
B Early childhood, education and training sector summary

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' prefix (for example, in this sector summary, table BA.1). As the data are directly sourced from the 2012 Report, the Compendium also notes where the original table, figure or text in the 2012 Report can be found. For example, where the Compendium refers to '2012 Report, p. B.1', this is page 1 of the Early childhood, education and training sector summary of the 2012 Report, and '2012 Report, table BA.1' is table 1 of attachment BA of the 2012 Report. A full list of attachment tables referred to in the Compendium is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

The Early childhood, education and training (ECET) sector summary in the *Report on Government Services 2012* (2012 Report) provides contextual and cross-sector information relating to early childhood, education and training services in Australia.

Data are reported for Indigenous people for a subset of the performance indicators reported in that sector summary — those data are compiled and presented here.

The sector summary provides an introduction to the ECET chapters of the 2012 Report: Children's services (Chapter 3), School education (Chapter 4) and Vocational education and training (Chapter 5). It provides an overview of the ECET sector presenting both contextual information and high level performance information.

Major improvements in reporting in the ECET sector this year are identified in each of the service-specific ECET chapters.

Indigenous data in the Early childhood, education and training sector summary

The ECET sector summary in the 2012 Report contains the following information on Indigenous people:

- participation in higher education, 2010
- full time participation in employment, education or training, 2008
- completion of year 12 or equivalent, or certificate level II or above, 2008
- population who do not have qualifications at or above certificate III, 2008.

Policy context

To achieve the COAG aspirations for the ECET sector governments have endorsed a number of major funding agreements and initiatives. These are detailed in the service specific chapters and the broadest of these COAG initiatives are outlined in box B.1. There are also a range of State and Territory based policy initiatives across the early childhood, education and training sector to support these broader COAG initiatives.

Box B.1 COAG initiatives in the ECET sector

- The *National Early Childhood Development Strategy* aims to improve outcomes for all children and their families and includes the following initiatives:
 - the *National Partnership Agreement on Early Childhood Education* to achieve universal access to early childhood education for all children in the year before full time school by 2013
 - the *National Partnership Agreement on Indigenous Early Childhood Development*
 - the *National Quality Framework (NQF)* that incorporates a new *National Quality Standard* to ensure high quality and consistent care across Australia. The NQF will be implemented via the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
 - workforce initiatives for the early childhood education and care workforce.
- The *National Education Agreement (NEA)* covers school education, consisting of objectives and outcomes for all schools and school systems, including the roles and responsibilities of the Australian and State and Territory governments and a framework for performance reporting.
- The *National Agreement for Skills and Workforce Development (NASWD)* sets out the commitment between the Australian government and the state and territory governments to work towards increasing the skill levels of all Australians.
- The *National Indigenous Reform Agreement (NIRA)* provides an integrated framework for closing the gap in Indigenous disadvantage based on the seven building blocks of early childhood schooling, health, economic participation, healthy homes, safe communities, and governance and leadership.
- The Australian Government and the State and Territory governments have also agreed to a number of additional National Partnerships related to education and training, including:
 - The *Smarter Schools National Partnership* which incorporates: the *National Partnership on Literacy and Numeracy*; the *National Partnership on Low Socio-Economic Status School Communities* and the *National Partnership on Improving Teacher Quality*.
 - The *National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now* facilitates payments by the Australian Government for the Building the Education Revolution.
 - The *Digital Education Revolution*
 - The *Trade training centres in Schools program*.
 - The *National Partnership on Youth Attainment and Transitions*
 - The *National Partnership Agreement for Productivity Places Program*

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

Source: COAG (2009a and 2009b).

Factors impacting on engagement in the ECET sector

A key challenge for Australia across the ECET sector is to address the achievement and attainment gaps of the lowest performing students. A range of factors may contribute to performance inequality including socioeconomic disadvantage, geography and Indigenous status.

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

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

Service-sector objectives

Australia's ECET sector has a range of objectives, some of which are common across all sector components while others are more specific to a particular sub-sector. Specific objectives of children's services, school education, VET and higher education service areas are detailed in box B.2.

Box B.2 Objectives of the early childhood, education and training sector

The objectives of children's services as based on the common objectives agreed to by the *Community and Disability Services Ministers' Advisory Council* are to meet the care and education needs of all children in developmentally appropriate ways, in a safe and nurturing environment, to provide support for families in caring for their children, and to provide these services across a range of settings in an equitable and efficient manner (2012 Report, box 3.2). Children's services have both education and care objectives.

The objectives of school education services (2012 Report, box 4.1), as reflected in the national goals for schooling agreed by education Ministers in the *Melbourne Declaration on Educational Goals for Young Australians* (and consistent with the *National Education Agreement*) are that (1) Australian schooling promotes equity and excellence and (2) All young Australians become: successful learners; confident and creative individuals and active and informed citizens.

The objectives of VET services, as reflected in the *National Agreement for Skills and Workforce Development* (2012 Report, box 5.3) are to ensure all working age Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market. VET services aim to assist individuals to overcome barriers to education, training and employment, and to be motivated to acquire and utilise new skills. VET also aims to ensure Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce, and to provide opportunities for Indigenous Australians to acquire skills to access viable employment.

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

Sector performance indicator framework

This sector summary is based on a sector performance indicator framework (figure B.1). This framework is made up of the following elements.

- Sector objectives — three sector objectives are a précis of the key commitments agreed to by the Council of Australian Governments (COAG), including the *National Partnership on Early Childhood Education*, the *National Education Agreement* and the *National Agreement on Skills and Workforce Development*. Although these goals are based on outcomes in these commitments wording has been amended for relevance to the ECET sector summary reporting (box B.5).

- Sector-wide indicators — three sector-wide headline indicators are high level indicators that reflect activity across the sector and there are several measures that support each indicator.

Figure B.1 Early childhood, education and training sector performance indicator framework

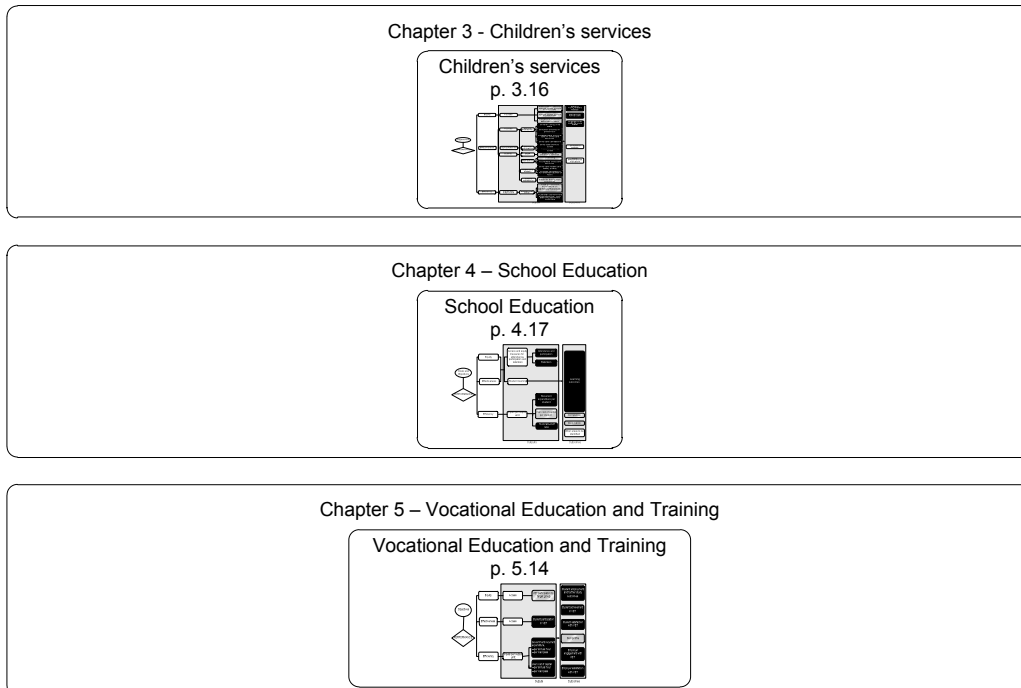
Sector objectives



Sector-wide indicators



Service-specific performance indicator frameworks



Source: 2012 Report, figure B.5, p. B.20.

Sector-wide indicators

This section includes high level indicators of ECET outcomes. Many factors are likely to influence outcomes — not solely the performance of government services. However, these outcomes inform the development of appropriate policies and delivery of government services.

Participation

‘Participation’ is an indicator of governments’ objectives to develop the talents and competencies of the population through the education and training system, to enable them to have the learning and skills required to participate in the productive economy (box B.3).

Box B.3 Participation

There are six measures against the participation indicator.

- participation in early childhood education and schooling for children, defined as the proportion of children aged 3–14 years participating in early childhood education or school education.
- participation in education and training by sector (school education, TAFE, Higher education, other education and training), defined as the proportion of the population aged 15-24 years participating in education and training by sector.
- school leaver participation in full time post school education and training, defined as the proportion of 15-19 year old school leavers participating in full time post school education and training.
- school leaver destination by sector, defined as the proportion of school leavers who have left school by destination (Higher education, TAFE or other study, not enrolled).
- participation in higher education by selected groups, defined as the proportion of the population participating in higher education by selected disadvantaged groups.
- full time participation in employment, education or training by Indigenous status, defined as the proportion of population participating in full time employment, education or training.

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

(Continued next page)

Box B.3 (Continued)

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

Additionally, the level of full time participation in either education, training or work indicates the proportion of the population at risk of marginal participation (or non participation) in the labour market. Young people who are not participating full time in education, training, work or some combination of these activities are more likely to have difficulty making a transition to full time employment by their mid 20s (ACER 2005, FYA 2008). The participation measures reported in the ECET sector summary reflect outcomes where participation in school and non-school based education are regarded as valid pathways.

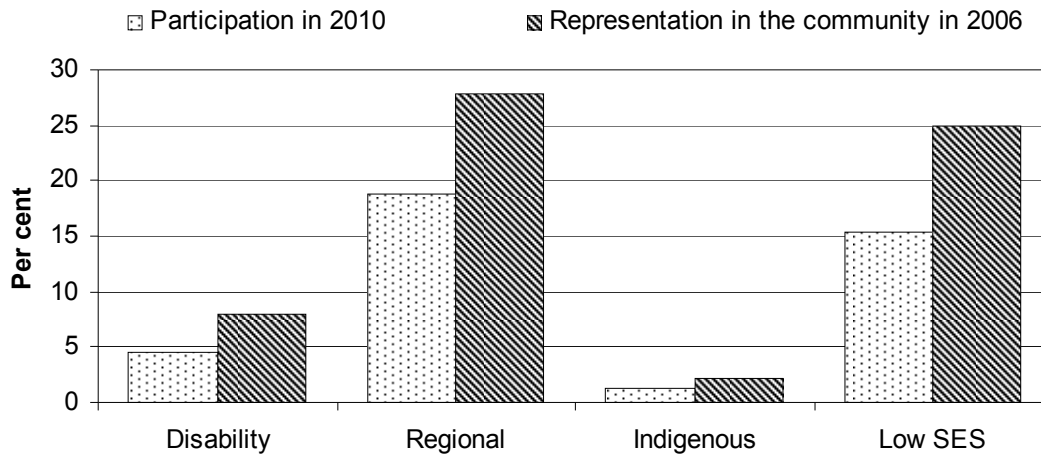
Data for this indicator are comparable.

Data quality information for two measures of this indicator is at www.pc.gov.au/gsp/reports/rogs/2012. DQI for other measures is under development.

Participation in higher education by selected groups

In higher education, there is an under-representation (compared to the proportion of the relative group in the community) among people from regional areas of Australia, people with disability, those with disadvantaged/low socioeconomic backgrounds and Indigenous Australians (figure B.2).

Figure B.2 **Participation in higher education by selected groups, 2010 a, b**



a Students can be included in more than one selected group. **b** Regional includes regional, remote, rural and isolated areas.

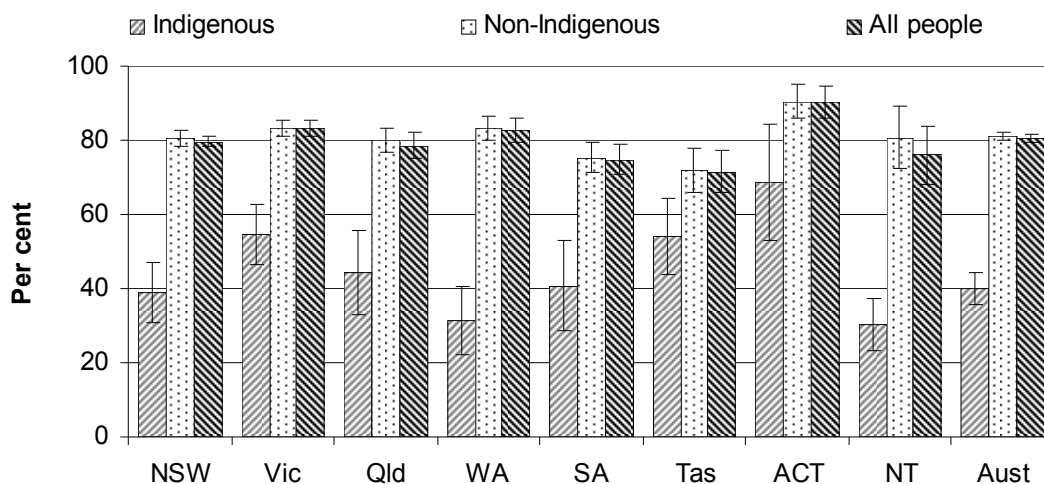
Source: DEEWR (unpublished) Higher Education Student Statistics, 2010; table BA.20; 2012 Report, figure B.10, p. B.30.

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

Full time participation in employment, education or training (school education, vocational training and higher education) for age groups 15-19; 20-24; 25-29; 18-24 and 15-64 years are presented in 2012 Report, figure B.11.

Nationally in 2008, non-Indigenous 18–24 year olds were more likely than Indigenous 18–24 year olds to be engaged in full time employment, education or training (81.0 per cent and 40.2 per cent respectively) (figure B.3).

Figure B.3 Proportion of 18–24 year olds engaged in full time employment, education or training, by Indigenous status, 2008^{a, b, c, d, e, f, g, h, i}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Full time participation is defined as participation in full time employment, full time education or training, or a combination of both part time employment and part time education or training. ^c Data for Australia for non-Indigenous people and 'all people' includes 'Other Territories'. ^d All people aged 18–24 years excludes people whose fully engaged employment or education status was unknown. ^e All people includes those for whom Indigenous status is unknown. ^f Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^g Data for Indigenous people are sourced from the ABS *National Aboriginal and Torres Strait Islander Social Survey*. ^h Data for non-Indigenous and 'all people' are sourced from the ABS *Survey of Education and Work*. ⁱ The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.23; 2012 Report, figure B.12, p. 4.32.

Attainment

'Attainment' is an indicator of governments' objective for people to possess adequate skills to enable them to contribute to society and the economy (box B.4).

Box B.4 Attainment

Attainment is defined by five measures:

- level of highest qualification completed, defined as the level of highest qualification completed of the working age population.
- completion of year 12 or equivalent, or certificate level II or above, defined as the proportion of population completing year 12 or equivalent, or certificate II or above (by Indigenous status).
- completion of year 12 or equivalent, or certificate III or above defined as the proportion of population completing year 12 or equivalent, or certificate level III or above.
- population who do not have qualifications at or above certificate III, is defined as the proportion of 20-64 year olds who do not have qualifications at or above certificate III. This measure is also reported by Indigenous status.
- achievement at skill level 3 or above (prose, document and numeracy), defined as the proportion of 15-64 year olds who have achieved at skill level 3 or above (prose, document and numeracy).

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

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

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

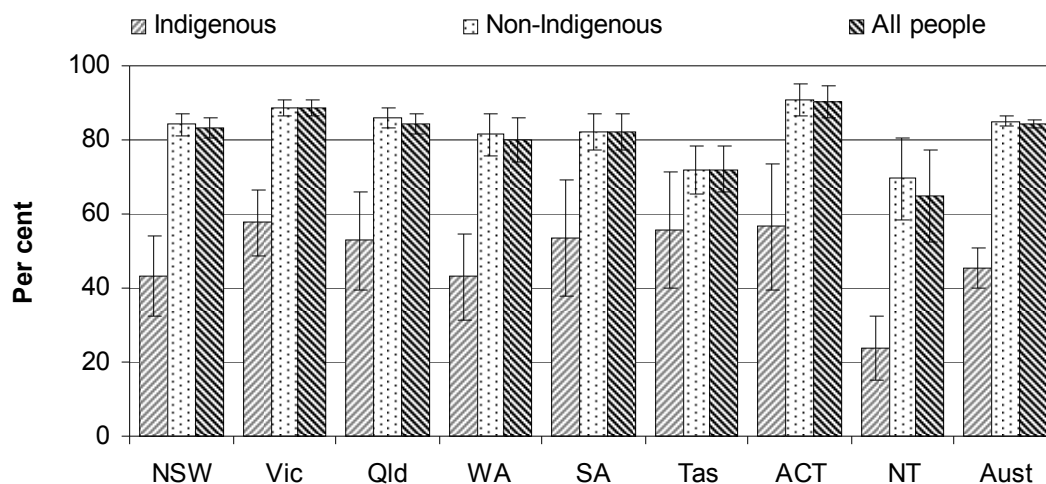
Data for this indicator are comparable.

Data quality information for two measures of this indicator is at www.pc.gov.au/gsp/reports/rogs/2012. DQI for other measures is under development.

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

Nationally in 2008, non-Indigenous 20-24 year olds were more likely than Indigenous 20-24 year olds to have completed year 12 or equivalent, or gained a qualification at certificate II or above (85.0 per cent and 45.4 per cent respectively) (figure B.4).

Figure B.4 Proportion of 20–24 year olds who have completed year 12 or equivalent, or gained a qualification at certificate level II or above, by Indigenous status, 2008^{a, b, c, d, e, f, g}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Australia includes 'Other Territories'. ^c People aged 20–24 years who have completed year 12 or certificate II or above includes certificate I or II nfd but excludes people with a certificate nfd and people whose level of non-school qualification could not be determined. ^d All people include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions. ^e Data for Indigenous people are sourced from the ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey*. ^f Data for non-Indigenous and all people are sourced from the ABS (unpublished) *Survey of Education and Work*. ^g The ABS *Survey of Education and Work* was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

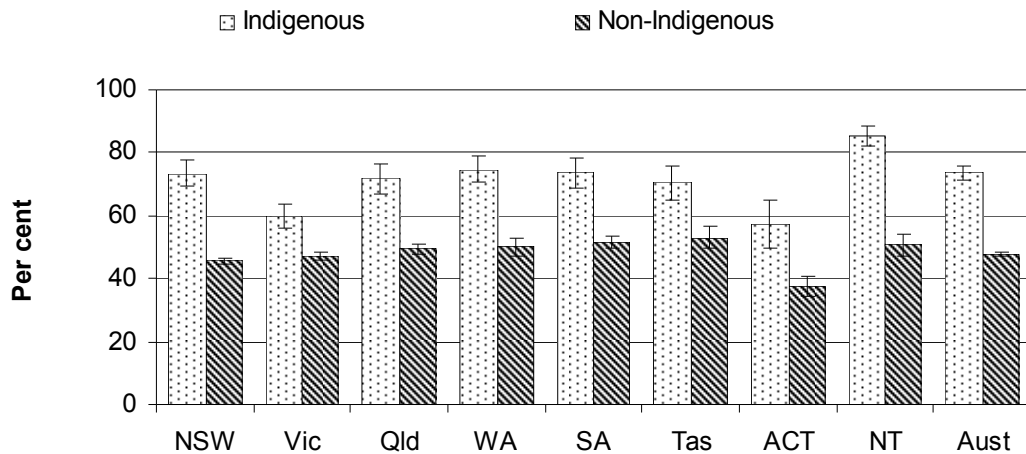
Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.28; 2012 Report, figure B.15, p. 4.36.

The proportion of the Indigenous population who have completed year 12 or equivalent, or gained a qualification at certificate level II or above are presented for 20-64 year olds in table BA.28.

Population who do not have qualifications at or above certificate III (by Indigenous status)

In 2008 Indigenous 20–64 year olds were more likely to be without qualifications at or above a certificate III than non-Indigenous 20–64 year olds (nationally, 73.6 per cent and 47.8 per cent respectively) (figure B.5).

Figure B.5 Proportion of 20–64 year olds without qualifications at or above certificate III, by Indigenous status, 2008^{a, b, c, d, e}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Certificate III or above includes certificate III, IV, diploma, advanced diploma, bachelor degree and above, based on ABS decision tree for determination of level of highest education attainment. ^c Data for Indigenous people are sourced from the ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey*. ^d Data for non-Indigenous people are sourced from the ABS (unpublished) *Survey of Education and Work*. ^e The ABS *Survey of Education and Work* was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*, table BA.32; 2012 Report, figure B.18, p. 4.39.

The proportions of the population with or working towards a post school qualification are presented by Indigenous status in table BA.35. Nationally in 2006, 35.3 per cent of 20-64 year olds had, or were working towards, a post school qualification at certificate III, IV, diploma or advanced diploma level. Non-Indigenous 20-64 year olds were more likely than Indigenous 20-64 year olds to have, or be working towards, a certificate III, IV, diploma or advance diploma (35.5 per cent and 25.6 per cent respectively).

Service-specific performance indicator frameworks

Indigenous reporting on service-specific performance indicator frameworks for children’s services (chapter 3), school education (chapter 4) and vocational education and training (chapter 5) are in the subsequent chapters of this Compendium.

List of attachment tables

Attachment tables for data within this sector summary are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by a 'BA' prefix (for example, table BA.1 is table 1 in the Early childhood, education and training sector summary attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp).

- Table BA.20** Higher education participation by selected groups
- Table BA.23** Full time participation in employment, education or training, by Indigenous status (per cent), 2008
- Table BA.28** Proportion of people who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status, 2008
- Table BA.32** Proportion of 20–64 year old population who do not have qualifications at or above certificate III, by Indigenous status, 2008
- Table BA.35** Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status, 2006

References

- ACER (Australian Council for Educational Research) 2005, *Leaving school in Australia: Early career and labour market outcomes*, LSAY Briefing Number 9, July 2005, Melbourne.
- AIHW (Australian Institute of Health and Welfare) 2010, *School attendance and retention of Indigenous Australian students*, Issues paper no.1 produced for the Closing the Gap Clearinghouse, Cat. no. IHW 33 ISBN 978-1-74249-060-1, Canberra. www.aihw.gov.au/closingthegap/documents/issues_papers/ctg-ip01.pdf (accessed 17 August 2011).
- COAG (Council of Australian Governments) 2009a, *Investing in the Early Years — A National Early Childhood Development Strategy. An initiative of the Council of Australian Governments*, 2 July 2009, www.coag.gov.au/coag_meeting_outcomes/2009-07-02/docs/national_ECD_strategy.pdf (accessed 3 October 2011).
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- FYA (Foundation for Young Australians) 2008, *How Young People are Faring '08*, www.fya.org.au/ (accessed 17 August 2011).
- SCRGSP (Steering Committee for the Review of Government Service Provision) 2009, *Overcoming Indigenous Disadvantage: Key Indicators 2009*, Productivity Commission, Canberra.

BA Early childhood, education and training sector summary — attachment

Tables in this attachment are sourced from the Early childhood, education and training (ECET) sector summary attachment of the 2012 Report. Table numbers refer to the 2012 Report, for example, a reference to ‘2012 Report, table BA.15’ refers to attachment table 15 of attachment BA of the 2012 Report.

Definitions for indicators and descriptors in this attachment are in the ECET sector summary of the Compendium.

Data in this Compendium are examined by the Children's Services, School Education and Vocational Education and Training (VET) Working Groups, but have not been formally audited by the Secretariat.

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

Attachment contents

Table BA.20	Higher education participation by selected groups
Table BA.23	Full time participation in employment, education or training, by Indigenous status (per cent), 2008
Table BA.28	Proportion of people who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status, 2008
Table BA.32	Proportion of 20–64 year old population who do not have qualifications at or above certificate III, by Indigenous status, 2008
Table BA.35	Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status, 2006

Table BA.20 **Higher education participation by selected groups (per cent) (a), (b)**

	<i>Disability</i>	<i>Regional (c)</i>	<i>Indigenous</i>	<i>Low SES</i>
Students				
2004	3.7	19.4	1.3	14.8
2005	4.0	19.1	1.2	14.6
2006	4.0	19.0	1.2	14.7
2007	4.1	18.9	1.3	14.9
2008	4.1	18.8	1.3	15.0
2009	4.2	18.6	1.3	15.1
2010	4.5	18.8	1.3	15.4
Representation in the community (d)	8.0	27.8	2.2	25.0

Low SES = low socio-economic status

(a) Refer to publication for additional details.

(b) Students can be included in more than one selected group

(c) Regional includes regional, remote, rural and isolated areas.

(d) Representation in the community in 2006.

Source: DEEWR (2010 and unpublished), *Higher Education Student Statistics 2010*, Canberra.

Table BA.23

Table BA.23 Full time participation in employment, education or training, by Indigenous status (per cent), 2008 (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (f)
Proportion of population engaged in full time employment, education or training									
Indigenous people									
15-19	69.2 ± 9.4	72.6 ± 9.1	67.7 ± 8.4	66.2 ± 9.1	63.4 ± 10.1	78.5 ± 8.2	76.4 ± 15.3	53.9 ± 9.4	67.1 ± 4.2
20-24	30.0 ± 9.6	51.4 ± 9.5	43.1 ± 12.8	27.6 ± 9.5	38.1 ± 13.5	52.5 ± 11.0	73.8 ± 17.5	28.8 ± 7.9	36.4 ± 5.1
15-24	53.7 ± 7.4	64.2 ± 6.9	57.1 ± 7.7	48.7 ± 7.1	52.1 ± 8.2	67.3 ± 6.7	74.9 ± 11.7	42.0 ± 6.2	53.9 ± 3.4
18-24	38.9 ± 8.1	54.5 ± 8.3	44.2 ± 11.3	31.2 ± 9.1	40.8 ± 12.3	54.0 ± 10.2	68.7 ± 15.6	30.2 ± 6.9	40.2 ± 4.3
25-29	45.7 ± 12.7	51.7 ± 10.5	43.8 ± 8.7	42.2 ± 11.7	36.8 ± 12.5	48.3 ± 16.5	75.7 ± 19.7	24.5 ± 6.1	42.0 ± 4.7
15-64	44.1 ± 4.7	52.8 ± 3.7	49.5 ± 4.3	45.5 ± 5.2	44.8 ± 4.3	51.6 ± 5.5	71.2 ± 6.9	38.3 ± 3.7	46.2 ± 2.1
Non-Indigenous people									
15-19	87.0 ± 2.4	91.4 ± 2.1	86.6 ± 2.6	87.2 ± 3.0	86.7 ± 3.2	81.7 ± 4.5	92.4 ± 4.8	91.1 ± 5.2	88.0 ± 1.0
20-24	81.5 ± 2.6	82.9 ± 2.2	79.3 ± 3.5	83.2 ± 4.2	75.9 ± 4.2	73.0 ± 6.8	92.6 ± 3.6	79.6 ± 10.7	81.2 ± 1.2
15-24	84.2 ± 1.7	86.9 ± 1.7	82.9 ± 2.6	85.2 ± 2.3	81.2 ± 3.0	77.4 ± 4.3	92.5 ± 3.6	85.0 ± 6.6	84.5 ± 0.9
18-24	80.4 ± 2.2	83.3 ± 2.0	79.8 ± 3.2	83.3 ± 3.2	75.3 ± 4.1	71.7 ± 5.9	90.5 ± 4.4	80.8 ± 8.4	81.0 ± 1.0
25-29	75.5 ± 2.3	77.5 ± 2.7	75.9 ± 2.5	74.5 ± 4.1	70.2 ± 4.4	67.9 ± 5.0	85.8 ± 4.3	83.4 ± 6.0	75.8 ± 1.0
15-64	66.2 ± 1.0	66.4 ± 1.0	65.9 ± 1.0	66.7 ± 1.3	64.2 ± 1.5	62.9 ± 1.8	75.0 ± 2.0	79.0 ± 2.2	66.2 ± 0.5
All people (g)									
15-19	86.1 ± 2.6	91.2 ± 2.1	86.3 ± 2.7	86.7 ± 3.1	86.8 ± 3.1	82.5 ± 4.3	92.6 ± 4.8	86.9 ± 6.1	87.5 ± 1.1
20-24	80.8 ± 2.7	82.9 ± 2.2	78.0 ± 3.8	82.4 ± 4.2	75.2 ± 4.2	72.4 ± 6.4	92.1 ± 3.8	75.9 ± 10.5	80.5 ± 1.3
15-24	83.4 ± 1.8	86.9 ± 1.7	82.1 ± 2.8	84.5 ± 2.4	80.9 ± 3.0	77.6 ± 4.1	92.3 ± 3.5	81.3 ± 6.1	83.9 ± 0.9
18-24	79.7 ± 2.3	83.3 ± 2.0	78.5 ± 3.5	82.6 ± 3.2	74.8 ± 4.1	71.5 ± 5.7	90.3 ± 4.4	76.0 ± 7.7	80.3 ± 1.1
25-29	75.1 ± 2.4	77.3 ± 2.8	75.0 ± 2.6	73.8 ± 4.0	69.8 ± 4.5	67.6 ± 4.8	85.4 ± 4.1	78.6 ± 7.0	75.2 ± 0.9
15-64	66.0 ± 1.0	66.3 ± 1.0	65.6 ± 1.0	66.4 ± 1.3	63.9 ± 1.6	63.1 ± 1.7	74.9 ± 1.9	76.6 ± 2.4	66.0 ± 0.5

Table BA.23 Full time participation in employment, education or training, by Indigenous status (per cent), 2008 (a), (b), (c), (d), (e)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust (f)
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- (a) Includes people who are participating in full-time employment, full-time education or training, or both part-time employment and part-time education or training.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.
- (c) The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.
- (d) Data for Indigenous people are sourced from NATSISS. Data for non-Indigenous people and all people are sourced from the SEW. Data presented in previous were sourced from the ABS 2006 Census of Population and Housing and therefore are not comparable.
- (e) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (f) Australia includes 'Other Territories'.
- (g) Included people whose Indigenous status is unknown.

Source: ABS (unpublished) Survey of Education and Work; National Aboriginal and Torres Strait Islander Social Survey.

Table BA.28

Table BA.28 Proportion of people who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent), 2008 (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (e)
20-24 year olds									
Indigenous	43.1 ± 10.7	57.6 ± 8.8	52.9 ± 13.3	43.0 ± 11.6	53.6 ± 15.8	55.6 ± 15.5	56.6 ± 16.9	23.6 ± 8.7	45.4 ± 5.2
Non-Indigenous	84.1 ± 2.8	88.7 ± 2.3	85.9 ± 2.8	81.4 ± 5.8	82.0 ± 4.8	72.0 ± 6.4	90.8 ± 4.1	69.6 ± 11.2	85.0 ± 1.3
All people (f)	83.4 ± 2.8	88.7 ± 2.3	84.3 ± 2.8	80.0 ± 5.8	82.1 ± 4.9	72.0 ± 6.2	90.4 ± 4.2	64.9 ± 12.4	84.2 ± 1.2
20-64 year olds									
Indigenous	42.4 ± 5.2	58.7 ± 4.1	47.8 ± 6.2	42.9 ± 4.7	46.9 ± 5.3	49.3 ± 6.4	68.1 ± 6.8	30.5 ± 4.5	44.2 ± 2.5
Non-Indigenous	75.8 ± 1.1	75.2 ± 1.3	73.3 ± 1.3	72.5 ± 1.6	69.7 ± 1.9	65.1 ± 3.1	87.0 ± 2.2	72.0 ± 2.9	74.3 ± 0.6
All people (f)	75.4 ± 1.1	75.1 ± 1.3	72.6 ± 1.4	71.8 ± 1.6	69.6 ± 1.9	64.9 ± 3.1	86.9 ± 2.3	69.5 ± 3.0	73.9 ± 0.6

(a) Includes people who have completed year 12 or certificate II or above (includes certificate I or II nfd, but excludes people with a certificate nfd, and people whose level of non-school qualification could not be determined).

(b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.

(c) Data for Indigenous people are sourced from the NATSISS. Data for non-Indigenous and all people are sourced from the SEW. Data presented in previous reports were sourced from the ABS 2006 *Census of Population and Housing* and therefore are not comparable.

(d) The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

(e) Australia includes 'Other Territories'.

(f) All people' includes people whose highest year of school completed or level of education was not stated. 'All persons' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous people may be under-represented in some jurisdictions.

Source: ABS (2008 and unpublished) *Survey of Education and Work*, 2008, Cat.no. 6227.0; (2009 and unpublished) *2008 National Aboriginal and Torres Strait Islander Social Survey*, Cat. no. 4714.0, Canberra.

Table BA.32 Proportion of 20–64 year old population who do not have qualifications at or above certificate III, by Indigenous status (per cent), 2008 (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (d)
Indigenous (e)									
20-24	84.9 ± 7.8	70.5 ± 8.7	80.4 ± 9.3	77.3 ± 10.9	81.8 ± 9.0	80.7 ± 10.0	77.1 ± 11.5	94.5 ± 4.1	82.5 ± 3.7
25-34	67.2 ± 8.1	53.4 ± 7.4	71.4 ± 9.4	78.6 ± 6.1	75.9 ± 7.6	64.6 ± 11.6	52.9 ± 14.9	89.7 ± 3.2	72.6 ± 3.6
35-44	69.9 ± 9.2	58.4 ± 7.4	64.3 ± 8.8	69.2 ± 8.5	71.6 ± 9.9	66.3 ± 9.8	47.4 ± 22.0	82.5 ± 5.9	68.9 ± 4.0
45-54	71.7 ± 8.5	58.8 ± 8.0	71.7 ± 10.4	70.5 ± 9.5	58.9 ± 12.7	70.9 ± 14.4	51.7 ± 18.3	75.5 ± 6.7	70.3 ± 4.2
55-64	81.7 ± 8.1	65.9 ± 9.7	75.8 ± 13.6	80.6 ± 10.0	84.2 ± 11.2	73.9 ± 11.0	61.4 ± 26.7	79.5 ± 11.4	78.3 ± 5.3
20-64	73.5 ± 4.2	60.0 ± 4.0	71.7 ± 5.0	74.7 ± 4.1	73.7 ± 4.8	70.4 ± 5.6	57.5 ± 7.5	85.4 ± 3.3	73.6 ± 2.0
Non-Indigenous (e)									
20-24	56.7 ± 3.1	61.2 ± 2.7	60.6 ± 4.5	61.3 ± 5.4	62.4 ± 5.2	67.9 ± 8.2	55.8 ± 7.7	70.1 ± 13.0	59.8 ± 1.4
25-34	37.3 ± 2.0	36.7 ± 2.7	40.5 ± 3.5	45.0 ± 4.3	47.6 ± 4.7	47.2 ± 6.6	26.9 ± 4.2	47.8 ± 7.3	39.3 ± 1.2
35-44	40.3 ± 2.5	43.1 ± 2.6	45.5 ± 2.6	46.7 ± 4.9	48.8 ± 3.0	49.7 ± 5.1	33.4 ± 6.1	50.0 ± 4.8	43.5 ± 1.5
45-54	46.3 ± 3.0	48.3 ± 3.1	49.1 ± 2.7	48.6 ± 4.2	49.5 ± 3.4	48.7 ± 5.6	38.9 ± 6.9	48.5 ± 5.6	47.8 ± 1.4
55-64	56.1 ± 2.5	55.6 ± 2.7	59.3 ± 3.3	55.5 ± 4.2	55.7 ± 3.2	59.6 ± 4.3	43.3 ± 7.8	47.7 ± 7.8	56.3 ± 1.3
20-64	45.7 ± 1.1	47.2 ± 1.4	49.5 ± 1.5	50.1 ± 2.7	51.7 ± 1.7	53.1 ± 3.4	37.6 ± 3.0	50.7 ± 3.3	47.8 ± 0.5

(a) 'Certificate III or above' includes certificate III, IV, diploma, advanced diploma, bachelor degree and above. Excludes persons whose level of education was not stated.

(b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.

(c) The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

(d) Australia includes 'Other Territories'.

(e) Data for Indigenous people are from NATSISS. Data for Non-Indigenous people are from SEW. Data presented in previous reports (up to the 2010 Report) were sourced from the ABS 2006 Census of Population and Housing and therefore are not comparable.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and ABS (unpublished) *Survey of Education and Work*.

Table BA.35 Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status (per cent), 2006 (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (b)</i>
Indigenous	29.3	33.2	26.0	20.5	26.4	30.5	33.6	14.0	25.6
Non-Indigenous	36.2	34.7	35.2	36.4	34.7	34.2	35.1	38.5	35.5
All people (c)	36.1	34.8	35.0	36.0	34.6	34.1	35.1	33.1	35.3

(a) Includes people who have indicated that they have attained one of these qualifications, and people who have indicated that they are working towards a post school qualification. The Census does not enable disaggregation by qualification type, therefore this figure is an overcount of the required population.

(b) Australia includes Other Territories.

(c) 'All people' excludes people whose level of education or attendance status was not stated, and include those for whom Indigenous status is unknown. Consequently, the proportion of Indigenous Australians may be under-represented in some jurisdictions.

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