

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



# **Report on Government Services 2023**

Child care, education and training  
(part B)

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

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

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# Report on Government Services 2023

PART B: RELEASED ON 7 FEBRUARY 2023

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

## B Child care, education and training

### Data downloads

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

[Child care, education and training data tables \(XLSX - 149 Kb\)](#)

[Child care, education and training dataset \(CSV - 249 Kb\)](#)

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

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

### Main aims of services within the sector

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

### Services included in the sector

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

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

[School education](#) >

Formal schooling, consisting of six to eight years of primary school education followed by five to six years of secondary schooling.

[Vocational education and training \(VET\)](#) >

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

**Higher education** — education delivered by universities (not included as a service specific-chapter in this Report).

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

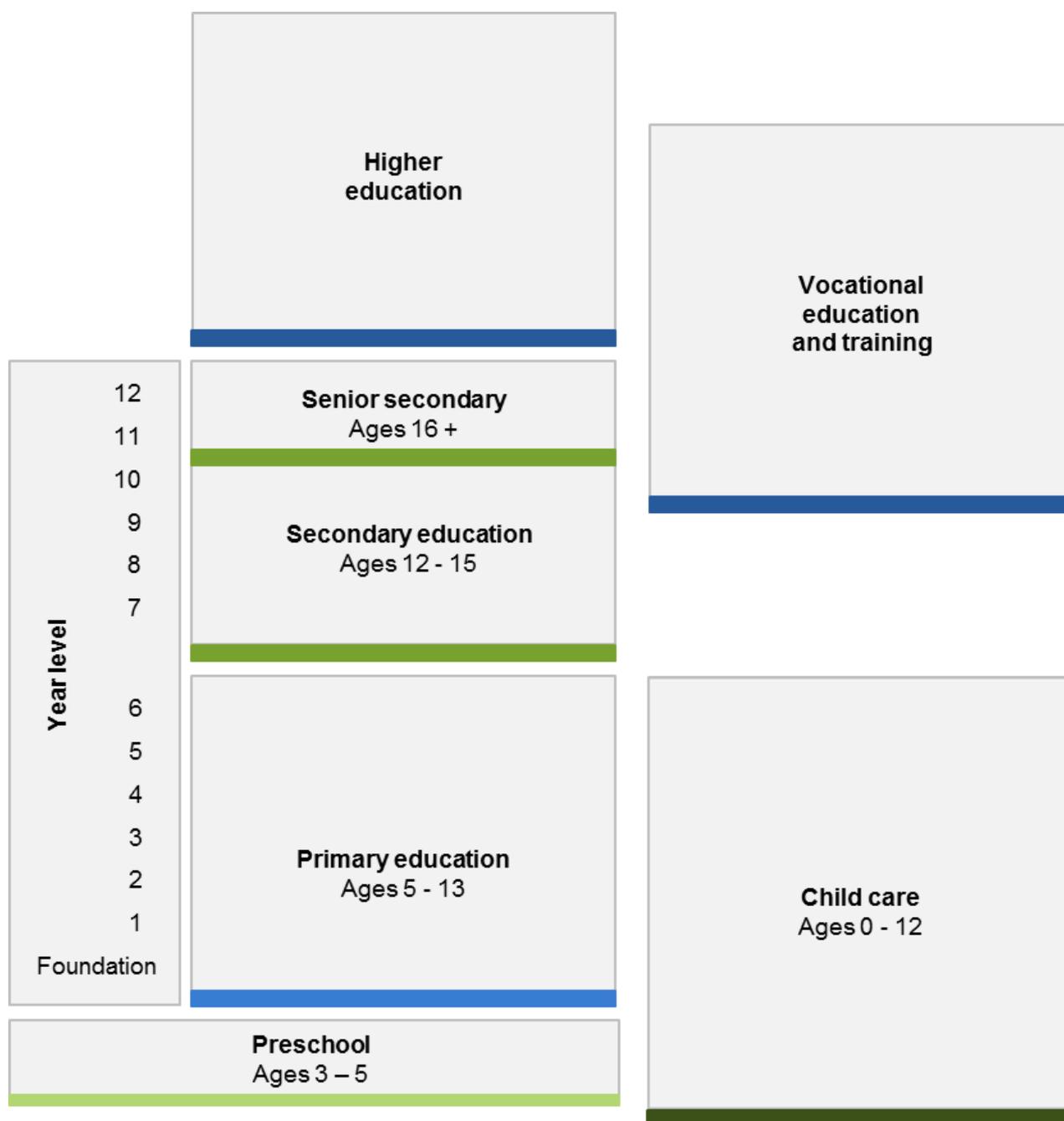
## Government expenditure in the sector

Total government recurrent expenditure for the CCET services for the latest years covered in this Report was \$92.1 billion. School education was the largest contributor (\$72.2 billion in 2020-21, table 4A.10), followed by ECEC (\$12.8 billion in 2021-22, table 3A.4) and VET (\$7.1 billion in 2021, table 5A.1). For the 2020-21 financial year (the most recent financial year for which data are available across all sections) this represented 29.1 per cent of total government expenditure covered in this Report.

For higher education, expenditure data are not collected for this Report, but in the ABS's Government Finance Statistics (GFS) report<sup>1</sup> it was around \$31.0 billion in 2020-21.

## Flows in the sector

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

Figure B.1 Outline of the Australian childcare, education and training system<sup>a, b, c</sup>

**a** There are different starting ages and names for preschool (see section 3, table 3.1) and school education (see section 4, context) across jurisdictions. **b** In SA primary school spans pre-year 1 to year 7 and secondary school spans years 8 to 12. Year 7 Government school students will be taught in high school from term 1 2022. **c** Providers can deliver qualifications in more than one sector, all subject to meeting the relevant quality assurance requirements.

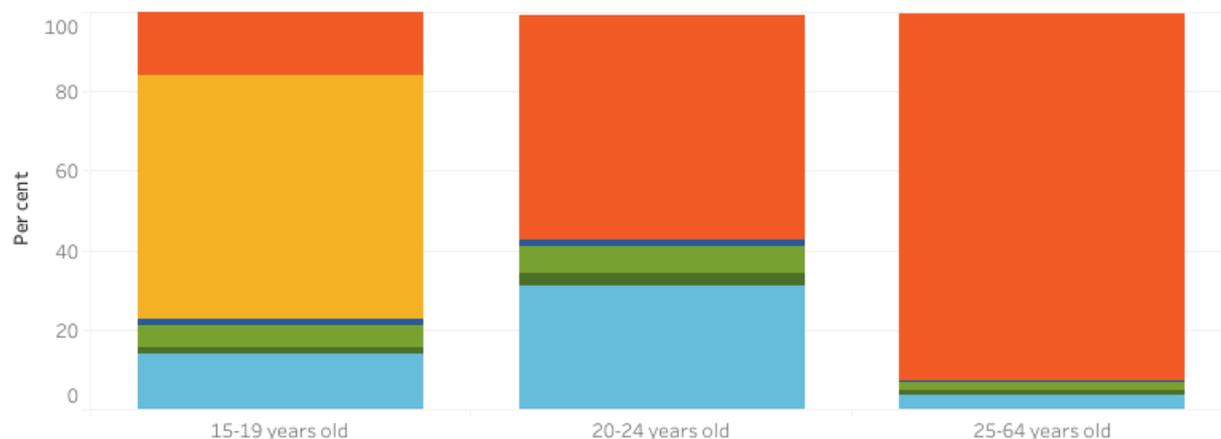
Source: Australian, State and Territory governments (unpublished).

Participation in education and training is particularly important for younger people. Nationally in 2022, 62.8 per cent of 15–24 year olds were enrolled in education and training (82.8 per cent of 15–19 year olds and 43.4 per cent of 20–24 year olds), compared to 7.7 per cent of 25–64 year olds (figure B.2).

Select jurisdiction:  
Aust

- Not enrolled
- School level study
- Certificate I or II or nfd
- Certificate III or IV
- Diploma or advanced diploma
- Bachelor degree or above

Figure B.2 Participation in education and training, Aust, 2022  
by age group, by level of study



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

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

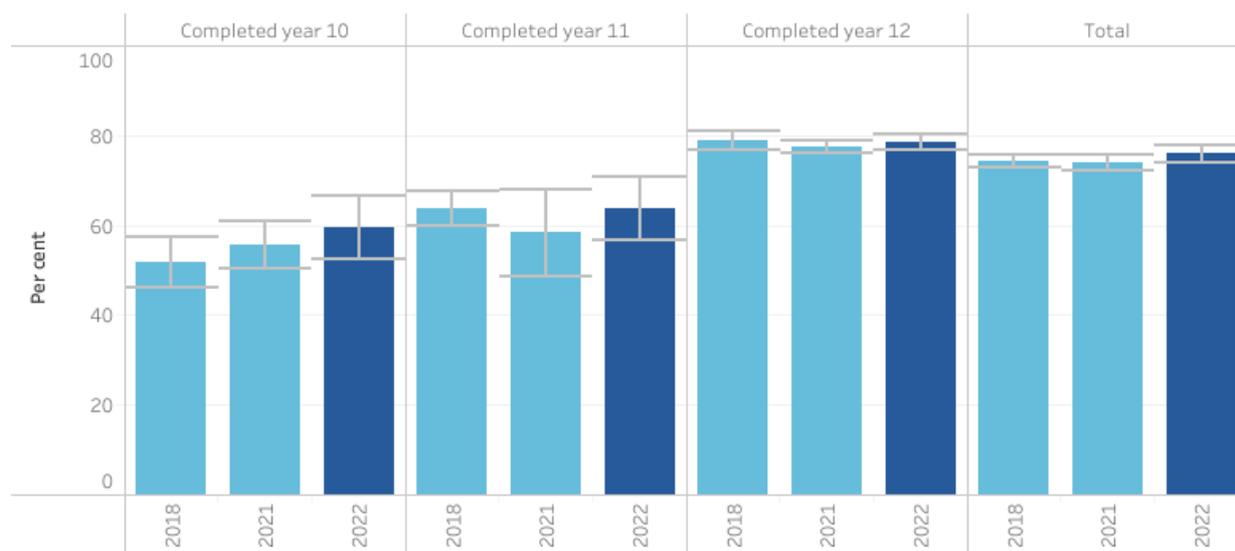


Young people's successful transition from compulsory schooling to education, training and employment is particularly important, with a positive relationship between completion of year 12 and subsequent engagement (figure B.3). Nationally in 2022, 75.9 per cent of 17–24 year old school leavers were fully participating in education, training and/or employment, an increase from 2021 (73.9 per cent).

Select year(s):  
Multiple values

Select jurisdiction:  
Aust

Figure B.3 Proportion of School leavers 17-24 years old participating in education and training and/or employment (a)  
by completion year, by year



Source: table BA.2

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

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

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## Sector-wide indicators

Two sector-wide indicators of governments' aim to develop the capacities and talents of children and students to ensure necessary knowledge, understanding, skills and values for a productive and rewarding life are reported.

- Achievement of foundation skills — proportion of 20–64 year olds who have achieved literacy, numeracy and problem solving in technology rich environments (PSTRE) competencies.
- Attainment of qualifications — proportion of 20–64 year olds with qualifications at Certificate III level or above.

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

### Achievement of foundation skills

Achievement of foundation skills is a proxy indicator as it measures only a subset of the skills and values needed for a productive and rewarding life. Data are sourced from the OECD survey *Programme for the International Assessment of Adult Competencies (PIAAC)* that measures adult skills and competencies for literacy, numeracy and PSTRE. 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 PSTRE skill attainment. The most recent PIAAC data are for 2011-12 and are reported in tables BA.16–18.

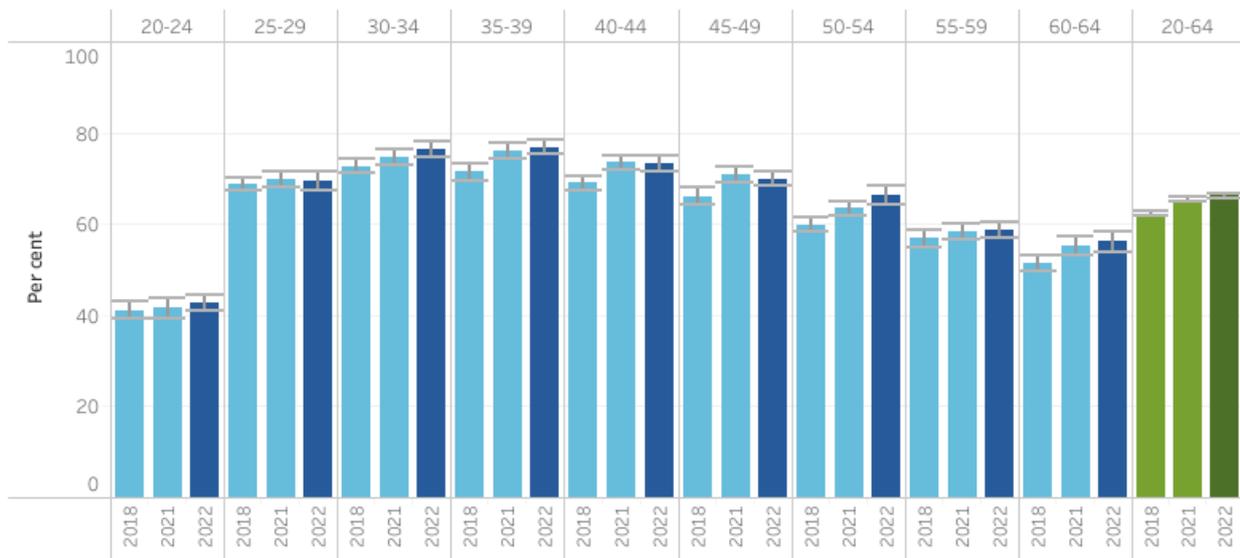
## Attainment of qualifications

Attainment of qualifications is a proxy indicator for skills as it understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, and informal learning.

Nationally in 2022, 66.2 per cent of 20–64 year olds had a qualification at Certificate III level or above (figure B.4). Qualification rates at Certificate level III or above are highest for 35–39 year olds and have been increasing over time. Data by Indigenous status are in table BA.15. Data for 20-24 year olds who have completed year 12 (or equivalent) or Certificate III level or above by remoteness are in table BA.11.

Select year(s): Multiple values      Select jurisdiction: Aust      Select age group: All

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



Source: table BA.13

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

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## Footnotes

1. Australian Bureau of Statistics (ABS) (unpublished), *Government Finance Statistics, Education, Australia, 2020-21*, Canberra. Expenditure data from the GFS are not comparable to expenditure data collected for this Report.

### **Impact of COVID-19 on data for the Child care, education and training sector overview**

COVID-19 may affect data in this report in a number of ways. This includes in respect of actual performance (that is, the impact of COVID-19 on service delivery from 2020 to 2022 which is reflected in the data results), and the collection and processing of data (that is, the ability of data providers to undertake data collection and process results for inclusion in the report).

Various restrictions introduced from March 2020 including travel restrictions, shutting down of non-essential services, stimulus packages, free child care for working parents and social distancing rules are likely to have had an impact on the child care, education and training sector. Any impacts which are specific to the service areas covered in this Report are noted in sections 3, 4, and 5.

# Report on Government Services 2023

PART B, SECTION 3: RELEASED ON 7 FEBRUARY 2023

## 3 Early childhood education and care

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

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

### Data downloads

[3 ECEC services data tables \(XLSX - 466 Kb\)](#)

[3 ECEC services dataset \(CSV - 1072 Kb\)](#)

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

[Guide: How to find what you need in RoGS \(PDF - 298 Kb\)](#)

## Context

### Objectives for ECEC services

ECEC services aim to meet the education, care and development needs of children, and meet the needs of families including enabling increased workforce participation, by providing universal access to early childhood education services for eligible children and accessible child care services that:

- are high quality, affordable, flexible and can be implemented across a range of settings
- are delivered in a safe, nurturing and inclusive environment
- target improved access for, and participation by, Aboriginal and Torres Strait Islander, vulnerable and disadvantaged children.

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

### Service overview

The ECEC sector provides a range of services for children based on their age and education, care and development needs. ECEC services provide the following broad service types:

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

**Table 3.1 Preschool programs in Australia, 2021-22**

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

Source: State and Territory governments (unpublished).

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

ECEC services can also provide other non-education services such as maternal and child health services and family support services. The services provided differ according to community need, with more extensive services often being provided in disadvantaged communities.

## Roles and responsibilities

The Australian, State and Territory governments have different but complementary roles in ECEC. In 2021-22, the Australian Government's main roles and responsibilities included:

- paying the Child Care Subsidy (CCS)<sup>1</sup> which is generally paid directly to child care providers. The types of child care for which families receive subsidised care are in table 3.2
- providing funding to State and Territory governments to support the achievement of universal access to early childhood education, through the *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE)
- providing operational and capital funding to some providers.

**Table 3.2 Summary of ECEC service funding by Australian, State and Territory governments, 2021-22**

		NSW	Vic	Qld	WA	SA	Tas <sup>a</sup>	ACT <sup>b</sup>	NT <sup>c</sup>	Aust
Funded child care services, for service types:	Centre based day care	✓	✓	✓	✓	✓	✓	✗	✓	✓
	OSHC	✓	✗	✓	✓	✗	✗	✗	✗	✓
	Family day care	✗	✗	✗	✓	✗	✗	✗	✓	✓
	In home care	✗	✗	✗	✗	✗	✗	✗	✗	✓

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

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

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

**a** In Tasmania, some child care services may receive funding under an annual, small capital grants (minor infrastructure) program. These services are not included in this table unless they also receive recurrent funding. **b** In the ACT, child care services and preschool services outside the government sector may receive support through capital grants, rental subsidies, and funding through budget initiatives. These services are not included in this table unless they also receive recurrent funding. **c** The NT Government also provide funding to 3 year old kindergarten services.

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

State and Territory governments' roles and responsibilities vary across jurisdictions but mainly include:

- funding and/or providing preschool services and, in some cases, providing funding to child care services (including some that also receive Australian Government funding)
- providing funding to support the implementation of the NP UAECE
- regulating approved services under the National Quality Framework (NQF) and licensing and/or registering child care services not approved under the NQF
- implementing strategies to improve the quality of ECEC programs
- providing curriculum, information, support, advice, and training and development to ECEC providers.

Local governments also plan, fund and deliver ECEC, but due to data limitations, the only local government data included in this section are those involving Australian, State and Territory government funding and/or licensing.

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

## Funding

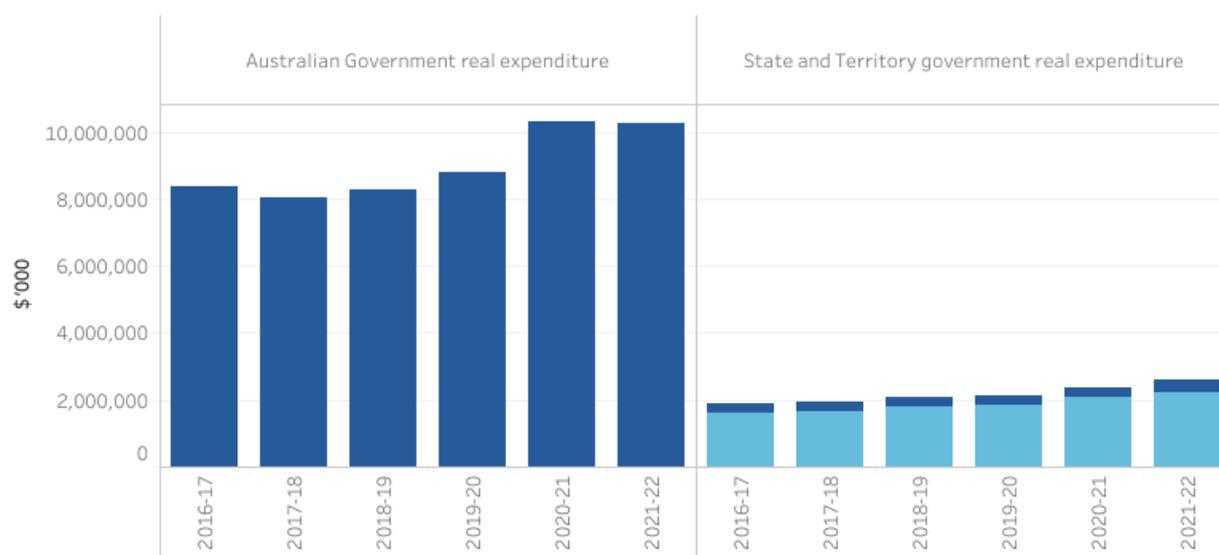
Total Australian, State and Territory real government recurrent and capital expenditure on ECEC services was \$12.9 billion in 2021-22, an increase of 1.5 per cent from 2020-21. Australian Government expenditure accounted for \$10.3 billion (79.7 per cent) and State and Territory government expenditure \$2.6 billion, with preschool services accounting for 85.4 per cent of the State and Territory government expenditure (figure 3.1).

Australian Government expenditure of \$472.5 million allocated to State and Territory governments in 2021-22 through the NP UAECE (table 3A.7) is included under State and Territory government expenditure.

Select year(s):  
Multiple values

Child care services  
Preschool services

Figure 3.1 Australian, State and Territory government real recurrent and capital expenditure on ECEC services (2021-22 dollars) (a)



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

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

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

## Size and scope

### Services delivering ECEC

In 2022<sup>2</sup>, there were 13 993 Australian Government CCS approved child care services in Australia (table 3.3). Some child care services do not receive Australian Government funding and are funded by State and Territory governments only or do not receive any government funding.

Table 3.3 Australian Government Child Care Subsidy (CCS) approved child care services, 2022  
by jurisdiction, by service type

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Centre based day care	%	67.7	55.9	66.3	59.2	54.4	51.0	62.2	65.9	62.5
Family day care	%	2.6	3.5	3.7	2.6	1.4	3.4	2.4	1.6	3.0
Outside School Hours Care (OSHC)	%	29.5	40.4	29.6	37.8	43.7	45.6	35.1	32.4	34.3
In home care	%	np	0.3							
<b>Total</b>	<b>%</b>	<b>100.0</b>								
Child Care Subsidy (CCS) approved child care services	no.	5,030	3,371	2,675	1,295	878	263	296	185	13,993
State and Territory government (only) funded child care service	no.	na	-	25	3	126	11	..	1	166

Source: tables 3A.8 & 3A.9

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

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



In 2021 there were 12 737 ECEC services in Australia delivering preschool programs (table 3.4). Of these services, 8470 (66.5 per cent) were delivered from centre based day care and the remainder were delivered from stand-alone preschool services or preschool services attached to a school.

Table 3.4 Proportion of ECEC services with a preschool program (per cent), 2021  
by jurisdiction, by service delivery setting and management type

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Within a preschool service	Government	%	3.8	7.7	7.2	40.6	41.1	44.7	29.7	50.6	15.0
	Non-Government	%	15.9	30.5	19.0	15.3	2.8	17.1	1.1	3.4	18.5
	Community	%	15.4	27.8	16.7	-	0.5	-	-	-	14.5
	Non-Government school	%	0.5	2.5	2.3	15.3	2.3	17.1	1.1	3.4	3.9
	Private	%	0.1	0.2	-	-	-	-	-	-	0.1
Total		%	19.8	38.2	26.1	55.9	43.9	61.8	30.8	54.0	33.5
Within centre based day care	Government	%	5.3	3.8	0.9	1.1	7.7	3.5	1.5	7.6	3.7
	Non-Government	%	74.9	58.0	72.9	43.0	48.4	34.7	67.7	38.4	62.8
	Total	%	80.2	61.8	73.9	44.1	56.1	38.2	69.2	46.0	66.5
Within a preschool service		no.	812	1,137	610	931	358	210	81	128	4,267
Within centre based day care		no.	3,298	1,837	1,723	733	458	130	182	109	8,470
All ECEC services with a preschool program		no.	4,110	2,974	2,333	1,664	816	340	263	237	12,737

Source: table 3A.10  
- Nil or rounded to zero.

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



## Children using ECEC

In 2022<sup>3</sup>, 1 329 656 (32.4 per cent of) children aged 0–12 years attended Australian Government CCS approved child care services, an increase from 1 315 428 in 2021. This follows a decrease in attendance of children aged 6–12 years from 2020 reflecting, at least in part, reduced use of OSHC due to the impacts of COVID-19 (tables 3A.14–15).

In 2021, 546 633 children were enrolled in a preschool program, which includes children attending a preschool program for 3 year olds (table 3A.18)<sup>4</sup>. Of these children, 291 254 were enrolled in a preschool program in the year before full time schooling (YBFS) (table 3A.17). The total enrolment figure provides an estimate of service activity, whilst the state specific YBFS enrolment figure provides an estimate of the cohort for whom the year of preschool is in the year before they are anticipated to attend full time school.

2. Data for 2022 related to Australian Government CCS approved child care services are for the March quarter.
3. Data for 2022 related to Australian Government CCS approved child care services are for the March quarter.
4. Data reported for 3 year olds enrolled in a preschool program may be incomplete due to different reporting arrangements in each jurisdiction.

## Indicator framework

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

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

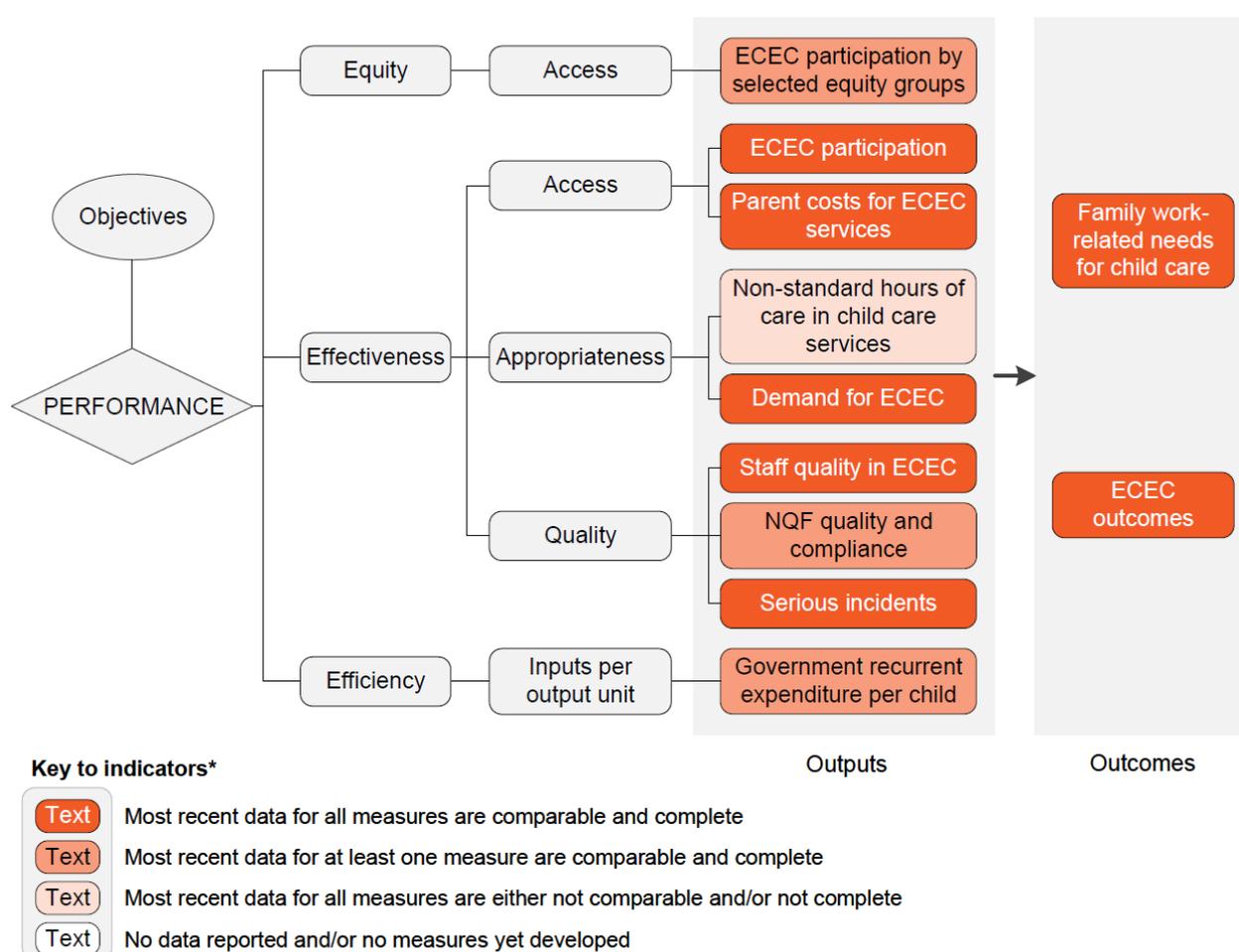
Improvements to performance reporting for ECEC services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

## Outputs

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

## Outcomes

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



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

## Text version of indicator framework

### Performance – linked to Objectives

#### Outputs

##### Equity — Access

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

##### Effectiveness — Access

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

##### Effectiveness — Appropriateness

- Non-standard hours of care in child care services – most recent data for at least one measure are comparable and complete
- Demand for ECEC – most recent data for all measures are comparable and complete

#### Effectiveness — Quality

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

#### Efficiency — Inputs per output unit

- Government recurrent expenditure per child – most recent data for all measures are comparable and complete

#### Outcomes

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

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

## Indicator results

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

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

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

### 1. ECEC participation by selected equity groups

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

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

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

Selected equity groups include children:

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

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

Nationally, children from selected equity groups had lower participation in child care than their representation in the community, except for children with disability aged 0-5 (figure 3.2a and table 3A.11).

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

For children aged 3–5 years, participation of selected equity groups in a preschool program is lower than their representation in the community (table 3A.12).

■ (measure 1) Data are comparable (subject to caveats) across jurisdictions.

■ (measure 1) Data are complete (subject to caveats) for the current reporting period.

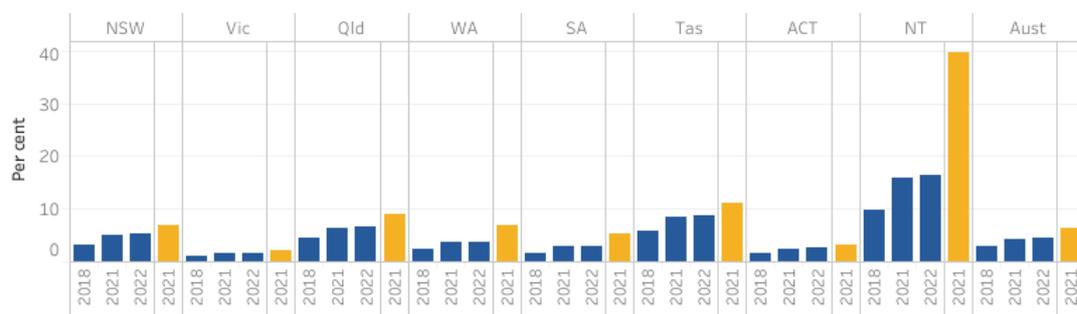
**Select year(s)**  
(applies to figure 3.2a):  
Multiple values

**Select age group**  
(applies to figure 3.2a):  
 0-5 years old  
 6-12 years old  
 0-12 years old

**Select equity group (applies to figure 3.2a):**  
 Aboriginal and Torres Strait Islander children  
 Children from low-income families  
 Children from non-English speaking backgrounds (NESB)  
 Children from regional areas  
 Children from remote and very remote areas  
 Children with disability

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

Figure 3.2a Measure 1: Proportion of Aboriginal and Torres Strait Islander children aged 0-5 years old attending CCS approved child care services compared with their representation in the community by jurisdiction, by year (a), (b)



Source: table 3A.11

(a) For Children from remote areas: Victorian data are zero for Representation in the community and Representation in child care services. There are no remote areas in the ACT. (b) See data tables 3A.11 for information on non-publication of data on selected equity groups for individual jurisdictions.

■ (measure 2) Data are not comparable across jurisdictions for NESB children and children with disability (comparable for all other selected equity groups).

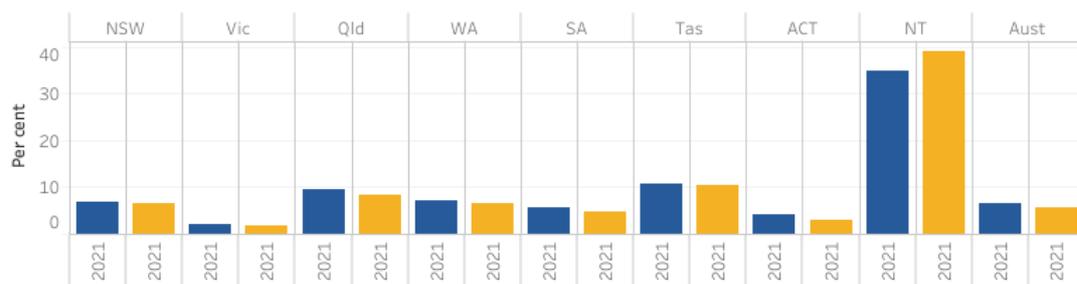
■ (measure 2) Data are incomplete for the current reporting period for NESB. All required 2021 NESB data are not available for WA and the NT.

**Select equity group (applies to figure 3.2b):**

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

■ Proportion of all children in preschool programs      ■ Representation in the community; at 30 June

Figure 3.2b Measure 2: Proportion of children enrolled in a preschool program in the YBFS who are from selected equity groups compared with children aged 4-5 years in the community by jurisdiction, by year (a), (b)



Source: table 3A.13

(a) For Children from remote areas, there are no remote areas in the ACT. (b) See data table 3A.13 for information on non-publication of data on selected equity groups for individual jurisdictions.

## 2. ECEC participation

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

'ECEC participation' is defined by two measures:

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

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

Nationally in 2022, 32.4 per cent of children aged 0–12 years attended Australian Government CCS approved child care, up from 27.3 per cent in 2013. Attendance by children aged 0–5 years in 2022 was 48.2 per cent compared with attendance of those aged 6–12 years which was 19.8 per cent (figure 3.3a).

The average hours of attendance in Australian Government CCS approved child care in 2022 varied considerably across jurisdictions for all service types (table 3A.16). Nationally, average attendance per child was 31.8 hours per week for centre-based day care and 24.5 hours per week for family day care, but considerably less for OSHC (10.3 per cent). The average hours of attendance across service types in 2022 is similar to that for 2021 (table 3A.16).

Nationally in 2021, 87.2 per cent of children were enrolled in a preschool program in the YBFS, up from 84.7 per cent in 2020 but down from 87.7 per cent in 2019 (figure 3.3b).

To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return. State and Territory data are based on the location of the child's residence.

Compared to all children (87.2 per cent), Aboriginal and Torres Strait Islander children had a higher enrolment rate in the YBFS (96.4 per cent) (tables 3A.17 and 3A.20). The majority of all children and Aboriginal and Torres Strait Islander children that were enrolled in a preschool program in the YBFS were enrolled for at least 15 hours per week (96.8 per cent and 96.7 per cent respectively) (tables 3A.19 and 3A.21).

■ (all measures) Data are comparable (subject to caveats) across jurisdictions and over time (from 2016 onwards for the second measure).

■ (all measures) Data are complete (subject to caveats) for the current reporting period.

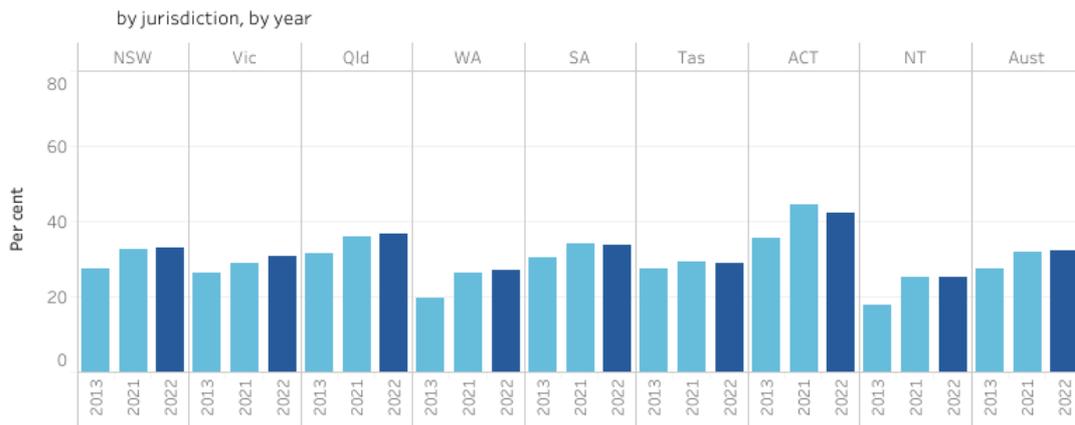
Select year(s) (applies to figure 3.3a):

Multiple values

Select age group (applies to figure 3.3a):

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

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



Source: table 3A.14

Select year(s)

(applies to figure 3.3b):

Multiple values

Sector:

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

Figure 3.3b Measure 2: Proportion of children enrolled in a preschool program in the state-specific YBFS

by sector, by jurisdiction (a)



Source: table 3A.17

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

### 3. Parent costs for ECEC services

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

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

- Child care service costs — the median weekly cost for 50 hours of Australian Government CCS approved centre based day care and family day care. Costs are before the reduction due to the CCS or Child Care Rebate.
- Child care costs as a proportion of weekly disposable income — the proportion of weekly disposable income that families spend on centre based day care and family day care before and after the payment of child care subsidies, for families with two income earners with a 60:40 income split and gross annual income of \$35 000, \$55 000, \$75 000, \$95 000, \$115 000, \$135 000, \$155 000, \$175 000, \$195 000 and \$215 000. This proportion is reported for families with one child attending centre based day care or family day care for 30 hours
- Preschool program costs — the median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years.

Median costs represent the middle value of the range of costs.

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

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

- fees are set independently by ECEC service providers and there is significant variation in the fees across services
- costs are influenced by a number of factors including NQF approval requirements, award wages, and whether fees include charges for additional services such as nappies and meals, as well as localised issues such as, land values and rental costs, rates, and other localised costs of living
- median costs data may reflect particular scenarios of ECEC use and family income level, so do not reflect the out-of-pocket costs by families at varying levels of income or care usage
- for preschool program costs, there are a mix of providers (community, private and government). Differences in charging practices can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschool services, have no tuition fees.

The median weekly cost for 50 hours of care in 2022 was higher for centre based day care (\$565) than for family day care (\$550) (figure 3.4). Median weekly costs differ across remoteness areas. In 2022, the median weekly cost of centre based day care in major cities and inner regional areas (\$570) was higher than in outer regional and remote areas (\$528) (table 3A.22).

Nationally in 2022, child care subsidies reduced the out-of-pocket costs for 30 hours of day care for all family income categories. However, the subsidies had a greater impact (as a proportion of family

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income) for lower income families, reducing the variation in the child care costs across income categories (table 3A.23).

Across jurisdictions in 2022, the out-of-pocket costs after subsidies for families with one child in 30 hours of child care, as a proportion of weekly disposable income (after subsidies), were similar for centre based day care and family day care (table 3.5a). Out-of-pocket costs for both centre based day care and family day care were generally higher for middle and higher income levels as a proportion of gross family income than lower income levels (table 3A.23).

Nationally, the median cost per hour for a preschool program (after subsidies) per child was \$2.00, similar to 2020 but down from \$2.63 in 2019 and equal lowest cost for the six years of reported data (table 3.5b). Median hourly costs differ across remoteness areas. In 2021, the median hourly cost of preschool programs (after subsidies) in major cities was \$2.39, compared to \$1.44 in regional areas (table 3A.25).

■ (all measures) Data are comparable (subject to caveats) across jurisdictions and over time.

■ (all measures) Data are complete (subject to caveats) for the current reporting period.

Select year (applies to figure 3.4):

2022

■ Centre based day care

■ Family day care

Figure 3.4 Measure 1: Median weekly cost of 50 hours of Australian Government CCS approved child care services; by selected service types (\$/week), 2022 (2021-22 dollars)

by jurisdiction, by selected service type



Source: table 3A.22

Select year (applies to table 3.5a):

2022

Select family income category (applies to table 3.5a):

\$75 000

Table 3.5a Measure 2: Out-of-pocket costs of child care for families with one child in 30 hours child care; as a proportion of weekly disposable income, gross family income \$75 000, 2022

by jurisdiction, by selected service type

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Before child subsidies	Centre based day care %	25.0	24.9	23.1	24.9	24.0	22.2	27.4	22.0	24.4
	Family day care %	24.8	24.2	24.2	24.1	23.9	25.6	26.0	22.8	24.4
After child subsidies	Centre based day care %	4.2	4.2	3.9	4.1	4.0	3.7	5.0	3.7	4.1
	Family day care %	4.1	4.0	4.0	4.0	4.0	4.9	5.3	3.8	4.1

Source: table 3A.23

Select year(s) (applies to table 3.5b):

Multiple values

Select sector (applies to table 3.5b):

Preschool program within a preschool service

Preschool program within Centre Based Day Care

All with a preschool program

Table 3.5b Measure 3: Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4 and 5 years; by sector, All with a preschool program (2020-21 dollars)

by jurisdiction, by year

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2021	\$/hr	2.70	1.54	3.22	-	1.08	0.86	3.11	-	2.00
2020	\$/hr	2.56	2.45	2.99	-	-	-	-	-	2.02
2016	\$/hr	4.26	2.88	2.61	-	-	-	2.31	-	2.82

Source: table 3A.24

- Nil or rounded to zero.

## 4. Non-standard hours of care in child care services

'Non-standard hours of care in child care services' is an indicator of governments' objective to ensure that government funded child care services are accessible and flexible.

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

A high or increasing proportion of services providing non-standard hours of care can suggest greater flexibility of services to meet the needs of families. That said, this indicator does not provide information on demand for non-standard hours of care or whether available non-standard hours services meet the needs of users.

Provision of non-standard hours of care can be influenced by a range of factors, such as costs to services and parents, demand for care, availability of carers, and compliance with legislative requirements.

In the March quarter 2022, 42.5 per cent of all CCS approved child care services provided non-standard hours of care. CCS approved services mainly provided non-standard hours of care before 7am on weekdays. In this quarter, 62.2 per cent of in-home care services provided non-standard hours of care, followed by family day care with 53.8 per cent, OSHC with 43.2 per cent and centre based day care with 41.5 per cent (table 3.6).

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

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

**Select year:**

2022

**Table 3.6 Proportion of Australian Government CCS approved child care services that are available during non-standard hours, 2022**

by jurisdiction, by service type (a)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Centre based day care	%	17.7	51.0	75.5	51.1	56.8	27.2	5.4	15.3	41.5
Family day care	%	50.0	45.3	66.7	47.1	100.0	55.6	28.6	66.7	53.8
OSHC	%	35.8	32.3	78.7	52.2	44.7	11.0	3.3	29.4	43.2
In home care	%	54.5	71.4	77.8	40.0	50.0	-	100.0	-	62.2
Total services	%	23.6	43.9	76.1	51.4	52.6	22.2	5.7	20.6	42.5

Source: table 3A.26

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

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

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## 5. Demand for ECEC

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

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

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

An increasing proportion of children with expressed need for additional ECEC may suggest that additional services are required. However, caution should be used when interpreting these data as they are not intended to represent the 'unmet demand' for formal child care or preschool services. The data do not identify the likelihood that a parent will take steps to access the care or preschool they require, or place their child in this care or preschool. Various factors including cost, location and the perceived suitability or quality of the service will have an influence on whether parents take these steps.

In 2017, 9.3 per cent of 0–12 year olds required additional formal child care or preschool (figure 3.5). This comprised 5.6 per cent who had used formal child care or preschool in the past week, 1.4 per cent who had used only informal child care, and 2.3 per cent who had not used any child care or preschool (table 3A.27). However, of those that reported requiring additional services, less than one-third had applied for them.

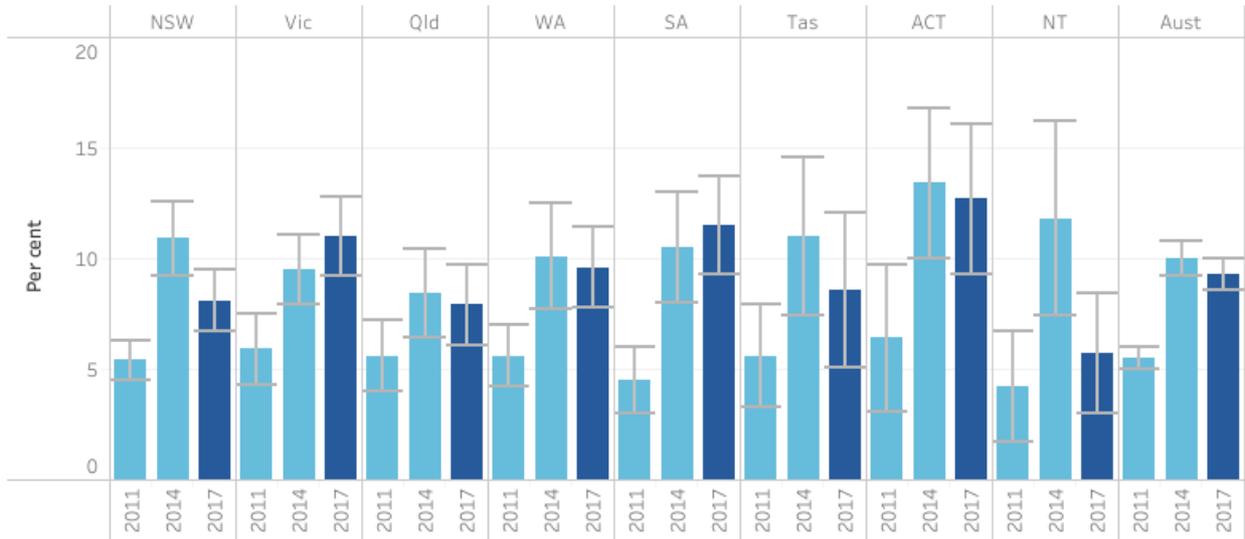
When looking at the reasons why additional care was required, 3.7 per cent required additional formal child care due mainly to a work related reason (table 3A.27). Results for 2017 are similar to 2014.

A higher proportion of children aged 0–5 years require additional child care (15.8 per cent) compared to all children aged 0–12 years (9.3 per cent) (tables 3A.27-28). Results for 2017 are similar to 2014.

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

Select year(s):  
All

Figure 3.5 Proportion of children 0-12 years old for whom additional formal child care or preschool was required by jurisdiction, by year



Source: table 3A.27

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## 6. Staff quality in ECEC

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

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

- The proportion of paid primary contact staff employed by Australian Government CCS approved child care services with a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience.
- The proportion of teachers accessible to preschool programs (across all ECEC services) who are at least three year university trained and early childhood qualified.

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

In 2021, 82.1 per cent of the 183 315 paid primary contact staff employed by Australian Government CCS approved child care services had a relevant formal qualification (at or above Certificate level III), or three or more years of experience (table 3.7). Of all paid primary contact staff, 26.4 per cent held Certificate III or IV, 38.1 per cent held a diploma or advanced diploma, and 11.5 per cent held a bachelor degree or above (table 3A.29).

■ (all measures) Data are comparable (subject to caveats) across jurisdictions and over time for paid primary contact staff employed by Australian Government CCS approved child care services.

■ (all measures) Data are complete (subject to caveats) for the current reporting period. All required 2021 data (for the first measure) and 2014 data (for the second measure) are available for all jurisdictions. The most recent data (for the second measure) are for 2014 and are available in previous Reports.

**Select year(s):**

All

Table 3.7 Measure 1: Paid primary contact staff employed by Australian Government CCS approved child care services, With a relevant formal qualification (at or above Certificate level III); or three or more years of relevant experience by jurisdiction, by year

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2021	%	81.4	88.3	80.8	79.3	79.7	85.4	68.6	73.7	82.1
2016	%	80.6	79.3	77.0	74.3	79.9	86.1	73.1	68.0	78.7
2013	%	83.3	86.9	82.5	77.0	82.2	86.6	62.7	68.2	82.6
2010	%	81.8	85.1	81.1	78.1	78.3	83.7	63.1	63.0	81.1

Source: table 3A.29

## 7. NQF quality and compliance

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

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

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

Services receive an overall rating of Meeting NQS if they are rated as Meeting or Exceeding NQS in all seven quality areas. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7. The Excellent rating can only be awarded by the Australian Children's Education and Care Quality Authority (ACECQA), on application by the Approved Provider (ACECQA 2019) (see the 'Explanatory material' tab for further information on NQS achievement).

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

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

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

Breaches vary in circumstance and severity. Some breaches can have serious implications for the quality of care provided to children (such as requirements to undertake criminal record checks for staff and requirements to install smoke detectors). Other breaches do not necessarily directly affect the quality of care (such as requirements to display NQF approval information).

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

The majority of ECEC services are approved and regulated under the NQF, including child care services (centre based day care, family day care, vacation care and OSHC) and preschool services. As at 30 June 2022, there were 16 986 NQF approved ECEC services nationally — up from 16 452 the year before (table 3A.30). Some ECEC services are licensed and/or registered to operate by State and Territory governments, but are not approved under the NQF, including occasional care and mobile preschools (State and Territory governments, unpublished).

At 30 June 2022, 90.4 per cent of NQF approved services had received a quality rating, with 9.1 per cent of services assessed or reassessed in the previous 12 months (table 3A.30). Overall, a higher proportion of centre based day care services (90.6 per cent) have received a quality rating than family day care services (84.7 per cent) (table 3A.30).

Of the NQF approved services that had been rated, 87.5 per cent achieved the NQS (60.4 per cent met, 26.9 per cent exceeded, and 0.2 per cent were excellent) — up from 86.1 per cent at 30 June 2021 (figure 3.6).

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The proportion of NQF approved services with a rating level that achieved the NQS was highest for quality areas 5 (relationships with children — 97.4 per cent), 6 (Collaborative partnerships with families and communities — 97.2 per cent) and 4 (staffing arrangements — 96.5 per cent). The quality area with the lowest proportion of services that achieved the NQS was quality area 1 (educational program and practice — 91.1 per cent) (table 3A.32).

Nationally in 2021-22, there were 162.2 confirmed breaches per 100 NQF approved services, a small fall from the previous year. The highest rate was for family day care (441.0 breaches per 100 services), though this rate is lower than in 2021 (table 3.8).

Data on actions taken by regulatory authorities in response to confirmed breaches were not available for this Report arising from a change in IT systems by the Australian Childhood Education and Care Quality Authority.

■ (measure 1) Data are comparable (subject to caveats) across jurisdictions and over time.

■ (measure 1) Data are complete (subject to caveats) for the current reporting period.

Select year(s) (applies to figure 3.6):

Multiple values

■ Exceeding NQS (including Excellent)

■ Meeting NQS

Figure 3.6 Measure 1: Proportion of NQF approved services with a quality rating, whose quality rating is Meeting or Exceeding NQS (including Excellent) (a) by jurisdiction, by year



Source: table 3A.31

(a) 'Exceeding NQS (including excellent)' data are not able to be calculated for 2013, 2014 and 2015 as data for excellent are not available.

■ (measure 2) Data are not comparable across jurisdictions due to differences in administrative and reporting procedures, but are comparable (subject to caveats) within jurisdictions over time.

■ (measure 2) Data are complete (subject to caveats) for the current reporting period.

Measure 2: Confirmed breaches per 100 NQF approved servic..

Select year(s)

(applies to table 3.8a and 3.8b):

Multiple values

Select jurisdiction

(applies to table 3.8b):

NSW

Table 3.8a *National* (a)

	2016-17	2020-21	2021-22
Centre based day care		200.0	209.6
Vacation care		7.0	2.6
OSHC		100.1	89.7
Other care		1.6	2.7
Preschool		53.2	51.9
Family day care		494.5	441.0
All service types	97.9	164.1	162.2

Source: table 3A.33

Table 3.8b *NSW* (a)

	2016-17	2020-21	2021-22
Centre based day care		327.6	310.2
Vacation care		16.6	4.3
OSHC		197.7	154.9
Other care		-	-
Preschool		141.1	111.9
Family day care		1,150.3	1,075.5
All service types	71.0	310.1	273.6

Source: table 3A.33

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

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

## 8. Serious incidents

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

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

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

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

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

Nationally in 2021-22, there were 123.8 serious incidents per 100 NQF approved services, down slightly from 125.2 in 2020-21, but still the second highest for the six years of available data (figure 3.7). The majority related to incidents involving the serious injury or trauma to, or illness of, a child (78.1 per cent of all serious incidents) followed by incidents where the attendance of emergency services was sought (or ought reasonably to have been sought) (12.5 per cent) (table 3A.34).

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

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

**Select year(s):**

Multiple values

**Select service type:**

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

**Figure 3.7 Serious incidents per 100 NQF approved services, All service types**  
by jurisdiction, by year (a), (b)



Source: table 3A.34

(a) There were no serious incidents in Other care with the exception of WA in 2021-22, no serious incidents in Preschool in Tasmania (these services are not covered by the NQF legislation) and no serious incidents in Vacation care in Queensland and the NT in 2021-22. (b) See table 3A.34 for information on non-publication of data for individual jurisdictions.

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## 9. Government recurrent expenditure per child

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

Government recurrent expenditure per child is defined by two measures:

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

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Efficiency data should be interpreted with care because:

- changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure
- differences in reported efficiency results across jurisdictions can reflect differences in definitions and counting and reporting rules.

All Australian Government recurrent expenditure reported for this indicator is provided for child care services, whereas State and Territory government recurrent expenditure covers both child care and preschool services.

In 2021-22, combined Australian Government and State and Territory government real recurrent expenditure on ECEC per child in ECEC was \$8706, an increase of 0.9 per cent since 2020-21 (figure 3.8).

Contextual data on the combined government recurrent expenditure on ECEC per child in the community is reported in table 3A.36.

Australian Government real recurrent expenditure per child attending CCS approved child care services was \$7715 in 2021-22, down from 2020-21 (\$7839) (table 3.9).

(measure 1) Data are not comparable across jurisdictions, but are comparable (subject to caveats) within jurisdictions over time from 2016-17 onwards. Data are not directly comparable with prior years due to changes in coverage and methodologies affecting the National Early Childhood Education and Care Collection (NECECC).

(measure 1) Data are complete (subject to caveats) for the current reporting period.

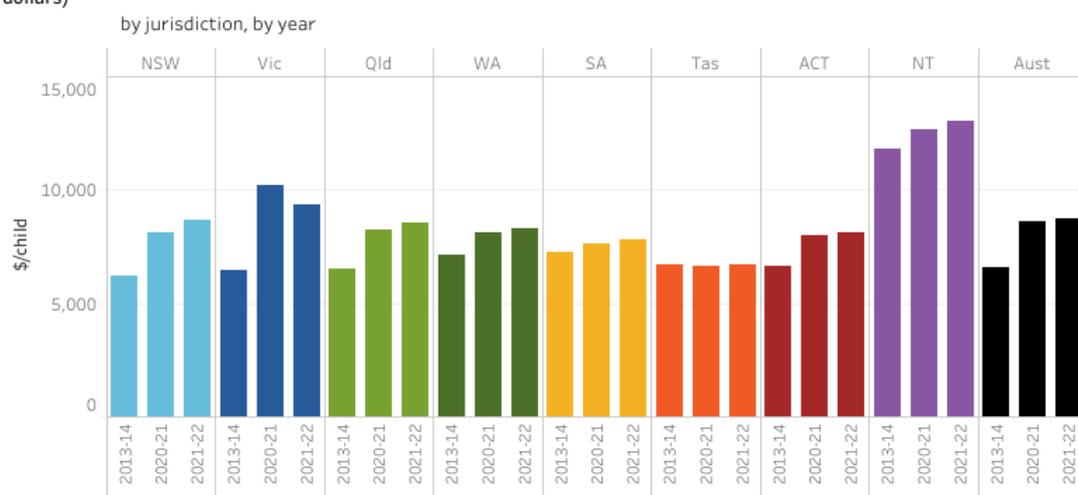
Select year(s) (applies to figure 3.8):

Multiple values

Jurisdiction:

NSW Vic Qld WA SA Tas ACT NT Aust

Figure 3.8 Measure 1: Australian; State and Territory recurrent government expenditure on ECEC services per child (2021-22 dollars)



Source: table 3A.35

(measure 2) Data are comparable (subject to caveats) across jurisdictions and over time.

(measure 2) Data are complete (subject to caveats) for the current reporting period.

Select year(s) (applies to table 3.9):

Multiple values

Table 3.9 Measure 2: Australian Government recurrent expenditure on child care services per child aged 0-12 years old attending CCS approved child care services (\$/child) (2021-22 dollars)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2021-22	7,663	8,180	7,992	7,164	6,233	6,252	7,107	9,597	7,715
2020-21	7,570	9,256	7,781	6,940	6,072	6,081	7,005	9,253	7,839
2012-13	6,033	5,934	5,856	5,924	5,922	6,037	5,684	9,205	5,984

Source: table 3A.37

## 10. Family work-related needs for child care

'Family work-related needs for child care' is an indicator of governments' objective for ECEC services to meet the needs of families, including enabling increased workforce participation.

'Family work-related needs for child care' is defined as the proportion of people aged 15 years and over not in the labour force due to caring for children, who report the main reason for not being in the labour force as child care service-related.

A relatively small or decreasing proportion of people not in the labour force due to caring for children who report the main reason for not being in the labour force as child care service-related may indicate that services are meeting the needs of families. However, there are a number of factors which affect the labour force participation decisions of people responsible for caring for children, of which child care service-related reasons are a subset. Also, due to the subjective nature of self-reporting, care should be taken when interpreting the data, particularly for child care service-related reasons.

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

Of the 233 800 people aged 15 years and over who in 2022 reported that they were not in the labour force due to caring for children, 28.1 per cent reported this was due to a childcare service-related reason (figure 3.9).

The most common child care service-related reason provided for not being in the labour force was the cost of child care (21.4 per cent). The most common non-child care service related reason was a preference to look after children (32.2 per cent) or children were 'too young or too old' for child care services (16.4 per cent) (table 3A.38).

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

Select year(s):  
Multiple values

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



Source: table 3A.38

(a) ACT data in 2017 and NT data in 2016 and 2017 have relative standard errors of greater than 50 per cent and are not published. Data are included in Australian totals.



## 11. ECEC outcomes

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

‘ECEC outcomes’ is defined as the proportion of children with ECEC experience who are developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC).

The AEDC collects data from teachers on the early childhood development of children when they are in their first year of full time schooling. Children are considered developmentally vulnerable in a domain if they score below the 10<sup>th</sup> percentile. The domains are: language and cognitive skills; physical health and wellbeing; social competence; emotional maturity; and communications skills and general knowledge.

A low proportion of children who received ECEC reported as developmentally vulnerable is desirable and a lower proportion of children who received some ECEC reported as developmentally vulnerable compared to children who did not receive any ECEC could indicate that receiving ECEC leads to better development outcomes. However, results should be interpreted with caution as:

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

- ECEC experience is just one factor contributing to development. A range of other factors also influence development outcomes, including parental and family circumstances and other services such as health and parenting support
- ECEC experience is reported by the teacher, and therefore, dependent on the teacher’s knowledge of the child’s previous experience
- the data do not include how much ECEC (for example, hours per week) children received
- not all children in the dataset have a complete response for whether or not they attended ECEC.

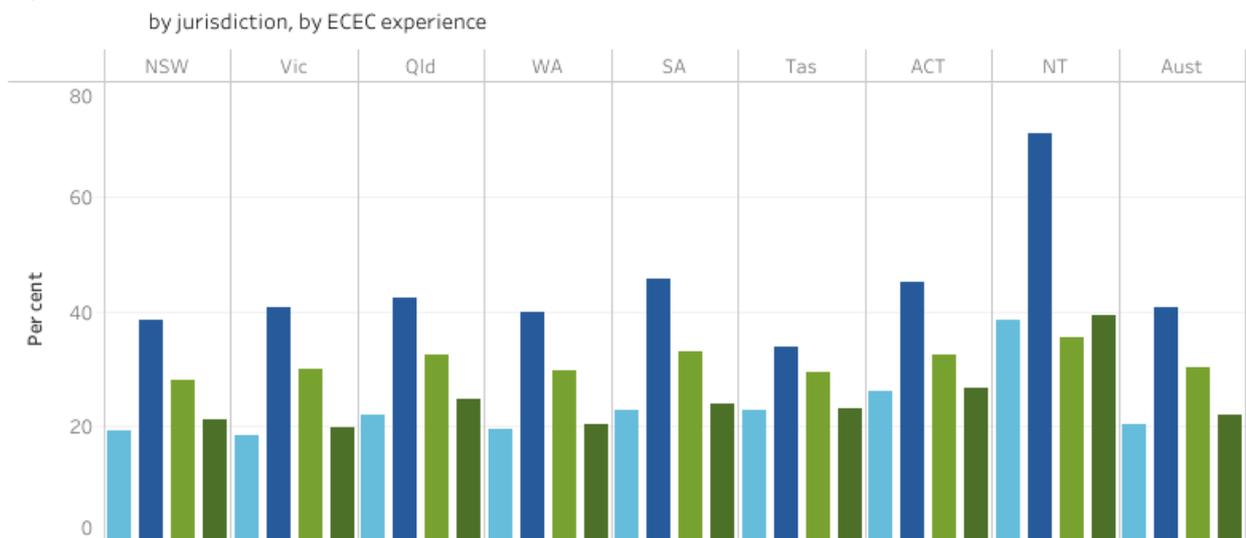
In 2021, 22.0 per cent of children in their first year of full-time schooling were developmentally vulnerable on one or more domains — slightly higher than 2018 and the same as 2015 and 2012. Children who received some ECEC were less likely to be developmentally vulnerable on one or more domains (20.3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

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

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



Figure 3.10 Children developmentally vulnerable on one or more domains, the Australian Early Development Census (AEDC), 2021



Source: table 3A.39

## Indigenous data

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

### ECEC services data disaggregated for Aboriginal and Torres Strait Islander people

Table number	Table title
Table 3A.11	Proportion of children attending Australian Government CCS approved child care services who are from selected equity groups, compared with their representation in the community
Table 3A.12	Proportion of children enrolled in a preschool program aged 3 to 5 years old who are from selected equity groups, compared with their representation in the community
Table 3A.13	Proportion of children enrolled in a preschool program in the YBFS who are from selected equity groups compared with the representation of children aged 4 to 5 years old in the community
Table 3A.20	Aboriginal and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS, by remoteness
Table 3A.21	Aboriginal and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS, by weekly hours

## Explanatory material

### Key terms

Terms	Definition
<b>Capital expenditure</b>	Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.
<b>Centre based day care</b>	An education and care service other than a family day care service which includes most long day care, preschool and OSHC services that are delivered at a centre.
<b>Children from low-income families</b>	Children in families with gross income (excluding Family Tax Benefit) of less than the annual income threshold for receiving the maximum rate of CCS.
<b>Children from non-English speaking backgrounds (NESB)</b>	Children living in situations where the main language spoken at home is not English.
<b>Children with disability</b>	A child that has a need for additional assistance in any of the following areas (learning and applying knowledge, education; communication; mobility; self-care; interpersonal interactions and relationships; other- including general tasks, domestic life, community and social life) compared to children of a similar age, that is related to underlying long term health condition or disability (long term is longer than six months).
<b>Comparability</b>	Data are considered comparable if (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
<b>Completeness</b>	Data are considered complete if all required data are available for all jurisdictions that provide the service.

Terms	Definition
<b>Family day care</b>	Services providing small group early childhood education and care services for children in the home environment of a registered carer. Family day care is primarily aimed at 0–5 year olds, but primary school children may also receive the service before and after school, and during school holidays. Staff work in partnership with scheme management and coordination unit staff.
<b>Formal child care</b>	Organised education and care provided by a person other than the child’s parent or guardian, usually outside of the child’s home — includes, long day care, family day care, OSHC, vacation care, occasional care (excluding babysitting), other care and in home care.
<b>Formal qualifications</b>	Early childhood-related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work).
<b>In home care</b>	Education and care service provided by an approved carer in the child’s home. Families eligible for in home care include those where the parent(s) or child has an illness/disability, those in regional or remote areas, those where the parents are working shift work or non-standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home.
<b>Long day care</b>	Services aimed primarily at 0–5 year olds that are provided in a centre, usually by a mix of qualified and other staff. Educational, care and recreational programs are provided based on the developmental needs, interests and experience of each child. In some jurisdictions, primary school children may also receive care before and after school, and during school vacations. Some long day care centres may also provide preschool and kindergarten services (i.e. a preschool program) and OSHC (see relevant definitions). Long day care services may operate from stand-alone or shared premises, including on school grounds.

Terms	Definition
<b>National Quality Framework (NQF)</b>	<p>The NQF came into effect from 1 January 2012 and is a national system jointly governed by the Australian Government and State and Territory governments. It aims to raise quality and enable continuous improvement in ECEC through:</p> <ul style="list-style-type: none"> <li>• an applied law system, comprising the <i>Education and Care Services National Law</i> and the Education and Care Services National Regulations</li> <li>• the NQS — which sets a national benchmark for the quality of services in seven key quality areas</li> <li>• an assessment and quality rating process</li> <li>• national approved learning frameworks</li> <li>• a regulatory authority in each state and territory responsible for the approval, monitoring and quality assessment of services in their state or territory</li> <li>• a national body – ACECQA, which guides the implementation of the NQF and works with regulatory authorities (ACECQA 2018).</li> </ul>
<b>NQF approved services</b>	<p>Under the NQF, an approved provider must apply for and be granted a service approval for each education and care service it wants to operate. There are two types of approved services under the NQF: Centre-based care services; and Family day care services.</p>
<b>National Quality Standard (NQS) achievement</b>	<p>NQF approved services are rated against the NQS. Under the NQS, a service's overall quality rating is based on:</p> <ul style="list-style-type: none"> <li>• 40 elements, which are assessed as Met or Not Met</li> <li>• 15 standards, which are rated on the four point scale below</li> <li>• Seven quality areas, which are also rated on the four point scale below.</li> </ul> <p>Standards, quality areas and the overall quality rating are assessed on a four point scale:</p> <ul style="list-style-type: none"> <li>• Exceeding NQS</li> <li>• Meeting NQS</li> <li>• Working Towards NQS</li> <li>• Significant Improvement Required.</li> </ul> <p>In addition, a provider with a service that has an overall rating of Exceeding NQS, as well as a rating of Exceeding NQS in all seven quality areas, may choose to apply to ACECQA to be assessed for the Excellent rating.</p> <p>The current version of the NQS commenced in all States and Territories on 1 February 2018. Prior to this, a service's overall quality rating was based on 58 elements across 18 standards and seven quality areas.</p>

Terms	Definition
<b>Non-standard hours of care</b>	<p>Defined by service type as:</p> <ul style="list-style-type: none"> <li>• long day care — service operates before 7 am or after 6.30 pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet 1 of these 3 criteria)</li> <li>• family day care — service operates before 7 am, or after 6.30 pm on any day Monday to Friday or overnight or on weekends (to be considered a service offering non-standard hours of care only need to meet 1 of these 4 criteria)</li> <li>• vacation care — service operates before 7 am or after 6.30 pm on any day Monday to Friday (to be considered a service offering non-standard hours of care only need to meet 1 of these 2 criteria)</li> <li>• OSHC — service operates before 7 am (before school) or after 6.30 pm (after school) on any day Monday to Friday (to be considered a service offering non-standard hours of care only need to meet 1 of these 2 criteria)</li> <li>• occasional care — service operates before 7 am or after 6.30 pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet 1 of these 3 criteria)</li> <li>• other — service operates before 7 am or after 6.30 pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet 1 of these 3 criteria).</li> </ul>
<b>Occasional care</b>	<p>Services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental education and care activities for children, and are primarily aimed at 0–5 year olds. Centres providing these services usually employ a mix of qualified and other staff.</p>
<b>Other care</b>	<p>A child care service type in this Report that does not meet any of the other child care service type definitions. It may include services which support children with additional needs or in particular situations (including Aboriginal and Torres Strait Islander children, children from NESB, children with disability or of parents with disability, and children living in regional and remote areas). Other care services may include 3 year old preschool (or kindergarten) services (which do not meet the preschool service definition because they are not delivered by a qualified teacher), mobile services, playschools and nannies. Usage of other care services is reported only for State and Territory government funded services (i.e. non-CCS approved services).</p>
<b>Outside school hours care (OSHC)</b>	<p>Services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. OSHC may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.</p>

Terms	Definition
<b>Preschool program</b>	A preschool program is a structured, play-based learning program, delivered by a qualified teacher, aimed at children in the year or two before they commence full time schooling. This definition of a preschool program is the same for all types of institutions that provide it, for all service settings and includes both government funded and privately provided preschool programs. Preschool programs are often referred to by other terms such as early childhood education, early learning or kindergarten.
<b>Preschool services</b>	Services which deliver a preschool program. The preschool service type can be delivered from a range of service settings. Service settings include stand-alone preschools or kindergartens, preschools attached to a school and other service centres, such as long day care centres.
<b>Primary contact staff</b>	Staff whose primary function is to provide child care and/or preschool services to children.
<b>Real expenditure</b>	Actual expenditure adjusted for changes in prices. Adjustments were made using the General Government Final Consumption Expenditure price deflator and expressed in terms of final year prices.
<b>Recurrent expenditure</b>	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).
<b>Regional and remote areas</b>	Regional and remote areas refer to remoteness areas based on the ABS' Australian Statistical Geography Standard. The criteria for remoteness areas are based on the Accessibility/Remoteness Index of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes. Regional areas includes 'inner regional' and 'outer regional' areas. Remote areas includes 'remote' and 'very remote' areas.
<b>Selected equity group</b>	An identifiable group within the general population who can have special difficulty accessing services. Selected equity groups for which data are reported in this section include: children from NESB; Aboriginal and Torres Strait Islander children; children from low-income families (CCS approved child care services only); children with disability; and children from regional or remote areas.

Terms	Definition
<b>Serious incidents</b>	<p>For the purposes of Education and Care Services National Law, the following are prescribed as serious incidents:</p> <ul style="list-style-type: none"> <li>a. the death of a child: <ul style="list-style-type: none"> <li>o while that child is being educated and cared for by an education and care service</li> <li>o following an incident occurring while that child was being educated and cared for by an education and care service</li> </ul> </li> <li>b. any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service: <ul style="list-style-type: none"> <li>o which a reasonable person would consider required urgent medical attention from a registered medical practitioner</li> <li>o for which the child attended, or ought reasonably to have attended, a hospital; <b>Example:</b> broken limb.</li> </ul> </li> <li>c. any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital <b>Example:</b> Severe asthma attack, seizure or anaphylaxis reaction.</li> <li>d. any incident for which emergency services attended</li> <li>e. any circumstance where a child being educated and cared for by an education and care service: <ul style="list-style-type: none"> <li>o appears to be missing or cannot be accounted for</li> <li>o appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations</li> <li>o is mistakenly locked in or locked out of the education and care service premises or any part of the premises.</li> </ul> </li> </ul>
<b>Service</b>	<p>A service refers to an individual location or establishment providing an ECEC service or services. One service (i.e. location or establishment) may provide more than one ECEC service type, i.e. provide a long day care service and preschool service, or two child care service types.</p>
<b>Service type</b>	<p>Refers to the following categories of ECEC services: long day care; family day care; OSHC; before/after school care; vacation care; occasional care; in home care, and; other care preschool services.</p> <p>All service type categories are considered child care services, except for preschool services.</p>

Terms	Definition
<b>Standard hours of care</b>	<p>Defined by service type as:</p> <ul style="list-style-type: none"> <li>• long day care — service opens at 7 am or later and closes at 6.30 pm or earlier every day Monday to Friday (does not operate on weekends)</li> <li>• family day care — service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends or overnight)</li> <li>• vacation care — service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday</li> <li>• OSHC — service opens at 7 am or later (before school) and closes at 6.30 pm or earlier (after school) every day Monday to Friday</li> <li>• occasional care — service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends)</li> <li>• in home care — service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends)</li> </ul> <p>Also see non-standard hours of care definition.</p>
<b>State/Territory government (only) funded</b>	<p>State and Territory government financed services — in particular, services that only receive State and Territory government contributions towards providing a specified service (i.e. excluding services which receive Australian Government funding).</p>
<b>Vacation care</b>	<p>Services provided for children enrolled in schools (4–12 year olds) during the school holidays.</p>
<b>Year Before Full time Schooling (YBFS)</b>	<p>Preschool programs delivered to children in the YBFS are intended to be available for a minimum of 600 hours per calendar year (or 15 hours per week for 40 weeks) (as per the NP UAECE). Children aged 3 to 6 years may be enrolled in a preschool program in the YBFS although the programs are typically delivered to 4 and 5 year olds.</p> <p>The state-specific YBFS population is an age range of children specific to each State or Territory. The state specific YBFS definition takes into account the preschool and school age entry provisions of the state or territory in which the child usually resides and the child's date of birth.</p> <p>YBFS data presented in this Report are not fully comparable with YBFS data prior to 2016, included in previous reports, due to changes in the YBFS methodology.</p> <p>For more information on the state-specific methodology see <i>Preschool Education, Australia</i> , appendix 4 (ABS 2021).</p>

## References

ABS (Australian Bureau of Statistics) 2021, *Preschool Education, Australia*, 2020, Cat. no. 4240.0, Canberra.

ACECQA (Australian Children's Education and Care Quality Authority) 2019, *Guide to the National Quality Framework*, Sydney.

### **Impact of COVID-19 on data for the Early childhood education and care services section**

COVID-19 may affect data in this report in a number of ways. This includes in respect of actual performance (that is, the impact of COVID-19 on service delivery from 2020 to 2022 which is reflected in the data results), and the collection and processing of data (that is, the ability of data providers to undertake data collection and process results for inclusion in the report).

For the Early childhood education and care services section, there has been an increase in funding by the Australian Government in 2020-21 arising from support provided to early education and care services affected by COVID-19.

# Report on Government Services 2023

PART B, SECTION 4: RELEASED ON 7 FEBRUARY 2023

## 4 School education

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

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

### Data downloads

[4 School education data tables \(XLSX - 882 Kb\)](#)

[4 School education dataset \(CSV - 3041 Kb\)](#)

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

[Guide: How to find what you need in RoGS \(PDF - 298 Kb\)](#)

## Context

### Objectives for school education

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

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

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

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

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

### Service overview

Schooling aims to provide education for all young people. The structure of school education varies across states and territories.

### Compulsory school education

Entry to school education is compulsory for all children in all states and territories, although the child age entry requirements vary by jurisdiction (ABS 2022). In 2021, minimum starting ages generally

restrict enrolment to children aged between four-and-a-half and five years at the beginning of the year (ABS 2022). (See [section 3](#), for more details.)

National mandatory requirements for schooling — as agreed in the National Youth Participation Requirement (NYPR) — came into effect through relevant State and Territory government legislation in 2010. Under the NYPR, all young people must participate in schooling until they complete year 10; and if they have completed year 10, in full time education, training or employment (or combination of these) until 17 years of age (COAG 2009). Some State and Territory governments have extended these requirements for their jurisdiction.

## Type and level of school education

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

- *Primary schools* provide education from the first year of primary school — known as the 'foundation year' in the Australian Curriculum (see the 'Explanatory material' tab for the naming conventions used in each state and territory). Primary school education extends to year 6 (year 7 in SA until 2022 when it will be high school). (Prior to 2015, primary school education also extended to year 7 in Queensland and WA.)
- *Secondary schools* provide education from the end of primary school to year 12
- *Special schools* provide education for students that exhibit one or more of the following characteristics before enrolment: mental or physical disability or impairment; slow learning ability; social or emotional problems; or in custody, on remand or in hospital (ABS 2022).

## Affiliation, ownership and management

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

- *Government schools* are owned and managed by State and Territory governments
- *Non-government schools*, including Catholic and Independent schools, are owned and managed by non-government establishments.

## Roles and responsibilities

State and Territory governments are responsible for ensuring the delivery and regulation of schooling to all children of school age in their jurisdiction. State and Territory governments provide most of the school education funding in Australia, which is administered under their own legislation. They determine curricula, register schools, regulate school activities and are directly responsible for the administration of government schools. They also provide support services used by both government and non-government schools. Non-government schools operate under conditions determined by State and Territory government registration authorities.

From 1 January 2018 the Australian Government introduced the Quality Schools Package replacing the Students First funding model which had been in effect since 1 January 2014. States and territories will also contribute funding under the Quality schools Package. More information on these funding arrangements can be found under Interpreting efficiency data on the 'Explanatory material' tab.

---

The Australian Government and State and Territory governments work together to progress and implement national policy priorities, such as: a national curriculum; national statistics and reporting; national testing; and, teaching standards (PM&C 2014).

## Funding

Nationally in 2020-21, government recurrent expenditure on school education was \$72.2 billion, a 1.0 per cent real increase from 2019-20 (table 4A.10). State and Territory governments provided the majority of funding (69.2 per cent) (figure 4.1).

Government schools accounted for \$54.9 billion (76.0 per cent), with State and Territory governments the major funding source (\$45.8 billion, or 83.4 per cent of government schools' funding). Non-government schools accounted for \$17.3 billion (24.0 per cent), with the Australian Government the major funding source (\$13.1 billion, or 75.8 per cent of non-government schools funding) (table 4A.10).

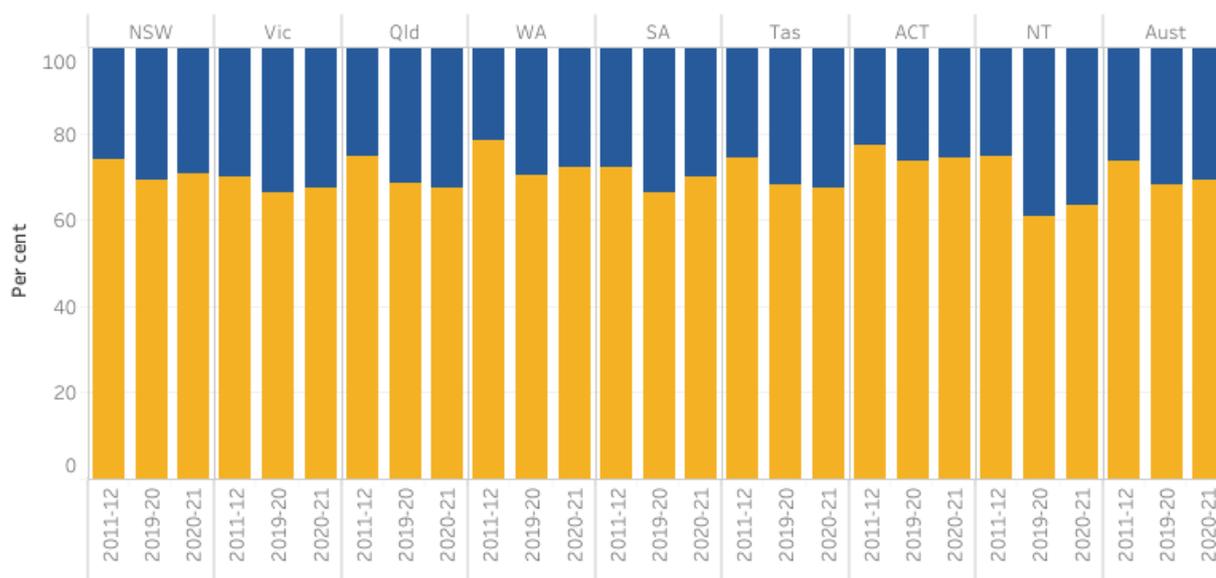
The share of government funding to government and non-government schools varies across jurisdictions and over time according to jurisdictional approaches to funding schools (see 'Interpreting efficiency' data on the 'Explanatory material' tab) and is affected by the characteristics of school structures and the student body in each state and territory.

This Report presents expenditure related to government funding only, not to the full cost to the community of providing school education. Caution should be taken when comparing expenditure data for government and non-government schools, because governments provide only part of school funding. Governments provided 61.6 per cent of non-government school funding in 2021, with the remaining 38.4 per cent sourced from private fees and fund raising (Australian Government Department of Education).

Select year(s):  
Multiple values

■ Australian Government expenditure  
■ State and Territory government expenditure

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



Source: table 4A.10

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

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## Size and scope

### Schools

In 2021, there were 9581 schools in Australia (6256 primary schools, 1442 secondary schools, 1374 combined schools, and 509 special schools) (table 4A.1). The majority of schools were government owned and managed (69.8 per cent) (table 4A.1).

Settlement patterns (population dispersion), the age distribution of the population and educational policy influence the distribution of schools by size and level in different jurisdictions. Data on school size and level are available from *Schools Australia, 2021* (ABS 2022).

### Student body

There were 4.0 million full time equivalent (FTE) students enrolled in school nationally in 2021 (table 4A.3). Whilst the majority of students are full time, there were 10 978 part time students in 2021 (predominantly in secondary schools) (ABS 2022).

- *Government schools* had 2.6 million FTE students enrolled (65.0 per cent of all FTE students). This proportion has decreased from 65.6 per cent in 2020 and is the lowest in the last 10 years of data reported (table 4A.3).
- *Non-government schools* had 1.4 million FTE students enrolled (35.0 per cent of all FTE students).

- The proportion of students enrolled in government schools is higher for primary schools than secondary schools (table 4A.3).

A higher proportion of FTE students were enrolled in primary schools (56.3 per cent) than in secondary schools (43.7 per cent) (table 4A.3). NT and SA have the highest proportions of FTE students enrolled in primary school education (59.8 per cent and 59.5 per cent respectively). SA is the only jurisdiction that still includes year 7 in primary school.

The enrolment rate is close to 100 per cent for Australian children aged 15 years (consistent with requirements under the NYPR), but decreases as ages increase. Nationally in 2021, 98.1 per cent of Australian children aged 15 years were enrolled at school, declining to 92.8 per cent of 16 year olds and 82.6 per cent of 17 year olds. Data are available for 15–19 year olds by single year of age and totals in table 4A.4.

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

- Aboriginal and Torres Strait Islander students — 7.9 per cent of government school students and 3.0 per cent of non-government school students in 2021 (table 4A.5)
- students from a low socio-educational background — 31.3 per cent of government school students and 12.8 per cent of non-government school students in 2021 (table 4A.6)
- geographically remote and very remote students — 2.3 per cent of government school students and 0.8 per cent of non-government school students in 2021 (table 4A.8).

For students with disability, 22.6 per cent, 20.0 per cent, and 20.3 per cent of students at government, Catholic, and independent schools, respectively, required an education adjustment due to disability (table 4A.7). Data by level of adjustment are in table 4A.7.

## School and Vocational Education and Training (VET)

School-aged people may participate in VET by either participating in 'VET in Schools', or (see [section 5](#)) remain engaged in education through a Registered Training Organisation. Nationally in 2021, there were 251 200 VET in Schools students (NCVER 2022). Overall, 404 600 people aged 15–19 years successfully completed at least one unit of competency as part of a VET qualification at the Australian Qualifications Framework (AQF) Certificate II level or above (at a school or Registered Training Organisation) (table 4A.9).

## Indicator framework

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

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

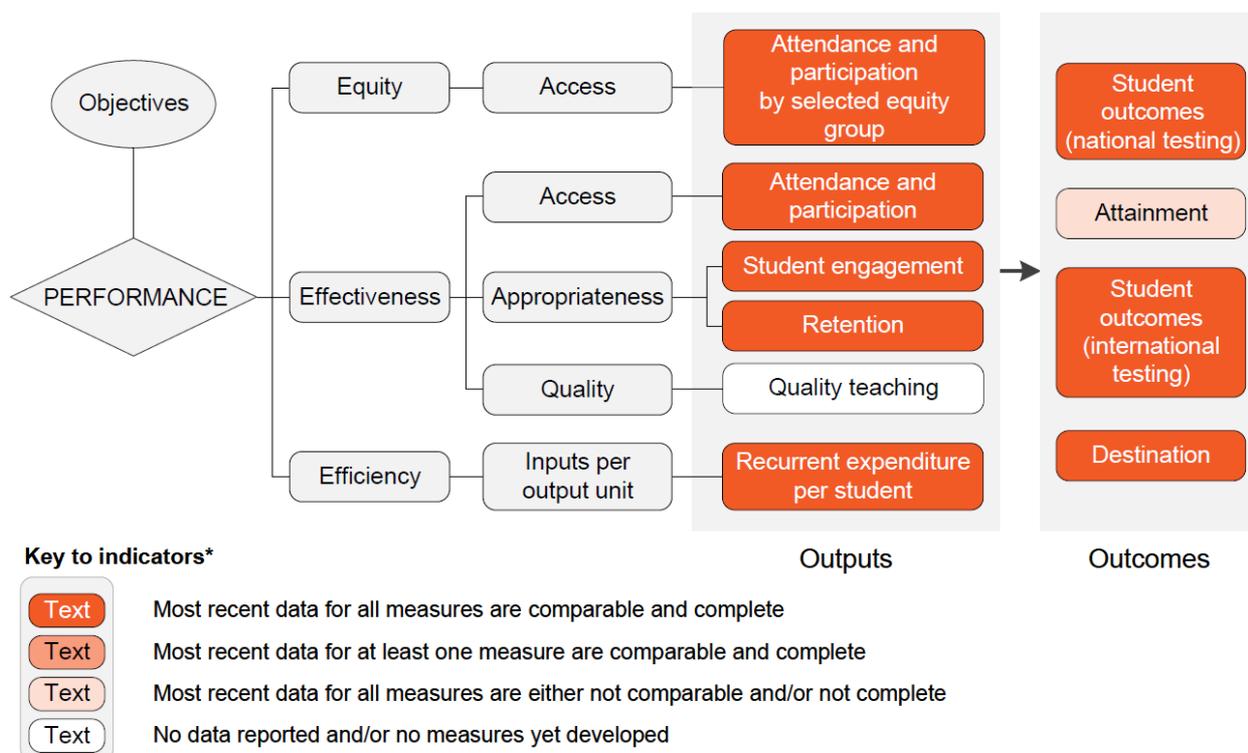
Improvements to performance reporting for School education are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

## Outputs

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

## Outcomes

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



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

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## Text version of indicator framework

### Performance – linked to Objectives

#### Outputs

##### Equity — Access

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

##### Effectiveness — Access

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

##### Effectiveness — Appropriateness

- Student engagement – most recent data for all measures are comparable and complete
- Retention – most recent data for all measures are comparable and complete

##### Effectiveness — Quality

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

##### Efficiency — Inputs per output unit

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

#### Outcomes

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

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

## Indicator results

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

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

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

### 1. Attendance by selected equity group

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

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

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

The student attendance rate is the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period.

School attendance in Semester 1 2022 has declined due to the impact of the COVID-19 Omicron variant and high influenza season outbreaks and floods in certain regions experienced across Australia at that time.

Nationally in 2022, attendance rates across years 1–10 decreased as remoteness increased, with the decrease greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students (figure 4.2a). This pattern was similar for government and non-government schools (table 4A.21).

Nationally in 2022, non-Indigenous students in all schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions. This pattern was similar for government and non-government schools (figure 4.2b and tables 4A.18–21).

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

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

Select equity group (applies to figure 4.2a):

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

Select school-type (applies to figure 4.2a):

- Government schools
- Non-Government schools
- All schools

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

Figure 4.2a Student attendance rates for years 1 to 10 combined, All students, All schools, 2022 (a) by jurisdiction, by remoteness



Source: table 4A.21

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

Select school year level

(applies to figure 4.2b):

Multiple values

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

Figure 4.2b Student attendance rates, All schools, 2022 by jurisdiction, by year level, by Indigenous status



Source: table 4A.20

tableau

The student attendance level is the proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period. Analysis of the attendance level can highlight 'at risk'

populations (where a large proportion of individuals have had low attendance over the school year). Data on the student attendance level by Indigenous status and remoteness are in tables 4A.22–24.

## 2. Attendance

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

‘Attendance’ is defined by the student attendance rate — the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period.

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

School attendance in Semester 1 2022 has declined due to the impact of the COVID-19 Omicron variant and high influenza season outbreaks and floods experienced in certain regions across Australia at that time.

Nationally in 2022, across all schools attendance rates decreased from year 7 to year 10 — from 87.3 per cent to 82.9 per cent (table 4A.20). For years 7–10 combined, attendance rates are higher at non-government schools (87.5 per cent) than government schools (82.7 per cent) (tables 4A.18-19).

Nationally in 2022, the attendance rate for all school students across year levels 1–6 was 87.8 per cent (figure 4.3). The year 1–6 attendance rates decreased since 2015 with a slightly over one percentage point decrease occurring to 2021 and a 4.5 percentage point fall occurring between 2021 and 2022 (table 4A.20).

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

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

Select year:

2022

Select school type:

- All schools  
 Government schools  
 Non-government schools

Select year level(s):

- Years 1-6  
 Year 7  
 Year 8  
 Year 9  
 Year 10  
 Years 7-10

■ Years 1-6

■ Years 7-10

Figure 4.3 Student attendance rates, All schools, 2022  
by jurisdiction, by year level



Source: tables 4A.20

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### 3. Student engagement

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

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

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

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

belonging at school. Students' level of agreement to six statements are combined to construct a Sense of Belonging at School Index (table 4A.25).

Higher or increasing scores on the Index illustrate a greater sense of belonging at school, which is desirable. The index is standardised to have a mean of 0 across OECD countries. Higher values of the index indicate a greater sense of belonging at school than the OECD average and lower values indicate a lesser sense of belonging at school than the OECD average.

These data should be interpreted with caution, as they are limited to one aspect of emotional engagement and captured for students at a single age (students aged 15 years).

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

Nationally in 2018, the proportion of 15 year old students that agreed/disagreed with the following statements was:

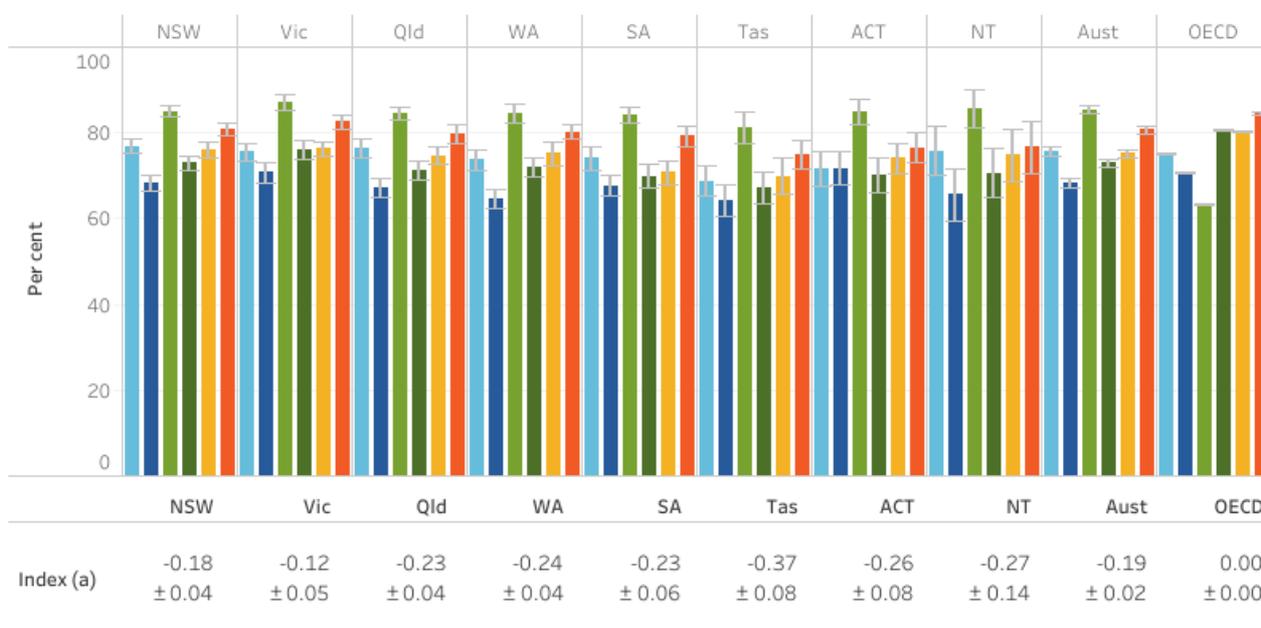
- I make friends easily at school (agree) — 75.6 ( $\pm$  1.0) per cent
- I feel like I belong at school (agree) — 68.2 ( $\pm$  1.0) per cent
- Other students seem to like me (agree) — 85.3 ( $\pm$  0.9) per cent
- I feel like an outsider (or left out of things) at school (disagree) — 72.9 ( $\pm$  1.0) per cent
- I feel awkward and out of place at my school (disagree) — 75.2 ( $\pm$  0.9) per cent
- I feel lonely at school (disagree) — 80.7 ( $\pm$  0.9) per cent (figure 4.4).

From these responses, the Sense of Belonging at School Index for Australian students aged 15 years was  $-0.19$  ( $\pm$  0.02) (figure 4.4). The score, which is below the 2018 OECD average, varied across jurisdictions. National data on the Sense of Belonging at School Index, by selected equity group (sex, Indigenous status, geolocation, and socioeconomic background) are included in table 4A.26.

Sense of belonging at school has been measured in four cycles of PISA: in 2003, 2012, 2015 and 2018. Nationally, over this 12 year period, students' agreement/disagreement with the Sense of Belonging Index statements have declined (ACER 2018, table 4A.25).

- Data are comparable (subject to caveats) across jurisdictions (Index scores are only available for one year).
- Data are complete (subject to caveats) for the current reporting period.
- I make friends easily at school (agree)
- I feel like I belong at school (agree)
- Other students seem to like me (agree)
- I feel like an outsider (or left out of things) at school (disagree)
- I feel awkward and out of place at my school (disagree)
- I feel lonely at school (disagree)

Figure 4.4 Australian Sense of Belonging at School Index and students' level of agreement to six statements, 2018 by jurisdiction



Source: table 4A.25

(a) Percentages reported include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 percentage points).

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Table 4.1 School student engagement survey results

### New South Wales

<b>Key Features</b>	Student engagement data are collected from NSW government schools twice a year, in Term 1 and Term 3, for students in Years 4 to 6 (primary schools) and Years 7 to 12 (high schools). The surveys are available to all department schools, and all students within scope in participating schools.
<b>Domain</b>	Data are collected on the key domains of student engagement: behavioural, emotional and cognitive.

<b>Statistics</b>	Student engagement is multi-dimensional and differs across school years. As such, there is no single indicator of engagement. Longitudinal modelling conducted by the NSW Department of Education shows that various drivers of student engagement can impact student outcomes. Students who demonstrate positive attitudes towards attendance and behaviour, and are academically motivated can be several months ahead in their learning compared with students who do not demonstrate these traits. Similarly, students who experience high academic expectations and who have a positive sense of belonging and high levels of advocacy at school experience a range of positive schooling outcomes.
<b>Link</b>	More information, including results from longitudinal modelling, is available from the NSW Department of Education website: <a href="https://education.nsw.gov.au/student-wellbeing/tell-them-from-me.html">https://education.nsw.gov.au/student-wellbeing/tell-them-from-me.html</a> 

## Victoria

<b>Key Features</b>	<p>The annual Attitudes to School Survey gathers data to support: (1) student wellbeing; (2) engagement; (3) school improvement; and (4) planning in Victorian government schools.</p> <p>The online survey captures the attitudes and experiences of students in Years 4 to 12 and is designed principally to inform improvement opportunities within government schools.</p>
<b>Domain</b>	The Attitudes to School Survey measures aspects of student's emotional and cognitive engagement.
<b>Statistics</b>	Results for 2021 indicate that the majority of Victorian government school students feel connected to their schooling. On a five point like scale, students in Year 5 to 6 record a mean score of 4.1 and students in Year 7 to 9 record a mean score of 3.4.
<b>Link</b>	<a href="https://www2.education.vic.gov.au/pal/data-collection-surveys/policy">https://www2.education.vic.gov.au/pal/data-collection-surveys/policy</a> 

## Queensland

<b>Key Features</b>	The Queensland Engagement and Wellbeing (QEW) Survey collects data from Queensland state schools in a consistent and systematic way to gain a better understanding of the wellbeing and engagement of students. The survey is offered to schools annually in Term 2 on a voluntary basis for students in Year 4 to 12. Collections have been run in 2021, 2022 and are planned for April/May 2023. Close to 500 schools and more than 90 000 students have participated each year.
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<b>Domain</b>	The QEW Survey measures 22 constructs across 12 domains that span both student wellbeing and engagement. It includes measures of emotional engagement (for example, sense of belonging) and cognitive engagement (for example, perseverance and motivation). Behavioural engagement data is collected through other processes.
<b>Statistics</b>	<p>In 2021, 98 909 students from 492 schools participated.</p> <p>In 2022, 92 852 students from 436 schools participated.</p> <p>As the QEW Survey is in the early stages of annual implementation no summary statistics have been publicly released.</p>
<b>Link</b>	<p><a href="https://qed.qld.gov.au/our-publications/reports/statistics/schooling/students/Pages/engagement-wellbeing-survey.aspx">https://qed.qld.gov.au/our-publications/reports/statistics/schooling/students/Pages/engagement-wellbeing-survey.aspx</a></p> 

## Western Australia

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## South Australia

<b>Key Features</b>	<p>Data sourced from the Wellbeing and Engagement Collection. The window for completion was March 21 to April 8, 2022. Data are collected annually.</p> <p>The purpose of the survey is to seek students' views about their wellbeing and engagement with school. Students in year levels 4 to 12 participated in the collection. The survey is voluntary at a school, student and question level - 98 per cent of all public schools participated.</p> <p>The survey asks students about their social and emotional wellbeing; school relationships and engagement and learning in school; and physical health and wellbeing and after school activities. Students' answers are kept confidential.</p>
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**Domain**

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

	The proportion of students who reported low, medium and high levels of wellbeing in 2022.			
<b>Statistics</b>	<b>Domain</b>	<b>High (%)</b>	<b>Medium (%)</b>	<b>Low (%)</b>
	<b>Connectedness to school</b>	60	30	10
	<b>Emotional engagement with teacher</b>	69	28	3
	<b>School climate</b>	36	43	21
	<b>School belonging</b>	42	36	22
	<b>Peer belonging</b>	51	33	16
	<b>Friendship intimacy</b>	68	21	11
	<b>Perseverance</b>	40	44	16
	<b>Cognitive engagement</b>	45	40	14
	<b>Academic self-concept</b>	59	31	10
<b>Link</b>	<a href="https://www.education.sa.gov.au/department/research-and-data/wellbeing-and-engagement-collection/about-wellbeing-and-engagement-collection">https://www.education.sa.gov.au/department/research-and-data/wellbeing-and-engagement-collection/about-wellbeing-and-engagement-collection</a> 			

<b>Tasmania</b>	
<b>Key features</b>	<p>The Tasmanian Department of Education conducts an annual Student Wellbeing and Engagement Survey for students in Years 4 to 12 in Tasmanian Government schools. This survey was first run in 2019 and with most recent results from 2021.</p> <p>The Student Wellbeing survey supports the <i>2018-2021 Department of Education Child and Student Wellbeing Strategy: Safe, Well and Positive Learners</i> which was published on 28 June 2018 and was developed to support the Department's Wellbeing Goal under the <i>2018-2021 Department of Education Strategic Plan, Learners First: Every Learner Every Day</i>. The Wellbeing Strategy supports the Tasmanian Child and Youth Wellbeing Framework and adopts the six Australian Research Alliance for Children and Youth wellbeing domains: Loved and Safe, Material Basics, Healthy, Learning, Participating and Positive sense of culture and identity.</p>
<b>Domain</b>	<p>The domain of Learning within the Student Wellbeing and Engagement Survey measures the following subdomains of engagement:</p> <ul style="list-style-type: none"> <li>• Emotional Engagement with teachers — <i>Support and relationships with teachers.</i></li> <li>• Engagement (flow) — <i>Being absorbed, interested and involved in activity or the world.</i></li> <li>• Cognitive Engagement — <i>Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.</i></li> </ul>
<b>Statistics</b>	<p>The levels of engagement are determined based on respondents who indicated medium or high wellbeing, as a proportion of all responses across the questions associated with the three Learning subdomains associated with engagement in the Student Wellbeing and Engagement Survey.</p> <p>In 2021 these are:</p> <ol style="list-style-type: none"> <li>1. Emotional Engagement with teachers — 95 per cent</li> <li>2. Engagement (flow) — 63 per cent</li> <li>3. Cognitive Engagement — 81 per cent</li> </ol>
<b>Link</b>	<p>Information on the Student Wellbeing and Engagement Survey may be found at: <a href="https://www.education.tas.gov.au/about-us/projects/child-student-wellbeing/student-wellbeing-survey-3/">https://www.education.tas.gov.au/about-us/projects/child-student-wellbeing/student-wellbeing-survey-3/</a> </p> <p>Additional information on the Department's Student and Child Wellbeing Strategy may be found at: <a href="https://www.education.tas.gov.au/about-us/projects/child-student-wellbeing/">https://www.education.tas.gov.au/about-us/projects/child-student-wellbeing/</a> </p>

## Australian Capital Territory

<b>Key Features</b>	<p>The ACT conducts the Australian School Climate and School Identification Measurement Tool (ASCSIMT) survey in all public schools. All students in years 4-12, school staff and parents of all students from preschool to year 12 are invited to complete the survey. The ASCSIMT was developed in partnership with the Australian National University. The survey explores the relationships between school climate and the sense of belonging of students and how these relate to student behavioural and emotional engagement and to a number of domains of student wellbeing and behaviour. The survey is conducted every August in conjunction with the School Satisfaction Survey.</p>
<b>Domain</b>	<p>The domains addressed by the survey include:</p> <ul style="list-style-type: none"> <li>• Academic emphasis (cognitive engagement)</li> <li>• Shared values and approach</li> <li>• Staff/student and student/student relations</li> <li>• School Identification (sense of belonging)</li> <li>• Emotional and behavioural engagement</li> <li>• Support and safety</li> <li>• A range of student behaviours</li> <li>• A range of emotional wellbeing elements</li> </ul>
<b>Statistics</b>	<p>In 2021, School Satisfaction and Climate Survey students from Year 4 upwards were asked to agree or disagree with statements designed to measure the domains of student engagement. Across the ACT, 71 per cent of student respondents indicated that they experienced a strong sense of School Values and Approach in their schools. 77 per cent of students agreed that their schools had a strong Academic emphasis. Staff-student relationships were judged to be strong by 69 per cent of students while only 47 per cent of respondents rated relationships between students as strong. 62 per cent of students agreed or strongly agreed with statements measuring School Identification.</p> <p>54 per cent of student respondents indicated that they had a strong sense of emotional engagement in their learning and 80 per cent of respondents indicated strong behavioural engagement.</p>
<b>Links</b>	<p>The survey allows for longitudinal research into student engagement. Results of the survey are not published.</p>

## Northern Territory

<b>Key features</b>	<p>The Northern Territory Department of Education annual School Survey collects the opinions of staff, students and their families about school performance, culture and services.</p> <p>The NT School Survey is conducted in all Northern Territory Government schools across Weeks 4 – 6 of Term 3.</p> <p>There are three different versions of the survey designed to specifically target: students in Years 5 to 12, parents and carers of students at all year levels and school-based staff including teaching and administration staff.</p>
<b>Domain</b>	<p>The NT School Survey contains questions that aim to provide schools with key insights into student wellbeing, engagement, and learning experiences from the perspective of students, parents and school staff.</p>
<b>Link</b>	<p><a href="https://education.nt.gov.au/statistics-research-and-strategies/school-survey">https://education.nt.gov.au/statistics-research-and-strategies/school-survey</a> </p>

Source: State and Territory governments (unpublished).

## 4. Retention

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

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

The term 'apparent' is used because the measures are derived from total numbers of students in each of year 10 and year 12, not by tracking the retention of individual students. Uncapped rates (rates that can be greater than 100 per cent) are reported for time series analysis. Care needs to be taken in interpreting the measures as they do not take account of factors such as:

- students repeating a year of education or returning to education after a period of absence
- movement or migration of students between school sectors, between states/territories and between countries
- the impact of full fee paying overseas students.

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

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

Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions.

A higher or increasing rate is desirable as it suggests that a larger proportion of students are continuing in school, which may result in improved educational outcomes.

Nationally in 2021, the apparent retention rate from year 10 to year 12 was 81.6 per cent, an increase from 79.3 per cent in 2012 but below the peak of 83.3 per cent in 2017. The rate was 77.2 per cent for government schools and 87.9 per cent for non-government schools. This pattern was similar for both Aboriginal and Torres Strait Islander students and non-Indigenous students (figure 4.5).

Consistent with the NYPR mandatory requirement that all young people participate in schooling until they complete year 10, the apparent retention rate for all schools from the commencement of secondary school (at year 7 or 8) to year 10 has remained above 97 per cent in all jurisdictions (other than the NT) since 2012. Nationally, the retention rate for Aboriginal and Torres Strait Islander students was over 97 per cent in 2021, but lower than that of non-Indigenous students (table 4A.27).

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

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

**Select equity group:**

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

**Select school type:**

- All schools
- Government schools
- Non-Government schools

**Select year(s):**

Multiple values

**Select year level:**

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

Figure 4.5 Apparent retention rates from Year 10 to year 12, All full time students, All schools by jurisdiction, by year



Source: table 4A.27

## 5. Quality teaching

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

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

- create an environment where all students are expected to learn successfully
- have a deep understanding of the curriculum and subjects they teach
- have a repertoire of effective teaching strategies to meet student needs
- direct their teaching to student needs and readiness
- provide continuous feedback to students about their learning
- reflect on their own practice and strive for continuous improvement (PC 2012).

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

Data are not yet available for reporting against this indicator.

## 6. Recurrent expenditure per student

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

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

FTE student numbers (table 4A.3) are drawn from the ABS publication *Schools Australia 2021* (ABS 2022) and averaged over two calendar years to match the financial year expenditure data. From 2018-19, FTE enrolled students used to derive NSW and total Australian recurrent expenditure per student for government and all schools excludes Norfolk Island Central School FTE enrolments. Responsibility for the provision of education services by Norfolk Island Central School transitioned to the Queensland Government from 1 January 2022.

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

Care should be taken in interpretation of efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure

- while high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for students with special needs, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion).
- Reporting requirements and methodologies may vary between years. Refer to footnotes in the data tables.

Nationally in 2020-21, government recurrent expenditure per FTE student in all schools was \$17 992 (figure 4.6). Between 2011-12 and 2020-21, real government expenditure per FTE student increased at an average rate of 1.9 per cent per year (table 4A.14).

Nationally in 2020-21, government recurrent expenditure per FTE student in non-government schools was \$12 442 (does not include UCC). Between 2010-11 and 2020-21 real government expenditure per FTE student increased at an average rate of 2.8 per cent per year.

Nationally in 2020-21, government recurrent expenditure (including UCC) was \$20 940 per FTE student in government schools (excluding UCC this was \$17 683). Between 2011-12 and 2020-21, real government expenditure (including UCC) per FTE student increased at an average rate of 1.7 per cent per year.

■ Data are comparable (subject to caveats) across jurisdictions and over time. (Note that as non-government schools data do not account for UCC nor non-government sources of funding, the data are *not comparable* for comparing the efficiency of government and non-government schools.)

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

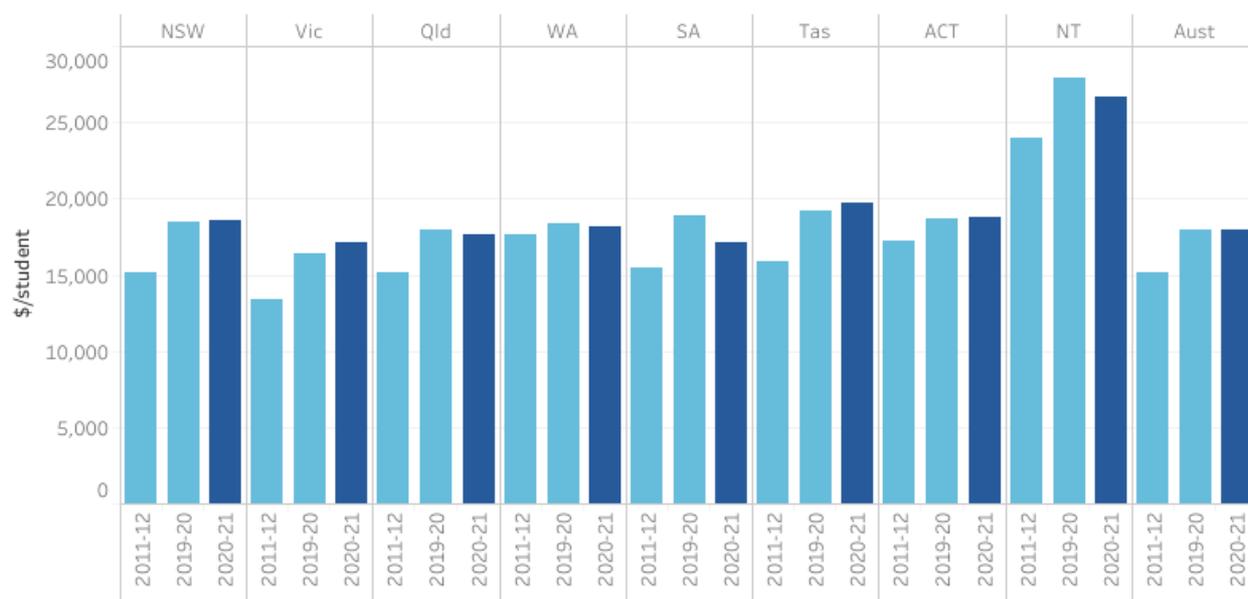
Select year(s):

Multiple values

Select school-type:

- All schools
- Government schools
- Non-government schools

Figure 4.6 Real recurrent expenditure All schools, All school levels, 2020-21 dollars (a)  
by jurisdiction, by year



Source: table 4A.14

(a) Data for non-government schools does not include UCC.

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In-school expenditure per FTE student was higher for government secondary schools (\$22 260 per FTE student) compared to government primary schools (\$18 464 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$983 per FTE student) (table 4A.15).

Differences in the 'student-to-staff ratio' can provide some context to differences in the government recurrent expenditure per FTE student. Further information is available under Size and scope under the 'Context' tab.

## 7. Student outcomes (national testing)

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

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

- National Assessment Program — Literacy and Numeracy (NAPLAN): NAPLAN testing is undertaken by students in years 3, 5, 7 and 9. Measures are reported for the proportion of students at or above the national minimum standard in NAPLAN testing and mean scale score for reading, numeracy and writing.
  - Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level (ACARA 2022). The mean scale score refers to a mean (average) score on a common national scale.
  - States and territories have different school starting ages resulting in differing average ages of students and average time students had spent in schooling at the time of testing. See table 4.3 for more information on average ages of students and average years of schooling across jurisdictions at the time of testing in 2022.
  - NAPLAN was fully administered online for the first time in 2022. The transition from traditional paper-based testing to online adaptive testing took place from 2018 to 2021. The objective of moving NAPLAN online was to deliver better, more precise and more engaging assessments for schools and students. During transition years, online test results were equated with the paper tests. Results for both the tests were reported on the same NAPLAN assessment scale and are comparable with previous years.
- NAP Sample assessments: NAP national sample assessments are undertaken by students in year 6 and 10, on a triennial, rotating basis. Measures are reported for the proportion of students at or above the proficient standard in NAP assessments and mean scale score for Civics and citizenship literacy, Science literacy (testing undertaken by year 6 students only for all jurisdictions) and Information and communication technologies (ICT) literacy.
  - The proficient standards, which vary across the tests, are challenging but reasonable levels of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching them.

All data are accompanied by confidence intervals. See the 'Explanatory material' tab for details on NAPLAN and NAP confidence intervals.

A high or increasing mean scale score or proportion of students achieving at or above the national minimum standard (NAPLAN) or proficiency standard (NAP) is desirable.

Nationally for NAPLAN, the proportion achieving the national minimum standard in 2022 was above (with statistical significance) that in:

- 2008 for reading for Year 3 and Year 5 students and below for year 9, but there was no significant difference for Year 7 students (figure 4.7)
- 2011 for writing for Year 3, but no significant difference for years 5, 7 or 9 students (table 4A.34)
- 2008 for numeracy for Year 5 and below for Year 7 students, but there was no significant difference for Years 3 or 9 students (table 4A.38).

Mean scale scores are reported for reading, writing and numeracy in tables 4A.31, 4A.35 and 4A.39 respectively.

Students are counted as participating if they were assessed or deemed exempt (other students identified as absent or withdrawn are counted as not participating). In 2022, NAPLAN participation rates were at or above 90 per cent for most jurisdictions across the reading, writing and numeracy testing domains for years 3, 5 and 7. Participation rates were lower across these domains for year 9 students with rates ranging from 67.8 per cent to 92.1 per cent (ACARA 2022).

Nationally for NAP in 2019, 53.0 ( $\pm 2.0$ ) per cent of Year 6 students (table 4.2) and 38.0 ( $\pm 2.6$ ) per cent of Year 10 students achieved at or above the proficient standard in civics and citizenship literacy performance (table 4A.45). Mean scale scores for citizenship literacy performance are in table 4A.46. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, geolocation and parental occupation) are in table 4A.47.

Nationally in 2018, 58.0 ( $\pm 2.4$ ) per cent of Year 6 students achieved at or above the proficient standard NAP in science literacy. Mean scale scores for NAP science literacy performance are in table 4A.43. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, geolocation and parental occupation) are in table 4A.44.

Nationally in 2017, of Year 6 students and Year 10 students, 53 ( $\pm 2.4$ ) per cent and 54 ( $\pm 3.0$ ) per cent, respectively, achieved at or above the proficient standards in ICT literacy performance (table 4A.48). Mean scale scores for NAP ICT literacy are in table 4A.49. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, geolocation and parental occupation) are in table 4A.50.

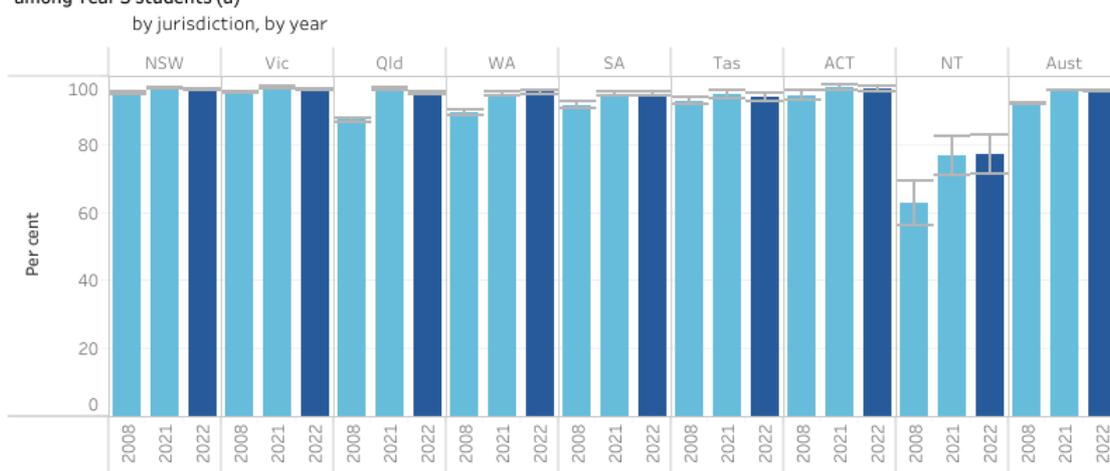
- (all measures) Data are comparable (subject to caveats) across jurisdictions and over time.
- Data are complete (subject to caveats) for the current reporting period. All required data are available for 2022 (for NAPLAN), 2019 (for NAP civics and citizenship literacy), 2018 (for science literacy) and 2017 (for ICT literacy).

Select year(s) (applies to figure 4.7): All

Select year level (applies to figure 4.7): Year 3, Year 5, Year 7, Year 9

Select NAPLAN (applies to figure 4.7): NAPLAN Reading, NAPLAN Writing, NAPLAN Numeracy

Figure 4.7 Measure 1: Proportion of students who achieved at or above the national minimum standard in NAPLAN Reading among Year 3 students (a)



Source: table 4A.30

(a) 2020 data were not available as NAPLAN tests were not conducted in 2020 due to COVID-19.

Select year(s) (applies to table 4.2): All

Select assessment (applies to table 4.2): National Assessment Program; civics and citizenship literacy, National Assessment Program; information and communication technologies, National Assessment Program; science literacy

Table 4.2 Measure 2: Proportion of students at or above the proficient standard (level 2 or above), National Assessment Program; civics and citizenship literacy, Year 6 (a)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2019	%	54.0 ± 4.3	53.0 ± 4.2	54.0 ± 4.6	53.0 ± 5.3	43.0 ± 5.3	47.0 ± 5.1	66.0 ± 7.2	40.0 ± 7.4	53.0 ± 2.0
2016	%	56.3 ± 5.8	55.9 ± 5.3	52.2 ± 4.4	52.4 ± 5.3	55.2 ± 6.3	52.9 ± 5.6	59.5 ± 6.2	34.2 ± 8.0	54.5 ± 2.4
2013	%	56.3 ± 4.8	58.4 ± 5.5	44.5 ± 4.8	44.2 ± 5.8	43.2 ± 6.0	45.6 ± 5.5	63.6 ± 6.0	26.0 ± 8.4	51.6 ± 2.4
2010	%	57.3 ± 4.5	56.0 ± 5.9	41.5 ± 5.9	50.9 ± 5.8	47.9 ± 5.5	53.5 ± 4.7	63.7 ± 5.5	31.6 ± 6.2	52.0 ± 2.4
2007	%	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8

Source: table 4A.45

(a) Percentages reported include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 percentage points.)

Table 4.3 2022 NAPLAN average age and years of schooling

State/Territory	Average age and Years of schooling	Year 3	Year 5	Year 7	Year 9
NSW	Average age	8 y 8 m	10 y 7 m	12 y 7 m	14 y 7 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m
Vic	Average age	8 y 9 m	10 y 9 m	12 y 9 m	14 y 9 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m
Qld	Average age	8 y 6 m	10 y 5 m	12 y 5 m	14 y 5 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m
WA	Average age	8 y 5 m	10 y 5 m	12 y 5 m	14 y 5 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m
SA	Average age	8 y 7 m	10 y 7 m	12 y 7 m	14 y 7 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m
Tas	Average age	8 y 11 m	10 y 11 m	12 y 11 m	14 y 10 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m
ACT	Average age	8 y 8 m	10 y 8 m	12 y 7 m	14 y 7 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m

State/Territory	Average age and Years of schooling	Year 3	Year 5	Year 7	Year 9
NT	Average age	8 y 6 m	10 y 6 m	12 y 6 m	14 y 6 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m
Aust	Average age	8 y 7 m	10 y 7 m	12 y 7 m	14 y 7 m
	Years of schooling	3 y 4 m	5 y 4 m	7 y 4 m	9 y 4 m

Source: ACARA (2022) *NAPLAN National Report for 2022*, ACARA, Sydney.

## 8. Attainment

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

‘Attainment’ (attainment rate) is defined as the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group that could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.

This indicator should be interpreted with caution as:

- assessment, reporting and criteria for obtaining a year 12 or equivalent certificate varies across jurisdictions
- students completing their secondary education in technical and further education institutes are included in reporting for some jurisdictions and not in others
- the aggregation of all postcode locations into three socioeconomic status categories (as a disaggregation for socioeconomic status) — high, medium and low — means there may be significant variation within the categories. The low category, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

A high or increasing completion rate is desirable.

Nationally in 2021, the year 12 certificate attainment rate for all students was 78 per cent. The rates increased as socioeconomic status increased. Across remoteness areas, the rates were substantially lower in very remote areas compared to other areas (figure 4.8).

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

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

Select year:

2021

Select equity group:

● Remoteness area

○ Socioeconomic status

■ Major cities

■ Inner and outer regional

■ Remote

■ Very remote

■ Total

Figure 4.8 Year 12 Attainment rates, 2021 (a), (b)  
by jurisdiction, by Remoteness area



Source: table 4A.58

(a) There are no very remote areas in Victoria; no major city in Tasmania; no outer regional, remote or very remote areas in the ACT; no major city or inner regional areas in the NT. (b) See data tables 4A.57-58 for information on non-publication of data on remoteness area or socioeconomic status for individual jurisdictions.

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The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years that attained at least a year 12 or equivalent or AQF Certificate II or above (that is school and non-school education and training to year 12 or equivalent or above) (tables BA.9–10).

## 9. Student outcomes (international testing)

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

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

- Trends in International Mathematics and Science Study (TIMSS) — conducted by the International Association for the Evaluation of Educational Achievement (IEA) as a quadrennial international assessment — measures the proportion of sampled year 4 and year 8 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia for mathematics and science in the TIMSS assessment.
- Programme for International Student Assessment (PISA) — conducted by the OECD as a triennial international assessment — measures the proportion of sampled 15 year old students achieving at or above the national proficient standard (set to level 3) on the OECD PISA combined scales for reading, mathematical and scientific literacy.

- Progress in International Reading Literacy Study (PIRLS) — conducted by the IEA as a quinquennial international assessment — measures the proportion of sampled year 4 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia for reading literacy in the PIRLS assessment.

A high or increasing proportion of students achieving at or above the national proficient standard, or a high or increasing mean scale score is desirable.

### **TIMSS**

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

- mathematics assessment was 69.6 ( $\pm 2.5$ ) per cent for year 4 students and 68.0 ( $\pm 2.9$ ) per cent for year 8 students (table 4.4)
- science assessment was 78.3 ( $\pm 2.3$ ) per cent for year 4 students and 74.2 ( $\pm 2.4$ ) per cent for year 8 students (table 4A.55).

Nationally in 2019, a higher or similar proportion of students achieved at or above the intermediate international benchmark compared to previous assessments. Results varied across jurisdictions (tables 4A.54–55).

### **PISA**

Nationally in 2018, the proportion of Australian 15 year old students who achieved the national proficient standard in:

- reading literacy was 59.3 ( $\pm 1.3$ ) per cent (table 4A.51)
- mathematical literacy was 54.2 ( $\pm 1.6$ ) per cent (table 4A.52)
- scientific literacy was 58.1 ( $\pm 1.5$ ) per cent (table 4A.53).

Across the three literacy domains, the proportions of Australian 15 year old students who achieved at or above the national proficient standard in 2018 were significantly lower than the proportions achieved in 2015 for science, but similar to results in 2015 for mathematics and reading (tables 4A.51-53). Compared to the OECD average in 2018, Australian 15 year old students scored:

- higher for reading literacy and scientific literacy
- the same for mathematical literacy (ACER 2019).

### **PIRLS**

Nationally in 2016, the proportion of year 4 students that achieved at or above the national proficient standard for reading literacy was 80.9 ( $\pm 2.1$ ) per cent, a significant increase from 2011 although results vary by jurisdiction (table 4A.56).

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

- significantly outperformed students from 24 other countries.
- were significantly outperformed by students from 13 other countries (ACER 2017).

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

■ Data are complete (subject to caveats) for the current reporting period. All required 2019 (quadrennial TIMSS), 2018 (triennial PISA) and 2016 (quinquennial PIRLS) data are available for all jurisdictions.

**Select assessment:**

- TIMSS: Mathematics achievement assessment  
 TIMSS: Science achievement assessment  
 PISA: Reading literacy assessment  
 PISA: Mathematical literacy assessment  
 PISA: Scientific literacy assessment  
 PIRLS: Reading literacy assessment

**Table 4.4 Trends in International Mathematics and Science Study (TIMSS), Mathematics achievement assessment, Proportion of students achieving at or above the intermediate international benchmark; the Australian national proficient standard (per cent) (a)**

by jurisdiction, by year level, by year

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Year 8</b> 2019	72.3 ± 6.5	67.1 ± 5.4	67.3 ± 4.8	63.8 ± 7.8	62.7 ± 6.6	56.2 ± 11.1	71.7 ± 4.4	44.6 ± 12.7	68.0 ± 2.9
2015	62.7 ± 6.8	69.8 ± 4.1	62.3 ± 6.1	64.6 ± 5.3	61.9 ± 6.9	60.6 ± 7.3	69.9 ± 4.2	39.7 ± 10.2	64.4 ± 3.1
2011	66.8 ± 9.7	64.4 ± 7.1	58.7 ± 7.4	60.8 ± 10.5	58.2 ± 7.3	49.0 ± 8.1	74.4 ± 6.1	44.1 ± 16.6	62.9 ± 4.6
2007	59.3 ± 8.8	64.6 ± 7.0	60.8 ± 5.7	57.6 ± 10.2	59.2 ± 8.2	56.6 ± 7.8	69.4 ± 20.5	57.4 ± 15.5	60.8 ± 3.5
<b>Year 4</b> 2019	71.9 ± 5.7	72.0 ± 4.9	66.1 ± 5.5	68.1 ± 6.1	63.9 ± 6.1	68.5 ± 8.1	79.5 ± 5.4	46.5 ± 8.5	69.6 ± 2.5
2015	69.9 ± 5.9	74.1 ± 4.3	68.8 ± 5.6	66.8 ± 7.0	69.5 ± 8.0	68.0 ± 10.2	82.3 ± 6.8	48.7 ± 13.8	70.2 ± 2.6
2011	73.8 ± 5.5	75.5 ± 4.7	64.3 ± 5.6	62.5 ± 6.2	65.2 ± 6.4	68.1 ± 7.3	81.4 ± 4.8	59.1 ± 12.3	70.2 ± 2.8
2007	76.3 ± 5.9	78.9 ± 7.6	58.8 ± 6.8	58.4 ± 6.5	61.5 ± 9.1	68.1 ± 6.9	67.8 ± 11.0	58.8 ± 12.2	70.5 ± 3.5

Source: tables 4A.54

(a) Percentages reported include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 percentage points).

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## 10. Destination

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

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

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

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

This Report includes information on the student destination surveys conducted by each State and Territory government, as context to this indicator (table 4.5). These surveys collect information from a larger number of students within relevant jurisdictions, but the research methods and data collection instruments differ which do not enable comparative reporting.

The proportion of all school leavers aged 15–24 years who left school in 2021 and who in 2022 were fully engaged in work or study was 67.3 per cent (figure 4.9). Proportions were higher for year 12 completers (69.8 per cent), compared to those who completed year 11 or below (60.6 per cent) (table 4A.59).

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

Select year(s):  
Multiple values

Figure 4.9 Proportion of all school leavers who are fully engaged in education or work (15-24 years old) (a)  
by jurisdiction, by year



Source: table 4A.59

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



The Child care, education and training sector overview includes additional data on the participation of school leavers aged 17–24 years in work and study, including data on the Indigenous status of school leavers (tables BA.2–4).

**Table 4.5 School leaver destination survey results**

<b>New South Wales</b>	
<b>Key Features</b>	The NSW Post School Destinations and Experiences Survey commenced in 2010 and has been conducted annually since 2013, collecting information about students' main destinations in the year after leaving school, either having completed Year 12 or left early. The survey includes students from government, Catholic and independent schools and can be completed online or via the telephone. In 2021, the sample comprised 35 916 Year 12 completers and 6472 early school leavers.
<b>Statistics</b>	<p>Of the Year 12 completers 73.1 per cent were undertaking some form of education and training, [54.9 per cent a bachelor degree, 7.7 per cent a vocational education and training (VET) course (including Advanced Diplomas, Diplomas and Certificates I-IV), 6.1 per cent an apprenticeship and 4.5 per cent a traineeship], 20.2 per cent were employed, 4.5 per cent looking for work and 2.2 per cent were not in the labour force, education or training.</p> <p>Of the early school leavers 58.1 per cent were undertaking some form of education or training [34.9 per cent an apprenticeship, 14.2 per cent a VET course, 7.8 per cent a traineeship and 1.2 per cent a bachelor degree], 24.5 per cent were employed, 12.6 per cent looking for work and 4.8 per cent were not in the labour force, education or training.</p>
<b>Link</b>	Analytical reports and fact sheets providing detailed information on participant subgroups can be accessed from the NSW Department of Education website when the Minister has approved publication.
<b>Victoria</b>	
<b>Key Features</b>	In Victoria, a survey of post-school destinations (On Track) has been conducted annually since 2003. Consenting year 12 or equivalent completers and Year 12 non completers (from years 10, 11 and 12) from all Victorian schools participate in a telephone or online survey early in the year after they leave school.

<b>Statistics</b>	<p>The 2021 On Track Surveyed 27 085 (47 per cent participation rate) of the eligible 2020 Year 12 or equivalent completers cohort and 1,678 students who had left school in Years 10, 11 or 12 (11 per cent participation rate of the Year 12 non-completer cohort), from government and non-government schools, as well as TAFE and Adult Community Education providers.</p> <p>Of the 27 085 Year 12 Completers, 77 per cent were in further education and training (56 per cent were enrolled at university, 11 per cent were TAFE enrolled and 10 per cent had taken up apprenticeships or training). Of the 23 per cent not in education and training, 18 per cent were in full or part time employment, 4 per cent were looking for work and 1 per cent were not in the Labour Force, Education or Training.</p> <p>Of the 1678 Year 12 non-completers, 53 per cent were in education and training (2 per cent enrolled at university, 16 per cent were TAFE enrolled and 36 per cent undertaking apprenticeships and training). Of the 47 per cent not in education and training, 27 per cent were in full or part time employment, 15 per cent were looking for work and 5 per cent were not in the labour force, education and training.</p>
<b>Link</b>	<p>On Track survey information and data can be accessed from the Department of Victoria Education website:</p> <p><a href="https://www.education.vic.gov.au/about/research/pages/ontrack.aspx">https://www.education.vic.gov.au/about/research/pages/ontrack.aspx</a> </p>

## Queensland

<b>Key Features</b>	<p>Since 2005, Queensland's annual Next Step survey has captured information about the journey from school to further study and employment. The survey takes place approximately six months after the end of the school year and asks a range of questions regarding graduates' study and work choices. All students who completed Year 12 at government and non-government schools in Queensland are invited to participate and can complete the survey online or via the telephone.</p> <p>The 2022 survey ran from March to June and collected responses from 39 516 Year 12 completers, a 76.9 per cent response rate.</p>
<b>Statistics</b>	<p>In 2022, 90.6 per cent of respondents were engaged in education, training or employment six months after completing Year 12. A further 6.5 per cent were seeking work, while 2.9 per cent were not in the labour force, education or training.</p>
<b>Link</b>	<p>Survey outputs include individual school reports, sector and region reports, a state-wide infographic and a report builder tool that allows users to create a custom report for their region of interest. Reports are available from the Next Step website (<a href="http://www.qld.gov.au/nextstep">www.qld.gov.au/nextstep</a>)  on September 30 each year.</p>

## Western Australia

<b>Key Features</b>	Each year, a post school destination survey of WA government school Year 12 students from the previous year are combined with university and TAFE data to build a comprehensive understanding of Year 12 students' destinations.
<b>Statistics</b>	In 2022, post-school destination information was collected for 9202 students (63.0 per cent of the total WA government school Year 12 student population in Semester 2, 2021). Of these students, 65.2 per cent were in either education or training, with 35.5 per cent at university, 5.3 per cent studying an apprenticeship or a traineeship, 11.8 per cent studying another type of nationally accredited training qualification, 1.2 per cent repeating year 12 studies or engaged in non-accredited training and 11.3 per cent who had deferred their education or training. In addition, 7.8 per cent were engaged exclusively in full time employment, 14.2 per cent in part time employment, and 12.8 per cent were neither working nor studying. The figures may not sum to 100 per cent due to rounding.

## South Australia

SA does not undertake a post school destination survey.

## Tasmania

Tasmania does not currently conduct a systemic post-school destination survey. Tasmania is participating in GENERATION, a new national longitudinal survey of Year 10 students that commenced in 2022. GENERATION will provide insights into young people and their transitions from school into post-school education, training and the workforce.

## Australian Capital Territory

<b>Key Features</b>	Since 2007, the ACT has conducted a telephone-based survey of all government and non-government students who successfully completed an ACT Senior Secondary Certificate in the preceding year, as well as students who left school before completing Year 12. The survey seeks information on the destinations of young people six months after completion of Year 12 and on satisfaction with their experience in Years 11 and 12. In 2018 this survey became multimodal with online self-completion and telephone interviews being utilised. In 2022, responses were received from 46 per cent of the 2021 Year 12 graduates who were sent a Primary Approach Letter.
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<b>Statistics</b>	The 2022 survey (conducted between 16 May and 26 June) found that 94 per cent of 2021 Year 12 graduates were employed and/or studying in 2022 and overall 79 per cent found Years 11 and 12 worthwhile. Of the 62 per cent of 2021 graduates studying in 2022, 70 per cent reported that they were studying at the higher education (Advanced Diploma or higher) level and 27 per cent at the Vocational Education and Training (Certificate I-IV and Diploma) level. Of the 38 per cent of graduates who were not studying in 2021, 63 per cent intended to start some study in the next two years. Year 12 graduates who speak a language other than English at home were more likely to be studying (75 per cent) than those who did not (58 per cent).
<b>Link</b>	Data from this survey are published in the ‘ <i>ACT Post School Destinations and Pathways</i> ’ series at <a href="https://www.education.act.gov.au/about-us/policies-and-publications">https://www.education.act.gov.au/about-us/policies-and-publications</a> 

## Northern Territory

The NT does not currently conduct a post-school destination survey.

*Source:* State and Territory governments (unpublished).

## Indigenous data

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

### School education data disaggregated for Aboriginal and Torres Strait Islander people

Table number	Table title
Table 4A.18	Student attendance rates, government schools, by Indigenous status (per cent)
Table 4A.19	Student attendance rates, non-government schools, by Indigenous status (per cent)
Table 4A.20	Student attendance rates, all schools, by Indigenous status (per cent)
Table 4A.21	Student attendance rates, by Indigenous status and remoteness (per cent)
Table 4A.22	Student attendance level, government schools, by Indigenous status (per cent)
Table 4A.23	Student attendance level, non-government schools, by Indigenous status (per cent)
Table 4A.24	Student attendance level, by Indigenous status and remoteness (per cent)
Table 4A.26	PISA Sense of Belong at School Index, by selected equity group
Table 4A.27	Apparent retention rates of full time secondary students, all schools (per cent)
Table 4A.28	Apparent retention rates of full time secondary students, government schools (per cent)

Table number	Table title
Table 4A.29	Apparent retention rates of full time secondary students, non-government schools (per cent)
Table 4A.30	NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.31	NAPLAN reading: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.34	NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.35	NAPLAN writing: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.38	NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (per cent)
Table 4A.39	NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points)
Table 4A.44	National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by selected equity group, Australia
Table 4A.47	National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by selected equity group, Australia
Table 4A.50	National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by selected equity group, Australia

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<b>Table number</b>	<b>Table title</b>
Table 4A.51	Programme for International Student Assessment (PISA) reading literacy assessment
Table 4A.52	Programme for International Student Assessment (PISA) mathematical literacy assessment
Table 4A.53	Programme for International Student Assessment (PISA) scientific literacy assessment

## Explanatory material

### Interpreting efficiency data

An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. This section does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

### School expenditure data reported in this section

Efficiency indicators in this section are based on financial year recurrent expenditure on government and non-government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as Quality Schools funding and Students First funding cannot be separated into capital and recurrent expenditure, these payments are treated as recurrent expenditure in this section. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

### Sources of data – government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the National Schools Statistics Collection (NSSC) finance.

- Each State and Territory government reports its expenditure on government schools to the Government Schools Finance Statistics Group Secretariat. Recurrent expenditure on government schools comprises: employee costs (including salaries, superannuation, workers compensation, payroll tax, termination and long service leave, sick leave, fringe benefits tax); capital related costs (depreciation and user cost of capital [UCC]); umbrella departmental costs; and other costs (including rent and utilities). The Government Schools Finance Statistics Group Secretariat provides unpublished data on the UCC for government schools, imputed as 8 per cent of the written down value of assets (table 4A.13).
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes — including the Quality Schools funding (from 1 January 2018), Students First funding (to 31 December 2017) and a range of National Partnership payments (table 4A.12).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (table 4A.10).

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

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

- Each State and Territory government provides unpublished data on its contributions to non-government schools (table 4A.10).

- The Australian Government reports its allocation to each State and Territory for non-government schools, consistent with Treasury Final Budget Outcomes — including the Quality Schools funding (from 1 January 2018), Students First funding (to 31 December 2017) and National Partnership payments (see table 4A.12).

## Allocation of funding

### Quality Schools Package – Australian Government

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

### State and Territory governments

In general, State and Territory government schools systems are funded based on a variety of formulas to determine a school's recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, State and Territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by State and Territory governments across years is affected by all these factors, including enrolment numbers and school size, location and staffing profiles. Commencing 1 January 2019 with the signing of the National School Reform Agreement state and territory funding requirements are set as a percentage of the Schooling Resourcing Standard.

### User cost of capital (UCC)

The UCC is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to provide services. The notional UCC makes explicit the opportunity cost of using government funds to own assets for the provision of services rather than investing elsewhere or retiring debt.

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

*Source:* Australian Government Department of Education Skills and Employment (2020) <https://www.education.gov.au/quality-schools-package-factsheet>, accessed 9 October 2020.

## Key terms

Terms	Definition
<b>Aboriginal and Torres Strait Islander students</b>	Students are considered to be Aboriginal or Torres Strait Islander origin if they identify as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions.

Terms	Definition
<b>Comparability</b>	Data are considered comparable if (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
<b>Completeness</b>	Data are considered complete if all required data are available for all jurisdictions that provide the service.
<b>Confidence interval</b>	A confidence interval is a specified interval, with the sample statistic at the centre, within which the corresponding population value can be said to lie with a given level of confidence ( <a href="#">section 2</a> ).
<b>Confidence intervals (for NAPLAN and NAP sample)</b>	<p>The NAPLAN and NAP sample confidence intervals are calculated by ACARA and take into account two factors:</p> <ul style="list-style-type: none"> <li>• <i>Sampling error</i> — The sampling error accounts for adjustments for non-response and measures the variance across students.</li> <li>• <i>Measurement error</i> — The NAPLAN assessments can only sample a small part of the literacy or numeracy curriculum so as not to place too much burden on each students' time. Consequently, the result of the NAPLAN assessments will contain some uncertainty <i>for each student</i>. This uncertainty is referred to as measurement error.</li> </ul> <p>Estimates of sampling and measurement errors are combined to obtain final standard errors and confidence intervals to determine statistical significance of mean differences and percentage differences in NAPLAN and NAP sample performance <i>within a report year</i>.</p> <p>For analysing difference across years, a further source of error needs to be accounted for:</p> <ul style="list-style-type: none"> <li>• <i>Equating error</i> — The equating error measures the variance related to the impact of changes to the NAPLAN secure equating tests between years. That is, how closely the equating tests align between years.</li> </ul> <p>To evaluate statistical significance of mean and percentage differences between years, ACARA tests the change between years taking into account the equating, sampling and measurement errors. However, the equating error is not represented within the reported confidence interval.</p>

Terms	Definition
<b>Foundation year (pre-year 1)</b>	<p>The first year of primary school.</p> <p>Naming conventions for the foundation year differ between states and territories. Foundation year is known as:</p> <ul style="list-style-type: none"> <li>• Kindergarten in New South Wales and the Australian Capital Territory</li> <li>• Preparatory in Victoria, Queensland and Tasmania</li> <li>• Reception in South Australia</li> <li>• Pre-primary in Western Australia</li> <li>• Transition in the Northern Territory, and</li> <li>• Foundation year in the Australian Curriculum.</li> </ul>
<b>Full time equivalent student</b>	<p>The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.</p>
<b>Full time student</b>	<p>A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.</p>
<b>Geographic classification (ASGS)</b>	<p>From 2016, Student remoteness is based on the Australian Statistical Geography Standard (ASGS) Remoteness Structure. The extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre, is the standard ABS-endorsed measure of remoteness on ABS postal areas. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to &lt;<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure">www.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure</a>&gt;.</p> <p>The remoteness categories are:</p> <ul style="list-style-type: none"> <li>• Major cities of Australia</li> <li>• Inner regional areas of Australia</li> <li>• Outer regional areas of Australia</li> <li>• Remote areas of Australia</li> <li>• Very remote areas of Australia.</li> </ul> <p>Geographic classifications prior to 2016 are based on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) standard. Data are not directly comparable. (The exception is Census and survey data which were already using the ASGS, and prior to that the Australian Standard Geographic Classification).</p>

Terms	Definition
<b>Geographic classification (MCEECDYA)</b>	<p>Prior to 2016, Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones).</p> <ul style="list-style-type: none"> <li>• <i>Metropolitan zone</i>: Mainland State capital city regions and Major urban Statistical Districts (100 000 or more population).</li> <li>• <i>Provincial zone</i>: Provincial city statistical districts and Darwin statistical division (25 000–99 999 population); and Other provincial areas (Collection District [CD] ARIA+ score <math>\leq</math> 5.92). <ul style="list-style-type: none"> <li>◦ Inner provincial areas (CD ARIA+ score <math>&lt;</math> 2.4)</li> <li>◦ Outer provincial areas (CD ARIA+ score <math>&gt;</math> 2.4 and <math>&lt;</math> 5.92).</li> </ul> </li> <li>• <i>Remote zone</i>: Remote zone (CD ARIA+ score <math>&gt;</math> 5.92) <ul style="list-style-type: none"> <li>◦ Remote areas (CD ARIA+ score <math>&gt;</math> 5.92 and <math>\leq</math> 10.53)</li> <li>◦ Very remote areas (CD ARIA+ score <math>&gt;</math> 10.53).</li> </ul> </li> </ul>
<b>In-school expenditure</b>	<p>Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.</p>
<b>Low socio-educational background</b>	<p>Students in the lowest quartile of the Index of Community Socio-Educational Advantage (ICSEA).</p> <p>The ICSEA is a student level score constructed by ACARA from information (obtained from school enrolment records) relating to parents': occupation; school education; and non-school education.</p>
<b>Out-of-school expenditure</b>	<p>Costs relating indirectly to schools. (See in-school expenditure).</p>
<b>Pre-year 1</b>	<p>See 'foundation year'.</p>
<b>Part time student</b>	<p>A student undertaking a workload that is less than that specified as being full time in the jurisdiction.</p>

Terms	Definition
<b>Real expenditure</b>	Nominal expenditure adjusted for changes in prices, using the General Government Final Consumption Expenditure chain price deflator and expressed in terms of final year prices.
<b>School</b>	<p>A school is an establishment which satisfies all of the following criteria.</p> <ul style="list-style-type: none"> <li>• Its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education.</li> <li>• It is headed by a principal (or equivalent) responsible for its internal operation.</li> <li>• It is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.</li> </ul>
<b>Science literacy</b>	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.
<b>Socioeconomic status</b>	As identified in footnotes to specific tables.
<b>Socio-educational background</b>	See 'Low socio-educational background'.
<b>Source of income</b>	In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
<b>Special school</b>	<p>A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed:</p> <ul style="list-style-type: none"> <li>• mental or physical disability or impairment</li> <li>• slow learning ability</li> <li>• social or emotional problems</li> <li>• in custody, on remand or in hospital (ABS 2020).</li> </ul>

Terms	Definition
<b>Student-to-staff ratios</b>	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
<b>Student</b>	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
<b>Students with disability</b>	<p>Students are counted in the Nationally Consistent Collection of Data on School Students with Disability where:</p> <ul style="list-style-type: none"> <li>• the student's impairment meets the Disability Discrimination Act 1992 (DDA); AND</li> <li>• the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability.</li> </ul> <p>The DDA provides a broad definition of disability. The DDA covers individuals with disability, associates of a person with a disability, people who do not have a disability but who may face disability discrimination in the future, people who are not in fact impaired in functioning but treated as impaired, and people with conditions such as obesity, mild allergies or physical sensitivities, and those who wear glasses.</p>
<b>Teaching staff</b>	Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the NT, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff.
<b>Ungraded student</b>	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.

Terms	Definition
<b>VET in Schools</b>	VET in Schools refers to nationally recognised VET qualifications or accredited courses undertaken by school students as part of the senior secondary certificate. The training that students receive reflects specific industry competency standards and is delivered by an external Registered Training Organisation (RTO), the school or school sector as an RTO and/or the school in partnership with an RTO. VET courses may require structured work placements and may be undertaken as a school-based apprenticeship or traineeship.

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### **Impact of COVID-19 on data for the School education section**

COVID-19 may affect data in this Report in a number of ways. This includes in respect of actual performance (that is, the impact of COVID-19 on service delivery from 2020 to 2022 which is reflected in the data results), and the collection and processing of data (that is, the ability of data providers to undertake data collection and process results for inclusion in the Report).

For the School education section, there has been some impact on the data that is attributable to COVID-19 but this has not affected the comparability of any indicators. These impacts are primarily due to the social distancing restrictions implemented from March 2020 and associated economic downturn, which may have affected 2020 data for the post school destination indicator. In addition, school attendance in Semester 1 2022 has declined partly due to the impact of the COVID-19 Omicron variant.

# Report on Government Services 2023

PART B, SECTION 5: RELEASED ON 7 FEBRUARY 2023

## 5 Vocational education and training

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

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

### Data downloads

[5 Vocational education and training data tables \(XLSX - 279 Kb\)](#)

[5 Vocational education and training dataset \(CSV - 531 Kb\)](#)

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

[Guide: How to find what you need in RoGS \(PDF - 298 Kb\)](#)

## Context

### Objectives for vocational education and training (VET)

The VET system aims to deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia's economic future. To achieve this, the Australian, State and Territory governments aim to create a national training system that:

- is accessible to all working age Australians
- meets the needs of students, employers and industries
- is high quality.

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

### Service overview

The VET system provides training for entry level jobs through to highly technical occupations, but also provides training for non-employment related reasons. Nationally in 2021, the main reason qualification completers participated in VET was for:

- employment related reasons (71.6 per cent in total VET and 73.1 per cent in government-funded VET)<sup>1</sup>
- personal development (15.0 per cent in total VET and 14.1 per cent in government-funded VET)

- 
- pathways to further study (13.4 per cent in total VET and 12.8 per cent in government-funded VET) (NCVER 2022).

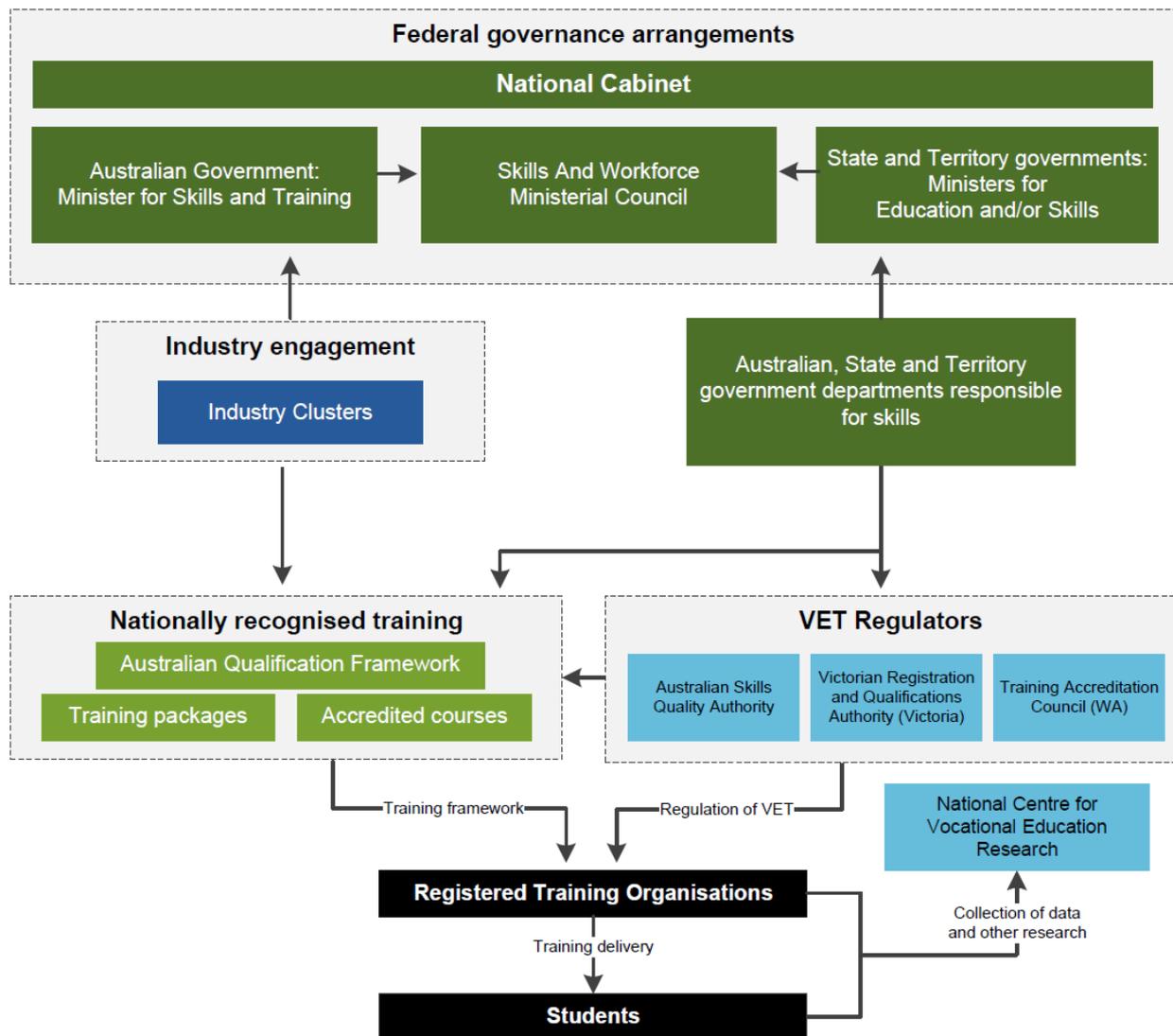
To achieve these aims, a student may choose to complete a single subject/unit of competency, module, skill set or VET qualification. VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF).

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

## Roles and responsibilities

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

Figure 5.1 VET roles and responsibilities



## Federal governance arrangements

Government roles and responsibilities are outlined in the *National Agreement for Skills and Workforce Development*, and are summarised below:

- The Australian Government provides financial support to State and Territory governments to sustain national training systems and provides specific incentives, interventions and assistance for national priority areas.
- State and Territory governments manage VET delivery within their jurisdiction (including the effective operation of the training market).

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

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

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

In 2022, the Skills and Workforce Council was tasked by National Cabinet with the productivity priority of skills reform, which includes a 12 month Free-TAFE Agreement and a new 5-year National Skills Agreement. This work will be aligned with a vision and set of guiding principles agreed to by National Cabinet.

### Industry engagement arrangements

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

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

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

### Regulation of VET

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

### Registered Training Organisations

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

- *government VET providers* — such as technical and further education (TAFE) institutes, agricultural colleges and multi-sector education institutions
- *community education providers* — such as adult and community education providers
- *other registered providers* — such as: private training businesses; industry and community bodies with an RTO arm; employers that have RTO status to train their own staff; Group Training Organisations or Apprenticeship Network Providers that also deliver VET services.

## Nationally recognised training

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

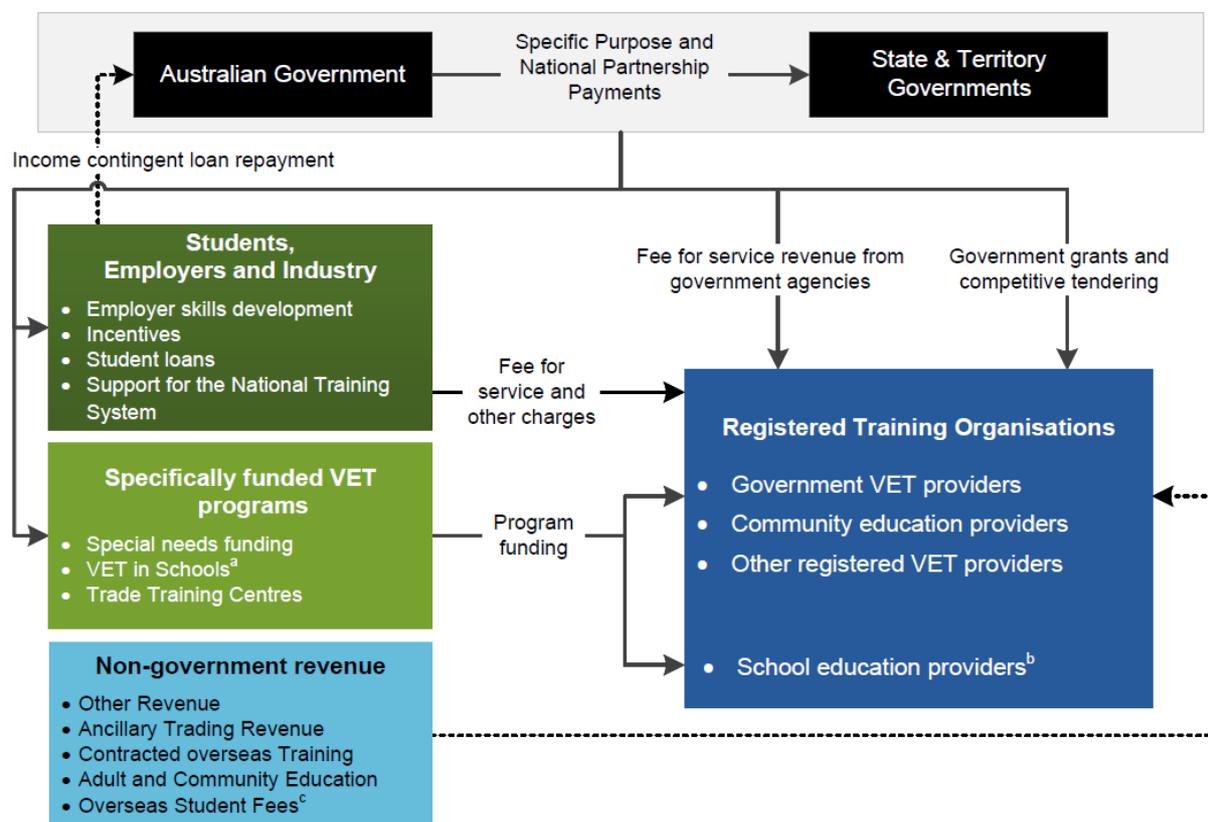
- *Training packages* specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the AQF. Training packages are approved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

All nationally recognised training is listed on the National Training Register and only RTOs can deliver nationally recognised training and issue nationally recognised qualifications or statements of attainment on the full or partial completion of training. Apprenticeships/traineeships combine employment and competency-based training, including both formal nationally recognised training and on-the-job training.

## Funding

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

Figure 5.2 Major funding flows within the VET system



**a** The Australian Government provides VET in Schools funding to the State and Territory governments as a part of the National Specific Purpose Payment for Skills and Workforce Development. State and Territory governments provide funding to government and non-government schools for VET in Schools programs.

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

**c** Except in WA where overseas student fees are received by the State Training Authority.

## Government grants and competitive tendering

The main source of government recurrent funding of VET is via government grants and appropriations and/or competitive tendering/user choice mechanisms. In 2021, available VET funding for State and Territory government was \$5.9 billion (table 5A.5).

- State and Territory governments provided \$3.9 billion (65.0 per cent).
- The Australian Government provided around \$2.1 billion to State and Territory governments (35.0 per cent) with the majority provided through specific purpose payments.

Government funding of VET is provided to a mixture of government RTOs (including TAFEs), and community education providers and other registered RTOs. Nationally, government payments to non-TAFE providers amounted to \$1.2 billion in 2021, an increase from 2020 (table 5A.4).

Nationally in 2021, \$3.1 billion (52.3 per cent) of government appropriations and program funding was allocated on a competitive basis — a 14.7 per cent increase in real terms from 2020. The majority of funding allocated on a competitive basis was provided through entitlement funding programs (see Explanatory material tab for a definition) (65.8 per cent of all contestable funding allocated to VET in 2021) (table 5A.5).

## Other funding

Financial support to students, employers and industry from the Australian, State and Territory governments includes the following:

- Incentives and loans to individuals — such as incentive payments (for example, to support with the cost of learning during training) and program subsidies and government loans (for example, VET Student Loans — see Explanatory material tab for a definition).
- Skills development and incentives to employers — including support with the cost of employing and training staff in the form of subsidies and incentive payments (such as for Australian Apprenticeships).
- Support for the National Training System — including funding to industry bodies to support the training system, and assist in the identification of skills needs and the development of skills programs (for example, Skills Service Organisations and the Australian Apprenticeship Support Network).

Governments provide for a number of specifically funded VET programs to provide support for target individuals or communities. For example, support for people with special needs to engage with training, or support for VET delivered in secondary schools.

## Size and scope

### Students

Nationally in 2021, around 4.3 million students participated in nationally recognised VET (total VET students) (table 5A.8). Over 2.0 million students were enrolled in qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (over 1.3 million), followed by Certificate level I or II (439 200), and Diploma or above (406 700) qualifications. Other students were enrolled in subjects not delivered as part of a nationally recognised program (>over 2.7 million) and in training package skill sets and accredited courses (182 300).

In 2021, almost 1.3 million students participated in government-funded VET (table 5A.9). Over 1.0 million students were enrolled in government-funded qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (746 300), followed by Certificate level I or II (193 500) and Diploma or above (150 800) qualifications. Other students were enrolled in other forms of government-funded nationally recognised and non-nationally recognised training.

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

### Training providers

In 2021, there were 3529 registered VET training organisations delivering nationally recognised training in Australia (table 5A.6), of which 1302 delivered nationally recognised government-funded VET through state and territory training departments (NCVER, unpublished). There were 1518 VET providers delivering government-funded nationally recognised, locally developed and non-nationally recognised training, at 33 849 locations in Australia (table 5A.7).

## Indicator framework

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

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

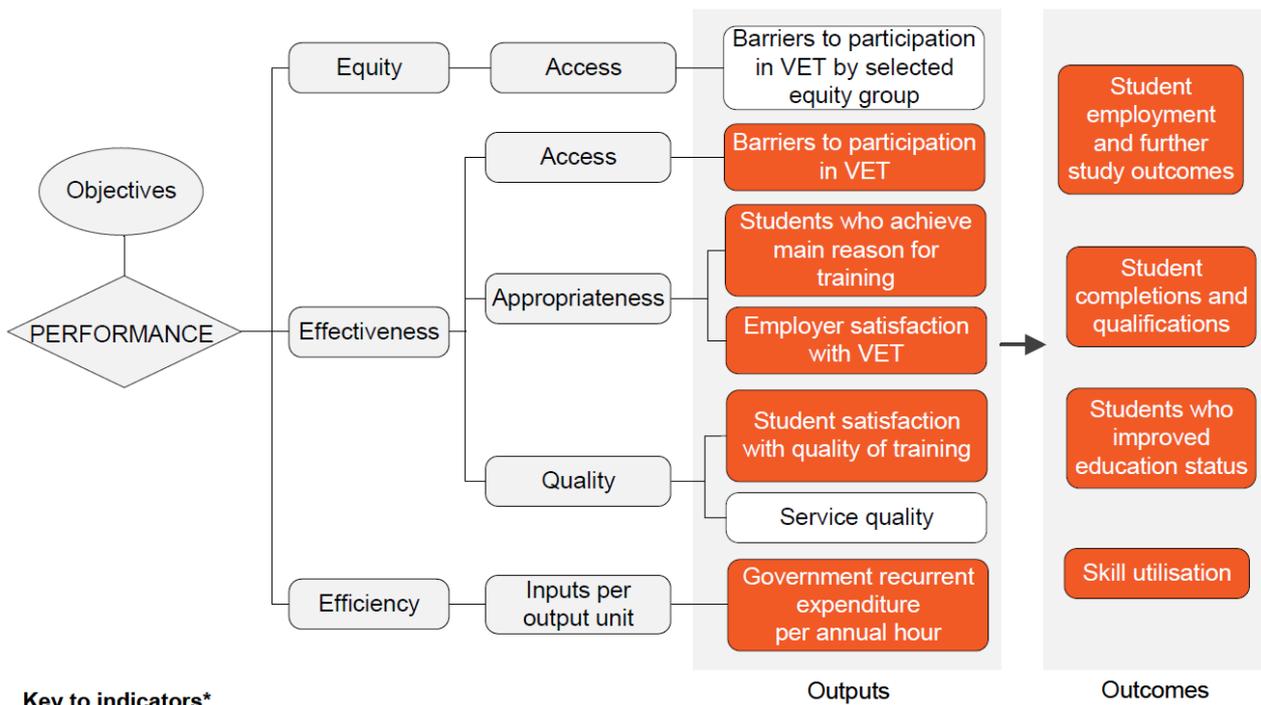
Improvements to performance reporting for VET services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

## Outputs

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

## Outcomes

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



**Key to indicators\***

- Text Most recent data for all measures 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 is provided under the Indicator results tab for each measure.

## Text version of indicator framework

### Objectives

Leading to

### Performance

#### Outputs

##### Equity — Access

- Barriers to participation in VET by selected equity group – no data reported and/or no measures yet developed

##### Effectiveness — Access

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

#### Effectiveness — Appropriateness

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

#### Effectiveness — Quality

- Student satisfaction with quality of training – most recent data for all measures are comparable and complete
- Service quality – no data reported and/or no measures yet developed

#### Efficiency — Inputs per output unit

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

#### Outcomes

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

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

## Indicator results

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

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

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

### 1. Barriers to participation in VET by selected equity group

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

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

- Aboriginal and Torres Strait Islander people
- people from remote and very remote areas
- people with disability
- Socio-Economic Indexes for Areas (SEIFA) groups (low socioeconomic status).

The proportion of people not from these selected equity groups facing barriers to accessing or completing VET courses is used as a comparator to the target groups.

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

Data are not yet available for reporting against this measure.

### 2. Barriers to participation in VET

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

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

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

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

Nationally in 2020-21, 5.5 per cent of people wanted to participate in any (or more) formal study in the last 12 months but could not. The proportion was higher for barriers to enrolment in a qualification (or more qualifications) below bachelor degree level (3.8 per cent), than for enrolment in a qualification (or more qualifications) at bachelor degree level or above (2.3 per cent) (figure 5.3). The main barriers to participation include too much work / no time and financial reasons.

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

Figure 5.3 Could not participate but wanted to in more (or any) learning, 15-64 years old, 2020-21 by jurisdiction, by enrolment



Source: table 5A.32

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### 3. Students who achieve main reason for training

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

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

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

Data are collected from the annual national Student Outcomes Survey for qualification completers aged 18 years and over. Survey data for a year (for example, 2021) refer to the cohort of students that graduated the year before (for example, 2020).

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

Nationally in 2021, 84.5 per cent of government-funded 2020 VET qualification completers reported that training helped to fully or partly achieve their main reason for training (figure 5.4). The proportion was higher for Aboriginal and Torres Strait Islander government-funded qualification completers (86.8 per cent) in 2021 (table 5A.13).

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

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

Select year(s):

Multiple values

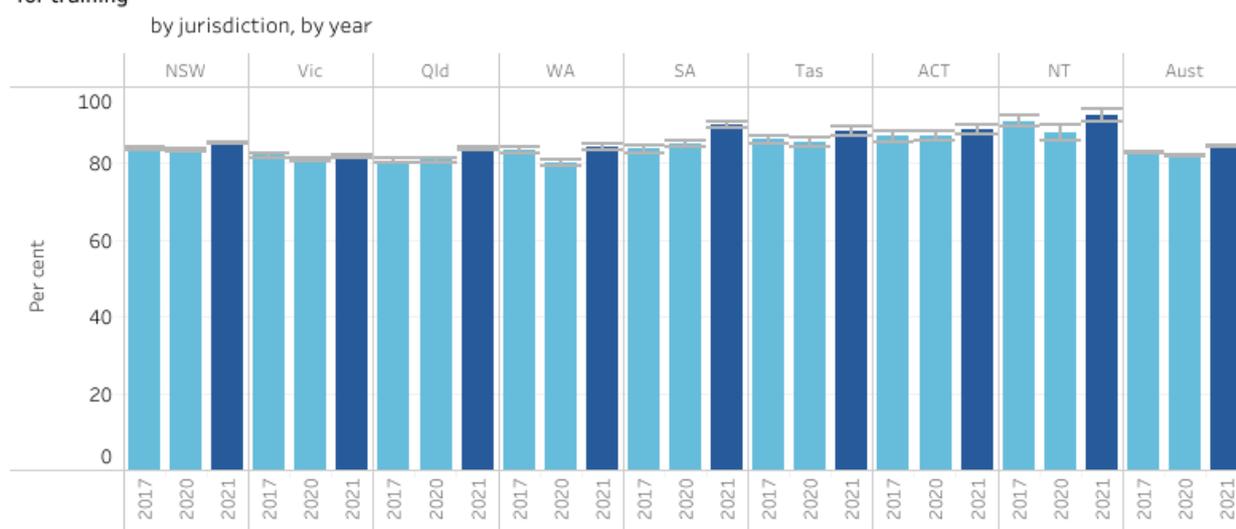
Select disaggregation:

Partly helped achieve main reason for training

Fully helped achieve main reason for training

Fully helped or partly helped achieve main reason for training

Figure 5.4 Government-funded VET qualification completers whose training fully helped or partly helped achieve main reason for training



Source: table 5A.13

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## 4. Employer satisfaction with VET

'Employer satisfaction with VET' is an indicator of governments' objective to create a national training system that meets the needs of students, employers and industries.

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

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

This measure relates to total VET activity<sup>2</sup>.

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

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

Nationally in 2021, 56.6 per cent of Australian employers were engaged with VET (table 5A.15), of which 67.7 per cent were satisfied with all forms of VET engagement (down from 73.1 per cent in 2013) (figure 5.5). By type of training engaged in, satisfaction with apprenticeships and traineeships has shown the largest percentage point decrease (7.5 percentage points; from a peak of 81.7 per cent in 2015 to 74.2 per cent in 2021) (figure 5.5 and table 5A.16).

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

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

Select year(s):

Multiple values

Select type of training engaged in:

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

Figure 5.5 Employer satisfaction with VET, satisfaction with all forms of VET engagement by jurisdiction, by year



Source: table 5A.16

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

## 5. Student satisfaction with quality of training

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

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

This measure relates to government-funded VET activity only.

Data are collected from the annual national Student Outcomes Survey for qualification completers aged 18 years and over. Survey data for a year (for example, 2021) refer to the cohort of students

that graduated the year before (for example, 2020). Qualification completers satisfied with their training include those who ‘Strongly agree’ or ‘Agree’ with the relevant questionnaire item.

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

Nationally in 2021, 89.3 per cent of all government-funded 2020 VET qualification completers indicated that they were satisfied with the overall quality of their training (figure 5.6). The proportion was higher for Aboriginal and Torres Strait Islander government-funded qualification completers (91.8 per cent) in 2021 (table 5A.14).

Satisfaction with instructors (88.0 per cent) was lower than satisfaction with assessment (89.8 per cent) in 2021 (table 5A.14).

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

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

Select year(s):

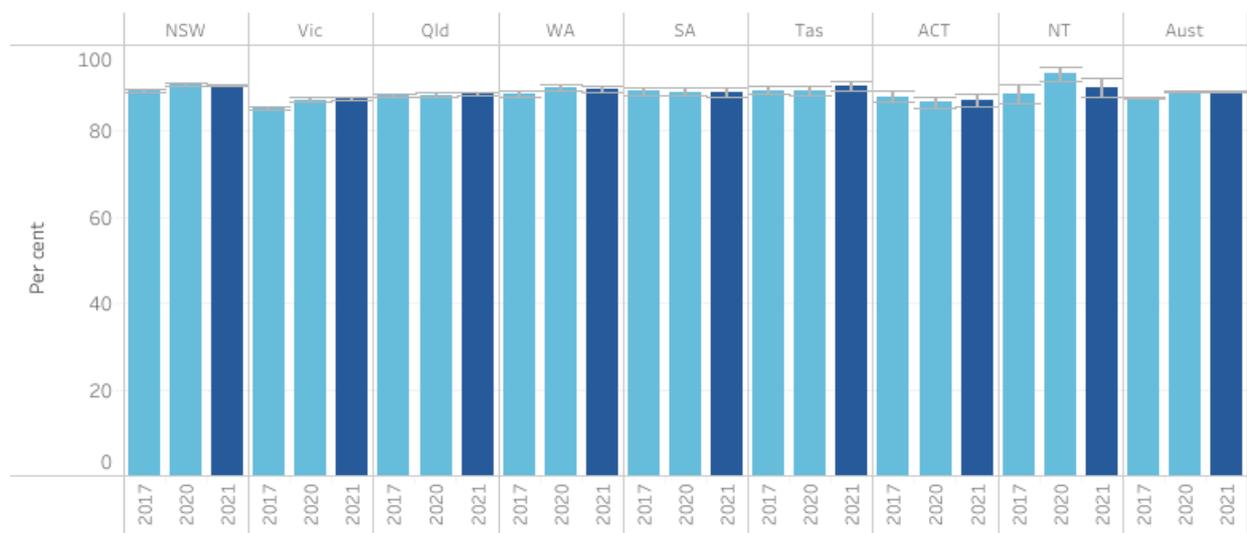
Multiple values

Select equity group:

All people

Aboriginal and Torres Strait Islander people

Figure 5.6 Government-funded VET qualification completers satisfied with overall quality of training, All people by jurisdiction, by year



Source: table 5A.14

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## 6. Service quality

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

Service quality’ focuses on whether services are meeting required standards.

This indicator has been identified for development and reporting in the future. Discussions are continuing with ASQA on potential metrics and data. Table 5A.34 provides contextual information

about providers regulated by ASQA subject to compliance audit with critical or serious non-compliance findings (final audit outcomes).

## 7. Government recurrent expenditure per annual hour

'Government recurrent expenditure per annual hour' is an indicator of governments' objective that the national training system is provided in an efficient manner.

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

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

Lower or decreasing unit costs can indicate efficient delivery of VET services.

'Government recurrent expenditure per annual hour' should be interpreted carefully because low or decreasing unit costs do not necessarily reflect improved efficiency. The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including sociodemographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

Nationally in 2021, government real recurrent expenditure increased 4.6 per cent from 2020 (table 5A.1), and the number of governments funded annual hours (course mix adjusted) increased 12.0 per cent (table 5A.2). These annual movements resulted in a decrease in recurrent expenditure per annual hour from \$21.64 in 2020 to \$20.21 in 2021 (figure 5.7).

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

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

**Select year(s):**

Multiple values

**Figure 5.7 Government recurrent expenditure per annual hour (2021 dollars)**  
by jurisdiction, by year



Source: table 5A.2

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## 8. Student employment and further study outcomes

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

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

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

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

'Improved employment status' is at least one of:

- employment status changing from not employed before training to employed either full-time or part-time after training. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information)
- employed at a higher skill level after training
- received a job-related benefit after completing their training, including set up or expanded their own business, got a promotion, gained extra skills, increased earnings, or other job-related benefits.

Survey data for a year (for example, 2021) refer to the cohort of students that graduated the year before (for example, 2020).

Holding other factors constant, higher or increasing proportions indicate positive employment or further study outcomes after training.

Comparison of labour market outcomes should also account for the general economic conditions in each jurisdiction.

Nationally in 2021, 86.6 per cent of 20–64 year old total VET qualification completers from 2020 were employed and/or continued on to further study after training (figure 5.8a) — up from 83.6 per cent in 2020. The proportion was higher for people from remote and very remote areas (90.2 per cent) and lower for Aboriginal and Torres Strait Islander people (84.6 per cent) and people with disability (73.4 per cent) (table 5A.17).

For government-funded VET qualification completers, 85.4 per cent were employed and/or continued on to further study in 2021 (lower than the proportion for total VET qualification completers) — up from 80.9 per cent in 2020 (table 5A.18).

Nationally in 2021, 67.2 per cent of 20–64 year old total VET qualification completers from 2020 improved their employment status after training (figure 5.8b) — up from 61.8 per cent in 2020. The proportion was higher for people from remote and very remote areas (76.1 per cent), around the same for Aboriginal and Torres Strait Islander people (67.5 per cent) and lower for people with disability (46.1 per cent) than the national average (table 5A.19). For government-funded qualification completers, 65.2 per cent had improved employment status in 2021 (lower than the proportion for total VET qualification completers) — up from 58.8 per cent in 2020 (table 5A.20).

■ (measure 1) Data are comparable (subject to caveats) across jurisdictions and over time.

■ (measure 1) Data are not complete (subject to caveats) for the current reporting period.

Select year (applies to figure 5.8a):

2021

Select scope (applies to figures 5.8a and 5.8b):

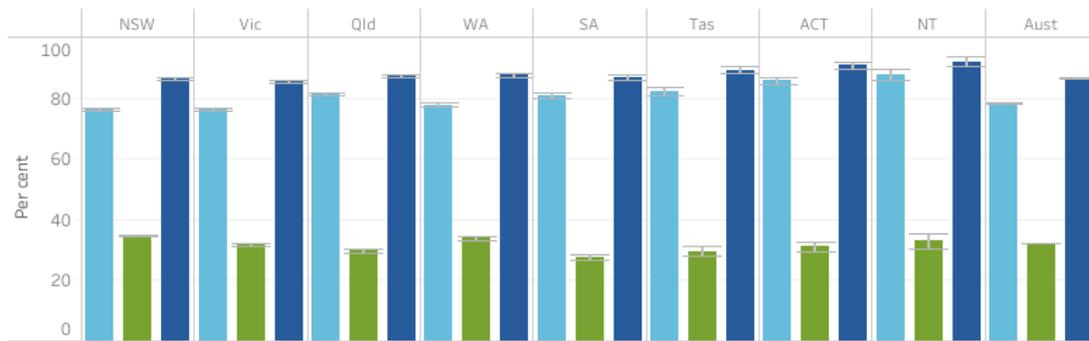
- Total VET qualification completers
- Government-funded VET qualification completers

Select equity group (applies to figure 5.8a):

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

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

Figure 5.8a Measure 1: Qualification completers employed and/or in further study after training, Total VET qualification completers (All people, 20-64 years old) 2021 (a)  
by jurisdiction, by employment and further study outcomes



Source: table 5A.17

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

■ (measure 2) Data are comparable (subject to caveats) across jurisdictions and over time (data from 2019 onwards are not comparable with data prior to 2019).

■ (measure 2) Data are complete (subject to caveats) for the current reporting period.

Select year(s) (applies to figure 5.8b):

Multiple values

Select employment status:

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

Figure 5.8b Measure 2: Total VET qualification completers who improved their employment status after training, Employed after training (of those not employed before training) (All people, 20-64 years old)  
by jurisdiction, by year



Source: table 5A.21

By type of improved employment status for total VET qualification completers, the proportion was highest for qualification completers receiving a job-related benefit (83.5 per cent), followed by qualification completers employed after training (who were not employed before training) (48.3 per cent) and employed at a higher skill level after training (16.5 per cent). In 2021, for both total VET and government-funded qualification completers, the proportion who improved their employment status was lower for qualification completers completing a Certificate I/II qualification (53.3 and 46.8 per cent respectively), compared with qualification completers completing a Certificate III/IV qualification (68.8 and 67.6 per cent respectively) or a Diploma and above qualification (70.6 and 68.5 per cent respectively) (tables 5A.21–22).

## 9. Student completions and qualifications

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

‘Student completions and qualifications’ is defined as the number of total VET AQF qualifications completed each year by students aged 15–64 years, per 1000 people aged 15–64 years (total and by selected equity groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability]).

Qualification completions data are ‘preliminary’ for 2021 and ‘final’ for earlier years.

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

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

Nationally in 2021, around 744 900 qualifications were completed by total VET students aged 15–64 years (table 5A.23) — equivalent to 44.8 qualifications per 1000 people aged 15–64 years (figure 5.9a). The rate was higher for Aboriginal and Torres Strait Islander people (54.4), and higher for people from remote and very remote areas (46.5). The number of qualification completions by total VET students declined 6.1 per cent from 2017 to 2021 (table 5A.23).

Around 329 100 qualifications were completed by government-funded VET students aged 15–64 years — equivalent to 19.8 qualifications per 1000 people aged 15–64 years (table 5A.24). The number of government-funded VET qualification completions declined 6.7 per cent from 2017 to 2021 (table 5A.24).

By qualification level, the rate of total VET qualifications completed per 1000 people aged 15–64 years was highest for Certificate III/IV (24.6), followed by Certificate I/II (11.6) and Diploma and above (8.5) (figure 5.9b).

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

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

**Select year(s)** (applies to figures 5.9a and 5.9b):

Multiple values

**Select equity group** (applies to figure 5.9a):

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

**Select scope** (applies to figures 5.9a and 5.9b):

- Total VET
- Government-funded VET

Figure 5.9a Total VET: VET AQF qualifications completed per 1000 people (All people, 15-64 years old) (a) by jurisdiction, by year



Source: table 5A.23

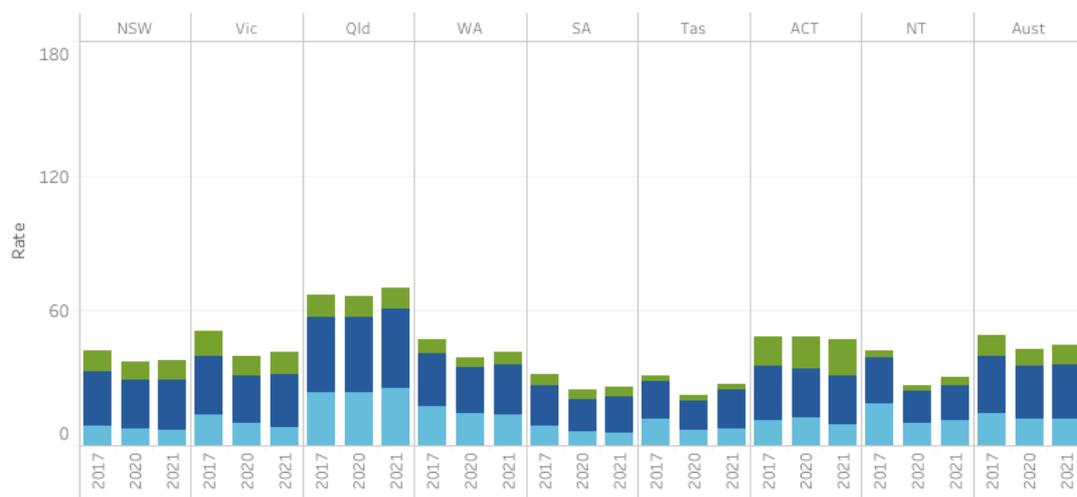
(a) There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT.

**Select equity group** (applies to figure 5.9b):

- All people
- Aboriginal and Torres Strait Islander people

- Diploma and above
- Certificate III or IV
- Certificate I or II

Figure 5.9b Total VET: VET AQF qualifications completed per 1000 people (All people, 15-64 years old) by jurisdiction, by year, by AQF level



Source: table 5A.25

Of the 744 900 qualifications completed by total VET students, 55.0 per cent were for Certificate III/IV, 26.0 per cent for Certificate I/II and 19.0 per cent for Diploma and above (table 5A.25). For the 329 100 completed by government-funded VET students, there was a greater concentration in Certificate III/IV (62.9 per cent), followed by 24.2 per cent for Certificate I/II and 13.0 per cent for Diploma and above (table 5A.26).

## 10. Students who improved education status

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

'Students who improved education status' is defined as the proportion of total VET AQF qualifications completed by 20–64 year olds which were at a higher education level than their previous highest education level (total and by selected equity groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability]).

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

Of all total VET qualification completers aged 20–64 years that completed an AQF qualification nationally in 2021, 46.5 per cent did so with a higher qualification than their previous highest AQF qualification (figure 5.10). The proportion was higher for all three selected equity groups — Aboriginal and Torres Strait Islander people (54.8 per cent), people from remote and very remote areas (49.4 per cent) and for people with disability (49.8 per cent) (table 5A.27).

Nationally, for government-funded VET qualification completers aged 20–64 years that completed an AQF qualification in 2021, 54.0 per cent did so with a higher qualification than their previous highest AQF qualification (table 5A.28).

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

**Select year(s):**  
Multiple values

**Select equity group:**

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

**Select scope:**

- Total VET
- Government-funded VET

Figure 5.10 Total VET: Proportion of all VET AQF qualifications completed with improved education status (All people, 20-64 years old) (a)



Source: table 5A.27

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

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For total VET qualification completers that completed an AQF Certificate III or above in 2021, 50.0 per cent did so with a higher qualification than their previous AQF – lower than the proportion for government-funded Certificate III or above qualification completions (58.7 per cent) (tables 5A.29-30).

Additional information is provided on the number of qualifications completed as a proportion of the number of enrolments (rather than the proportion of the number of completions). In 2021, 13.6 per cent of total VET enrolments by 20–64 year olds were completed at a higher education level – lower than government-funded VET enrolments (14.5 per cent) (tables 5A.27-28).

## 11. Skill utilisation

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

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

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

Nationally in 2018-19, 79.8 per cent of persons aged 15–64 years that completed their highest VET qualification in the last five years, were either working in the field of that qualification or not working in same field and the qualification was relevant to their current job. This proportion is lower than 2015 (83.0 per cent), but similar to 2010-11 (79.9 per cent) (figure 5.11).

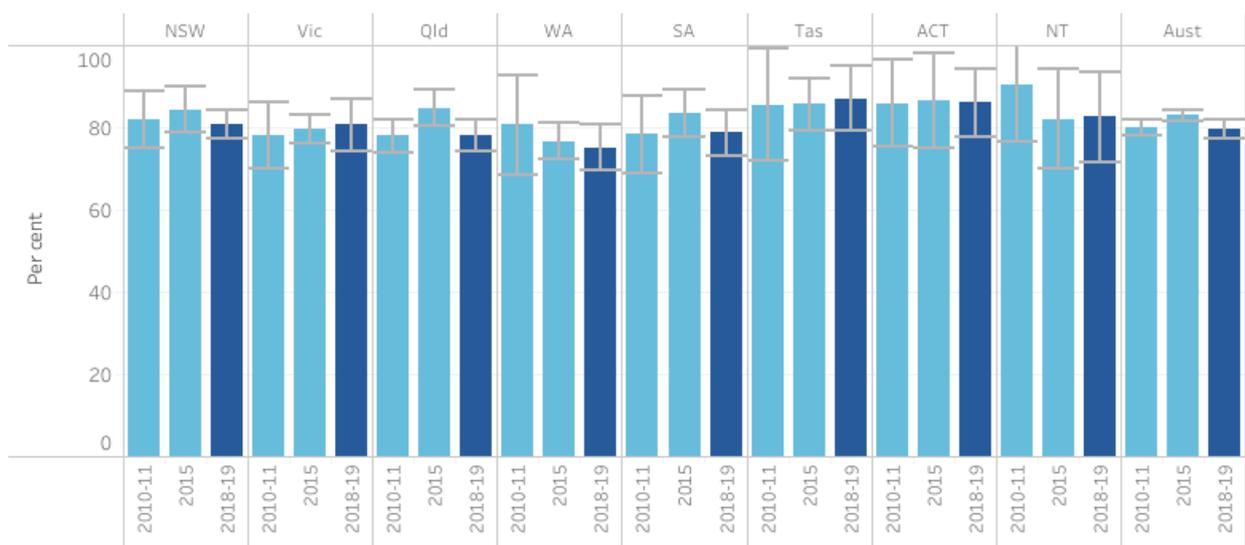
Nationally in 2018-19, 68.1 per cent were working in the field of the highest VET qualification and 11.6 per cent were not working in the same field but the qualification is relevant to their current job (table 5A.33).

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

**Select disaggregation:**

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

**Figure 5.11 Proportion of persons 15-64 years old, Working in field of highest VET qualification; or not working in same field and highest VET qualification is relevant to current job by jurisdiction, by year**



Source: table 5A.33

## Indigenous data

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

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

Table number	Table title
Table 5A.10	Participation of 15-64 and 18-24 year olds in government-funded VET, by Indigenous status
Table 5A.13	Whether training helped qualification completers achieve their main reason for training, all government-funded qualification completers
Table 5A.14	Proportion of all government-funded qualification completers satisfied with the quality of their training, by satisfaction outcome
Table 5A.17	Proportion of 20-64 year old total VET qualification completers employed and/or in further study after training, by selected equity group
Table 5A.18	Proportion of 20-64 year old government-funded VET qualification completers employed and/or in further study after training, by selected equity group
Table 5A.19	Proportion of total VET qualification completers aged 20-64 years who improved their employment status after training, by selected equity group
Table 5A.20	Proportion of government-funded qualification completers aged 20-64 years who improved their employment status after training, by selected equity group
Table 5A.23	Total VET AQF qualifications completed per 1000 people aged 15-64 years, by selected equity group
Table 5A.24	Government-funded VET AQF qualifications completed per 1000 people aged 15-64 years, by selected equity group

<b>Table number</b>	<b>Table title</b>
Table 5A.25	Total VET AQF qualifications completed per 1000 people aged 15-64 years, by AQF level
Table 5A.26	Government-funded VET AQF qualifications completed per 1000 people aged 15-64 years, by AQF level
Table 5A.27	Total VET AQF qualification completions by 20-64 year olds with improved education status after training, by selected equity group
Table 5A.28	Government-funded VET AQF qualification completions by 20-64 year olds with improved education status after training, by selected equity group

## Explanatory material

### Interpreting efficiency data

#### Comparability of cost estimates

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

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

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

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

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

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

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors. User cost of capital should be interpreted carefully. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The value of land is presented separately from the value of other assets to allow users assessing the results to consider any differences in land values across jurisdictions. The basis for the 8 per cent capital charge is discussed in section 1.

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

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

## Key terms

Terms	Definition
<b>Accredited courses</b>	Accredited courses are those that have been assessed by ASQA as compliant with the Standards for VET accredited courses. For more information see <a href="https://www.asqa.gov.au/course-accreditation/users-guide-standards-vet-accredited-courses">https://www.asqa.gov.au/course-accreditation/users-guide-standards-vet-accredited-courses</a>  .
<b>Accredited qualifications</b>	Accredited qualifications refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package. For more information see <a href="https://www.aqf.edu.au">https://www.aqf.edu.au</a>  .
<b>Adult and community education providers</b>	Organisations that deliver community-based adult education and training, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
<b>Annual hours</b>	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the anticipated hours of supervised training under a traditional delivery strategy.
<b>Australian Qualifications Framework (AQF)</b>	The national policy for regulated qualifications in Australian education and training. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications, encompassing higher education, VET and schools.
<b>Completions</b>	Fulfilment of all of the requirements of a course enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).
<b>Course</b>	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
<b>Course mix weight</b>	Annual hours of delivery are weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile.

Terms	Definition
<b>Disability</b>	<p>In the National VET Provider Collection, refers to whether the student self-identifies as having a disability, impairment or long-term condition. In the ABS Survey of Disability, Ageing and Carers, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.</p>
<b>Entitlement funding</b>	<p>Entitlement funding models have been progressively introduced across jurisdictions from mid-2009. Although each State or Territory's entitlement funding system has its own characteristics, entitlement funding programs consist of two key features:</p> <ul style="list-style-type: none"> <li>• Student entitlement to VET training — Provides a guaranteed government-subsidised training place for working age residents to obtain qualifications. Restrictions on the entitlement schemes vary across jurisdictions. Restrictions include: caps on the number of places that may be filled in a year; financial caps on the total level of funding; levels of qualification people have an entitlement to; and whether it is a person's 'initial' qualification.</li> <li>• Demand driven VET training — Government subsidies are contestable and are allocated to the RTO (government or private) of the students' choice. Governments may place some limits on student choice, by restricting the number of RTOs that offer entitlement funding places.</li> </ul>
<b>Enrolment</b>	<p>The registration of a student at a training delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.</p>
<b>Fee-for-service activity</b>	<p>Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.</p>
<b>Formal study and non-formal learning</b>	<p>The ABS Survey of Work-Related Training and Learning (WRTAL) defines formal study and non-formal learning as:</p> <ul style="list-style-type: none"> <li>• formal study activities lead to a qualification recognised by the AQF such as a Degree, Diploma or Certificate, and also includes VET study at school</li> <li>• non-formal learning activities are structured training or courses that do not form part of an award or qualification recognised by AQF (ABS 2022).</li> </ul>

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

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

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

Terms	Definition
<b>VET participation</b>	<p>VET participation is measured by students, which are defined as individuals who were enrolled in a subject or completed a qualification during the reporting period.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more enrolments in the VET system than students.</p>
<b>VET program</b>	<p>A course or module offered by a training organisation in which students may enrol to develop work-related knowledge and skills.</p>
<b>VET Student Loans</b>	<p>Commenced on 1 January 2017, replacing the VET FEE-HELP scheme. It offers income contingent loan support to eligible students studying diploma level and above VET qualifications.</p>

## References

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

NCVER (National Centre for Vocational Education Research) 2022, *Australian vocational education and training statistics: VET student outcomes 2021*, Adelaide.

### Impact of COVID-19 on data for the Vocational education and training section

COVID-19 may affect data in this Report in a number of ways. This includes in respect of actual performance (that is, the impact of COVID-19 on service delivery from 2020 to 2022 which is reflected in the data results), and the collection and processing of data (that is, the ability of data providers to undertake data collection and process results for inclusion in the Report).

For the VET section, there has been some impact on the data that could be attributable to COVID 19 but this has not affected the comparability of any indicators. These impacts are likely to be primarily due to the social distancing restrictions implemented periodically from March 2020 and associated economic downturn.