (chapter 3)									
\$	2 078	2 157	2 298	1 922	2 590	2 353	2 851	2 862	2 188
Source: Attachment table 3A.66									
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, 2014-15									
Most recent data for this measure are comparable (subject to caveats) but not complete (chapter 3)									
\$	5 830	5 787	6 050	5 784	6 070	6 344	5 515	8 987	5 951
Source: Attachment table 3A.67									

(continued next page)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Outcome indicators									
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, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	4.0 ± 1.2	2.7 ± 0.9	3.1 ± 1.5	3.0 ± 1.3	3.5 ± 1.6	5.0 ± 2.9	np	4.7 ± 3.1	3.6 ± 0.6
Source: Attachment table 3A.68									
Proportion of people aged 15 years or over not in the labour force due to caring for children whose main reason is child care service related									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	49.6 ± 6.0	49.4 ± 6.0	54.8 ± 10.5	44.1 ± 7.8	52.5 ± 11.9	na	na	60.6 ± 12.9	49.0 ± 3.6
Source: Attachment table 3A.69									
Demand for ECEC									
Proportion of children aged 0–12 years for whom additional formal child care or preschool was currently required, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	10.9 ± 1.7	9.5 ± 1.6	8.4 ± 2.0	10.1 ± 2.4	10.5 ± 2.5	11.0 ± 3.6	13.4 ± 3.4	11.8 ± 4.4	10.0 ± 0.8
Source: Attachment table 3A.70									
Out-of-pocket costs of child care									
Proportion of weekly disposable income that families with \$75 000 gross annual income spend on one child for 50 hours long day care, after child subsidies, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	11.2	11.1	8.3	10.8	9.5	9.2	13.8	10.2	10.4
Source: Attachment table 3A.72									
Proportion of weekly disposable income that families with \$75 000 gross annual income spend on one child for 30 hours long day care, after child subsidies, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	6.4	6.3	4.6	6.2	5.3	5.3	7.9	5.7	5.9
Source: Attachment table 3A.74									
ECEC outcomes									
Proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC, 2012									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 3)									
%	19.9	19.5	26.2	23.0	23.7	21.5	22.0	35.5	22.0
Source: Attachment table 3A.76									

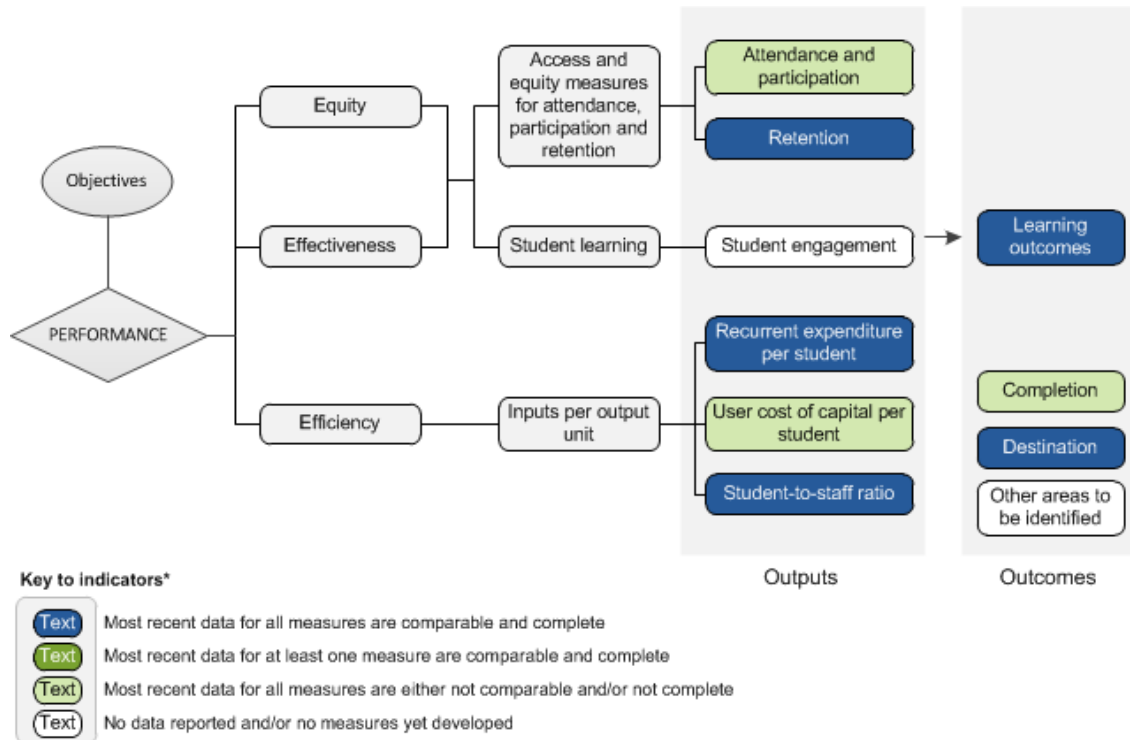
^a Caveats for these data are available in chapter 3 and attachment 3A. Refer to the indicator interpretation boxes in chapter 3 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 3 and attachment 3A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent). **na** Not available. ... 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.21. An overview of the school education performance indicator results are presented in table B.2.

Figure B.21 **School education performance indicator framework**



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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Equity — Access indicators									
Attendance and participation									
Years 7–10 attendance rate, all students, government schools, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	90.0	91.6	89.7	87.9	89.3	87.7	89.3	77.0	89.8
<i>Source:</i> Attachment table 4A.131									
Years 7–10 attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	80.6	83.3	81.7	68.0	76.1	82.0	79.8	62.9	77.8
<i>Source:</i> Attachment table 4A.131									
Years 7–10 attendance level, all students, government schools, 2015									
Most recent data for this measure are comparable, subject to caveats, but are not complete (chapter 4)									
%	na	74.7	66.3	63.8	67.3	64.7	66.4	44.1	68.5
<i>Source:</i> Attachment table 4A.137									
Years 7–10 attendance level, Aboriginal and Torres Strait Islander students, government schools, 2015									
Most recent data for this measure are comparable, subject to caveats, but are not complete (chapter 4)									
%	na	50.7	44.9	26.8	35.9	52.9	37.6	21.2	38.7
<i>Source:</i> Attachment table 4A.137									
Proportion of all children aged 6–15 years enrolled in school, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	99.8	101.2	100.9	98.8	101.0	99.3	110.7	95.3	100.4
<i>Source:</i> Attachment table 4A.116									
Participation rate, 15–19 year olds, all schools, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	57.7	63.1	51.1	47.7	63.6	62.6	72.9	45.1	57.1
<i>Source:</i> Attachment table 4A.118									
Proportion of the population aged 15–19 years who successfully completed at least one Unit of Competency as part of a VET qualification at AQF Certificate II or above, 2013									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	22.4	34.1	26.4	25.6	28.7	28.4	26.1	13.8	27.0
<i>Source:</i> Attachment table 4A.130									
Retention									
Apparent retention rate, year 7/8-10, full time secondary students, government schools, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	103.1	106.9	103.1	102.2	104.6	101.0	106.2	89.0	103.8
<i>Source:</i> Attachment table 4A.119									
Apparent retention rate, year 10-12, full time students, government schools, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	72.5	79.8	80.6	87.0	86.6	70.1	107.6	68.8	78.6
<i>Source:</i> Attachment table 4A.120									

(continued next page)

Table B.2 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Apparent retention rate, year 10-12, full time Aboriginal and Torres Strait Islander students, government schools, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	45.6	59.7	64.3	57.4	82.9	53.1	85.3	49.9	56.8
Source: Attachment table 4A.122									

Efficiency — Inputs per output unit indicators

Recurrent expenditure per student

Government expenditure per FTE student, government schools, 2013-14 – Includes user cost of capital

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

\$	16 449	13 924	15 563	19 462	16 749	16 724	21 112	23 578	16 177
----	--------	--------	--------	--------	--------	--------	--------	--------	--------

Source: Attachment table 4A.13

Government expenditure per FTE student, non-government schools, 2013-14

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

\$	9 275	8 697	9 790	9 937	9 034	9 877	8 163	16 205	9 327
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Source: Attachment table 4A.16

Government recurrent expenditure on staff per FTE student in government schools, 2013-14

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

\$	10 572	8 937	10 036	11 845	11 227	10 997	12 821	13 567	10 337
----	--------	-------	--------	--------	--------	--------	--------	--------	--------

Source: Attachment table 4A.14

User cost of capital per student

User cost of capital per FTE student, government schools, 2013-14

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

\$	2 173	2 100	2 433	3 889	1 733	1 794	3 684	2 590	2 386
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Source: Attachment table 4A.20

Student-to-staff ratio

Ratio of FTE students to FTE teaching staff, government primary schools, 2014

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

No.	15.6	15.3	15.3	16.2	14.9	14.8	13.3	12.2	15.4
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Source: Attachment table 4A.23

Ratio of FTE students to FTE teaching staff, government secondary schools, 2014

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

No.	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
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Source: Attachment table 4A.23

Outcome indicators

Learning outcomes

NAPLAN Reading performance – proportion of all year 3 students achieving at or above national minimum standard, 2015

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)

%	95.3	95.5	95.0	93.0	93.4	92.9	95.2	71.1	94.6
	± 0.3	± 0.4	± 0.4	± 0.6	± 0.8	± 1.2	± 1.2	± 5.7	± 0.2

Source: Attachment table 4A.36

(continued next page)

Table B.2 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 3 students achieving at or above national minimum standard, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	86.6 ± 1.3	85.6 ± 2.8	85.0 ± 1.8	66.6 ± 3.4	73.4 ± 4.4	87.7 ± 3.3	85.2 ± 5.9	42.5 ± 5.8	78.7 ± 1.3
<i>Source: Attachment table 4A.36</i>									
NAPLAN Reading performance – proportion of all year 9 students achieving at or above national minimum standard, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	92.6 ± 0.6	93.5 ± 0.7	91.8 ± 0.7	93.2 ± 1.0	91.6 ± 1.3	91.4 ± 1.7	94.0 ± 1.8	66.2 ± 9.3	92.3 ± 0.3
<i>Source: Attachment table 4A.36</i>									
NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	76.7 ± 1.8	80.2 ± 3.8	76.0 ± 2.6	66.9 ± 4.2	75.0 ± 4.7	81.8 ± 4.4	86.6 ± 7.9	32.9 ± 8.3	71.7 ± 1.7
<i>Source: Attachment table 4A.36</i>									
NAPLAN Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	94.7 ± 0.3	95.3 ± 0.4	95.0 ± 0.4	93.7 ± 0.6	92.8 ± 0.9	94.0 ± 1.2	96.0 ± 1.0	75.0 ± 5.4	94.4 ± 0.2
<i>Source: Attachment table 4A.64</i>									
NAPLAN Numeracy performance – proportion of Aboriginal and Torres Strait Islander year 3 students achieving at or above national minimum standard, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	84.4 ± 1.3	85.4 ± 3.1	82.9 ± 1.9	69.5 ± 3.3	71.1 ± 4.4	89.7 ± 4.0	85.4 ± 7.8	48.6 ± 6.3	78.2 ± 1.3
<i>Source: Attachment table 4A.64</i>									
NAPLAN Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	95.8 ± 0.4	95.6 ± 0.6	96.3 ± 0.5	96.4 ± 0.6	95.0 ± 1.0	95.8 ± 1.1	95.2 ± 1.7	79.1 ± 6.9	95.7 ± 0.2
<i>Source: Attachment table 4A.64</i>									
NAPLAN Numeracy performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	85.0 ± 1.5	85.0 ± 3.3	87.8 ± 1.6	81.3 ± 3.1	82.9 ± 4.5	90.0 ± 3.9	85.3 ± 8.4	56.9 ± 7.6	82.8 ± 1.3
<i>Source: Attachment table 4A.64</i>									

(continued next page)

Table B.2 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Information and Communication Technologies performance – proportion of year 6 students achieving at or above proficient standard, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	55	64	48	52	59	46	58	43	55
	± 4.9	± 4.5	± 5.8	± 4.8	± 4.3	± 5.4	± 10.6	± 6.3	± 2.5

Source: Attachment table 4A.88

Information and Communication Technologies performance – proportion of year 10 students achieving at or above proficient standard, 2014

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	50	55	47	57	57	51	60	43	52
	± 5.5	± 5.9	± 5.6	± 5.8	± 5.9	± 5.8	± 9.1	± 9.1	± 2.5

Source: Attachment table 4A.88

Completion

Year 12 completion rate, 2014

Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 4)									
%	73	82	70	48	83	50	85	40	72

Source: Attachment table 4A.125

Destination

Proportion of 15–24 year old school leavers fully participating in education and/or training, or employment, 2014

Most recent data for this measure are comparable and complete, subject to caveats (chapter 4)									
%	72.7	76.4	68.0	75.7	69.8	66.9	81.4	77.0	73.0
	± 2.6	± 2.8	± 3.9	± 3.9	± 4.7	± 6.6	± 11.0	± 4.9	± 1.4

Source: Attachment table 4A.127

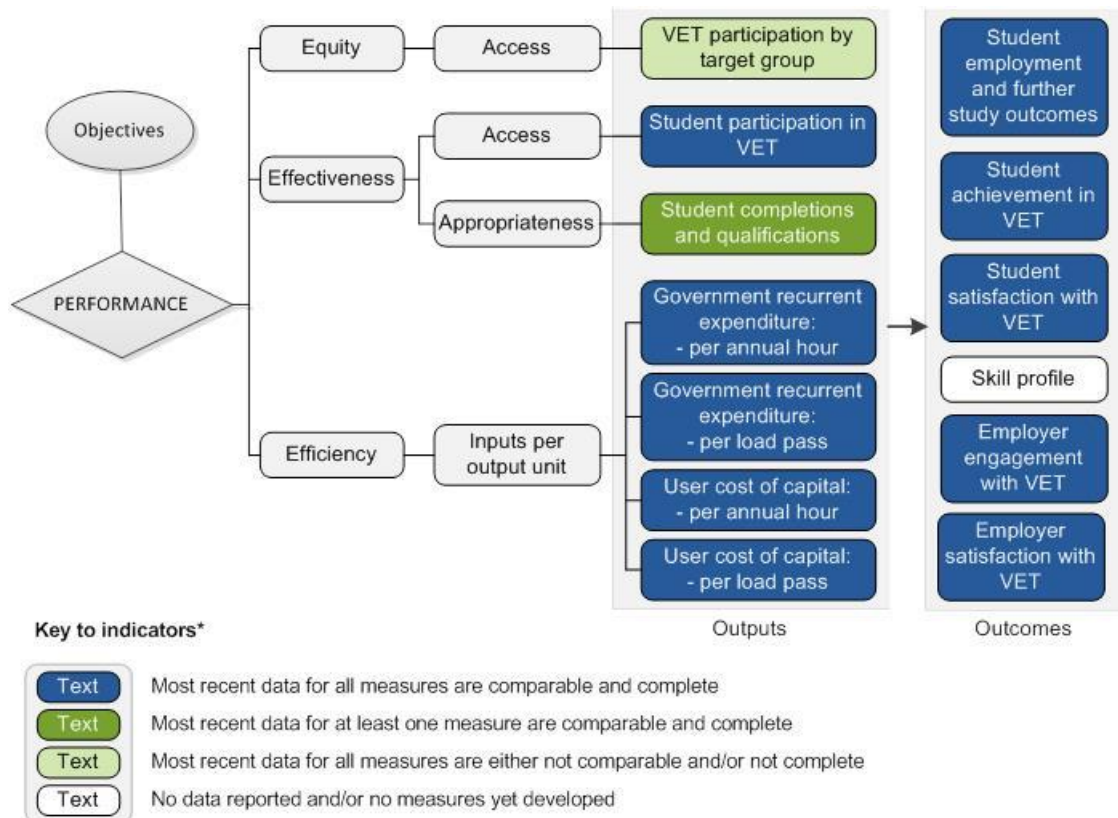
AQF = Australian Qualifications Framework. FTE = Full time equivalent. NAPLAN = National Assessment Program – Literacy and Numeracy. ^a Caveats for these data are available in chapter 4 and attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation 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.22. An overview of the VET performance indicator results are presented in table B.3.

Figure B.22 VET performance indicator framework



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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<u>Equity — Access indicators</u>									
VET participation by target group									
Participation rate for Aboriginal and Torres Strait Islander Australians aged 15–64 years, 2014									
Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 5)									
%	22.0	20.9	9.9	19.4	18.4	11.0	16.4	18.8	17.2
<i>Source:</i> Attachment table 5A.12									
<u>Effectiveness — Access indicators</u>									
Student participation in VET									
Participation rate for the population aged 15–64 years, 2014									
Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 5)									
%	8.0	11.5	6.6	7.4	9.6	10.3	7.2	12.1	8.7
<i>Source:</i> Attachment table 5A.12									
<u>Effectiveness — Appropriateness indicators</u>									
Student completions and qualifications									
Qualifications completed by working aged VET students, per 1000 people aged 15–64 years, 2014									
Most recent data for this measure are not comparable but are complete (subject to caveats) (chapter 5)									
no.	28.8	47.3	35.4	27.2	40.0	32.3	33.5	31.4	35.6
<i>Source:</i> Attachment table 5A.28									
<u>Efficiency — Inputs per output unit indicators</u>									
Government recurrent expenditure — per annual hour									
Government recurrent expenditure per government funded annual hour, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
\$	12.76	7.80	13.55	15.08	13.98	16.67	17.01	19.25	11.40
<i>Source:</i> Attachment table 5A.34									
Government recurrent expenditure — per load pass									
Government recurrent expenditure per government funded load pass, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
\$	15.83	9.40	14.80	18.87	16.07	20.84	20.34	26.56	13.66
<i>Source:</i> Attachment table 5A.35									
User cost of capital — per annual hour									
User cost of capital per government funded annual hour, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
\$	2.98	0.87	0.78	2.35	2.22	2.79	2.60	3.16	1.72
<i>Source:</i> Attachment table 5A.36									
User cost of capital — per load pass									
User cost of capital per government funded load pass, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
\$	3.70	1.05	0.85	2.94	2.55	3.48	3.11	4.35	2.07
<i>Source:</i> Attachment table 5A.36									

(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>
Outcome indicators									
Student employment and further study outcomes									
Proportion of government funded VET graduates who were employed and/or continued on to further study in 2014 after completing their course in 2013									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
%	87.6 ± 0.9	85.5 ± 1.0	87.5 ± 1.3	89.3 ± 1.5	89.0 ± 1.3	89.1 ± 2.3	91.3 ± 1.8	91.0 ± 3.0	87.4 ± 0.5
<i>Source:</i> Attachment table 5A.40									
Proportion of government funded VET graduates who improved their employment circumstances after training, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
%	59.0 ± 1.4	55.9 ± 1.7	62.0 ± 1.8	63.0 ± 2.4	59.2 ± 2.1	62.6 ± 3.4	68.0 ± 3.2	69.1 ± 4.7	59.3 ± 0.8
<i>Source:</i> Attachment table 5A.56									
Student achievement in VET									
Load pass rate (government funded VET), 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
%	80.2	81.3	92.3	82.4	85.9	80.2	85.0	74.6	82.9
<i>Source:</i> Attachment table 5A.65									
Proportion of graduates with improved education/training status after training, of all AQF qualifications completed, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
%	51.1	76.2	69.7	58.2	47.6	61.5	38.6	61.5	63.6
<i>Source:</i> Attachment table 5A.69									
Student satisfaction in VET									
Proportion of government funded VET graduates who were satisfied with the quality of their completed VET course, 2014									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
%	89.7 ± 0.9	84.4 ± 1.2	88.0 ± 1.2	89.0 ± 1.7	89.1 ± 1.3	90.2 ± 2.0	84.8 ± 2.7	85.9 ± 3.9	87.6 ± 0.5
<i>Source:</i> Attachment table 5A.85									

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Table B.3 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Employer engagement with VET									
Proportion of employers who in the last twelve months had employees with formal vocational qualifications as a requirement of their job, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
%	39.6	31.2	39.5	38.3	30.7	34.8	33.2	42.7	36.6
	± 3.8	± 3.5	± 4.1	± 4.0	± 3.7	± 4.7	± 3.5	± 4.8	± 1.9
<i>Source:</i> Attachment table 5A.94									
Employer satisfaction with VET									
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 — Satisfaction with formal vocational qualifications as a job requirement, 2015									
Most recent data for this measure are comparable and complete, subject to caveats (chapter 5)									
%	73.7	79.1	75.9	78.9	77.7	79.6	77.9	76.1	76.2
	± 5.7	± 5.2	± 5.8	± 5.6	± 6.1	± 5.8	± 5.8	± 6.4	± 2.8
<i>Source:</i> Attachment table 5A.95									

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

Source: Chapter 5 and attachment 5A.

B.3 Cross-cutting and interface issues

Although this Report addresses three areas of education in separate chapters, 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).
- 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, the greater their likelihood of achieving a higher educational qualification and going on to a professional career.
- 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 showed sustained benefits beyond childhood, including government savings in the justice system (Reynolds et al. 2009).
- The health benefits associated with higher levels of education have been documented in population health studies. Cutler and Lleras-Muney (2007) found a clear association between education and health that cannot be fully explained by income, the labour market, or family background. They note that whilst the mechanisms by which education influences health are likely to be complex, 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 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. Buddelmeyer et al. (2012) note that education is a powerful marker of social exclusion. Early school leavers, and people who have Certificate II level as their highest qualification, suffer from social exclusion to a greater degree than those with higher levels of educational attainment.

B.4 Future directions

This CCET sector overview will continue to be developed in future reports. 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 website (www.pc.gov.au/rogs/2016).

Table BA.1	Australian, State and Territory government real recurrent expenditure on child care services, (2013-14 dollars)
Table BA.2	Australian, State and Territory (including local) government real expenditure on education, (2013-14 dollars)
Table BA.3	Total government real expenditure on education, by purpose (\$ million) (2013-14 dollars)

Table BA.4	State and Territory (including local) government real expenditure, by purpose (2013-14 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), by Indigenous status
Table BA.8	Children developmentally at risk on the AEDC, by Indigenous status
Table BA.9	Children developmentally vulnerable on the AEDC, by Indigenous status
Table BA.10	Children engaged in informal learning activities
Table BA.11	Participation in education and training, by level of study, by age group, 2014
Table BA.12	Participation in education and training, by single year of age, by level of study (national only), 2014
Table BA.13	Participation in education and training, by age group (per cent)
Table BA.14	Applications to enrol in an educational institution, 15–19 and 17–24 year olds
Table BA.15	Full time participation in education and training and/or employment (per cent)
Table BA.16	Full time participation in education and training at Certificate III level or above and/or employment (per cent)
Table BA.17	Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent)
Table BA.18	Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent)
Table BA.19	Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by highest level of schooling completed
Table BA.20	Proportion of 17–24 year old school leavers participating in full time education and training and/or employment (Census data)
Table BA.21	Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by Indigenous status (Census data)
Table BA.22	Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD
Table BA.23	Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (Census data)
Table BA.24	Higher education participation by selected groups, compared with their representation in the community (per cent)
Table BA.25	Level of highest non-school qualification completed (15–64 year olds)
Table BA.26	Proportion of 20–64 year olds with or working towards a nonschool qualification
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BA Child care, education and training sector overview — attachment

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

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

This file is available in Adobe PDF format on the website (www.pc.gov.au/rogs/2016).

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Table BA.1 **Australian, State and Territory government real recurrent expenditure on child care services, (2013-14 dollars) (a), (b)**

	2009-10	2010-11	2011-12	2012-13	2013-14
	\$m	\$m	\$m	\$m	\$m
Australian Government	4 127	4 464	4 867	5 437	6 212
State and Territory government	134	150	165	158	164
Total recurrent expenditure	4 261	4 614	5 031	5 595	6 376

(a) Further information on the data included in this table are provided in the Early childhood education and care (ECEC) chapter attachment tables 3A.3-5. See sources in these tables for details.

(b) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table BA.45). See table 2A.48 and chapter 2 (section 2.5-6) for more information. The presentation of 2013-14 dollars in this sector overview differs from the data presented in the ECEC chapter, which uses 2014-15 as the base year. The base year of 2013-14 is to ensure consistency with other CCET data presented in this sector overview.

Source: Australian, State and Territory governments unpublished.

TABLE BA.2

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2013-14 dollars) (a), (b), (c)**

	2009-10	2010-11	2011-12	2012-13	2013-14	Average annual growth (d)
	\$m	\$m	\$m	\$m	\$m	%
Operating expenses (e)						
Australian Government	39 155	35 239	29 495	29 720	30 049	-6.4
State and Territory (including local) government	53 856	52 094	52 379	53 367	54 481	0.3
Multijurisdictional (university)	20 302	20 830	21 871	23 243	23 462	3.7
Total	113 313	108 163	103 744	106 330	107 992	-1.2
Transfers to other levels of general government (f)						
Australian Government	33 842	28 132	24 768	24 666	25 503	-6.8
State and Territory (including local) government	493	567	467	550	486	-0.4
Multijurisdictional (university)	607	588	663	689	713	4.1
Total (g)	34 928	29 251	25 859	25 799	26 618	-6.6
Operating expenses less transfers						
Australian Government	5 313	7 106	4 727	5 055	4 546	-3.8
State and Territory (including local) government	53 363	51 527	51 912	52 817	53 995	0.3
Multijurisdictional (university)	19 694	20 242	21 207	22 554	22 749	3.7
Total (g)	78 384	78 912	77 884	80 531	81 375	0.9

(a) Based on accrual operating expenses for education. Excludes expenditure on child care services.

(b) The ABS provided nominal figures. Real expenditure was calculated from these figures for 2009-10 to 2013-14 based on the GGFCE chain price deflator (2013-14 = 100) (table BA.45). See table 2A.48 and chapter 2 (sections 2.5-6) for more information.

(c) Data for 2009-10, 2010-11, 2011-12 and 2012-13 have been revised by ABS since the previous Report.

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

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

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

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2013-14 dollars) (a), (b), (c)**

	2009-10	2010-11	2011-12	2012-13	2013-14	Average annual growth (d)
	\$m	\$m	\$m	\$m	\$m	%

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

Source: Australian Bureau of Statistics (ABS) 2015 and unpublished, *Government Finance Statistics, Education, 2013-14*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2013-14 dollars) (a), (b), (c), (d)**

	2009-10	2010-11	2011-12	2012-13	2013-14
Primary and secondary education (e)	42 874	41 883	39 770	41 160	41 763
Tertiary education					
University education	20 039	20 678	21 267	22 585	22 792
Technical and further education (TAFE)	6 427	6 541	6 864	6 749	6 317
Tertiary education, nec	86	95	48	65	76
Total	26 552	27 315	28 180	29 398	29 185
Preschool & education not definable by level	3 387	3 467	4 329	4 511	4 784
Transportation of students	1 482	1 440	1 438	1 372	1 547
Education, n.e.c.	4 089	4 807	4 168	4 089	4 097
Total (f)	78 384	78 912	77 884	80 531	81 375

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 2009-10 to 2013-14 based on the ABS GGFCE chain price deflator (2013-14 = 100) (table BA.45). See table 2A.48 and chapter 2 (sections 2.5-6) for more information.
- (c) Data for 2009-10, 2010-11, 2011-12 and 2012-13 have been revised by ABS since the previous Report.
- (d) TAFE expenditure from *ABS Government Finance Statistics* are compiled differently to the VET expenditure data presented in chapter 5 (Vocational Education and Training) and they do not reflect all VET expenditure of governments. Refer to chapter 5 for government VET expenditure data.
- (e) Primary and secondary education expenditure data from *ABS Government Finance Statistics* are compiled differently to primary and secondary education expenditure data in chapter 4 (School education).
- (f) Totals may not add due to rounding.

Source: ABS 2015, *Government Finance Statistics, Education, 2013-14*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2013-14											
Education expenditure											
Preschool & education not definable by level	%	10.0	7.2	11.5	7.6	5.4	4.6	7.5	8.7	8.8	0.8
Transportation of students	%	4.8	2.6	1.7	1.9	0.7	2.6	0.5	1.5	2.8	–
Education, not elsewhere classified	%	0.4	0.8	0.5	0.1	0.1	–	0.2	0.4	0.5	12.8
Primary and secondary	%	73.8	71.5	79.7	80.5	78.5	78.3	80.4	74.9	75.8	47.7
Total	%	89.1	82.1	93.5	90.1	84.6	85.5	88.6	85.5	87.9	61.3
TAFE (h)	%	10.9	17.0	6.5	9.7	12.4	14.5	10.3	10.2	11.5	6.1
University	%	–	0.9	–	0.3	1.5	–	1.2	2.8	0.4	32.6
Other tertiary not elsewhere classified	%	–	–	–	–	1.4	0.1	–	1.5	0.1	–
Total (i)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (i)	\$m	16 786	13 009	10 691	6 455	4 283	1 293	965	995	54 481	30 049
2012-13											
Education expenditure											
Preschool & education not definable by level	%	10.0	6.4	11.1	7.3	5.5	4.3	7.2	8.9	8.5	1.6
Transportation of students	%	4.8	1.8	1.6	1.9	0.7	2.6	0.4	1.5	2.6	–
Education, not elsewhere classified	%	0.6	0.8	0.5	0.1	0.1	–	0.2	0.4	0.5	12.8
Primary and secondary	%	73.0	71.1	79.3	80.5	80.0	79.8	79.4	75.6	75.5	46.9
Total	%	88.4	80.0	92.5	89.7	86.2	86.7	87.2	86.5	87.1	61.4
TAFE	%	11.2	18.9	7.5	10.0	12.4	13.2	11.0	9.2	12.3	7.0
University	%	0.4	1.1	–	0.3	0.2	–	1.8	2.8	0.5	31.5
Other tertiary not elsewhere classified	%	–	–	–	–	1.2	0.1	–	1.5	0.1	–
Total (i)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (i)	\$m	16 310	12 868	10 610	6 238	4 119	1 271	948	1 002	53 367	29 720

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2011-12											
Education expenditure											
Preschool & education not definable by level	%	10.6	6.0	10.4	7.1	4.5	4.4	5.9	9.3	8.3	1.2
Transportation of students	%	4.8	2.5	1.6	1.8	0.7	2.7	0.3	1.3	2.7	–
Education, not elsewhere classified	%	0.5	0.9	0.6	0.1	0.1	–	–	0.5	0.5	13.2
Primary and secondary	%	72.5	70.3	78.9	81.0	80.1	81.5	82.0	74.5	75.2	48.2
Total	%	88.4	79.8	91.5	89.9	85.4	88.6	88.3	85.6	86.8	62.7
TAFE	%	11.1	19.5	8.4	9.8	12.1	11.3	10.9	10.2	12.5	6.9
University	%	0.5	0.8	–	0.3	1.9	0.1	0.8	2.1	0.6	30.4
Other tertiary not elsewhere classified	%	–	–	–	–	0.7	0.1	–	2.0	0.1	–
Total (i)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (i)	\$m	15 963	12 895	10 339	6 030	4 040	1 246	902	977	52 379	29 495
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	0.9
Transportation of students	%	4.7	2.6	1.6	1.9	0.7	3.1	0.3	1.3	2.8	–
Education, not elsewhere classified	%	0.4	0.9	0.7	0.1	0.1	–	–	0.7	0.5	12.9
Primary and secondary	%	75.9	72.1	80.3	82.0	81.3	80.2	81.1	77.3	77.2	54.7
Total	%	88.2	81.3	92.0	90.0	85.1	88.2	87.1	85.1	87.2	68.4
TAFE	%	11.2	17.8	7.9	9.6	10.8	11.8	11.6	11.6	12.0	5.8
University	%	0.6	0.9	–	0.4	2.2	0.1	1.3	1.2	0.7	25.8
Other tertiary not elsewhere classified	%	–	–	–	–	1.9	0.1	–	2.1	0.2	–
Total (i)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (i)	\$m	15 886	12 824	10 194	5 946	3 958	1 340	908	1 039	52 094	35 239

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)

	<i>Unit</i>	NSW (d)	Vic (e)	Qld	WA (f)	SA	Tas (g)	ACT	NT	Total S/T	Aus Gov
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	0.7
Transportation of students	%	4.8	2.5	1.5	1.8	0.7	3.3	0.3	1.7	2.8	–
Education, not elsewhere classified	%	0.4	0.9	0.7	0.1	0.1	–	–	0.9	0.5	9.7
Primary and secondary	%	76.9	74.5	79.7	83.5	82.0	77.2	79.3	79.6	78.1	58.1
Total	%	88.8	83.0	91.8	90.5	85.5	83.8	85.6	86.6	87.7	68.5
TAFE	%	10.8	16.1	8.1	9.0	11.3	16.0	11.8	8.5	11.5	5.8
University	%	0.4	0.9	0.0	0.5	1.9	0.1	2.6	1.6	0.6	25.7
Other tertiary not elsewhere classified	%	–	–	–	–	1.3	–	–	3.4	0.2	–
Total (i)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (i)	\$m	16 730	13 096	10 270	6 197	4 234	1 382	959	990	53 856	39 155

- (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 2009-10 to 2013-14 based on the ABS GGFCE chain price deflator (2013-14 = 100) (table BA.45). See table 2A.48 and chapter 2 (sections 2.5-6) for more information.
- (c) TAFE expenditure from ABS Government Finance Statistics are compiled differently to the VET expenditure data presented in chapter 5 (Vocational Education and Training) and they do not reflect all VET expenditure of governments. Refer to chapter 5 for government VET expenditure data.
- (d) Most expenditure for preschool education in NSW is contained in other budget areas and not included in this table. NSW 'primary and secondary' expenditure includes: some special education expenditure for preschool students; all special education expenditure for school students; and higher education expenditure.
- (e) Expenditure for preschool education in Victoria is contained in other budget areas and not included in this table.
- (f) Special education expenditure for WA is included under 'primary and secondary'.
- (g) Expenditure for preschool and special education in Tasmania is included under 'primary and secondary'.

Table BA.4 **State and Territory (including local) government real expenditure, by purpose (2013-14 dollars) (a), (b), (c)**

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
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(h) Expenditure for TAFE from ABS GFS excludes outlays on vocational training programs not provided by TAFE institutions (such as outlays on administration of apprenticeship schemes designed to facilitate workplace entry of people currently not employed or in need of retraining).

(h) Totals may not add due to rounding.

– Nil or rounded to zero.

Source: ABS 2015, *Government Finance Statistics, Education, 2013-14*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.5

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

Unit	Highest non-school qualification						Highest school year			Total (g)	
	Bachelor degree or above	Diploma or advanced diploma	Certificate III or IV	Certificate I or II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (f)	Sub-total (school completed)		
2014											
Labour force status											
Employed	%	83.4	79.3	81.5	66.9	80.7	80.8	69.1	52.6	59.6	72.0
Unemployed	%	2.8	4.3	4.3	8.7	2.7	3.9	5.0	5.9	5.5	4.6
Not in labour force	%	13.8	16.5	14.2	24.2	17.1	15.3	26.0	41.4	34.9	23.4
Total (h)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 263.4	1 179.0	2 226.2	435.3	237.2	7 339.0	1 879.4	1 942.2	3 822.9	11 160.5
Unemployed	'000	109.8	64.2	116.7	56.8	8.0	354.3	137.0	218.0	355.0	708.4
Not in labour force	'000	541.8	245.4	389.4	157.6	50.2	1 387.5	706.8	1 529.8	2 235.6	3 620.8
All people (h)	'000	3 914.6	1 486.9	2 732.7	650.3	294.0	9 078.1	2 719.4	3 690.8	6 413.0	15 491.5
2013											
Labour force status											
Employed	%	84.3	81.0	82.2	64.0	74.4	81.5	69.6	53.9	60.6	72.6
Unemployed	%	2.9	3.2	4.0	8.9	6.0	3.8	5.1	5.2	5.2	4.4
Not in labour force	%	12.9	15.8	13.8	27.1	19.5	14.7	25.3	40.9	34.2	23.1
Total (h)	%	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 (h)	'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

TABLE BA.5

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

Unit	Highest non-school qualification						Highest school year			Total (g)	
	Bachelor degree or above	Diploma or advanced diploma	Certificate III or IV	Certificate I or II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (f)	Sub-total (school completed)		
2012											
Labour force status											
Employed	%	85.3	81.5	83.6	73.4	83.3	83.1	71.5	57.6	63.6	75.1
Unemployed	%	2.5	3.1	3.8	7.4	3.1	3.4	4.6	5.9	5.3	4.2
Not in labour force	%	12.3	15.4	12.6	19.2	13.7	13.5	23.9	36.5	31.1	20.8
Total (h)	%	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 (h)	'000	3 768.0	1 480.1	2 597.0	692.2	179.9	8 717.2	2 621.2	3 495.1	6 116.3	14 833.6
2011											
Labour force status											
Employed	%	85.4	79.9	83.8	72.8	82.3	82.9	73.1	57.7	63.9	74.6
Unemployed	%	2.5	3.3	3.6	6.9	3.1	3.4	4.2	5.4	4.9	4.0
Not in labour force	%	12.1	16.8	12.7	20.2	14.6	13.8	22.7	37.0	31.1	21.3
Total (h)	%	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 (h)	'000	3 516.7	1 353.3	2 586.5	724.7	212.3	8 393.5	2 625.6	3 829.0	6 454.6	14 848.1

nfd = Not further defined.

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

Unit	Highest non-school qualification					Highest school year			Total (g)
	<i>Bachelor degree or above</i>	<i>Diploma or advanced diploma</i>	<i>Certificate III or IV</i>	<i>Certificate I or II or nfd</i>	<i>Level not determined</i>	<i>Sub-total (non-school qualification)</i>	Year 12	Year 11 or below (f)	

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) The Survey of Education and Work (SEW) is not conducted in Aboriginal and Torres Strait Islander communities.
- (c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.
- (d) 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).
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (f) Includes people who never attended school.
- (g) Includes people who never attended school and people whose level of highest educational attainment could not be determined.
- (h) Totals may not add as a result of rounding.

Source: ABS 2011, 2012 and 2013, *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0, Canberra; ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001.

TABLE BA.6

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

	<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>Diploma or advanced diploma</i>	<i>Certificate III or IV</i>	<i>Certificate I or 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>	
2014											
Managers	%	35.7	14.1	15.4	2.6	2.0	69.6	16.9	13.6	30.5	100.0
Professionals	%	74.6	10.8	4.3	1.0	1.6	92.3	6.0	1.7	7.7	100.0
Technicians and Trades Workers	%	7.8	8.3	50.9	4.7	3.2	74.9	11.0	13.9	25.0	100.0
Community and Personal Service Workers	%	16.9	16.5	26.2	4.6	2.3	66.6	19.7	13.7	33.4	100.0
Clerical and Administrative Workers	%	22.8	13.5	15.7	5.7	1.9	59.6	22.5	17.9	40.4	100.0
Sales Workers	%	11.7	8.1	12.0	5.1	1.3	38.3	32.0	29.5	61.7	100.0
Machinery Operators And Drivers	%	5.2	5.3	24.9	5.9	2.3	43.5	19.1	37.3	56.6	100.0
Labourers	%	6.0	4.1	18.7	5.5	2.4	36.9	22.5	40.8	63.1	100.0
All occupations	%	29.2	10.6	19.9	3.9	2.1	65.8	16.8	17.4	34.3	100.0
Managers	'000	498.7	197.5	215.9	36.9	27.3	973.8	236.0	189.9	425.8	1 398.3
Professionals	'000	1 850.3	268.7	105.8	26.0	39.7	2 287.8	148.9	41.4	191.7	2 479.0
Technicians and Trades Workers	'000	128.2	136.1	838.4	76.8	53.5	1 234.3	182.0	228.5	412.2	1 647.5
Community and Personal Service Workers	'000	192.1	187.2	296.8	52.3	25.9	755.2	223.0	155.7	379.2	1 134.3
Clerical and Administrative Workers	'000	366.2	217.1	251.8	91.0	30.3	956.4	360.7	287.3	647.6	1 604.9
Sales Workers	'000	123.9	85.5	127.4	54.0	13.6	406.7	339.5	312.9	655.0	1 060.8
Machinery Operators And Drivers	'000	37.6	38.2	180.9	43.0	17.0	315.9	138.8	270.7	410.5	725.9
Labourers	'000	67.2	45.8	208.0	61.5	26.8	410.2	250.6	454.5	702.3	1 113.0
All occupations	'000	3 263.4	1 179.0	2 226.2	435.3	237.2	7 339.0	1 879.4	1 942.2	3 822.9	11 160.5
2013											
Managers	%	34.5	12.8	18.2	3.1	1.1	70.0	17.0	13.3	30.2	100.0
Professionals	%	73.2	10.5	4.9	0.7	0.4	89.8	8.0	2.1	10.1	100.0
Technicians and Trades Workers	%	7.5	8.3	51.9	3.4	0.8	72.0	12.5	15.6	27.9	100.0

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>Diploma or advanced diploma</i>	<i>Certificate III or IV</i>	<i>Certificate I or 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	%	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
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

TABLE BA.6

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

	Unit	Highest non-school qualification					Sub-total (non-school qualification)	Highest school year			Total (g)
		Bachelor degree or above	Diploma or advanced diploma	Certificate III or IV	Certificate I or II or nfd	Level not determined		Year 12	Year 11 or below (f)	Sub-total (school completed)	
Labourers	%	7.3	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 is not conducted in Aboriginal and Torres Strait Islander communities.
- (c) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (d) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.
- (e) Totals and sub totals may not equal components due to rounding.
- (f) Includes people who never attended school.
- (g) Includes people who never attended school and people whose level of highest educational attainment could not be determined.

Source: ABS 2012, *Education and Work, Australia, May 2012*, Cat. no. 6227.0, Canberra; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
On track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
On track on three or more domains	no.	2 447	382	1 906	958	295	216	66	530	6 800

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (a), (b)**

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

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC), by Indigenous status (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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) Data are reported from a population measure of young children's development based on a teacher completed checklist. The 5 AEDC domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDC results are available at www.aedc.gov.au.
- (b) Children classified as on track scored in the highest 75 per cent of the national AEDC population for an AEDC domain. AEDC cut offs have been set for each domain. The cut offs have been created on the basis of all children who participated in the AEDC nationally.
- (c) AEDC Cycle 2 data are used for 2012. The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDC.

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

TABLE BA.8

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
Developmentally at risk on no domains	%	61.9	62.8	55.7	57.8	58.0	60.7	56.2	59.4	60.0

TABLE BA.8

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

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

TABLE BA.8

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

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

TABLE BA.8

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

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

– Nil or rounded to zero.

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

TABLE BA.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
Developmentally vulnerable on no domains	%	81.0	80.8	75.1	78.8	77.4	79.7	78.5	79.3	79.1

TABLE BA.9

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

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

TABLE BA.9

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

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

TABLE BA.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 and Training unpublished, *Australian Early Development Census 2009 and 2012*.

TABLE BA.10

Table BA.10 Children engaged in informal learning activities (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
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	%	19.3	10.5	15.9	12.4	15.6	15.0	11.1	15.8	15.4
4–6 days	%	29.0	28.3	34.1	30.0	30.5	31.8	44.9	36.8	30.5
7 days	%	47.2	58.1	45.6	55.0	48.5	49.9	39.0	35.5	50.0
Did not tell stories, read to or listen to child read	%	3.2	3.3	4.9	3.5	5.3	3.6	np	12.5	4.0
Total (c)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1–3 days	'000	111.7	45.6	60.1	24.9	18.4	5.8	3.4	2.4	276.7
4–6 days	'000	167.7	123.1	129.1	60.4	36.1	12.3	13.7	5.6	548.9
7 days	'000	272.7	252.5	172.4	110.6	57.4	19.3	11.9	5.4	899.6
Did not tell stories, read to or listen to child read	'000	18.5	14.5	18.5	7.1	6.3	1.4	np	1.9	72.3
Total (c)	'000	577.9	434.3	378.4	201.0	118.3	38.7	30.5	15.2	1 797.6
Children aged 0–2 years										
Number of days each week parent read from a book or told stories to child										
1–6 days	%	26.1	25.2	17.3	30.9	28.9	26.4	19.4	29.2	24.7
7 days	%	52.8	59.6	58.1	55.6	55.9	57.1	54.5	46.1	56.1
Did not read from book a book or tell stories	%	21.8	16.3	21.8	14.9	16.1	17.0	np	24.7	19.1
Total (c)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1–6 days	'000	77.8	57.0	33.3	32.3	17.6	4.8	3.2	2.6	229.3
7 days	'000	157.1	134.5	112.1	58.2	34.0	10.4	9.0	4.1	521.4
Did not read from book a book or tell stories	'000	64.9	36.9	42.1	15.6	9.8	3.1	np	2.2	177.4

TABLE BA.10

Table BA.10 Children engaged in informal learning activities (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total (c)	'000	297.6	225.8	192.8	104.6	60.8	18.2	16.5	8.9	929.3
2011										
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 stories 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 book a book or tell stories	%	22.4	20.3	17.3	19.5	16.3	17.2	11.1	23.6	19.8
Total (c)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1–6 days	'000	67.4	49.0	35.8	18.4	19.0	5.2	4.5	1.7	200.9
7 days	'000	150.3	119.7	118.8	55.6	30.2	11.0	8.8	4.7	499.1

Table BA.10 **Children engaged in informal learning activities (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Did not read from book a book or tell stories	'000	62.8	43.2	32.4	17.9	9.7	3.4	1.7	2.0	173.0
Total (c)	'000	280.4	212.9	187.0	92.0	59.3	19.6	15.0	8.3	874.3

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

np Not published.

Source: ABS unpublished, *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0; ABS unpublished, *Microdata: Childhood Education and Care, Australia, June 2014*, Cat. no. 4402.0.55.001.

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
15–19 year olds										
Enrolled in a non-school qualification										
Bachelor degree or above (f)	'000	58.4	56.9	45.7	23.1	12.5	2.6	6.1	0.4	202.1
Diploma or advanced diploma (g)	'000	7.4	8.3	8.7	5.6	np	–	–	–	33.4
Certificate III or IV	'000	33.3	17.4	17.1	8.7	5.6	2.7	1.1	1.3	86.8
Certificate I or II or nfd (h)	'000	10.2	5.0	3.5	np	2.2	np	–	–	20.0
Enrolled in school level study (i)	'000	272.8	222.2	155.1	74.8	62.2	21.8	12.9	9.9	834.3
Total enrolled (j)	'000	388.1	309.6	234.5	118.7	83.3	28.5	19.3	11.2	1 190.9
Not enrolled	'000	76.1	48.0	73.7	40.5	16.3	5.3	4.1	4.1	265.5
Total	'000	461.6	357.1	305.8	159.3	100.4	33.1	23.8	15.4	1 456.8
Enrolled in a non-school qualification										
Bachelor degree or above (f)	%	12.7 ± 2.0	15.9 ± 2.2	14.9 ± 3.4	14.5 ± 3.5	12.5 ± 2.6	7.9 ± 4.2	25.6 ± 9.9	np	13.9 ± 1.0
Diploma or advanced diploma (g)	%	1.6 ± 1.0	2.3 ± 1.5	2.8 ± 1.5	3.5 ± 2.0	np	np	np	np	2.3 ± 0.5
Certificate III or IV	%	7.2 ± 2.6	4.9 ± 1.5	5.6 ± 2.3	5.5 ± 3.1	5.6 ± 2.8	8.2 ± 4.0	4.6 ± 3.5	8.4 ± 7.4	6.0 ± 1.1
Certificate I or II or nfd (h)	%	2.2 ± 1.1	1.4 ± 1.0	1.1 ± 1.0	np	2.2 ± 1.4	np	np	np	1.4 ± 0.4
Enrolled in school level study (i)	%	59.1 ± 3.2	62.2 ± 2.1	50.7 ± 2.6	47.0 ± 3.8	62.0 ± 5.0	65.9 ± 5.4	54.2 ± 5.1	64.3 ± 7.8	57.3 ± 1.1
Total enrolled (j)	%	84.1 ± 2.9	86.7 ± 2.4	76.7 ± 2.6	74.5 ± 3.7	83.0 ± 5.3	86.1 ± 4.8	81.1 ± 5.9	72.7 ± 5.1	81.7 ± 1.1
Not enrolled	%	16.5 ± 2.8	13.4 ± 2.5	24.1 ± 2.6	25.4 ± 3.7	16.2 ± 3.3	16.0 ± 5.3	17.2 ± 6.2	26.6 ± 6.9	18.2 ± 1.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
20–24 year olds										
Enrolled in a non-school qualification										
Bachelor degree or above (f)	'000	151.5	134.5	71.3	44.4	34.6	4.7	15.3	np	460.3
Diploma or advanced diploma (g)	'000	26.5	29.8	12.2	6.3	2.9	np	np	np	80.1
Certificate III or IV	'000	40.4	26.4	21.1	10.9	6.7	4.0	np	2.2	118.5
Certificate I or II or nfd (h)	'000	5.8	6.1	4.3	np	np	np	–	–	18.6
Enrolled in school level study (i)	'000	np	–	–	–	np	–	–	–	np
Total enrolled (j)	'000	231.1	199.5	110.7	61.9	50.2	10.6	18.1	4.2	689.2

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Not enrolled	'000	276.8	213.5	219.0	122.6	64.6	21.1	14.5	12.4	944.1
Total	'000	507.9	413.6	331.4	185.8	112.9	31.8	31.6	16.3	1 632.9
Enrolled in a non-school qualification										
Bachelor degree or above (f)	%	29.8 ± 3.0	32.5 ± 3.7	21.5 ± 3.4	23.9 ± 4.2	30.6 ± 4.6	14.8 ± 7.8	48.4 ± 26.5	np	28.2 ± 1.6
Diploma or advanced diploma (g)	%	5.2 ± 2.0	7.2 ± 2.2	3.7 ± 2.5	3.4 ± 1.9	2.6 ± 2.0	np	np	np	4.9 ± 0.9
Certificate III or IV	%	8.0 ± 1.6	6.4 ± 1.8	6.4 ± 2.2	5.9 ± 2.8	5.9 ± 3.0	12.6 ± 5.1	np	13.5 ± 8.5	7.3 ± 0.8
Certificate I or II or nfd (h)	%	1.1 ± 0.8	1.5 ± 1.3	1.3 ± 1.0	np	np	np	np	np	1.1 ± 0.4
Enrolled in school level study (i)	%	np	np	np	np	np	np	np	np	np
Total enrolled (j)	%	45.5 ± 2.7	48.2 ± 4.7	33.4 ± 4.3	33.3 ± 4.5	44.5 ± 5.5	33.3 ± 8.9	57.3 ± 22.9	25.8 ± 9.1	42.2 ± 1.8
Not enrolled	%	54.5 ± 2.7	51.6 ± 4.5	66.1 ± 4.8	66.0 ± 4.7	57.2 ± 5.5	66.4 ± 8.8	45.9 ± 23.0	76.1 ± 8.6	57.8 ± 1.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15–24 year olds										
Enrolled in a non-school qualification										
Bachelor degree or above (f)	'000	210.6	188.0	115.4	67.1	46.9	6.8	22.0	1.6	661.9
Diploma or advanced diploma (g)	'000	35.7	36.1	20.8	10.6	5.8	np	np	np	112.9
Certificate III or IV	'000	73.8	43.4	38.7	20.0	13.9	7.3	1.9	3.2	204.8
Certificate I or II or nfd (h)	'000	11.9	9.4	7.8	np	np	1.3	–	–	39.9
Enrolled in school level study (i)	'000	275.7	222.2	155.1	74.8	62.7	21.8	13.6	9.9	835.5
Total enrolled (j)	'000	618.0	510.5	347.3	179.8	133.2	38.5	37.1	15.0	1 880.5
Not enrolled	'000	350.9	259.9	291.2	163.6	80.9	26.1	18.0	17.1	1 207.8
Total	'000	972.2	768.6	638.6	344.2	213.7	65.0	55.1	32.1	3 086.4
Enrolled in a non-school qualification										
Bachelor degree or above (f)	%	21.7 ± 2.1	24.5 ± 2.3	18.1 ± 2.6	19.5 ± 3.1	21.9 ± 2.8	10.5 ± 4.6	39.9 ± 18.3	5.0 ± 4.4	21.4 ± 1.0
Diploma or advanced diploma (g)	%	3.7 ± 1.1	4.7 ± 1.3	3.3 ± 1.7	3.1 ± 1.2	2.7 ± 1.1	np	np	np	3.7 ± 0.6
Certificate III or IV	%	7.6 ± 1.4	5.6 ± 0.9	6.1 ± 1.6	5.8 ± 2.1	6.5 ± 2.1	11.2 ± 3.1	3.4 ± 2.6	10.0 ± 5.5	6.6 ± 0.7
Certificate I or II or nfd (h)	%	1.2 ± 0.7	1.2 ± 0.9	1.2 ± 0.6	np	np	2.0 ± 1.5	np	np	1.3 ± 0.3
Enrolled in school level study (i)	%	28.4 ± 1.6	28.9 ± 1.0	24.3 ± 1.3	21.7 ± 1.8	29.3 ± 3.3	33.5 ± 2.8	24.7 ± 2.6	30.8 ± 3.9	27.1 ± 0.6

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total enrolled (j)	%	63.6 ± 2.1	66.4 ± 2.7	54.4 ± 2.8	52.2 ± 3.1	62.3 ± 4.8	59.2 ± 4.9	67.3 ± 14.5	46.7 ± 4.6	60.9 ± 1.2
Not enrolled	%	36.1 ± 1.9	33.8 ± 2.7	45.6 ± 3.0	47.5 ± 3.3	37.9 ± 3.2	40.2 ± 4.9	32.7 ± 14.6	53.3 ± 5.2	39.1 ± 1.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
17–24 year olds										
Enrolled in a non-school qualification										
Bachelor degree or above (f)	'000	210.6	188.0	115.4	67.0	46.9	6.8	22.0	1.6	660.9
Diploma or advanced diploma (g)	'000	33.8	36.1	20.8	10.6	5.8	np	np	np	112.2
Certificate III or IV	'000	71.5	42.9	39.8	19.8	13.9	7.2	1.9	2.8	200.1
Certificate I or II or nfd (h)	'000	10.7	9.0	7.8	4.6	np	1.3	–	–	36.1
Enrolled in school level study (i)	'000	103.5	90.5	36.3	18.4	24.6	10.1	4.4	3.8	290.0
Total enrolled (j)	'000	442.3	375.8	230.5	120.7	96.3	25.7	29.4	8.4	1 326.0
Not enrolled	'000	350.0	255.8	288.8	163.2	80.1	25.6	18.0	16.1	1 197.1
Total	'000	795.0	632.3	517.1	283.4	176.1	51.7	47.0	24.7	2 524.1
Enrolled in a non-school qualification										
Bachelor degree or above (f)	%	26.5 ± 2.5	29.7 ± 2.8	22.3 ± 3.2	23.6 ± 3.7	26.6 ± 3.5	13.2 ± 5.8	46.8 ± 21.5	6.5 ± 5.7	26.2 ± 1.3
Diploma or advanced diploma (g)	%	4.3 ± 1.3	5.7 ± 1.6	4.0 ± 2.0	3.7 ± 1.4	3.3 ± 1.3	np	np	np	4.4 ± 0.7
Certificate III or IV	%	9.0 ± 1.7	6.8 ± 1.1	7.7 ± 1.8	7.0 ± 2.5	7.9 ± 2.5	13.9 ± 3.9	4.0 ± 3.1	11.3 ± 6.8	7.9 ± 0.8
Certificate I or II or nfd (h)	%	1.3 ± 0.8	1.4 ± 1.0	1.5 ± 0.7	1.6 ± 1.2	np	2.5 ± 1.9	np	np	1.4 ± 0.4
Enrolled in school level study (i)	%	13.0 ± 1.4	14.3 ± 1.2	7.0 ± 1.5	6.5 ± 1.5	14.0 ± 2.3	19.5 ± 2.9	9.4 ± 2.9	15.4 ± 5.3	11.5 ± 0.6
Total enrolled (j)	%	55.6 ± 2.4	59.4 ± 3.5	44.6 ± 3.4	42.6 ± 3.8	54.7 ± 5.1	49.7 ± 6.3	62.6 ± 17.1	34.0 ± 7.1	52.5 ± 1.3
Not enrolled	%	44.0 ± 2.3	40.5 ± 3.3	55.8 ± 3.7	57.6 ± 4.0	45.5 ± 4.1	49.5 ± 6.1	38.3 ± 17.1	65.2 ± 5.4	47.4 ± 1.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
25–29 year olds										
Enrolled in a non-school qualification										
Bachelor degree or above (f)	'000	62.3	53.0	25.8	18.6	11.7	1.9	7.3	1.0	180.4
Diploma or advanced diploma (g)	'000	16.2	17.2	10.9	7.6	4.7	0.9	np	0.7	56.8
Certificate III or IV	'000	19.5	15.3	13.4	9.0	5.9	1.7	1.7	1.4	70.7

TABLE BA.11

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Certificate I or II or nfd (h)	'000	np	3.7	np	–	1.7	0.9	–	np	14.9
Enrolled in school level study (i)	'000	–	–	–	–	–	–	–	–	–
Total enrolled (j)	'000	105.7	96.3	58.0	39.2	23.0	4.6	9.4	3.5	339.8
Not enrolled	'000	427.4	353.8	282.4	179.8	92.5	24.8	24.3	17.0	1 402.6
Total	'000	535.1	448.9	342.1	219.1	115.2	29.1	34.9	20.1	1 742.4
Enrolled in a non-school qualification										
Bachelor degree or above (f)	%	11.6 ± 2.2	11.8 ± 2.8	7.5 ± 2.4	8.5 ± 3.0	10.2 ± 3.8	6.5 ± 3.7	20.9 ± 7.7	5.0 ± 4.1	10.4 ± 1.2
Diploma or advanced diploma (g)	%	3.0 ± 1.2	3.8 ± 1.6	3.2 ± 1.6	3.5 ± 1.8	4.1 ± 2.1	3.1 ± 3.0	np	3.5 ± 2.5	3.3 ± 0.6
Certificate III or IV	%	3.6 ± 1.7	3.4 ± 1.3	3.9 ± 1.7	4.1 ± 2.2	5.1 ± 2.4	5.8 ± 3.3	4.9 ± 4.0	7.0 ± 4.4	4.1 ± 0.7
Certificate I or II or nfd (h)	%	np	0.8 ± 0.8	np	np	1.5 ± 1.3	3.1 ± 2.3	np	np	0.9 ± 0.3
Enrolled in school level study (i)	%	np	np	np	np	np	np	np	np	np
Total enrolled (j)	%	19.8 ± 3.2	21.5 ± 3.8	17.0 ± 2.8	17.9 ± 4.1	20.0 ± 4.3	15.8 ± 4.5	26.9 ± 6.8	17.4 ± 5.2	19.5 ± 1.4
Not enrolled	%	79.9 ± 3.1	78.8 ± 3.7	82.5 ± 2.7	82.1 ± 3.4	80.3 ± 4.3	85.2 ± 4.3	69.6 ± 6.6	84.6 ± 4.8	80.5 ± 1.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15–64 year olds										
Enrolled in a non-school qualification										
Bachelor degree or above (f)	'000	365.5	296.7	199.4	120.4	80.2	14.6	39.4	7.5	1 126.8
Diploma or advanced diploma (g)	'000	82.3	86.5	54.7	27.5	19.9	4.5	3.6	2.6	285.6
Certificate III or IV	'000	170.7	101.4	100.9	53.1	36.1	14.4	7.6	7.0	493.0
Certificate I or II or nfd (h)	'000	38.3	27.2	16.4	11.3	8.1	4.3	np	1.1	107.4
Enrolled in school level study (i)	'000	275.7	224.4	155.1	76.6	62.7	21.8	13.6	9.9	837.8
Total enrolled (j)	'000	959.2	759.2	545.1	296.3	216.1	59.8	64.7	28.6	2 929.3
Not enrolled	'000	3 949.8	3 121.6	2 562.6	1 452.7	874.2	267.6	203.2	131.4	12 561.4
Total	'000	4 909.5	3 877.4	3 108.7	1 748.6	1 090.6	327.6	268.4	159.3	15 491.5
Enrolled in a non-school qualification										
Bachelor degree or above (f)	%	7.4 ± 0.6	7.7 ± 0.7	6.4 ± 0.7	6.9 ± 1.0	7.4 ± 0.9	4.5 ± 1.4	14.7 ± 4.6	4.7 ± 1.2	7.3 ± 0.3
Diploma or advanced diploma (g)	%	1.7 ± 0.3	2.2 ± 0.3	1.8 ± 0.5	1.6 ± 0.4	1.8 ± 0.5	1.4 ± 0.4	1.3 ± 0.6	1.6 ± 0.7	1.8 ± 0.2

Table BA.11 Participation in education and training, by level of study, by age group, 2014 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	%	3.5 ± 0.6	2.6 ± 0.3	3.2 ± 0.4	3.0 ± 0.6	3.3 ± 0.7	4.4 ± 0.6	2.8 ± 0.9	4.4 ± 1.3	3.2 ± 0.2
Certificate I or II or nfd (h)	%	0.8 ± 0.2	0.7 ± 0.2	0.5 ± 0.2	<i>0.6 ± 0.3</i>	0.7 ± 0.3	1.3 ± 0.5	np	<i>0.7 ± 0.6</i>	0.7 ± 0.1
Enrolled in school level study (i)	%	5.6 ± 0.3	5.8 ± 0.2	5.0 ± 0.3	4.4 ± 0.4	5.7 ± 0.7	6.7 ± 0.6	5.1 ± 0.5	6.2 ± 0.8	5.4 ± 0.1
Total enrolled (j)	%	19.5 ± 1.0	19.6 ± 0.8	17.5 ± 0.8	16.9 ± 1.1	19.8 ± 1.3	18.3 ± 1.6	24.1 ± 4.0	18.0 ± 1.4	18.9 ± 0.4
Not enrolled	%	80.5 ± 0.9	80.5 ± 0.8	82.4 ± 0.8	83.1 ± 0.8	80.2 ± 0.8	81.7 ± 1.6	75.7 ± 4.0	82.5 ± 2.1	81.1 ± 0.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

nfd = Not further defined.

- (a) Participation may be underestimated as data refer to enrolment in study at May, and not for the whole year.
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See 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.
- (e) Totals may not add due to rounding and/or not published data.
- (f) Bachelor degree or above includes bachelor degree, graduate diploma, graduate certificate and postgraduate degree.
- (g) Diploma or advanced diploma includes diploma, advanced diploma and associate degree.
- (h) Certificate I or II or nfd includes certificate I and II and certificate nfd. The levels of study are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than school level study).
- (i) School level study includes year 8 or below, year 9, year 10, year 11 and year 12. It includes people undertaking both school level study and study for a non-school qualification.
- (j) Total enrolled includes level not determined.
– Nil or rounded to zero. **np** Not published.

Source: ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.030.001.

TABLE BA.12

Table BA.12 **Participation in education and training, by single year of age, by level of study (national only), 2014 (a), (b), (c), (d), (e)**

	<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
Enrolled in a non-school qualification											
Bachelor degree or above (f)	'000	–	–	15.9	81.6	103.1	123.3	109.6	83.9	79.2	63.5
Diploma or advanced diploma (g)	'000	–	–	5.3	19.5	8.6	20.6	13.3	14.0	12.1	16.2
Certificate III or IV	'000	–	np	9.6	32.7	39.1	33.3	27.4	24.7	17.8	16.1
Certificate I or II or nfd (h)	'000	np	np	np	6.2	7.8	3.0	4.1	4.8	3.9	4.0
Enrolled in school level study (i)	'000	278.6	267.4	212.9	55.7	20.7	–	–	–	–	–
Total enrolled (j)	'000	278.5	275.0	248.6	205.0	187.0	179.1	157.5	132.3	117.1	103.8
Not enrolled	'000	np	9.2	41.9	93.5	120.6	131.7	158.2	189.8	221.2	244.7
Total	'000	281.7	283.0	287.2	296.6	307.6	311.9	315.2	322.1	337.2	349.0
Enrolled in a non-school qualification											
Bachelor degree or above (f)	%	np	np	5.5 ± 2.0	27.5 ± 2.9	33.5 ± 2.8	39.5 ± 4.4	34.8 ± 4.2	26.0 ± 3.3	23.5 ± 3.1	18.2 ± 2.8
Diploma or advanced diploma (g)	%	np	np	1.8 ± 1.2	6.6 ± 2.4	2.8 ± 1.4	6.6 ± 2.1	4.2 ± 2.1	4.3 ± 1.8	3.6 ± 1.9	4.6 ± 1.6
Certificate III or IV	%	np	np	3.3 ± 1.8	11.0 ± 3.0	12.7 ± 2.2	10.7 ± 3.1	8.7 ± 2.0	7.7 ± 2.4	5.3 ± 2.1	4.6 ± 1.8
Certificate I or II or nfd (h)	%	np	np	np	2.1 ± 1.7	2.5 ± 1.3	1.0 ± 0.8	1.3 ± 0.9	1.5 ± 1.2	1.2 ± 0.9	1.1 ± 1.0
Enrolled in school level study (i)	%	98.9 ± 0.4	95.1 ± 2.2	74.1 ± 4.0	18.8 ± 3.3	6.7 ± 2.0	np	np	np	np	np
Total enrolled (j)	%	98.9 ± 0.5	97.2 ± 1.3	86.6 ± 2.8	69.1 ± 3.2	60.8 ± 3.2	57.4 ± 5.1	50.0 ± 4.4	41.1 ± 4.2	34.7 ± 4.0	29.7 ± 3.9
Not enrolled	%	np	3.3 ± 1.5	14.6 ± 2.7	31.5 ± 3.8	39.2 ± 3.8	42.2 ± 4.8	50.2 ± 4.6	58.9 ± 4.2	65.6 ± 3.9	70.1 ± 3.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

nfd = Not further defined.

- (a) Participation may be underestimated as data refer to enrolment in study at May, and not for the whole year.
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The SEW was not conducted in Aboriginal and Torres Strait Islander communities.

Table BA.12 **Participation in education and training, by single year of age, by level of study (national only), 2014 (a), (b), (c), (d), (e)**

<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
(e) Totals may not add due to rounding and/or not published data.										
(f) Bachelor degree or above includes bachelor degree, graduate diploma, graduate certificate and postgraduate degree.										
(g) Diploma or advanced diploma includes diploma, advanced diploma and associate degree.										
(h) Certificate I or II or nfd includes certificate I and II and certificate nfd. The levels of study are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than school level study).										
(i) School level study includes year 8 or below, year 9, year 10, year 11 and year 12. It includes people undertaking both school level study and study for a non-school qualification.										
(j) Total enrolled includes level not determined.										
– Nil or rounded to zero. np Not published.										

Source: ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001.

TABLE BA.13

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

<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>
2014									
15–19	84.1 ± 2.9	86.7 ± 2.4	76.7 ± 2.6	74.5 ± 3.7	83.0 ± 5.3	86.1 ± 4.8	81.1 ± 5.9	72.7 ± 5.1	81.7 ± 1.1
17–24	55.6 ± 2.4	59.4 ± 3.5	44.6 ± 3.4	42.6 ± 3.8	54.7 ± 5.1	49.7 ± 6.3	62.6 ± 17.1	34.0 ± 7.1	52.5 ± 1.3
20–24	45.5 ± 2.7	48.2 ± 4.7	33.4 ± 4.3	33.3 ± 4.5	44.5 ± 5.5	33.3 ± 8.9	57.3 ± 22.9	25.8 ± 9.1	42.2 ± 1.8
25–29	19.8 ± 3.2	21.5 ± 3.8	17.0 ± 2.8	17.9 ± 4.1	20.0 ± 4.3	15.8 ± 4.5	26.9 ± 6.8	17.4 ± 5.2	19.5 ± 1.4
15–64	19.5 ± 1.0	19.6 ± 0.8	17.5 ± 0.8	16.9 ± 1.1	19.8 ± 1.3	18.3 ± 1.6	24.1 ± 4.0	18.0 ± 1.4	18.9 ± 0.4
2013									
15–19	84.0 ± 2.6	83.9 ± 2.9	75.1 ± 4.6	76.2 ± 5.5	83.0 ± 3.4	82.7 ± 5.2	86.6 ± 7.3	77.4 ± 8.1	80.8 ± 1.7
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 ± 33.9	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 ± 4.0	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	9.4 ± 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	4.9 ± 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 ± 11.5	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 ± 6.2	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 ± 6.0	19.5 ± 1.8

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

<i>Age group</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
15–64	20.6 ± 0.7	20.4 ± 0.9	18.1 ± 0.8	17.0 ± 1.2	19.4 ± 1.4	18.0 ± 1.0	24.2 ± 1.9	19.7 ± 2.5	19.6 ± 0.5

- (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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (d) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Source: ABS unpublished, *Education and Work, May 2010, 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.14

Table BA.14 Applications to enrol in an educational institution, 15–19 and 17–24 year olds (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
Number of 15–19 year olds										
Applied to enrol	'000	392.9	315.2	245.6	121.5	85.4	29.6	20.0	12.2	1 218.4
Studying in May	'000	388.1	309.6	234.5	118.7	83.3	28.5	19.3	11.2	1 190.9
Did not apply to enrol	'000	69.9	41.4	62.6	35.2	14.5	3.8	3.1	3.9	234.4
Proportion of 15–19 year olds										
Applied to enrol	%	85.1 ± 2.9	88.3 ± 2.3	80.3 ± 2.4	76.3 ± 3.0	85.1 ± 5.1	89.4 ± 4.6	84.0 ± 5.5	79.2 ± 6.4	83.6 ± 1.1
Studying in May	%	84.1 ± 2.9	86.7 ± 2.4	76.7 ± 2.6	74.5 ± 3.7	83.0 ± 5.3	86.1 ± 4.8	81.1 ± 5.9	72.7 ± 5.1	81.7 ± 1.1
Did not apply to enrol	%	15.1 ± 2.8	11.6 ± 2.4	20.5 ± 2.4	22.1 ± 3.8	14.4 ± 3.3	11.5 ± 5.0	13.0 ± 5.8	25.3 ± 8.5	16.1 ± 1.0
Number of 17–24 year olds										
Applied to enrol	'000	457.5	391.3	251.8	129.6	99.8	27.8	30.4	9.5	1 399.8
Studying in May	'000	442.3	375.8	230.5	120.7	96.3	25.7	29.4	8.4	1 326.0
Did not apply to enrol	'000	333.4	239.3	266.9	153.0	76.1	24.1	16.6	15.9	1 124.7
Proportion of 17–24 year olds										
Applied to enrol	%	57.5 ± 2.3	61.9 ± 3.7	48.7 ± 2.7	45.7 ± 3.8	56.7 ± 5.4	53.8 ± 6.7	64.7 ± 16.8	38.5 ± 7.0	55.5 ± 1.4
Studying in May	%	55.6 ± 2.4	59.4 ± 3.5	44.6 ± 3.4	42.6 ± 3.8	54.7 ± 5.1	49.7 ± 6.3	62.6 ± 17.1	34.0 ± 7.1	52.5 ± 1.3
Did not apply to enrol	%	41.9 ± 2.3	37.8 ± 3.5	51.6 ± 3.0	54.0 ± 4.3	43.2 ± 4.5	46.6 ± 6.4	35.3 ± 16.7	64.4 ± 5.6	44.6 ± 1.3
2013										
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	5.6	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

TABLE BA.14

Table BA.14 Applications to enrol in an educational institution, 15–19 and 17–24 year olds (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 to enrol, unable to gain placement and gained placement but not studying.

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

(c) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. In 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

Source: ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.15

Table BA.15 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014									
15	98.3 ± 3.0	100.0 ± 5.4	102.6 ± 8.2	101.3 ± 1.5	100.0 ± 15.0	100.0 ± 13.5	100.0 ± 21.3	100.0 ± 19.4	98.9 ± 0.5
16	99.3 ± 5.7	97.7 ± 4.1	93.1 ± 4.1	94.7 ± 4.5	104.4 ± 17.4	98.5 ± 5.1	100.0 ± 22.9	108.6 ± 1.4	97.0 ± 1.1
17	92.5 ± 5.9	94.3 ± 2.6	84.3 ± 6.6	85.0 ± 8.6	91.0 ± 10.5	90.0 ± 5.3	100.0 ± 17.2	75.8 ± 17.9	90.5 ± 2.5
18	78.8 ± 8.1	80.0 ± 10.0	72.6 ± 6.4	88.2 ± 8.3	66.5 ± 13.3	80.0 ± 12.6	78.4 ± 22.2	91.7 ± 24.2	76.6 ± 2.7
19	72.6 ± 8.0	78.2 ± 7.1	75.4 ± 8.8	67.0 ± 17.2	79.9 ± 13.4	64.3 ± 16.0	70.7 ± 17.5	78.3 ± 23.6	74.8 ± 3.2
20	70.7 ± 8.3	81.3 ± 8.5	65.1 ± 10.4	78.0 ± 11.3	74.9 ± 16.2	88.9 ± 12.0	72.0 ± 37.5	50.0 ± 26.4	73.9 ± 3.7
21	77.7 ± 5.7	72.9 ± 7.1	74.4 ± 10.5	78.9 ± 13.7	58.6 ± 9.8	72.9 ± 18.2	74.1 ± 16.6	61.3 ± 15.9	74.7 ± 3.9
22	70.4 ± 8.1	77.6 ± 7.5	65.5 ± 10.4	82.5 ± 10.0	80.0 ± 9.4	55.2 ± 16.9	94.7 ± 2.0	69.0 ± 17.1	73.3 ± 4.2
23	74.8 ± 6.5	77.8 ± 7.0	73.3 ± 7.7	73.5 ± 10.6	71.3 ± 8.3	60.3 ± 13.4	76.3 ± 28.3	97.4 ± 11.9	75.1 ± 3.9
24	75.6 ± 6.7	71.0 ± 6.6	69.8 ± 11.2	74.5 ± 9.4	73.8 ± 7.9	65.1 ± 13.8	94.5 ± 10.0	78.6 ± 10.1	73.0 ± 3.4
15–19	87.2 ± 2.9	90.2 ± 2.2	83.3 ± 2.5	85.8 ± 4.1	87.5 ± 6.5	90.0 ± 4.9	86.6 ± 7.0	88.3 ± 4.9	87.2 ± 1.1
20–24	74.9 ± 3.4	77.0 ± 3.7	69.5 ± 4.0	76.6 ± 4.2	72.9 ± 4.8	65.7 ± 7.0	86.7 ± 9.1	76.1 ± 5.7	74.1 ± 1.6
15–24	80.5 ± 2.2	83.5 ± 2.1	76.2 ± 2.8	81.1 ± 2.8	78.9 ± 4.5	77.1 ± 3.3	86.6 ± 7.3	81.6 ± 1.0	80.4 ± 1.0
17–24	76.4 ± 2.6	79.5 ± 2.8	71.3 ± 3.4	77.3 ± 3.7	74.2 ± 4.5	73.5 ± 4.4	82.3 ± 8.6	79.4 ± 3.1	76.3 ± 1.3
25–29	70.7 ± 2.8	71.8 ± 3.4	68.3 ± 3.4	76.3 ± 4.2	66.8 ± 4.4	62.9 ± 6.5	82.2 ± 6.5	80.6 ± 2.9	71.3 ± 1.6
15–64	64.4 ± 1.0	63.9 ± 1.1	63.8 ± 1.2	65.6 ± 1.4	62.3 ± 1.9	57.4 ± 1.7	73.8 ± 2.8	78.0 ± 3.7	64.3 ± 0.5
2013									
15	np	np	np	np	np	np	np	np	np
16	96.1 ± 2.2	97.2 ± 2.9	93.6 ± 5.1	97.7 ± 10.3	np	88.2 ± 5.7	np	89.3 ± 7.5	96.7 ± 1.5
17	92.5 ± 4.0	87.3 ± 6.1	83.6 ± 6.6	84.4 ± 7.6	93.9 ± 5.8	79.7 ± 10.2	np	91.2 ± 14.2	88.4 ± 2.3
18	78.1 ± 7.0	77.7 ± 6.0	61.7 ± 10.1	75.3 ± 7.9	68.6 ± 11.4	81.1 ± 13.3	75.0 ± 19.9	100.0 ± 10.7	74.9 ± 4.2
19	78.3 ± 8.3	74.9 ± 7.5	70.5 ± 9.4	72.2 ± 12.0	78.9 ± 9.5	56.3 ± 17.7	91.2 ± 12.2	67.9 ± 26.7	74.0 ± 3.9
20	74.4 ± 7.6	79.1 ± 9.1	67.6 ± 11.6	76.6 ± 11.5	69.3 ± 11.5	64.3 ± 18.0	72.4 ± 12.6	np	72.9 ± 3.0
21	77.4 ± 5.9	81.6 ± 7.7	66.8 ± 8.8	73.0 ± 9.2	71.7 ± 8.0	65.7 ± 17.5	94.2 ± 10.7	76.9 ± 20.8	75.3 ± 3.1
22	71.3 ± 5.3	74.8 ± 5.6	72.4 ± 7.2	72.5 ± 11.1	77.4 ± 7.1	71.4 ± 14.3	92.7 ± 14.0	88.9 ± 19.6	73.8 ± 2.6

TABLE BA.15

Table BA.15 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
23	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
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

TABLE BA.15

Table BA.15 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
15	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
15–64	65.5 ± 1.0	66.9 ± 1.0	66.2 ± 1.1	66.6 ± 0.7	63.9 ± 1.3	61.0 ± 2.2	74.3 ± 2.3	74.4 ± 2.7	66.1 ± 0.5

- (a) Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work.
- (b) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Table BA.15 **Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)**

<i>Age (years)</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.16

Table BA.16 Full time participation in education and training at Certificate III level or above and/or employment (per cent)
(a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014									
15	np	–	–	–	–	–	–	–	np
16	np	np	np	9.5 ± 7.6	–	–	–	–	2.7 ± 2.3
17	10.7 ± 4.0	6.1 ± 5.3	32.8 ± 9.7	32.5 ± 11.0	12.5 ± 7.7	np	–	30.3 ± 21.5	16.5 ± 3.0
18	52.9 ± 10.2	57.9 ± 10.3	62.8 ± 7.9	80.7 ± 11.5	38.8 ± 12.9	34.3 ± 18.9	64.7 ± 24.2	87.5 ± 40.5	57.4 ± 3.2
19	69.1 ± 8.9	63.9 ± 5.1	67.8 ± 10.5	69.3 ± 17.2	72.0 ± 12.7	60.0 ± 19.1	70.7 ± 17.5	69.6 ± 31.1	67.4 ± 3.0
20	70.7 ± 8.3	79.7 ± 8.1	65.1 ± 10.4	78.3 ± 11.8	74.9 ± 16.2	77.8 ± 13.9	72.0 ± 37.5	50.0 ± 26.4	73.0 ± 3.6
21	79.0 ± 5.6	72.9 ± 7.1	75.2 ± 10.5	78.9 ± 13.7	56.1 ± 9.3	72.9 ± 18.2	74.1 ± 16.6	61.3 ± 15.9	74.5 ± 4.0
22	67.6 ± 8.7	77.6 ± 7.5	62.2 ± 11.0	75.9 ± 9.7	80.0 ± 9.4	55.2 ± 16.9	94.7 ± 2.0	69.0 ± 17.1	71.9 ± 4.1
23	74.8 ± 6.5	77.8 ± 7.0	69.6 ± 7.3	73.5 ± 10.6	64.6 ± 9.9	60.3 ± 13.4	76.3 ± 28.3	97.4 ± 11.9	74.8 ± 3.8
24	77.2 ± 6.8	69.4 ± 6.5	69.8 ± 11.2	74.5 ± 9.4	73.8 ± 7.9	65.1 ± 13.8	94.5 ± 10.0	78.6 ± 10.1	72.1 ± 3.5
15–19	28.3 ± 2.7	27.7 ± 2.7	33.7 ± 3.7	38.9 ± 5.2	26.7 ± 3.8	22.4 ± 5.8	29.8 ± 9.3	26.0 ± 9.3	29.9 ± 1.3
20–24	73.9 ± 3.4	76.5 ± 3.7	68.7 ± 4.0	75.9 ± 4.3	72.2 ± 4.7	65.7 ± 6.8	86.7 ± 9.1	76.1 ± 5.7	73.4 ± 1.6
15–24	51.8 ± 2.2	54.0 ± 2.2	51.3 ± 3.2	59.1 ± 3.3	49.8 ± 2.8	43.5 ± 4.6	61.5 ± 8.2	52.3 ± 5.5	53.0 ± 1.2
17–24	63.0 ± 2.7	65.1 ± 2.6	63.5 ± 3.8	71.1 ± 4.0	59.7 ± 3.9	54.4 ± 5.7	72.1 ± 9.6	67.6 ± 5.5	64.4 ± 1.4
25–29	70.3 ± 2.8	71.8 ± 3.4	67.6 ± 3.3	75.6 ± 4.3	65.3 ± 4.5	62.9 ± 6.5	82.2 ± 6.5	80.1 ± 3.0	71.0 ± 1.6
15–64	58.6 ± 1.0	58.1 ± 1.1	58.8 ± 1.3	61.1 ± 1.4	56.4 ± 1.7	50.5 ± 1.7	68.9 ± 2.9	71.7 ± 0.9	58.7 ± 0.5
2013									
15	np	np	np	np	np	np	np	np	np
16	7.5 ± 4.0	np	5.4 ± 4.3	12.0 ± 8.4	np	np	np	np	5.9 ± 1.8
17	8.8 ± 3.7	np	31.5 ± 8.1	42.6 ± 12.0	9.4 ± 8.5	np	np	np	16.7 ± 2.6
18	58.5 ± 7.6	55.6 ± 8.3	59.1 ± 8.8	63.7 ± 10.3	51.3 ± 11.4	35.1 ± 17.8	52.3 ± 23.3	58.3 ± 32.0	57.1 ± 4.3
19	75.2 ± 8.1	71.0 ± 8.0	70.5 ± 9.4	61.8 ± 11.7	71.4 ± 9.3	60.9 ± 17.5	78.9 ± 17.0	53.6 ± 34.8	70.4 ± 4.0
20	74.1 ± 7.5	76.2 ± 9.9	67.6 ± 11.6	75.5 ± 11.5	63.5 ± 10.5	64.3 ± 18.0	72.4 ± 12.6	np	71.2 ± 3.2
21	77.4 ± 5.9	78.7 ± 8.1	66.8 ± 8.8	73.0 ± 9.2	73.9 ± 8.1	51.4 ± 18.5	94.2 ± 10.7	57.7 ± 26.5	74.3 ± 3.1

TABLE BA.16

Table BA.16 Full time participation in education and training at Certificate III level or above and/or employment (per cent)
(a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
22	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
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

Table BA.16 **Full time participation in education and training at Certificate III level or above and/or employment (per cent)**
(a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
15–64	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
15–64	59.3 ± 1.0	60.4 ± 1.0	60.6 ± 1.2	61.6 ± 0.7	57.7 ± 1.3	53.5 ± 2.1	68.3 ± 2.2	69.1 ± 2.9	60.1 ± 0.5

- (a) Includes people who are participating in full time employment, full time education or training at Certificate III level or above, or both part time employment and part time education or training at or above Certificate III. People with Certificate nfd and people whose level could not be determined are excluded.
- (b) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

Table BA.16 **Full time participation in education and training at Certificate III level or above and/or employment (per cent)**
(a), (b), (c), (d), (e)

<i>Age (years)</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.17

Table BA.17 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
Proportion of population engaged in full time education and training and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	np	82.8 ± 7.0	79.8 ± 6.8	81.3 ± 21.1	81.7 ± 12.3	81.7 ± 15.4	np	np	np
SEIFA IRSD quintile 2	82.8 ± 7.8	89.1 ± 6.4	np	75.6 ± 19.4	86.2 ± 12.8	87.8 ± 11.7	np	np	85.8 ± 5.2
SEIFA IRSD quintile 3	92.2 ± 8.3	89.1 ± 8.2	77.7 ± 10.5	75.0 ± 9.2	82.1 ± 14.1	91.2 ± 12.7	np	np	86.9 ± 4.6
SEIFA IRSD quintile 4	89.3 ± 6.1	np	84.6 ± 4.7	82.8 ± 6.6	81.6 ± 14.3	80.6 ± 25.5	np	np	np
SEIFA IRSD quintile 5	np	95.3 ± 4.1	np	92.8 ± 2.1	89.0 ± 16.3	np	87.4 ± 12.7	96.6 ± 10.6	np
15–24 year olds									
SEIFA IRSD quintile 1	np	79.0 ± 8.8	61.6 ± 7.3	71.3 ± 14.4	67.5 ± 5.3	71.9 ± 10.0	np	np	70.9 ± 1.3
SEIFA IRSD quintile 2	75.9 ± 7.5	82.4 ± 10.0	72.4 ± 1.5	79.6 ± 3.7	82.5 ± 2.4	np	np	83.3 ± 8.8	78.2 ± 4.1
SEIFA IRSD quintile 3	78.9 ± 6.4	80.0 ± 8.4	73.7 ± 9.2	77.5 ± 0.9	80.9 ± 6.8	82.2 ± 11.8	np	np	78.7 ± 3.9
SEIFA IRSD quintile 4	np	np	81.2 ± 3.2	84.9 ± 3.6	np	81.1 ± 22.8	78.9 ± 16.3	np	84.2 ± 0.7
SEIFA IRSD quintile 5	89.3 ± 3.7	90.9 ± 3.2	85.6 ± 6.4	83.0 ± 3.3	np	np	88.5 ± 15.0	81.3 ± 14.6	np
17–24 year olds									
SEIFA IRSD quintile 1	np	75.9 ± 10.6	49.6 ± 8.9	59.5 ± 22.4	59.9 ± 6.1	67.3 ± 13.1	np	np	64.0 ± 2.8
SEIFA IRSD quintile 2	70.4 ± 8.3	77.3 ± 11.5	65.9 ± 6.7	76.5 ± 9.3	np	np	np	80.0 ± 25.1	73.4 ± 4.5
SEIFA IRSD quintile 3	77.9 ± 6.8	74.3 ± 10.7	71.5 ± 10.1	np	74.1 ± 9.8	79.4 ± 13.1	np	71.3 ± 0.5	75.4 ± 4.3
SEIFA IRSD quintile 4	82.4 ± 5.5	np	78.0 ± 7.1	80.3 ± 7.6	np	78.6 ± 25.6	73.8 ± 20.7	75.6 ± 9.2	80.9 ± 2.5
SEIFA IRSD quintile 5	86.4 ± 3.9	88.6 ± 7.6	82.9 ± 7.8	np	82.1 ± 8.9	np	85.6 ± 17.6	77.6 ± 21.0	np
20–24 year olds									
SEIFA IRSD quintile 1	62.6 ± 7.4	73.5 ± 13.2	49.3 ± 7.7	57.0 ± 17.1	58.4 ± 11.7	57.3 ± 20.8	np	np	61.0 ± 4.9
SEIFA IRSD quintile 2	66.5 ± 14.1	74.1 ± 11.9	69.1 ± 10.6	np	np	63.0 ± 13.4	np	np	71.4 ± 5.9
SEIFA IRSD quintile 3	73.4 ± 11.6	70.6 ± 14.4	66.5 ± 11.4	np	77.0 ± 9.3	69.1 ± 23.0	np	64.9 ± 13.5	72.6 ± 5.8
SEIFA IRSD quintile 4	84.6 ± 2.7	79.1 ± 7.2	76.0 ± 12.0	80.6 ± 7.9	72.7 ± 8.8	76.1 ± 33.3	np	np	80.0 ± 4.0

TABLE BA.17

Table BA.17 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 5	np	85.1 ± 12.3	86.0 ± 10.3	75.8 ± 8.0	77.2 ± 11.7	np	87.4 ± 21.1	74.3 ± 15.0	83.5 ± 2.0
25–29 year olds									
SEIFA IRSD quintile 1	53.7 ± 7.9	56.2 ± 10.6	61.4 ± 12.6	81.2 ± 31.0	np	57.3 ± 5.3	np	np	58.0 ± 5.9
SEIFA IRSD quintile 2	67.3 ± 10.0	71.2 ± 4.5	65.1 ± 15.5	80.0 ± 11.4	60.8 ± 13.1	75.0 ± 12.1	np	61.1 ± 33.0	68.2 ± 4.5
SEIFA IRSD quintile 3	66.8 ± 11.6	75.4 ± 6.9	65.9 ± 8.0	72.6 ± 11.9	59.4 ± 17.8	65.8 ± 12.6	np	92.6 ± 5.2	69.1 ± 5.0
SEIFA IRSD quintile 4	78.6 ± 8.6	np	np	82.7 ± 4.8	83.5 ± 12.1	np	np	np	np
SEIFA IRSD quintile 5	87.7 ± 6.1	79.2 ± 3.5	74.4 ± 11.9	76.4 ± 19.1	np	np	85.1 ± 10.2	80.8 ± 8.6	82.6 ± 3.5
15–64 year olds									
SEIFA IRSD quintile 1	50.9 ± 3.6	54.5 ± 4.6	52.3 ± 4.8	56.6 ± 10.3	np	50.0 ± 5.4	np	np	52.4 ± 1.9
SEIFA IRSD quintile 2	62.0 ± 2.8	62.6 ± 1.6	np	64.6 ± 5.1	62.9 ± 4.8	58.5 ± 4.5	60.0 ± 19.5	75.0 ± 7.1	np
SEIFA IRSD quintile 3	65.4 ± 3.5	61.8 ± 3.0	63.3 ± 3.9	68.1 ± 3.2	64.4 ± 3.8	63.1 ± 2.7	70.8 ± 10.3	76.2 ± 6.9	64.4 ± 1.8
SEIFA IRSD quintile 4	69.5 ± 3.1	np	69.3 ± 1.7	69.5 ± 4.8	np	62.3 ± 6.3	np	np	np
SEIFA IRSD quintile 5	73.8 ± 0.9	np	np	63.7 ± 5.7	71.2 ± 5.2	63.1 ± 12.6	75.9 ± 3.4	np	71.0 ± 0.6
2013									
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

TABLE BA.17

Table BA.17 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	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
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

TABLE BA.17

Table BA.17 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		Aust	
SEIFA IRSD quintile 5	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									
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									

TABLE BA.17

Table BA.17 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 4	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
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

TABLE BA.17

Table BA.17 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 3	82.9 ± 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
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

Table BA.17 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4	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
SEIFA IRSD quintile 5	71.7 ± 1.9	70.2 ± 1.9	70.5 ± 2.6	67.7 ± 2.1	66.9 ± 3.0	58.6 ± 5.6	76.5 ± 3.2	78.8 ± 5.2	70.5 ± 0.9

- (a) Includes people who are participating in full time education and training and/or full time employment, or both part time education and training and part time employment.
- (b) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (e) 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.
- (f) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

Table BA.17 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014									
Proportion of population engaged in full time education and training at Certificate III level or above and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	28.4 ± 4.9	19.4 ± 7.6	22.9 ± 7.1	np	26.3 ± 12.3	15.1 ± 13.9	np	np	24.2 ± 3.1
SEIFA IRSD quintile 2	24.3 ± 7.3	29.0 ± 8.4	27.1 ± 7.8	30.7 ± 21.9	29.0 ± 10.6	23.3 ± 13.6	np	np	26.9 ± 4.0
SEIFA IRSD quintile 3	29.3 ± 8.2	26.0 ± 8.2	41.3 ± 11.0	31.3 ± 15.4	16.9 ± 9.8	23.7 ± 10.6	np	35.0 ± 19.1	30.4 ± 5.1
SEIFA IRSD quintile 4	25.4 ± 8.3	31.0 ± 5.3	37.4 ± 9.7	39.3 ± 13.1	29.9 ± 14.6	np	np	24.1 ± 20.7	33.5 ± 3.6
SEIFA IRSD quintile 5	36.1 ± 4.4	27.0 ± 7.8	40.0 ± 13.5	43.2 ± 6.2	27.2 ± 15.0	np	40.3 ± 12.7	34.5 ± 14.9	34.6 ± 3.1
15–24 year olds									
SEIFA IRSD quintile 1	43.3 ± 5.9	50.4 ± 6.9	32.9 ± 6.5	52.7 ± 16.6	39.6 ± 6.8	38.8 ± 12.7	–	–	42.3 ± 2.3
SEIFA IRSD quintile 2	47.6 ± 7.6	53.7 ± 6.8	45.7 ± 7.4	57.4 ± 14.3	51.5 ± 8.5	44.8 ± 9.8	np	np	50.0 ± 4.1
SEIFA IRSD quintile 3	53.5 ± 10.1	50.4 ± 6.8	56.4 ± 8.7	55.5 ± 12.1	50.6 ± 11.8	39.1 ± 12.2	–	54.6 ± 7.0	53.0 ± 5.3
SEIFA IRSD quintile 4	55.4 ± 6.6	60.9 ± 2.7	56.8 ± 8.2	62.4 ± 9.9	54.5 ± 3.5	60.8 ± 20.9	57.7 ± 21.4	55.4 ± 8.9	58.1 ± 3.7
SEIFA IRSD quintile 5	60.7 ± 4.6	55.4 ± 11.2	60.7 ± 10.0	60.2 ± 3.5	51.1 ± 12.9	np	66.7 ± 18.4	54.7 ± 11.1	59.5 ± 3.3
17–24 year olds									
SEIFA IRSD quintile 1	52.2 ± 6.0	60.7 ± 7.6	41.3 ± 6.2	60.1 ± 20.7	45.1 ± 7.6	48.7 ± 14.2	–	–	51.3 ± 2.8
SEIFA IRSD quintile 2	59.0 ± 8.3	65.1 ± 8.0	57.7 ± 7.1	72.0 ± 10.9	65.1 ± 6.9	58.9 ± 10.8	np	np	61.1 ± 4.5
SEIFA IRSD quintile 3	60.7 ± 11.2	57.3 ± 8.6	65.5 ± 9.5	70.0 ± 9.3	63.2 ± 12.2	52.7 ± 15.3	–	66.3 ± 25.1	62.4 ± 5.5
SEIFA IRSD quintile 4	68.7 ± 5.7	74.4 ± 17.0	72.7 ± 7.3	72.3 ± 10.2	60.8 ± 3.7	64.3 ± 22.0	65.1 ± 21.6	71.8 ± 5.7	71.1 ± 2.5
SEIFA IRSD quintile 5	73.8 ± 5.8	69.1 ± 11.5	76.5 ± 7.8	73.0 ± 4.9	63.2 ± 11.4	np	76.5 ± 19.9	65.3 ± 11.7	73.0 ± 3.4
20–24 year olds									
SEIFA IRSD quintile 1	59.3 ± 8.3	73.5 ± 13.2	42.7 ± 10.4	57.0 ± 17.1	58.4 ± 10.6	60.2 ± 19.2	np	np	59.7 ± 4.9
SEIFA IRSD quintile 2	69.0 ± 13.2	74.1 ± 11.9	69.8 ± 8.3	np	np	63.0 ± 13.4	np	np	71.4 ± 5.7
SEIFA IRSD quintile 3	74.1 ± 11.4	66.2 ± 15.2	66.5 ± 11.4	np	77.0 ± 8.6	69.1 ± 23.0	np	64.9 ± 13.5	70.8 ± 6.5
SEIFA IRSD quintile 4	84.6 ± 2.7	79.1 ± 7.2	73.7 ± 13.0	79.3 ± 8.0	72.7 ± 8.8	84.8 ± 15.0	np	np	79.4 ± 4.2

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 5	np	85.1 ± 12.3	86.0 ± 10.3	76.8 ± 8.2	77.2 ± 11.7	np	87.4 ± 21.1	74.3 ± 15.0	83.8 ± 2.2
25–29 year olds									
SEIFA IRSD quintile 1	55.7 ± 7.7	56.2 ± 10.6	61.4 ± 12.6	81.2 ± 31.0	np	57.3 ± 5.3	np	np	58.0 ± 5.9
SEIFA IRSD quintile 2	67.3 ± 10.0	71.2 ± 4.5	63.3 ± 15.9	84.2 ± 8.8	60.8 ± 13.1	75.0 ± 12.1	np	61.1 ± 33.0	68.2 ± 4.4
SEIFA IRSD quintile 3	66.8 ± 11.6	75.4 ± 6.9	65.9 ± 8.0	72.6 ± 11.9	59.4 ± 17.8	65.8 ± 12.6	np	92.6 ± 5.2	69.1 ± 5.0
SEIFA IRSD quintile 4	78.6 ± 8.6	np	np	82.7 ± 4.8	83.5 ± 12.1	np	np	np	np
SEIFA IRSD quintile 5	87.7 ± 6.1	79.2 ± 3.5	74.4 ± 11.9	76.4 ± 19.1	np	np	85.1 ± 10.2	71.2 ± 16.4	82.4 ± 3.6
15–64 year olds									
SEIFA IRSD quintile 1	44.7 ± 3.8	47.7 ± 3.7	45.8 ± 4.2	53.3 ± 9.4	47.2 ± 1.5	43.9 ± 4.5	np	np	46.4 ± 1.6
SEIFA IRSD quintile 2	56.1 ± 2.1	np	np	59.7 ± 5.9	56.5 ± 4.8	51.3 ± 4.9	50.7 ± 7.9	66.5 ± 11.3	np
SEIFA IRSD quintile 3	60.2 ± 3.6	np	59.2 ± 4.3	63.6 ± 5.3	57.7 ± 4.2	np	np	71.2 ± 6.6	59.1 ± 1.9
SEIFA IRSD quintile 4	63.4 ± 2.2	np	64.3 ± 2.2	64.8 ± 4.5	62.7 ± 0.8	np	np	72.4 ± 0.8	np
SEIFA IRSD quintile 5	68.5 ± 1.4	np	np	59.0 ± 5.4	63.1 ± 5.9	52.5 ± 18.9	71.1 ± 4.0	np	65.5 ± 1.3
2013									
Proportion of population engaged in full time education and training at Certificate III level 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

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 4	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
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

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 5	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 III level 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
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

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 4	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
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 III level 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

TABLE BA.18

Table BA.18 Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 3	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
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

Table BA.18 **Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4	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
SEIFA IRSD quintile 5	65.5 ± 1.9	63.2 ± 1.9	64.4 ± 2.9	62.1 ± 2.3	60.8 ± 3.0	48.6 ± 4.9	70.0 ± 2.8	72.0 ± 9.4	64.2 ± 0.9

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

Table BA.18 **Full time participation in education and training at Certificate III level or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(f) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(g) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
Completed year 12	'000	509.2	437.6	371.4	187.8	105.9	26.0	37.8	14.0	1 690.2
Fully participating in education and training (e)	%	46.8 ± 4.2	50.4 ± 4.0	33.7 ± 4.2	39.3 ± 4.5	47.4 ± 4.8	30.4 ± 11.8	53.2 ± 26.7	13.6 ± 10.9	43.7 ± 1.9
Fully participating in employment	%	31.8 ± 3.2	28.3 ± 3.1	39.3 ± 2.9	38.2 ± 6.1	31.0 ± 6.3	43.8 ± 10.7	29.6 ± 13.4	72.1 ± 8.2	33.7 ± 1.5
Total fully engaged (f)	%	79.6 ± 2.6	79.3 ± 3.0	74.2 ± 4.0	79.3 ± 4.0	77.3 ± 5.4	75.8 ± 6.8	85.2 ± 13.6	83.6 ± 2.1	78.2 ± 1.3
Completed year 11	'000	37.4	51.7	40.5	31.0	21.9	6.2	np	2.8	192.8
Fully participating in education and training (e)	%	np	np	np	13.2 ± 11.2	12.8 ± 10.0	np	np	np	10.2 ± 4.1
Fully participating in employment	%	61.2 ± 8.9	54.0 ± 10.5	38.5 ± 13.2	60.6 ± 13.5	46.6 ± 11.0	35.5 ± 19.5	np	75.0 ± 12.4	50.9 ± 6.2
Total fully engaged (f)	%	65.8 ± 10.4	70.4 ± 7.1	46.9 ± 17.4	74.2 ± 10.7	59.8 ± 11.7	56.5 ± 11.6	np	75.0 ± 12.4	61.5 ± 6.5
Completed year 10	'000	120.4	42.8	53.1	40.3	18.4	8.6	2.5	2.4	290.3
Fully participating in education and training (e)	%	5.1 ± 4.9	9.1 ± 6.8	11.9 ± 5.8	np	7.6 ± 6.9	9.3 ± 7.1	np	np	7.0 ± 2.3
Fully participating in employment	%	53.8 ± 7.8	47.0 ± 11.5	46.3 ± 13.1	58.8 ± 26.2	53.3 ± 10.4	50.0 ± 18.9	np	np	52.1 ± 4.8
Total fully engaged (f)	%	57.5 ± 8.2	61.9 ± 3.1	59.5 ± 9.5	65.0 ± 24.6	50.5 ± 12.7	59.3 ± 18.0	np	np	59.3 ± 4.2
Total (g)	'000	690.9	541.0	481.4	263.7	151.6	41.8	42.0	22.1	2 232.7
Fully participating in education and training (e)	%	36.0 ± 3.2	42.2 ± 3.9	28.9 ± 4.0	30.6 ± 3.9	35.5 ± 4.2	22.5 ± 8.0	48.8 ± 24.1	8.6 ± 6.9	35.2 ± 1.6
Fully participating in employment	%	36.4 ± 3.0	32.5 ± 3.3	39.5 ± 2.6	45.2 ± 4.7	34.3 ± 4.9	43.1 ± 7.9	32.6 ± 14.6	66.1 ± 5.6	37.3 ± 1.3
Total fully engaged (f)	%	72.8 ± 2.7	76.9 ± 2.8	68.7 ± 3.8	76.1 ± 4.0	69.7 ± 4.8	65.8 ± 6.7	81.4 ± 11.0	74.2 ± 5.4	73.2 ± 1.4

TABLE BA.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

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

TABLE BA.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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	4.1 ± 4.1	29.2 ± 3.8	26.4 ± 5.4	36.1 ± 8.0	9.8 ± 5.2	0.0 ± 1.5
Fully participating in employment	%	37.3 ± 3.3	34.3 ± 2.9	41.9 ± 3.0	45.3 ± 3.3	40.2 ± 4.0	38.1 ± 7.0	42.8 ± 6.6	58.4 ± 9.6	38.9 ± 1.5
Total fully engaged (f)	%	78.2 ± 2.8	75.4 ± 2.9	72.2 ± 3.2	77.3 ± 3.2	72.7 ± 3.6	67.5 ± 6.2	82.6 ± 5.5	69.2 ± 7.6	75.5 ± 1.3

TABLE BA.19

Table BA.19 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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.19 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.									
(b)	The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.									
(c)	In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.									
(d)	The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.									
(e)	Includes full time participation in education and training.									
(f)	Includes persons in full time education and training; full time employment; or both part time education and training and part time employment.									
(g)	Total population of all school leavers aged 17–24 years.									
	– Nil or rounded to zero. np Not published.									

Source: ABS unpublished, *Education and Work, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.20

Table BA.20 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</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.20

Table BA.20 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</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.20 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</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 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.21 **Proportion of 17–24 year old school leavers participating in full time 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

Table BA.21 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by Indigenous status (Census data) (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										
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.21 Proportion of 17–24 year old school leavers participating in full time 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 institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this table. This may include some people in non-formal education or school level education.									
(c)	People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.									
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(g)	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.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	95.1	62.2	36.5	18.4	18.6	8.4	–	–	238.7
Total 17–24 year old population (g)	'000	155.0	84.2	74.6	28.0	37.3	13.7	–	–	398.6
Proportion fully engaged in education and training and/or employment	%	61.4 ± 3.4	73.9 ± 9.1	48.9 ± 5.1	65.7 ± 18.3	49.9 ± 7.7	61.3 ± 14.7	–	–	59.9 ± 2.8
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	86.3	85.9	62.9	38.0	28.4	8.1	np	np	313.0
Total 17–24 year old population (g)	'000	131.0	115.8	96.5	49.9	37.1	11.6	np	3.6	448.2
Proportion fully engaged in education and training and/or employment	%	65.9 ± 9.8	74.2 ± 10.8	65.2 ± 6.5	76.2 ± 10.4	76.5 ± 23.1	69.8 ± 6.2	np	np	69.8 ± 4.7
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	104.4	77.9	76.1	31.8	23.4	6.4	–	5.3	326.5
Total 17–24 year old population (g)	'000	144.9	109.7	109.1	43.6	30.4	8.9	0.8	7.0	450.7
Proportion fully engaged in education and training and/or employment	%	72.0 ± 10.8	71.0 ± 10.7	69.8 ± 10.3	72.9 ± 5.3	77.0 ± 7.3	71.9 ± 21.3	–	75.7 ± 28.7	72.4 ± 5.1
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	85.4	121.3	79.9	68.0	22.8	4.6	8.2	4.9	394.6

TABLE BA.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total 17–24 year old population (g)	'000	110.6	149.3	106.4	85.0	32.1	6.0	10.6	6.5	502.2
Proportion fully engaged in education and training and/or employment	%	77.2 ± 6.9	81.2 ± 18.6	75.1 ± 7.8	80.0 ± 7.9	71.0 ± 20.3	76.7 ± 27.4	77.4 ± 18.0	75.4 ± 5.2	78.6 ± 2.7
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	127.1	69.9	76.3	48.2	12.0	np	24.4	3.2	362.3
Total 17–24 year old population (g)	'000	147.4	83.2	92.7	62.1	15.4	np	28.8	3.6	433.9
Proportion fully engaged in education and training and/or employment	%	86.2 ± 2.9	84.0 ± 10.9	82.3 ± 7.5	77.6 ± 5.5	77.9 ± 12.0	np	84.7 ± 21.2	88.9 ± 43.8	83.5 ± 0.9
2013										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	76.3	72.7	47.8	18.0	25.0	8.0	–	np	250.1
Total 17–24 year old population (g)	'000	137.9	109.0	90.6	27.6	35.9	14.9	–	2.8	422.2
Proportion fully engaged in education and training and/or employment	%	55.3 ± 10.8	np ± 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 and training and/or employment (f)	'000	100.5	73.2	56.8	35.7	24.2	8.5	np	1.9	304.4
Total 17–24 year old population (g)	'000	148.9	103.4	95.1	46.2	35.2	12.7	np	2.5	443.9
Proportion fully engaged in education and training and/or employment	%	67.5 ± 8.9	70.8 ± 11.0	59.7 ± 7.9	77.3 ± 8.1	68.8 ± 13.1	66.9 ± 11.4	np	76.0 ± 22.7	68.6 ± 2.0
SEIFA IRSD quintile 3										

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	96.3	94.1	84.4	46.7	29.9	5.7	np	4.3	366.3
Total 17–24 year old population (g)	'000	121.5	118.7	124.3	58.7	36.8	8.1	3.1	5.9	478.1
Proportion fully engaged in education and training and/or employment	%	79.3 ± 11.6	np ± 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 and training and/or employment (f)	'000	109.5	92.9	83.2	41.9	19.9	5.1	6.6	4.6	366.5
Total 17–24 year old population (g)	'000	136.6	126.7	106.5	59.7	26.6	6.2	8.7	5.6	479.3
Proportion fully engaged in education and training and/or employment	%	80.2 ± 10.6	np ± np	78.1 ± 11.9	np ± 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 and training and/or employment (f)	'000	133.6	82.6	64.8	53.9	18.3	np	21.4	1.9	378.2
Total 17–24 year old population (g)	'000	160.6	101.9	82.1	70.6	20.6	np	25.5	2.6	466.7
Proportion fully engaged in education and training and/or employment	%	np	81.1 ± 9.2	78.9 ± 9.4	76.3 ± 4.5	np	np	83.9 ± 4.6	73.1 ± 39.1	81.0 ± 0.2
2012										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	120.4	69.5	43.7	17.7	20.8	8.1	–	0.9	281.1
Total 17–24 year old population (g)	'000	172.6	106.1	70.1	26.4	34.8	15.8	np	np	428.0

TABLE BA.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion fully engaged in education and training and/or employment	%	69.8 ± 6.3	65.5 ± 6.0	62.3 ± 9.2	67.1 ± 12.9	59.8 ± 11.8	51.3 ± 11.0	–	42.8 ± 26.7	65.7 ± 3.6
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	99.7	77.9	53.7	29.6	29.0	6.3	3.6	2.8	302.6
Total 17–24 year old population (g)	'000	141.3	103.7	86.0	43.6	41.3	8.4	3.7	4.3	432.4
Proportion fully engaged in education and training and/or employment	%	70.6 ± 7.8	75.1 ± 7.7	62.5 ± 11.2	67.8 ± 8.3	70.3 ± 7.0	75.1 ± 10.8	95.5 ± 11.2	64.6 ± 22.9	70.0 ± 3.3
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	96.7	85.6	91.5	45.7	16.7	8.0	6.2	4.8	355.3
Total 17–24 year old population (g)	'000	122.4	113.9	120.9	59.2	20.0	10.4	7.9	6.9	461.6
Proportion fully engaged in education and training and/or employment	%	79.0 ± 7.3	75.2 ± 5.7	75.6 ± 4.4	77.2 ± 6.7	83.7 ± 8.6	77.1 ± 14.2	78.9 ± 14.7	70.4 ± 12.1	77.0 ± 3.0
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	127.7	99.3	108.2	44.0	31.7	5.5	6.5	2.3	425.2
Total 17–24 year old population (g)	'000	153.3	127.3	139.5	55.5	40.4	7.3	7.7	3.4	534.5
Proportion fully engaged in education and training and/or employment	%	83.3 ± 4.5	78.0 ± 5.9	77.6 ± 4.4	79.2 ± 4.2	78.5 ± 7.3	75.5 ± 17.7	84.4 ± 14.5	69.0 ± 22.3	79.5 ± 2.0
SEIFA IRSD quintile 5										
All school leavers										

TABLE BA.22

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Fully engaged in education and training and/or employment (f)	'000	119.1	89.0	53.6	57.3	18.2	2.8	16.5	3.0	359.4
Total 17–24 year old population (g)	'000	131.5	108.2	69.0	67.1	23.8	3.7	20.2	3.3	426.8
Proportion fully engaged in education and training and/or employment	%	90.5 ± 4.2	82.2 ± 5.6	77.7 ± 5.5	85.4 ± 6.0	76.5 ± 11.4	77.3 ± 31.9	81.4 ± 9.1	90.0 ± 12.2	84.2 ± 2.7
2011										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	102.0	69.3	34.2	23.6	23.4	10.9	np	2.9	266.9
Total 17–24 year old population (g)	'000	167.4	101.8	61.2	35.1	39.3	16.4	np	5.2	426.9
Proportion fully engaged in education and training and/or employment	%	60.9 ± 6.1	68.0 ± 7.5	56.0 ± 6.4	67.2 ± 11.0	59.6 ± 8.2	66.8 ± 11.5	100.0	56.7 ± 25.3	62.5 ± 3.2
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	84.2	71.5	67.8	32.9	29.5	6.8	np	np	296.8
Total 17–24 year old population (g)	'000	119.6	93.4	96.3	50.9	38.6	9.2	np	5.2	413.8
Proportion fully engaged in education and training and/or employment	%	70.4 ± 5.3	76.6 ± 6.3	70.4 ± 5.7	64.7 ± 9.6	76.3 ± 7.8	73.8 ± 13.4	np	np	71.7 ± 3.1
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	109.5	89.4	79.6	40.2	20.5	8.2	3.8	2.7	353.8
Total 17–24 year old population (g)	'000	137.4	115.3	111.7	48.6	27.4	9.5	5.5	4.0	459.5

Table BA.22 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion fully engaged in education and training and/or employment	%	79.7 ± 6.5	77.5 ± 5.8	71.2 ± 7.3	82.7 ± 6.0	74.7 ± 7.6	86.3 ± 8.9	68.6 ± 15.1	66.6 ± 17.6	77.0 ± 2.9
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	116.1	101.8	76.7	48.4	25.8	6.2	7.8	2.7	385.4
Total 17–24 year old population (g)	'000	145.2	128.2	100.4	57.2	31.3	7.5	10.9	3.7	484.4
Proportion fully engaged in education and training and/or employment	%	79.9 ± 6.6	79.4 ± 6.3	76.3 ± 6.2	84.7 ± 6.7	82.3 ± 6.8	82.9 ± 11.0	71.6 ± 12.7	72.6 ± 13.1	79.6 ± 3.2
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education and training and/or employment (f)	'000	124.0	104.6	87.1	52.5	22.3	1.6	20.0	1.3	413.5
Total 17–24 year old population (g)	'000	149.3	127.3	110.8	62.5	27.7	2.1	21.8	1.4	502.8
Proportion fully engaged in education and training and/or employment	%	83.0 ± 4.6	82.1 ± 5.5	78.7 ± 7.1	84.1 ± 4.1	80.8 ± 8.8	78.1 ± 16.7	91.9 ± 5.6	93.3 ± 14.8	82.2 ± 2.6

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.
- (f) Includes persons in full time education and training; full time employment; or both part time education and training and part time employment.

Table BA.22 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(g) Total population of all school leavers aged 17–24 years.										

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

Source: ABS unpublished, *Education and Work, Australia, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

Table BA.23 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
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.23 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
SEIFA IRSD quintile 1	%	2.4	2.3	1.8	1.7	1.9	1.7	2.2	0.8	2.1
SEIFA IRSD quintile 2	%	2.8	2.4	2.1	2.1	2.6	2.3	2.9	2.0	2.4
SEIFA IRSD quintile 3	%	3.1	2.6	2.3	2.4	2.8	2.5	3.0	2.6	2.7
SEIFA IRSD quintile 4	%	3.3	2.8	2.6	2.5	3.0	2.9	2.9	2.1	2.9
SEIFA IRSD quintile 5	%	3.6	3.1	2.8	2.9	3.5	3.1	2.7	1.7	3.2
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.23 **Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
SEIFA IRSD quintile 2	%	27.6	29.0	16.1	20.7	24.0	19.8	30.4	9.2	24.1
SEIFA IRSD quintile 3	%	27.7	31.9	21.0	22.8	25.7	32.2	24.8	13.2	26.6
SEIFA IRSD quintile 4	%	27.9	37.0	26.4	27.5	31.4	33.8	28.2	11.1	30.3
SEIFA IRSD quintile 5	%	36.8	44.9	35.5	39.4	40.5	39.5	33.9	7.9	38.9
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.23 Proportion of 17–24 year old school leavers participating in full time education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)

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

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

Table BA.24 Higher education participation by selected groups, compared with their representation in the community (per cent) (a), (b)

	<i>Disability</i>	<i>Regional and remote (c)</i>	<i>Aboriginal and Torres Strait Islander</i>	<i>Low SES (d)</i>
Students				
2012	5.0	20.4	1.0	15.9
2013	5.2	20.3	1.0	16.1
2014	5.5	20.2	1.1	16.3
Representation in the community (e)	18.5	29.3	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) The proportion of regional and remote students includes regional and remote areas based on the 2011 Australian Statistical Geography Standard.
- (d) The proportion of low SES students in higher education is based on the 2011 SEIFA.
- (e) Data on representation in the community are sourced from ABS 2012 Disability survey (Disability) and ABS 30 June 2014 population estimates (Regional and remote and Aboriginal and Torres Strait Islander). Low SES is defined as postal areas in the bottom 25 per cent of the population.

Source: Australian Government Department of Education and Training (2015) *Higher Education Statistics Collection, 2012, 2013 and 2014 Student data*, Canberra; ABS 2013, *Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0; ABS 2015, *Regional Population Growth, Australia, 2013-14*, Cat. no. 3218.0; ABS 2014, *Australian Demographic Statistics, Jun 2014*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026*, Cat. no. 3238.0, Canberra.

TABLE BA.25

Table BA.25 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
Bachelor degree or above	'000	1 311.2	1 092.4	637.2	426.4	238.1	57.7	108.6	39.4	3 914.6
Diploma or advanced diploma	'000	477.3	409.0	296.2	149.2	90.5	22.0	29.2	14.3	1 486.9
Certificate III or IV	'000	843.8	571.1	645.7	345.3	189.3	73.3	27.5	32.8	2 732.7
Certificate I, II or nfd	'000	224.1	149.2	117.1	72.6	54.5	19.7	8.1	6.9	650.3
Level not determined	'000	67.5	89.7	72.8	23.8	28.4	3.6	4.0	1.5	294.0
Total with non-school qualification	'000	2 922.6	2 314.1	1 770.6	1 016.5	603.5	177.6	177.4	95.3	9 078.1
Total without non-school qualification	'000	1 983.3	1 567.7	1 336.6	732.6	488.0	149.6	90.6	63.9	6 413.0
Total	'000	4 909.5	3 877.4	3 108.7	1 748.6	1 090.6	327.6	268.4	159.3	15 491.5
Bachelor degree or above	%	26.7 ± 1.1	28.2 ± 1.1	20.5 ± 1.2	24.4 ± 2.1	21.8 ± 1.3	17.6 ± 1.8	40.5 ± 4.2	24.7 ± 1.7	25.3 ± 0.4
Diploma or advanced diploma	%	9.7 ± 0.6	10.5 ± 0.9	9.5 ± 0.7	8.5 ± 0.8	8.3 ± 0.8	6.7 ± 1.3	10.9 ± 2.1	9.0 ± 2.0	9.6 ± 0.3
Certificate III or IV	%	17.2 ± 0.9	14.7 ± 1.0	20.8 ± 1.1	19.7 ± 1.6	17.4 ± 1.4	22.4 ± 2.0	10.2 ± 1.7	20.6 ± 2.4	17.6 ± 0.5
Certificate I, II or nfd	%	4.6 ± 0.5	3.8 ± 0.5	3.8 ± 0.6	4.2 ± 0.7	5.0 ± 0.9	6.0 ± 0.9	3.0 ± 1.0	4.3 ± 1.5	4.2 ± 0.2
Level not determined	%	1.4 ± 0.3	2.3 ± 0.4	2.3 ± 0.5	1.4 ± 0.5	2.6 ± 0.5	1.1 ± 0.5	1.5 ± 0.8	0.9 ± 0.6	1.9 ± 0.2
Total with non-school qualification	%	59.5 ± 1.3	59.7 ± 1.4	57.0 ± 1.5	58.1 ± 1.7	55.3 ± 1.3	54.2 ± 2.4	66.1 ± 2.6	59.8 ± 2.5	58.6 ± 0.7
Total without non-school qualification	%	40.4 ± 1.3	40.4 ± 1.4	43.0 ± 1.4	41.9 ± 1.9	44.7 ± 1.3	45.7 ± 2.3	33.8 ± 2.6	40.1 ± 3.0	41.4 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Bachelor degree or above	'000	1 294.0	1 087.4	638.7	381.6	225.5	57.4	100.8	33.3	3 816.3
Diploma or advanced diploma	'000	482.8	383.6	276.6	160.9	102.1	26.0	26.2	11.6	1 469.3
Certificate III or IV	'000	838.4	648.8	656.5	335.4	225.0	75.4	30.3	28.0	2 836.0
Certificate I, II or nfd	'000	199.6	140.1	123.8	69.0	50.8	18.5	7.9	4.7	616.5
Level not determined	'000	73.9	16.0	13.3	9.7	2.9	2.2	1.7	3.2	119.8
Total with non-school qualification	'000	2 887.6	2 275.4	1 708.8	954.6	605.0	179.3	167.3	80.5	8 858.7

TABLE BA.25

Table BA.25 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total without non-school qualification	'000	2 057.2	1 598.5	1 435.8	739.3	495.8	148.8	93.3	65.6	6 630.7
Total	'000	4 946.4	3 871.6	3 143.7	1 691.4	1 101.5	327.8	260.6	146.2	15 487.8
Bachelor degree or above	%	26.2 ± 1.3	28.1 ± 1.2	20.3 ± 1.3	22.6 ± 1.7	20.5 ± 1.6	17.5 ± 2.1	38.7 ± 2.9	22.8 ± 2.0	24.6 ± 0.7
Diploma or advanced diploma	%	9.8 ± 0.8	9.9 ± 0.6	8.8 ± 0.9	9.5 ± 0.9	9.3 ± 0.6	7.9 ± 1.0	10.1 ± 1.4	7.9 ± 1.1	9.5 ± 0.4
Certificate III or IV	%	16.9 ± 0.8	16.8 ± 0.8	20.9 ± 1.2	19.8 ± 1.2	20.4 ± 1.2	23.0 ± 1.4	11.6 ± 1.7	19.2 ± 3.0	18.3 ± 0.4
Certificate I, II or nfd	%	4.0 ± 0.5	3.6 ± 0.4	3.9 ± 0.5	4.1 ± 0.7	4.6 ± 0.6	5.6 ± 1.0	3.0 ± 1.0	3.2 ± 1.0	4.0 ± 0.2
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 above	'000	1 277.3	1 053.9	642.9	376.8	215.7	66.6	102.1	32.8	3 768.0
Diploma or advanced diploma	'000	487.9	403.7	275.6	156.7	98.6	23.7	19.4	14.4	1 480.1
Certificate III or IV	'000	828.4	581.3	556.9	301.9	204.2	66.2	34.1	24.0	2 597.0
Certificate I, II or nfd	'000	222.2	156.2	151.5	80.5	54.6	16.4	7.0	3.8	692.2
Level not determined	'000	47.7	42.1	41.6	24.9	13.8	3.5	4.8	1.5	179.9
Total with non-school qualification	'000	2 863.5	2 237.2	1 668.5	940.8	586.9	176.4	167.4	76.5	8 717.2
Total without non-school qualification	'000	1 863.4	1 502.5	1 316.4	645.4	492.6	144.6	86.5	65.0	6 116.3
Total	'000	4 726.9	3 739.7	2 984.9	1 586.2	1 079.5	320.9	253.9	141.5	14 833.6
Bachelor degree or above	%	27.0 ± 1.1	28.2 ± 1.5	21.5 ± 1.5	23.8 ± 1.3	20.0 ± 1.4	20.8 ± 2.1	40.2 ± 3.3	23.1 ± 3.0	25.4 ± 0.7
Diploma or advanced diploma	%	10.3 ± 0.6	10.8 ± 0.6	9.2 ± 0.7	9.9 ± 0.8	9.1 ± 0.8	7.4 ± 0.9	7.6 ± 1.7	10.1 ± 1.9	10.0 ± 0.3
Certificate III or IV	%	17.5 ± 0.9	15.5 ± 0.8	18.7 ± 1.2	19.0 ± 1.4	18.9 ± 1.2	20.6 ± 1.3	13.4 ± 2.2	17.0 ± 2.1	17.5 ± 0.4
Certificate I, II or nfd	%	4.7 ± 0.5	4.2 ± 0.5	5.1 ± 0.8	5.1 ± 0.8	5.1 ± 0.7	5.1 ± 0.9	2.8 ± 1.0	2.7 ± 0.9	4.7 ± 0.3

TABLE BA.25

Table BA.25 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level not determined	%	1.0 ± 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 above	'000	1 196.6	990.9	608.1	319.9	213.6	59.5	100.0	28.2	3 516.7
Diploma or advanced diploma	'000	447.1	353.2	258.2	144.3	95.6	23.3	22.4	9.1	1 353.3
Certificate III or IV	'000	818.5	589.0	587.7	290.3	185.0	63.3	27.7	25.0	2 586.5
Certificate I, II or nfd	'000	238.3	174.2	143.6	68.9	65.5	18.7	8.9	6.6	724.7
Level not determined	'000	61.6	48.6	51.5	30.2	10.7	3.8	4.9	1.0	212.3
Total with non-school qualification	'000	2 762.1	2 155.9	1 649.1	853.6	570.4	168.6	163.9	69.9	8 393.5
Total without non-school qualification	'000	2 008.8	1 574.8	1 344.9	713.1	507.4	152.9	86.3	66.4	6 454.6
Total	'000	4 770.9	3 730.7	2 994.0	1 566.7	1 077.9	321.5	250.2	136.3	14 848.1
Bachelor degree or above	%	25.1 ± 1.2	26.6 ± 1.3	20.3 ± 1.2	20.4 ± 1.7	19.8 ± 1.6	18.5 ± 2.5	40.0 ± 3.1	20.7 ± 2.1	23.7 ± 0.5
Diploma or advanced diploma	%	9.4 ± 0.5	9.5 ± 0.7	8.6 ± 0.7	9.2 ± 0.8	8.9 ± 1.1	7.3 ± 1.1	9.0 ± 1.7	6.7 ± 0.9	9.1 ± 0.3
Certificate III or IV	%	17.2 ± 1.1	15.8 ± 1.0	19.6 ± 1.2	18.5 ± 1.2	17.2 ± 1.4	19.7 ± 2.1	11.1 ± 1.5	18.3 ± 2.5	17.4 ± 0.5
Certificate I, II or nfd	%	5.0 ± 0.5	4.7 ± 0.5	4.8 ± 0.6	4.4 ± 0.7	6.1 ± 0.9	5.8 ± 1.1	3.5 ± 0.8	4.9 ± 1.7	4.9 ± 0.2
Level not determined	%	1.3 ± 0.2	1.3 ± 0.3	1.7 ± 0.4	1.9 ± 0.4	1.0 ± 0.3	1.2 ± 0.4	1.9 ± 0.6	0.7 ± 0.4	1.4 ± 0.2
Total with non-school qualification	%	57.9 ± 1.2	57.8 ± 1.3	55.1 ± 1.6	54.5 ± 1.9	52.9 ± 1.8	52.4 ± 2.0	65.5 ± 2.2	51.3 ± 2.8	56.5 ± 0.6
Total without non-school qualification	%	42.1 ± 1.2	42.2 ± 1.3	44.9 ± 1.6	45.5 ± 1.9	47.1 ± 1.8	47.6 ± 2.0	34.5 ± 2.2	48.7 ± 2.8	43.5 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Bachelor degree or above	'000	1 153.3	954.4	551.2	315.0	215.9	53.1	93.2	28.9	3 364.9

TABLE BA.25

Table BA.25 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma or advanced diploma	'000	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 above	%	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 or 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

nfd = Not further defined

- (a) The levels of highest non-school qualification are not necessarily higher than a school qualification (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

Table BA.25 **Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e)	The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.									

Source: ABS unpublished, *Education and Work, Australia, May 2010, 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.26

Table BA.26 Proportion of 20–64 year olds with or working towards a non-school qualification (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>
2014										
With non-school qualification (d)	%	65.1 ± 1.5	64.6 ± 1.5	61.6 ± 1.6	62.5 ± 1.8	60.0 ± 1.6	59.4 ± 2.5	71.9 ± 2.8	65.7 ± 2.5	63.6 ± 0.7
Working towards a non-school qualification (e)	%	12.8 ± 1.0	12.8 ± 0.8	11.1 ± 0.8	11.2 ± 1.1	13.4 ± 1.0	10.7 ± 1.6	18.3 ± 4.1	11.5 ± 1.6	12.4 ± 0.4
With or working towards a non-school qualification (f)	%	70.6 ± 1.4	70.1 ± 1.5	66.5 ± 1.5	67.1 ± 1.8	64.9 ± 1.5	63.2 ± 2.5	78.7 ± 3.4	69.8 ± 2.0	68.8 ± 0.7
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
Working towards a non-school qualification (e)	%	12.2 ± 0.7	12.6 ± 0.7	11.8 ± 0.8	10.6 ± 1.2	13.5 ± 1.1	12.3 ± 1.8	15.5 ± 1.9	11.1 ± 1.9	12.2 ± 0.3
With or working towards a non-school qualification (f)	%	68.7 ± 1.5	69.2 ± 1.4	63.6 ± 1.2	65.7 ± 1.5	65.4 ± 2.0	64.6 ± 2.3	75.4 ± 2.6	64.1 ± 4.1	67.2 ± 0.7
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
Working towards a non-school qualification (e)	%	13.2 ± 0.8	12.6 ± 0.8	10.8 ± 0.7	11.0 ± 0.9	12.1 ± 1.0	11.6 ± 1.5	16.6 ± 2.4	10.2 ± 1.5	12.3 ± 0.4
With or working towards a non-school qualification (f)	%	71.8 ± 1.0	70.3 ± 1.3	65.1 ± 1.8	68.5 ± 1.5	64.5 ± 1.6	65.1 ± 2.8	78.2 ± 2.6	62.6 ± 3.4	69.1 ± 0.6
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
Working towards a non-school qualification (e)	%	13.2 ± 1.0	12.4 ± 0.8	11.8 ± 0.9	10.6 ± 1.1	11.9 ± 1.0	11.6 ± 1.7	16.3 ± 2.0	9.1 ± 1.5	12.3 ± 0.5
With or working towards a non-school qualification (f)	%	69.1 ± 1.3	68.4 ± 1.3	64.2 ± 1.6	63.9 ± 2.3	63.1 ± 1.8	62.3 ± 2.2	77.5 ± 2.5	59.0 ± 2.8	66.9 ± 0.7

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

Table BA.26 **Proportion of 20–64 year olds with or working towards 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>
(b)	In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.									
(c)	The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.									
(d)	Includes all persons aged 20–64 years who have attained a non-school qualification.									
(e)	Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.									
(f)	The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.									

Source: ABS unpublished, *Education and Work, Australia, May 2011, 2012, 2013 and 2014*, Cat. no. 6227.0.

TABLE BA.27

Table BA.27 Proportion of 20–64 year olds with or working towards a non-school qualification, by age group (Census data)
(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
Working towards 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.27

Table BA.27 **Proportion of 20–64 year olds with or working towards 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
Working towards 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 table. 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 calculation of the proportion. People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

Table BA.27 **Proportion of 20–64 year olds with or working towards 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>
(c)	People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.									
(d)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(e)	Australia includes other territories.									
(f)	The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.									
(g)	Includes all people aged 20–64 years who have attained a non-school qualification.									
(h)	Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification.									

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

Table BA.28 **Proportion of 20–64 year olds with or working towards a non-school qualification, by Indigenous status (per cent) (Census data) (a), (b), (c), (d), (e)**

	<i>NSW</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.29 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above (per cent) (a), (b), (c)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
20–24 %	86.4 ± 3.0	89.0 ± 3.1	85.3 ± 2.6	81.9 ± 4.1	82.8 ± 3.5	75.3 ± 5.4	93.4 ± 8.6	82.2 ± 6.7	86.1 ± 1.5
20–64 %	79.5 ± 1.1	79.7 ± 1.3	77.8 ± 1.5	77.5 ± 1.6	74.0 ± 1.2	69.2 ± 2.4	89.3 ± 2.3	79.4 ± 4.2	78.6 ± 0.6
2013									
20–24 %	86.1 ± 2.6	90.1 ± 2.6	86.7 ± 2.3	82.6 ± 4.7	85.3 ± 3.9	83.3 ± 5.2	92.4 ± 4.3	69.2 ± 14.2	86.7 ± 1.5
20–64 %	79.0 ± 79.0	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

(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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Source: ABS 2011, 2012, 2013 and 2014, *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS unpublished, *Education and Work, Australia, May 2014*, Cat. no. 6227.0.

TABLE BA.30

Table BA.30 **People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II level or above, by Indigenous status (Census data) (a), (b), (c), (d)**

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

Table BA.30 **People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II level or above, by Indigenous status (Census data) (a), (b), (c), (d)**

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

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

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

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

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

(e) Australia includes other territories.

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

TABLE BA.31

Table BA.31 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by Indigenous status, by remoteness area (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</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
Remote	%	36.9	100.0	45.3	41.8	60.0	39.1	..	23.9	36.6

TABLE BA.31

Table BA.31 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by Indigenous status, by remoteness area (Census data) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</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>
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. – Nil or rounded to zero.

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

TABLE BA.32

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
20–24 year olds									
SEIFA IRSD quintile 1	74.7 ± 8.5	92.0 ± 11.4	72.7 ± 10.7	70.9 ± 40.7	63.5 ± 8.1	78.6 ± 9.4	–	–	74.2 ± 5.5
SEIFA IRSD quintile 2	81.8 ± 7.6	79.6 ± 10.2	89.2 ± 22.0	81.8 ± 10.3	83.0 ± 8.4	79.3 ± 8.7	np	76.9 ± 60.0	83.2 ± 4.0
SEIFA IRSD quintile 3	89.6 ± 2.5	86.3 ± 5.6	87.7 ± 5.7	80.6 ± 16.5	87.7 ± 30.3	80.0 ± 9.8	–	61.4 ± 16.1	86.5 ± 5.1
SEIFA IRSD quintile 4	92.8 ± 4.9	92.0 ± 3.6	87.5 ± 3.2	76.5 ± 1.7	85.8 ± 13.2	100.0 ± 60.1	94.2 ± 52.3	89.3 ± 6.1	89.5 ± 10.3
SEIFA IRSD quintile 5	95.1 ± 7.2	102.2 ± 28.3	98.0 ± 25.1	93.7 ± 3.3	104.0 ± 47.8	np	94.4 ± 19.5	82.9 ± 20.9	94.9 ± 3.1
20–64 year olds									
SEIFA IRSD quintile 1	65.1 ± 3.5	65.9 ± 2.5	64.2 ± 5.2	60.5 ± 7.9	60.1 ± 2.8	59.5 ± 10.2	–	np	64.3 ± 4.1
SEIFA IRSD quintile 2	75.2 ± 2.1	73.8 ± 10.7	71.8 ± 11.2	71.7 ± 12.8	70.6 ± 2.8	68.7 ± 3.0	66.7 ± 36.8	65.8 ± 31.9	73.1 ± 1.8
SEIFA IRSD quintile 3	80.2 ± 13.4	78.6 ± 14.2	80.2 ± 14.7	74.8 ± 3.0	78.6 ± 0.6	73.0 ± 3.3	82.6 ± 13.7	77.1 ± 6.1	78.9 ± 6.9
SEIFA IRSD quintile 4	83.3 ± 10.9	85.7 ± 12.8	81.9 ± 2.8	78.9 ± 4.2	82.2 ± 4.5	85.2 ± 31.1	84.9 ± 23.9	84.6 ± 4.0	82.9 ± 6.5
SEIFA IRSD quintile 5	91.1 ± 3.1	91.4 ± 14.4	87.9 ± 1.2	89.7 ± 4.8	90.3 ± 1.3	90.4 ± 49.0	92.2 ± 12.3	89.1 ± 27.6	90.4 ± 0.6
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

TABLE BA.32

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 5	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
SEIFA IRSD quintile 4	85.9 ± 2.2	84.2 ± 1.2	82.8 ± 2.6	82.1 ± 2.7	80.6 ± 2.8	85.3 ± 4.7	91.7 ± 3.8	82.9 ± 4.5	84.0 ± 1.0
SEIFA IRSD quintile 5	91.9 ± 1.7	89.8 ± 1.9	88.4 ± 3.1	90.5 ± 2.2	83.1 ± 3.8	82.6 ± 8.2	90.8 ± 2.6	79.2 ± 4.6	89.9 ± 0.9
2011									
20–24 year olds									
SEIFA IRSD quintile 1	75.0 ± 6.9	77.3 ± 6.9	69.6 ± 10.8	73.7 ± 11.0	71.4 ± 8.2	72.4 ± 12.8	np	np	74.1 ± 3.7
SEIFA IRSD quintile 2	75.7 ± 7.2	85.5 ± 5.6	77.3 ± 8.7	79.1 ± 10.7	85.5 ± 8.4	69.7 ± 16.5	–	77.6 ± 11.6	79.5 ± 3.8
SEIFA IRSD quintile 3	86.9 ± 5.1	82.1 ± 7.6	83.1 ± 6.4	84.2 ± 8.5	88.2 ± 8.6	83.5 ± 16.7	77.3 ± 19.6	82.2 ± 13.1	84.2 ± 3.2
SEIFA IRSD quintile 4	87.4 ± 6.4	88.3 ± 5.1	86.7 ± 6.6	84.3 ± 8.9	90.4 ± 6.4	92.3 ± 9.5	89.7 ± 7.8	65.5 ± 27.3	87.3 ± 3.2
SEIFA IRSD quintile 5	93.8 ± 4.1	95.2 ± 3.6	92.0 ± 5.5	94.6 ± 4.0	92.7 ± 7.5	93.0 ± 16.5	93.7 ± 5.7	92.9 ± 15.3	93.8 ± 1.9
20–64 year olds									
SEIFA IRSD quintile 1	66.0 ± 3.2	64.1 ± 4.2	63.9 ± 4.4	63.9 ± 5.7	61.9 ± 3.9	59.1 ± 4.4	89.9 ± 24.7	62.7 ± 7.2	64.3 ± 1.9
SEIFA IRSD quintile 2	71.3 ± 2.8	72.5 ± 3.1	67.8 ± 3.8	69.9 ± 3.1	72.2 ± 3.7	64.8 ± 4.4	87.1 ± 13.2	58.9 ± 6.9	70.4 ± 1.7
SEIFA IRSD quintile 3	78.0 ± 2.4	78.4 ± 2.7	77.1 ± 2.7	73.9 ± 3.2	76.3 ± 3.4	71.0 ± 8.4	78.9 ± 6.2	74.0 ± 4.5	77.2 ± 1.4

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

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

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (e) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

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

Source: ABS unpublished, *Education and Work, Australia, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

TABLE BA.33

Table BA.33 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
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.33

Table BA.33 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	62 819	68 632	49 757	28 267	16 382	3 331	6 027	2 121	237 346
Total 20–24 year old population	no.	70 448	75 329	55 711	32 725	18 484	3 759	6 754	2 598	265 818
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	89.2	91.1	89.3	86.4	88.6	88.6	89.2	81.6	89.3
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										
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.33

Table BA.33 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
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.33 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II level or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)

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

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

TABLE BA.34

Table BA.34 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	432.8	367.2	279.5	149.4	91.5	22.3	29.5	13.2	1 387.0
Total 20–24 year old population (e)	'000	507.9	413.6	331.4	185.8	112.9	31.8	31.6	16.3	1 632.9
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	85.2 ± 3.1	88.8 ± 3.4	84.4 ± 2.6	80.4 ± 4.3	81.0 ± 3.7	70.2 ± 6.0	93.4 ± 8.6	81.4 ± 6.7	84.9 ± 1.5
2013										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	448.6	372.7	291.8	151.4	96.6	26.2	27.2	9.2	1 423.6
Total 20–24 year old population (e)	'000	524.5	419.0	341.9	185.2	115.6	32.2	29.9	13.5	1 661.9
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	85.5 ± 2.7	88.9 ± 2.6	85.3 ± 2.3	81.7 ± 4.8	83.5 ± 4.0	81.2 ± 5.9	91.0 ± 4.7	68.2 ± 14.7	85.7 ± 1.5
2012										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	453.1	365.9	273.6	141.2	91.1	22.2	28.3	10.1	1 385.5
Total 20–24 year old population (e)	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1 637.1
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	87.0 ± 2.4	87.3 ± 2.6	83.3 ± 3.9	80.4 ± 2.9	78.7 ± 4.2	68.4 ± 7.8	92.9 ± 4.2	68.2 ± 7.9	84.6 ± 1.3

TABLE BA.34

Table BA.34 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above (a), (b), (c)**

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

(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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.

(c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

(d) Includes 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (excludes 'Certificate not further defined' and 'level not determined').

(e) Total population of persons aged 20–24 years.

Source: ABS 2010, 2011, 2012 and 2013, *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS unpublished, *Education and Work, Australia, May 2014*, Cat. no. 6227.0.

Table BA.35 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III level or above (Census data) (a), (b), (c), (d)**

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

(a) Certificate III level or above excludes 'Certificate nfd'.

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

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

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

(e) Australia includes other territories.

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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
20–24 year olds									
SEIFA IRSD quintile 1	72.7 ± 7.5	85.3 ± 14.2	65.4 ± 15.1	<i>70.9 ± 40.8</i>	55.7 ± 10.3	60.2 ± 9.5	–	–	72.2 ± 5.5
SEIFA IRSD quintile 2	79.2 ± 3.4	76.5 ± 10.8	89.2 ± 22.0	79.1 ± 14.5	83.0 ± 5.6	78.3 ± 10.1	np	76.9 ± 60.0	80.8 ± 3.9
SEIFA IRSD quintile 3	91.3 ± 25.2	86.3 ± 5.6	82.2 ± 9.0	79.2 ± 16.2	85.6 ± 29.4	61.8 ± 23.6	–	61.4 ± 16.1	85.2 ± 4.9
SEIFA IRSD quintile 4	92.8 ± 4.9	89.8 ± 6.0	87.5 ± 3.2	76.5 ± 1.7	85.8 ± 13.2	<i>100.0 ± 60.1</i>	<i>94.2 ± 52.3</i>	78.6 ± 16.4	89.7 ± 10.3
SEIFA IRSD quintile 5	94.1 ± 7.5	102.2 ± 28.3	97.9 ± 3.2	92.7 ± 4.3	104.0 ± 47.8	np	94.4 ± 19.5	82.9 ± 20.9	94.0 ± 3.6

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See 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.
– Nil or rounded to zero. **np** not published

Source: ABS unpublished, *Microdata: Education and Work, Australia, May 2014*, Cat. no. 6227.0.30.001.

TABLE BA.37

Table BA.37 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
20–24	39.2 ± 4.0	39.5 ± 3.9	41.2 ± 4.5	41.0 ± 4.9	35.6 ± 5.9	33.9 ± 10.2	36.9 ± 6.5	38.2 ± 10.9	39.5 ± 2.0
25–29	67.5 ± 4.0	66.2 ± 4.2	59.4 ± 4.5	63.4 ± 5.7	60.5 ± 6.3	57.8 ± 6.6	69.3 ± 7.1	64.1 ± 6.6	64.5 ± 1.6
30–34	70.3 ± 4.1	68.7 ± 3.3	65.1 ± 4.9	63.5 ± 5.0	61.3 ± 5.4	60.5 ± 8.2	81.1 ± 5.2	69.5 ± 7.5	67.4 ± 1.7
35–39	67.9 ± 2.9	65.1 ± 3.1	64.9 ± 3.1	64.5 ± 5.0	59.3 ± 4.9	67.5 ± 6.9	72.0 ± 5.9	71.4 ± 6.5	66.2 ± 1.3
40–44	64.7 ± 4.2	64.7 ± 3.4	59.9 ± 3.9	65.2 ± 5.4	57.9 ± 5.1	60.8 ± 6.5	71.5 ± 7.4	64.2 ± 7.5	63.4 ± 2.4
45–49	58.2 ± 3.5	56.2 ± 4.3	59.3 ± 4.1	55.9 ± 5.2	55.3 ± 4.3	50.9 ± 6.5	73.4 ± 11.2	59.1 ± 10.7	57.5 ± 2.1
50–54	57.6 ± 2.5	56.5 ± 3.2	50.3 ± 3.7	56.4 ± 3.7	50.1 ± 4.7	50.1 ± 6.8	66.1 ± 9.0	54.7 ± 7.5	55.1 ± 1.7
55–59	54.3 ± 3.6	54.1 ± 5.3	54.9 ± 5.0	54.9 ± 5.1	43.9 ± 4.1	48.8 ± 7.1	72.1 ± 10.4	60.2 ± 8.2	53.6 ± 1.8
60–64	46.8 ± 3.9	49.2 ± 3.7	43.0 ± 4.5	45.4 ± 4.0	44.6 ± 5.2	41.2 ± 7.0	69.5 ± 9.3	46.3 ± 10.9	46.5 ± 2.3
25–64	61.3 ± 1.5	60.8 ± 1.6	57.7 ± 1.9	59.4 ± 2.1	54.3 ± 1.6	54.2 ± 2.4	72.1 ± 3.4	63.3 ± 1.4	59.9 ± 0.8
20–64	58.8 ± 1.5	58.3 ± 1.6	55.8 ± 1.7	57.3 ± 1.8	52.1 ± 1.6	51.9 ± 2.8	67.6 ± 3.3	60.5 ± 1.0	57.5 ± 0.7
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

TABLE BA.37

Table BA.37 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (per cent) (a), (b), (c)

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

Table BA.37 **Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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

- (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) In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2010 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.
- (c) The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.

Source: ABS 2010, 2011, 2012 and 2013, *Education and Work, Australia - Additional data cubes, May 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; ABS unpublished, *Education and Work, Australia, May 2014*, Cat. no. 6227.0.

Table BA.38 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by age group (Census data) (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.39 **Proportion of 20–64 year olds with qualifications at Certificate III level 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	%	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 (e)	%	50.5	49.8	46.1	48.8	44.5	43.2	60.1	52.2	48.8

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

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

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

(d) 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.40

Table BA.40 Proportion of 20–64 year olds with qualifications at Certificate III level or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
SEIFA IRSD quintile 1	43.1 ± 3.6	45.0 ± 4.1	43.8 ± 4.1	40.0 ± 3.6	40.9 ± 4.5	42.3 ± 4.8	–	np	43.2 ± 1.6
SEIFA IRSD quintile 2	56.3 ± 3.5	51.9 ± 1.5	50.6 ± 2.9	51.6 ± 3.7	48.0 ± 3.9	52.1 ± 4.5	50.0 ± 32.8	51.6 ± 4.2	52.4 ± 2.1
SEIFA IRSD quintile 3	60.7 ± 9.7	57.8 ± 10.4	57.3 ± 10.7	56.7 ± 5.0	54.2 ± 3.8	56.2 ± 2.4	72.7 ± 46.7	59.4 ± 5.8	58.3 ± 0.3
SEIFA IRSD quintile 4	61.7 ± 1.9	63.3 ± 2.2	59.2 ± 3.6	57.6 ± 3.9	60.0 ± 4.1	63.6 ± 2.4	65.5 ± 4.1	64.0 ± 4.2	61.1 ± 5.0
SEIFA IRSD quintile 5	70.9 ± 1.7	71.5 ± 10.2	65.3 ± 11.2	68.5 ± 3.6	70.4 ± 6.1	71.9 ± 39.8	68.5 ± 2.1	66.7 ± 1.5	69.3 ± 4.6
2013									
SEIFA IRSD quintile 1	41.7 ± 2.9	np	42.2 ± 2.6	45.4 ± 6.1	40.6 ± 3.9	np	np	43.8 ± 19.4	42.3 ± 0.9
SEIFA IRSD quintile 2	54.3 ± 2.1	55.5 ± 3.1	49.3 ± 3.7	np	52.8 ± 5.5	np	np	np	np
SEIFA IRSD quintile 3	58.7 ± 2.3	61.3 ± 2.2	55.1 ± 3.5	np	60.1 ± 2.0	57.9 ± 1.9	60.2 ± 6.1	57.0 ± 4.5	57.8 ± 1.3
SEIFA IRSD quintile 4	62.7 ± 0.9	np	60.7 ± 7.1	58.7 ± 4.7	64.5 ± 5.6	68.4 ± 7.3	np	54.5 ± 3.2	np
SEIFA IRSD quintile 5	69.4 ± 2.3	np	np	np	68.7 ± 7.9	np	69.4 ± 0.5	62.2 ± 7.8	69.1 ± 1.4
2012									
SEIFA IRSD quintile 1	46.5 ± 2.9	44.8 ± 3.0	41.9 ± 3.9	46.7 ± 6.0	43.6 ± 4.0	41.5 ± 3.8	66.4 ± 13.7	52.0 ± 9.0	45.0 ± 1.7
SEIFA IRSD quintile 2	54.2 ± 3.0	53.4 ± 4.1	50.1 ± 3.2	51.9 ± 5.2	49.9 ± 4.2	52.8 ± 3.8	67.5 ± 18.4	50.1 ± 8.5	52.3 ± 1.8
SEIFA IRSD quintile 3	60.4 ± 2.3	60.5 ± 3.7	54.4 ± 3.7	54.6 ± 4.3	52.7 ± 5.8	60.0 ± 5.6	59.5 ± 5.5	54.2 ± 7.0	57.9 ± 1.7
SEIFA IRSD quintile 4	64.4 ± 2.1	63.6 ± 2.4	59.5 ± 2.4	62.1 ± 4.2	56.3 ± 4.0	68.8 ± 5.6	68.6 ± 4.8	61.9 ± 7.0	62.5 ± 1.2
SEIFA IRSD quintile 5	72.2 ± 1.9	69.7 ± 2.6	61.4 ± 4.3	64.2 ± 4.4	66.1 ± 2.8	65.2 ± 6.1	68.9 ± 4.4	61.5 ± 7.7	68.1 ± 1.2
2011									
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

Table BA.40 **Proportion of 20–64 year olds with qualifications at Certificate III level or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).								
(b)	Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.								
(c)	The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.								
(d)	In 2014 the SEW was not conducted in Aboriginal and Torres Strait Islander communities. From 2011 to 2013 the SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote parts of Australia.								
(e)	The scope of SEW was extended in 2013 to include persons who were permanently unable to work. Care should be used when comparing 2013 data to previous years.								
	– Nil or rounded to zero. np Not published.								

Source: ABS unpublished, *Education and Work, Australia, May 2011 and 2012*, Cat. no. 6227.0; ABS unpublished, *Microdata: Education and Work, Australia, May 2013 and 2014*, Cat. no. 6227.0.30.001.

Table BA.41 **Proportion of 20–64 year olds with qualifications at Certificate III level or above, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2012										
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
2007										
SEIFA IRSD quintile 1	%	34.9	33.7	32.9	34.2	31.8	30.0	48.9	27.1	33.6
SEIFA IRSD quintile 2	%	44.2	42.7	40.1	41.7	40.5	40.5	54.1	46.1	42.3
SEIFA IRSD quintile 3	%	49.0	48.1	44.9	45.6	45.2	48.2	54.2	50.0	47.3
SEIFA IRSD quintile 4	%	54.4	54.2	49.7	51.0	50.4	54.5	57.7	55.4	52.9
SEIFA IRSD quintile 5	%	63.4	61.6	57.2	58.2	58.8	59.7	64.6	56.5	61.0

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

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

TABLE BA.42

Table BA.42 **Proportion of 20–64 and 15–74 year olds across all Programme for the International Assessment of Adult Competencies (PIAAC) literacy skill levels, 2011-12 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC literacy levels										
Missing (c)	%	2.8 ± 1.0	2.2 ± 0.9	<i>1.6 ± 0.8</i>	<i>0.6 ± 0.5</i>	<i>1.8 ± 1.4</i>	np	np	<i>1.1 ± 1.0</i>	<i>2.0 ± 0.5</i>
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	<i>7.3 ± 5.1</i>	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	<i>1.3 ± 0.7</i>	<i>0.7 ± 0.5</i>	<i>1.7 ± 1.1</i>	np	np	<i>1.1 ± 0.9</i>	<i>2.1 ± 0.4</i>
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	<i>8.1 ± 4.2</i>	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.43

Table BA.43 Proportion of 20–64 and 15–74 year olds across all PIAAC numeracy skill levels, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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.44

Table BA.44 **Proportion of 20–64 and 15–74 year olds across all PIAAC skill levels for the domain problem solving in technology-rich environments (PSTRE), 2011-12 (a), (b)**

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

Table BA.45 General Government Final Consumption Expenditure (GGFCE), chain price index

<i>Years</i>	<i>2013-14 = 100</i>
2004-05	75.6
2005-06	79.2
2006-07	82.1
2007-08	85.4
2008-09	88.7
2009-10	91.2
2010-11	95.9
2011-12	97.4
2012-13	98.7
2013-14	100.0

Source: Review calculations based on ABS 2015, *Australian National Accounts: National Income, Expenditure and Product, Jun 2015*, Cat. no. 5206.0, Canberra; table 2A.48.

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.

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

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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 and Training, with additional Steering Committee comments.

Indicator definition and description

Indicator	School readiness
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children developmentally on track on four or more (of five) domains of the Australian Early Childhood Census (AEDC) by Indigenous status.</p> <p><u>Numerator</u></p> <p>The number of children with a valid domain score who are developmentally on track on four or more domains.</p> <p><u>Denominator</u></p> <p>The number of children with a valid domain score who were assessed.</p> <p><u>Computation</u></p> <p>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.</p>
Data source/s	Australian Government Department of Education and Training (unpublished) <i>Australian Early Development Census 2012</i> .

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	<p>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.</p> <p>The AEDC data protocol details the requirements for public release of data.</p>
Interpretability	User guides and explanatory material are available on the AEDC website.

Data Gaps/Issues Analysis

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

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)	<u>Definition</u> The proportion of children aged 3–8 years who are involved in home-based reading activities (based on the number of days per week that a parent told stories, read to a child or listened to a child read) <u>Numerator</u> Number of children involved in home-based reading activities by number of days each week. <u>Denominator</u> Number of 3–8 year olds. <u>Computation</u> The number of children involved in home-based reading activities by number of days each week divided by the number of 3–8 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Microdata: Childhood Education and Care, Australia, June 2014</i> , Cat. no. 4402.0.55.001.

Data Quality Framework Dimensions

Institutional environment	Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2014 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two-week period between 8-21 June 2014, with some additional follow up of just over 500 outstanding households to increase sample numbers conducted in September 2014. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website.
Relevance	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. These data are available by state/territory disaggregation. All data are collected to standard classifications as stated in the CEaCS. See ABS Explanatory notes on the ABS website.
Timeliness	The reference period for the 2014 CEaCS data is June 2014 and was published in April 2015. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years.
Accuracy	Approximately 83 per cent of selected households were fully responding to the CEaCS in 2014, resulting in 4635 household records and 7126 children records. Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is,

they may differ from those estimates that would have been produced if all dwellings had been included in the survey.

Data that have 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 is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15-74 years.

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 Both the numerator and denominator are from CEaCS.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from CEaCS in 2011 whereas in 2014 only people living in Aboriginal and Torres Strait Islander communities were excluded.

Accessibility A range of national and state and territory level information are published in the CEaCS (cat. no. 4402.0) on the ABS website. The ABS also offers users a for-fee TableBuilder product which is used for compilation of RoGS data. Additional data can also be requested 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 The Steering Committee notes the following issues:

- this measure is only a proxy measure of school readiness
- the survey excludes people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.
- 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 level of study

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 level of study and age groups 15–19 and 20–24 year olds</p> <p><u>Numerator</u></p> <p>Number of 15–19, 20–24 and 15–24 year olds participating in education and training by level of study. Level of study includes the following categories: Bachelor degree or above; Diploma or advanced diploma; Certificate III or IV; Certificate I or II or n.f.d; School level study; Not enrolled.</p> <p><u>Denominator</u></p> <p>Number of 15–19, 20–24 and 15–24 year olds</p> <p><u>Computation</u></p> <p>The number of people aged 15–19, 20–24 and 15–24 years participating in education and training by level of study divided by the number of persons aged 15–19, 20–24 and 15–24 years.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Microdata: Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.30.001.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Data from the survey are released approximately six months after they have been collected.</p>
Accuracy	<p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed</p>

interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.

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.

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 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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote

parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

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)	<p><u>Definition</u></p> <p>The proportion of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds participating in full time education and training and/or employment</p> <p><u>Numerator</u></p> <p>Number of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds participating in full time education and training and/or employment</p> <p><u>Denominator</u></p> <p>Number of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds</p> <p><u>Computation</u></p> <p>The number 15–19, 20–24, 15–24, 17–24 and 15–64 of year olds participating in full time education and training and/or employment divided by the number of 15–19, 20–24, 15–24, 17–24 and 15–64 year olds</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) Microdata: <i>Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.30.001.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p>
Accuracy	<p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</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>

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 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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

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

- the level of participation in full time education and training and/or employment varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.
- the 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
- the size of the RSEs affects the ability to identify small year to year movements.

School leaver 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)	<p><u>Definition</u></p> <p>The proportion of 17–24 year old school leavers participating in full time education and training and/or employment</p> <p><u>Numerator</u></p> <p>Number of 17–24 year old school leavers participating in full time education and training and/or employment</p> <p><u>Denominator</u></p> <p>Number of 17–24 year old school leavers.</p> <p><u>Computation</u></p> <p>The number of 17–24 year old school leavers participating in full time education and training and/or employment divided by the number 17–24 year old school leavers.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Microdata: Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.30.001.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p>
Accuracy	<p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</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</p>

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 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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data

collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- the level of school leaver participation in full time education and training and/or employment varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.
- the 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
- 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>Microdata: Education and Work, Australia, May 2014</i> , Cat. no. 6227.0.30.001.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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. In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.
Accuracy	The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.

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.

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 standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

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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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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.

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Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

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

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

Population with or working towards a non-school qualification

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 with or working towards a non-school qualification <u>Numerator</u> Number of 20–64 year olds with or working towards a non-school qualification <u>Denominator</u> Number of 20–64 year olds. <u>Computation</u> The number of 20–64 year olds with or working towards a non-school qualification divided by the number of 20–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Microdata: Education and Work, Australia, May 2014</i> , Cat. no. 6227.0.30.001.

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p>
Accuracy	<p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</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</p>

2010 onwards.

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Key data gaps /issues

The Steering Committee notes the following issues:

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

Completion of year 12 (or equivalent) or Certificate II level 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)	<p><u>Definition</u></p> <p>The proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above. This is also reported by Indigenous status for 20–24 year olds.</p> <p><u>Numerator</u></p> <p>Number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above.</p> <p><u>Denominator</u></p> <p>Number of 20–24 and 20–64 year olds.</p> <p><u>Computation</u></p> <p>The number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II level or above divided by the number of 20–24 and 20–64 year olds.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p>
Accuracy	<p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</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</p>

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 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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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 May 2013 SEW was the first supplementary survey to incorporate an online data

collection method, where the option was offered to just over one-quarter of the SEW sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

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)	<p><u>Definition</u></p> <p>The proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above. This is also reported by Indigenous status.</p> <p><u>Numerator</u></p> <p>Number of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above.</p> <p><u>Denominator</u></p> <p>Number of 20–24 year olds.</p> <p><u>Computation</u></p> <p>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.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Education and Work, Australia, May 2014</i>, Cat. no. 6227.0.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p>
Accuracy	<p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</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</p>

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 standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

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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.

SEW is conducted in both urban and rural areas in all states and territories but excluded people living in Aboriginal and Torres Strait Islander communities. The exclusion of people living in these areas is unlikely to impact on state and territory estimates, except in the NT where they account for approximately 15 per cent of the total population aged 15–74 years.

Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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The May 2013 SEW was the first supplementary survey to incorporate an online data collection method, where the option was offered to just over one-quarter of the SEW

sample. The May 2014 SEW is the first time this option has been offered to all respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

Population with qualifications at Certificate III level 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 with qualifications at Certificate III level or above. This is also reported by Indigenous status. <u>Numerator</u> The number of 20–64 year olds with qualifications at Certificate III level or above. <u>Denominator</u> Number of 20–64 year olds. <u>Computation</u> The number of 20–64 year olds with qualifications at Certificate III level or above divided by the number of 20–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, May 2014</i> , Cat. no. 6227.0.

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) is collected by the ABS collected 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 level of highest non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED). 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> <p>In 2014, persons who are identified in the LFS as currently studying a school level qualification were asked in SEW whether they are currently studying for any non-school qualifications. If the respondent was still attending school, their level of study was recorded as their current year of schooling, not their level of study for non-school qualification.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly LFS. Data from the survey are released approximately six months after they have been collected.</p>
Accuracy	<p>The LFS is primarily designed to provide estimates for the whole of Australia and, second, for each state and territory. The LFS is based on a sample of private dwellings and non-private dwellings, such as hotels and motels. The number of completed interviews for the 2014 SEW (after taking into account scope and coverage exclusions) was 39 122. The sample size was achieved by obtaining a response rate of 92 per cent.</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</p>

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 standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

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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.

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Coherence

Both the numerator and denominator come from the SEW.

Revisions were made to the in-scope population in 2013 which affect this measure, in particular, persons who were permanently unable to work were included. Caution should be used when comparing data from 2013 to previous years.

People living in Aboriginal and Torres Strait Islander communities or in very remote parts of Australia were excluded from SEW prior to 2009; since then only people living in Aboriginal and Torres Strait Islander communities have been excluded.

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.

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respondents. Respondents who took up the online option represented 26 per cent of the total SEW sample. While those respondents who chose to complete the survey online may have different characteristics to those who undertake the survey via face-to-face or telephone interview, the ABS has not detected any significant impacts due to the introduction of online collection. However, the ABS will continue to monitor any impacts through a measurement strategy and report these in the *Labour Force, Australia* (cat. no. 6202.0).

Accessibility

The data for the SEW are available via the ABS website in the publication *Education and Work, Australia*. Further data are available by the licensed Microdata (TableBuilder) product.

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.

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).

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

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

Data Quality Framework Dimensions

Institutional environment	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.
Relevance	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: <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	PIAAC was designed to provide reliable estimates at the national level and for each state and territory. Dwellings in each state and territory were selected at random using a multi-stage area sample. The sample included only private dwellings from the geographic areas covered by the survey. The initial sample for PIAAC consisted of 14 442 private dwellings. Of the 11 532 households that remained in the survey after sample loss, 8446 (73 per cent) were fully responding or provided sufficient detail for scores to be determined. Data were collected by trained ABS interviewers who conducted computer-assisted personal interviews. An in-scope household respondent was randomly selected to be interviewed and asked background information before undertaking a self-enumeration exercise on their literacy, numeracy and problem solving skills in technology-rich

environments. Respondents either completed the exercise on the notebook computer or on paper. Respondents who passed the core stage proceeded to the main exercise. Those who failed the core stage were directed to the Reading Components booklet, which was designed to measure basic reading skills.

To minimise respondent burden, respondents completed exercise tasks in only one or two of the skill domains. PIAAC then used multiple imputation methodology to obtain proficiency scores for each respondent for the skill domains for which the respondent was not required to do an exercise.

Two initial weighting adjustment factors were applied:

- a literacy-related non-response adjustment to ensure that people who could not complete the questionnaire for a literacy or language reason.
- a non-literacy-related non-response adjustment to adjust for people who were not able to complete the questionnaire for other reasons.

The weights were then adjusted to align with independent estimates of the population.

Data with a 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 The Steering Committee notes the following issues:

- educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes. However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work).