
B Child care, education and training sector overview

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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 overview, table BA.1). As the data are directly sourced from the 2014 Report, the Compendium also notes where the original table, figure or text in the 2014 Report can be found. For example, where the Compendium refers to '2014 Report, p. B.1', this is page 1 of the Child care, education and training sector overview of the 2014 Report, and '2014 Report, table BA.1' is table 1 of attachment BA of the 2014 Report. A list of attachment tables referred to in the Compendium is provided at the end of this chapter, and the full attachment tables are available from the Review website at www.pc.gov.au/gsp.

The Child care, education and training (CCET) sector overview in the *Report on Government Services 2014* (2014 Report) provides contextual and cross-sector information relating to child care, education and training services in Australia. Data

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

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

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

Indigenous data in the Child care, education and training sector overview

The CCET sector overview in the 2014 Report contains the following information on Indigenous Australians:

- children developmentally on track on the Australian Early Development Index (AEDI)
- participation in higher education, 2012
- full time participation in employment, education or training, 2011
- completion of year 12 or equivalent, or certificate level II or above, 2011
- population of 20–64 year old population who have qualifications at or above certificate III, 2011
- proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma 2011.

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the child care, education and training sector. In 2008, the importance of early childhood development and education and training was formally acknowledged when Council of Australian Governments (COAG) agreed to a range of aspirations for the sector. To achieve agreed COAG aspirations, governments have endorsed a number of major funding agreements and initiatives. The broadest of these COAG initiatives are outlined in box B.1, with additional detail in the service specific chapters. There are also a range of State and Territory

based policy initiatives across the Child care, education and training sector that support these broader COAG initiatives.

Box B.1 COAG initiatives in the CCET sector

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

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Box B.1 (continued)

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

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

Source: COAG (2009)

Factors affecting engagement in the CCET sector

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

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

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

The Western Australian Aboriginal Child Health Survey conducted in 2001 and 2006 found that, when the period of compulsory education ends, the proportion of

Indigenous children who no longer attend school is substantially higher than that for non-Indigenous children. Of those Indigenous children who left school soon after the period of compulsory education, one-third were neither working nor undertaking any form of education (SCRGSP 2009).

Service-sector objectives

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

Box B.2 Objectives of the Child care, education and training sector

The objectives for early childhood education and care (2014 Report, box 3.2) are to:

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

The objectives of school education services (2014 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 (2014 Report, box 5.3), as reflected in the *National Agreement for Skills and Workforce Development* are to ensure all working age Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market. VET services aim to assist individuals to overcome barriers to education, training and employment, and to be motivated to acquire and utilise new skills. VET also aims to ensure Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce, and to provide opportunities for Indigenous Australians to acquire skills to access viable employment.

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

Sector performance indicator framework

This sector overview 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 COAG, including the *National Partnership on Early Childhood Education*, the *National Education Agreement* and the *National Agreement on Skills and Workforce Development*. Although these goals are based on outcomes in these commitments, wording has been amended for relevance to the CCET sector overview reporting (figure B.1).
- Sector-wide indicators — three sector-wide headline indicators reflect activity across the sector. Several measures support each indicator.
- Information from the service-specific performance indicator frameworks that relate to Child care, education and training services. Discussed in more detail in chapters 3, 4 and 5, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.

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

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

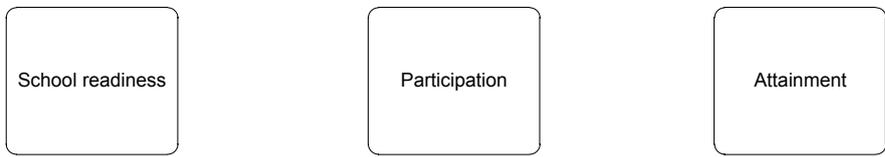
The NEA and the NASWD cover the areas of education and skill development and indicators in the National Indigenous Reform Agreement establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. These agreements include sets of performance indicators, for which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

Figure B.1 Child care, education and training sector performance indicator framework

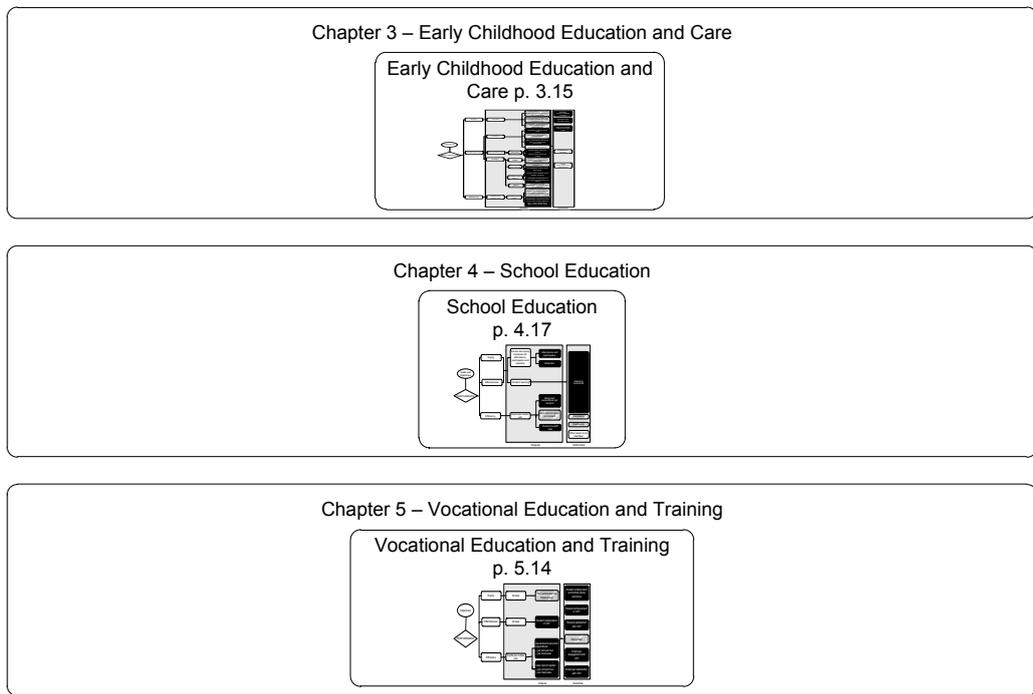
Sector objectives



Sector-wide indicators



Service-specific performance indicator frameworks



Source: 2014 Report, figure B.5, p. B.22.

Sector-wide indicators

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

School readiness

‘School readiness’ is an indicator of governments’ broad objectives that all children have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents, and meets the workforce participation needs of parents (box B.3).

Box B.3 School readiness

School readiness includes two measures:

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

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

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

Transition to primary school

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

(Continued next page)

Box B.3 (continued)

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

Early learning

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

Data reported for these measures are:

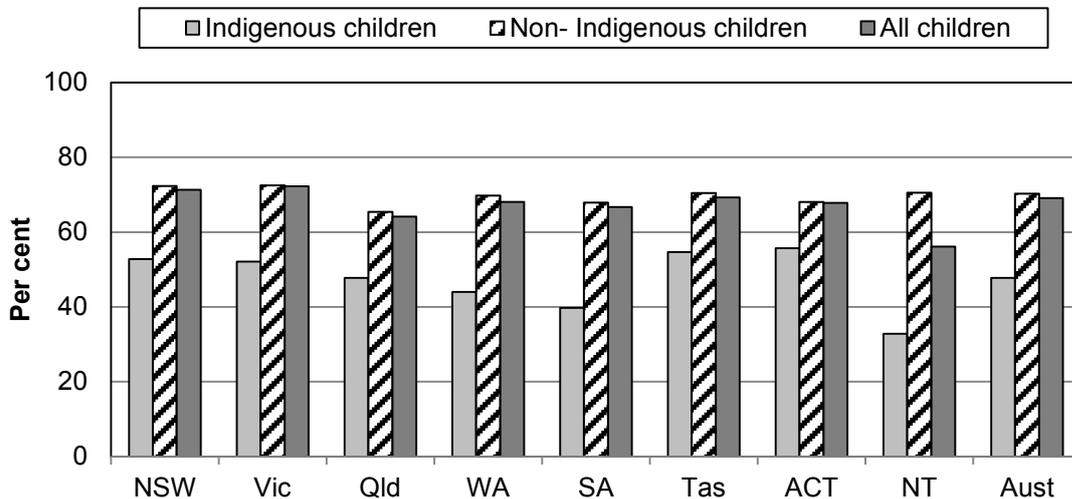
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

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

Transition to primary school

Nationally in 2012, 69.1 per cent of children were developmentally on track on four or more domains of the Australian Early Development Index (AEDI) as they entered school, compared with 67.4 per cent in 2009 (table BA.7). In 2012, the proportion of Indigenous and non-Indigenous children who were developmentally on track on four or more domains of the AEDI was 47.7 per cent and 70.3 per cent respectively. These proportions vary across jurisdictions (figure B.2). In 2009, the proportion of Indigenous and non-Indigenous children who were developmentally on track on four or more domains of the AEDI was 42.5 per cent and 68.6 per cent respectively (table BA.7). Table BA.7 includes proportions of students who were on track in one or more, two or more, three or more, and all five domains for 2012 and 2009.

Figure B.2 Proportion of children developmentally on track on four or more domains of the Australian Early Development Index as they enter school, 2012^{a, b, c}



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

Source: Centre for Community Child Health and Telethon Institute for Child Health Research A Snapshot of Early Childhood Development in Australia — AEDI National Report 2012 (2013), Canberra; DEEWR (unpublished) *Australian Early Development Index*; table BA.7; 2014 Report, figure B.6, p. B.25.

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.4).

Box B.4 Participation

There are five measures against the participation indicator.

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

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

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

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

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

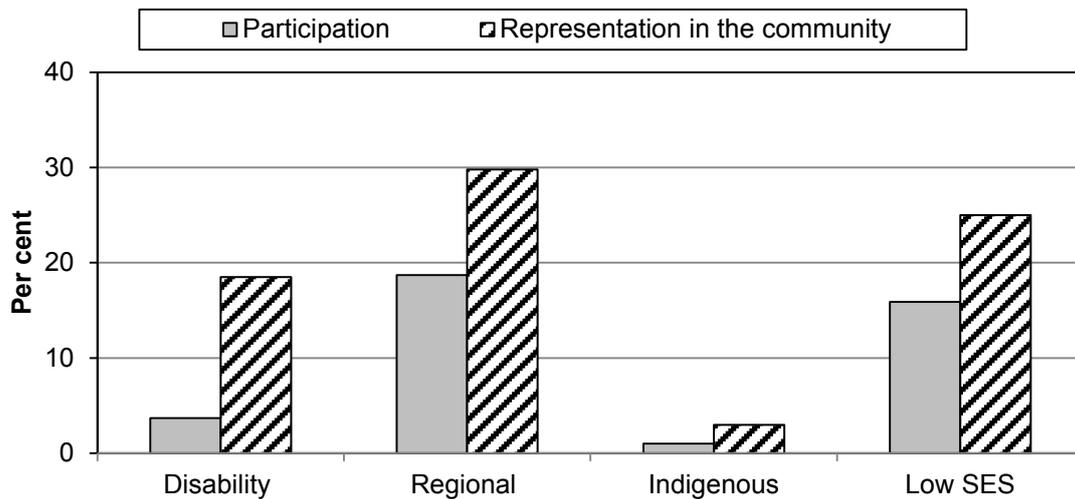
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Participation in higher education by selected groups

In higher education, there is an under-representation of people from regional areas of Australia, people with disability, people from low socioeconomic backgrounds,

and Indigenous Australians, compared with their representation in the community (figure B.3).

Figure B.3 Participation in higher education by selected groups, compared with their representation in the community, 2012^{a, b, c}



^a Students can be included in more than one selected group. ^b Participation percentages are derived from Department of Industry (DoI) 2012 Higher Education Statistics. For derivation of 'representation in the community' data, see table BA.23. ^c Figure B.3 presents a broad pattern of participation. However, the proportion of people from selected groups in the community (which cover all ages), do not have the same age profile as people engaged in higher education study. Therefore, figure B.3 might overstate the disparity between the participation of people from selected groups in higher education and their representation in the community, among people of a similar age profile.

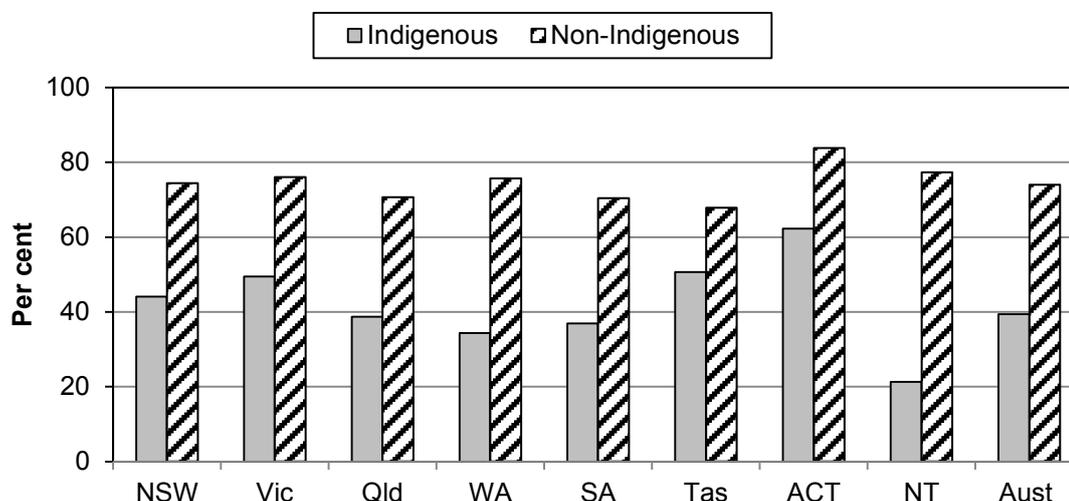
Source: DoI (Department of Industry) 2012 Statistics publications; ABS 2009 Survey of Disability and Carers. Cat. no 4430.0; ABS 2013, *Regional Population Growth, Australia, 2011-12*, Cat. no. 3218.0; ABS 2013, *Australian Demographic Statistics, March 2013*, Cat. no. 3101.0; table 2A.15, table BA.23 and 2014 Report, table 2A.12; 2014 Report, figure B.10, p. B.31.

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

Full time participation in employment, education or training (school education, vocational training and higher education) for age groups 15–19; 20–24; 25–29; and 15–64 years are presented in 2014 Report, figure B.11.

Nationally in 2011, non-Indigenous 17–24 year olds had higher rates of engagement in full time employment, education or training (74.0 per cent) than Indigenous 17–24 year olds (39.4 per cent) (figure B.4).

Figure B.4 Proportion of 17–24 year olds engaged in full time employment, education or training, by Indigenous status, 2011^{a, b, c, d, e, f, g, h, i}



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

Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.26; 2014 Report, figure B.13, p. B.34.

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.5).

Box B.5 **Attainment**

Attainment is defined by five measures:

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

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

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

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

Data reported for these measures are:

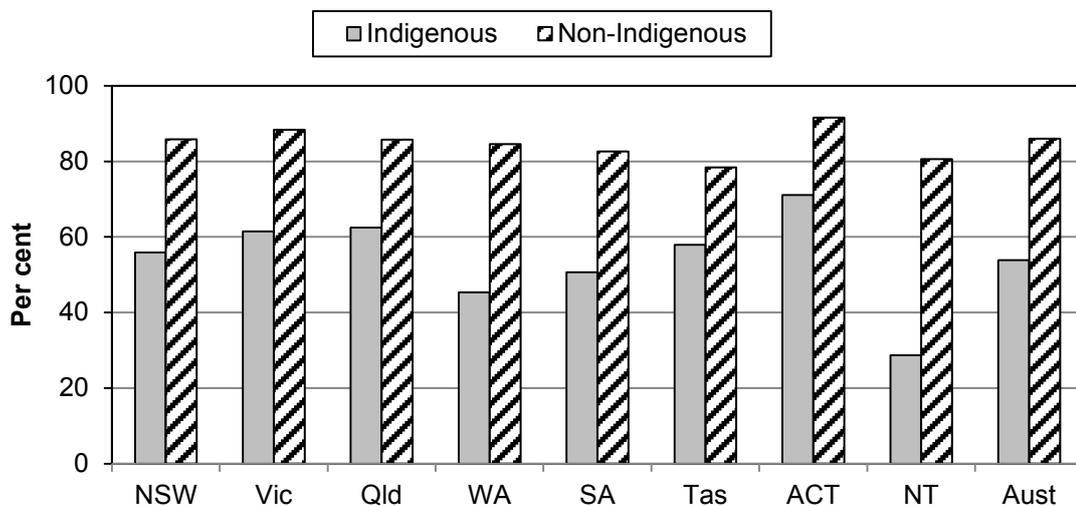
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

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

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

Nationally in 2011, 86.0 per cent of non-Indigenous 20–24 year olds had completed year 12 or equivalent, or gained a qualification at Certificate II or above, compared with 53.9 per cent of Indigenous 20–24 year olds (figure B.5).

Figure B.5 Proportion of 20–24 year olds who have completed year 12 or equivalent, or gained a qualification at Certificate level II or above, by Indigenous status, 2011^{a, b, c, d, e, f}



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

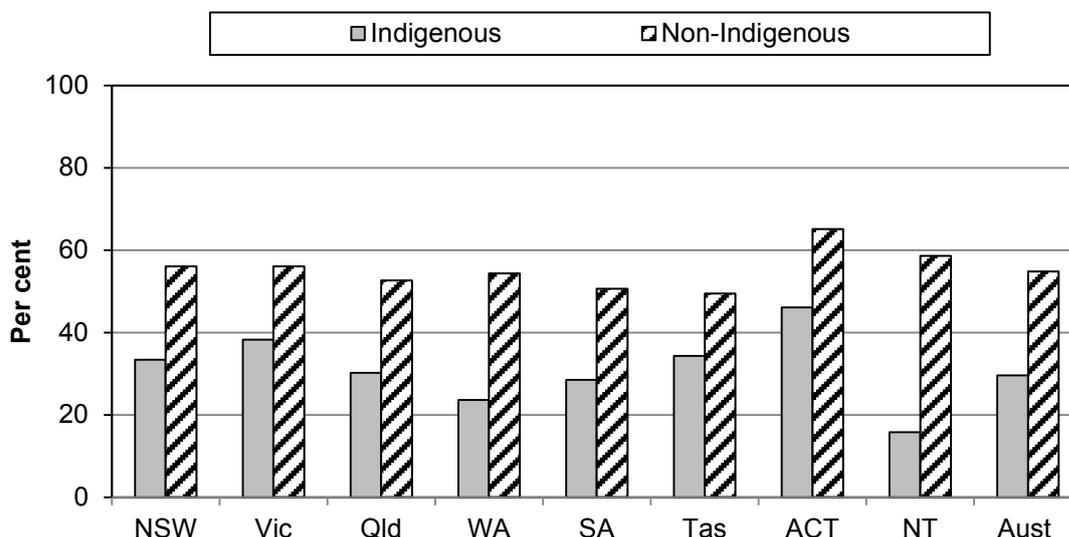
Source: ABS (unpublished) *2011 Census of Population and Housing*; table BA.34; 2014 Report, figure B.17, p. B.39.

The proportion of the population who have completed year 12 or equivalent, or gained a qualification at Certificate level II or above are presented for 20–24 year olds, by Indigenous status, in table BA.34.

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

Nationally, in 2011, 29.6 per cent of Indigenous 20–64 year olds had qualifications at or above a Certificate III, compared with 54.8 per cent of non-Indigenous 20–64 year olds (figure B.6).

Figure B.6 Proportion of 20–64 year olds with qualifications at or above Certificate III, by Indigenous status, 2011^{a, b, c, d, e, f}



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

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.41; 2014 Report, figure B.22, p. B.44.

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

Service-specific performance indicator frameworks

Indigenous reporting on service-specific performance indicator frameworks for early childhood education and care (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 overview 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 overview attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp).

Table BA.7	Children developmentally on track on AEDI, 2012 and 2009
Table BA.23	Higher education participation by selected groups (per cent)
Table BA.26	Full time participation in employment, education or training, by Indigenous status (17-24 year olds) (per cent)
Table BA.34	People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent)
Table BA.41	Proportion of 20–64 year old population who have qualifications at or above certificate III, by Indigenous status (per cent)
Table BA.45	Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status (per cent)

References

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- AIHW (Australian Institute of Health and Welfare) 2011, *National outcome measures for early childhood development — development of an indicator based reporting framework*, Cat. no. PHE 134, Canberra.
- 2010, *School attendance and retention of Indigenous Australian students*, Issues paper no.1 produced for the Closing the Gap Clearinghouse, Cat. no. IHW 33 ISBN 978-1-74249-060-1, Canberra.
www.aihw.gov.au/closingthegap/documents/issues_papers/ctg-ip01.pdf (accessed 17 August 2011).
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NSW DoCS (NSW Department of Community Services) 2003, *School readiness*, Discussion paper 1 www.community.nsw.gov.au/docswr/_assets/main/documents/school_readiness.pdf (accessed 17 August 2011).

Jackiewicz, S., Siggers, S. and Frances, K. 2011, Equity of access: Requirements of Indigenous families and communities to ensure equitable access to government-approved childcare settings in Australia, *Australasian Journal of Early Childhood*, vol. 36, no. 3, pp. 100-108.

McTurk, N., Tess, L., Robinson, G., Nutton, G. and Carapetis J. R. 2011, 'Defining and assessing the school readiness of Indigenous Australian children', *Australasian Journal of Early Childhood*, vol. 36, no. 1, pp. 69-76.

SCRGSP (Steering Committee for the Review of Government Service Provision) 2009, *Overcoming Indigenous Disadvantage: Key Indicators 2009*, Productivity Commission, Canberra.

BA Child care, education and training sector overview — attachment

Tables in this attachment are sourced from the Child care, education and training (CCET) sector overview attachment of the 2014 Report. Table numbers refer to the 2014 Report, for example, a reference to ‘2014 Report, table BA.15’ refers to attachment table 15 of attachment BA of the 2014 Report.

Definitions for indicators and descriptors in this attachment are in the CCET sector overview of the Compendium.

Data in this Compendium are examined by the Early Childhood Education and Care, 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.7	Children developmentally on track on AEDI, 2012 and 2009
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Table BA.26	Full time participation in employment, education or training, by Indigenous status (17-24 year olds) (per cent)
Table BA.34	People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent)
Table BA.41	Proportion of 20–64 year old population who have qualifications at or above certificate III, by Indigenous status (per cent)
Table BA.45	Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status (per cent)

TABLE BA.7

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

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

TABLE BA.7

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

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

TABLE BA.7

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

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

TABLE BA.7

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

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

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

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

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

TABLE BA.23

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

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

Low SES = low socio-economic status

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

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

TABLE BA.26

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

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

TABLE BA.26

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

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

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

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

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

TABLE BA.34

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

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

TABLE BA.34

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

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

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

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

TABLE BA.41

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

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

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

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

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

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

(e) Australia includes 'Other Territories'.

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

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

TABLE BA.45

Table BA.45 **Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011									
Indigenous	45.4	50.9	40.7	34.0	41.2	45.6	59.5	25.4	40.8
Non-Indigenous	66.7	65.6	61.5	64.1	60.6	58.4	75.8	66.3	64.6
2006									
Indigenous	39.5	45.0	35.6	29.4	36.3	40.6	54.1	20.3	35.2
Non-Indigenous	61.6	59.6	55.4	58.7	54.6	52.8	71.6	61.1	59.0

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

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