
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 2015 Report, the Compendium also notes where the original table, figure or text in the 2015 Report can be found. For example, where the Compendium refers to '2015 Report, p. B.1', this is page 1 of the Child care, education and training sector overview of the 2015 Report, and '2015 Report, table BA.1' is table 1 of attachment BA of the 2015 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/research/recurring/report-on-government-services.

The Child care, education and training (CCET) sector overview in the *Report on Government Services 2015* (2015 Report) provides contextual and cross-sector information relating to child care, education and training services in Australia. Data are reported for Aboriginal and Torres Strait Islander 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 (ECEC) (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.

Aboriginal and Torres Strait Islander data in the CCET sector overview

The CCET sector overview in the 2015 Report contains the following data on Aboriginal and Torres Strait Islander Australians:

- children on track on the Australian Early Development Census (AEDC)
- children developmentally at risk on the AEDC
- children developmentally vulnerable on the AEDC
- higher education participation by Aboriginal and Torres Strait Islander people
- proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data)
- proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (Census data)
- people aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data)
- proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data)
- proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data).

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the CCET sector. In 2008, the importance of early childhood development and education and training was formally acknowledged when Council of Australian Governments (COAG) agreed to 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 CCET sector that support these broader COAG initiatives.

Box B.1 COAG initiatives in the CCET sector

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

Further information on Council of Australian Governments (COAG) National Agreements and National Partnerships is available at www.federalfinancialrelations.gov.au.

Source: COAG (2009).

Factors affecting engagement in the CCET sector

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

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

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

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

Service-sector objectives

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

Box B.2 Objectives of the CCET sector

The objectives for ECEC (2015 Report, box 3.4) are to:

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

The objectives of school education services (2015 Report, box 4.2), as reflected in the national goals for schooling agreed by education Ministers in the *Melbourne Declaration on Educational Goals for Young Australians* (and consistent with the *National Education Agreement*) are that (1) Australian schooling promotes equity and excellence and (2) All young Australians become: successful learners; confident and creative individuals and active and informed citizens.

The objectives of VET services (2015 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 Aboriginal and Torres Strait Islander Australians to acquire skills to access viable employment.

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

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 NP UAECE, the NEA and the NASWD. Although these goals are based on outcomes in these commitments, wording has been amended for relevance to the CCET sector overview reporting (figure B.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 CCET services. Discussed in more detail in chapters 3, 4 and 5, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.

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

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

The NEA and the NASWD cover the areas of school education and skill development and indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. These agreements include sets of performance indicators. Performance indicators reported in this sector overview are aligned with education and training performance indicators in the NEA and the NASWD.

Figure B.1 CCET sector performance indicator framework

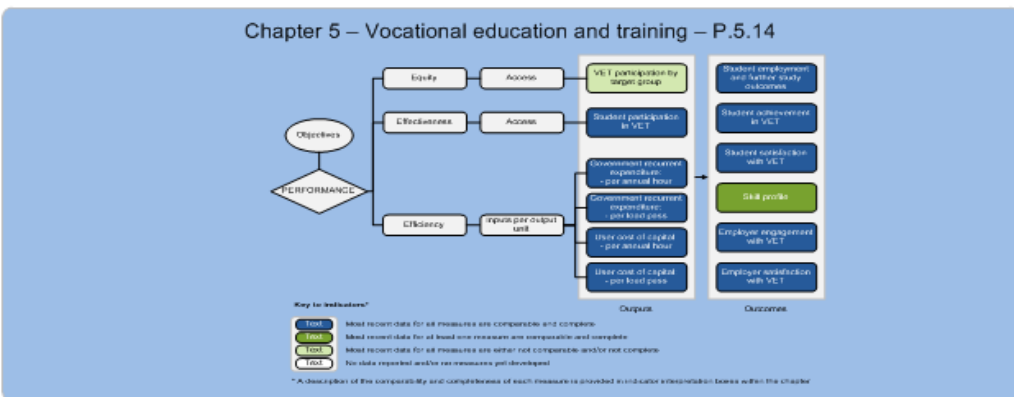
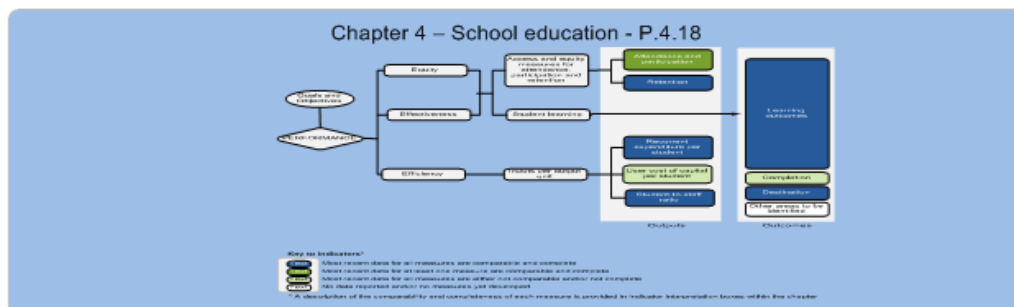
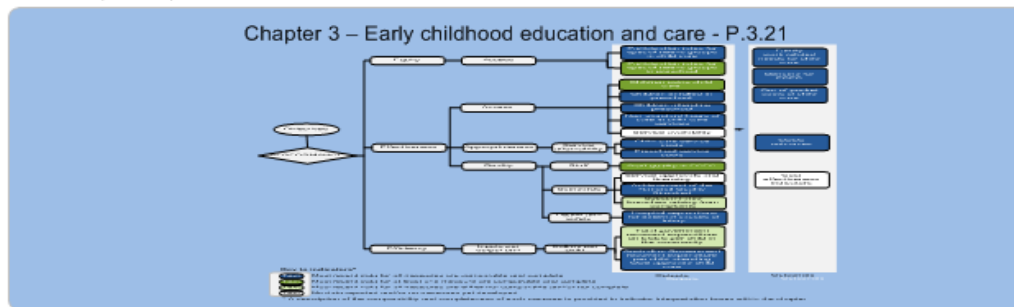
Sector objectives



Sector-wide indicators



Service-specific performance indicator frameworks



Source: 2015 Report, figure B.5, p. B.21.

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 objective 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 Census (AEDC)¹.
- Early learning (home based), a proxy measure, defined as the number of days per week that a parent/guardian told stories, read to a child or listened to a child read for children aged 3–8 years.

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

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

Transition to primary school

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

The five AEDC domains are: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills; and general knowledge. These domains are all inter-related aspects of school readiness (see 2015 Report, box 3.28 in the ECEC chapter for more information on the AEDC). Further information on AEDC results are available at www.aedc.gov.au.

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.

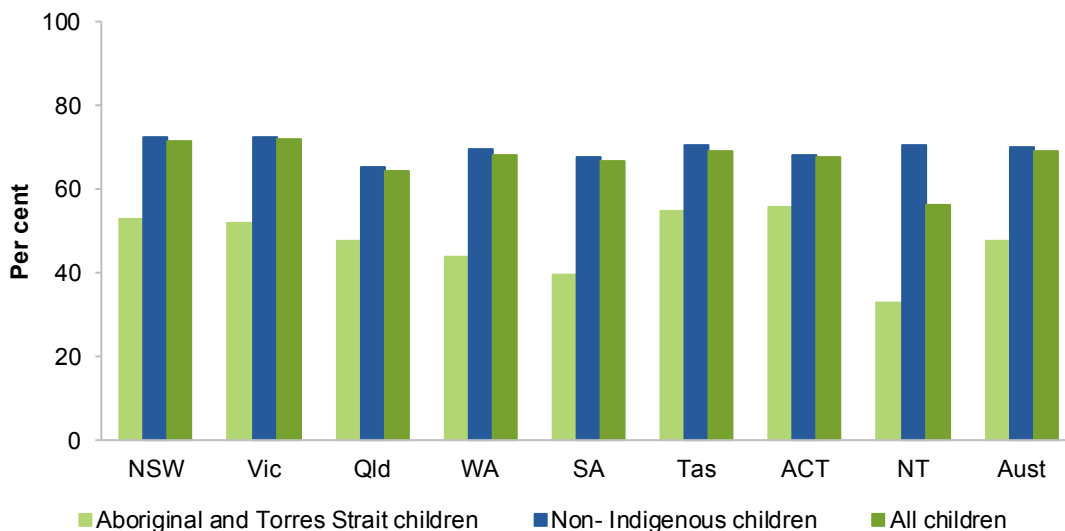
Data quality information for this indicator is at www.pc.gov.au/research/recurring/report-on-government-services.

¹ Prior to 1 July 2014 the AEDC was known as the Australian Early Development Index.

Transition to primary school

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

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



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

Source: Department of Education (unpublished) *Australian Early Development Census 2012*; table BA.7; 2015 Report, figure B.6, p. B.24.

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

in the lowest 10 per cent of the national AEDC population for an AEDC domain. Nationally in 2012, 40.9 per cent of children were developmentally at risk on one or more domains of the AEDC, compared to 43.5 per cent in 2009 (table BA.8). In 2012, the proportion of Aboriginal and Torres Strait Islander children and non-Indigenous children who were developmentally at risk on one or more domains of the AEDC was 56.8 per cent and 40.0 per cent respectively (table BA.8). Table BA.8 also includes proportions of students who were developmentally at risk on one or more, two or more, three or more, and all five domains for 2012 and 2009.

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

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**

The participation indicator is defined by six measures:

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

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

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

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

Data reported for these measures are:

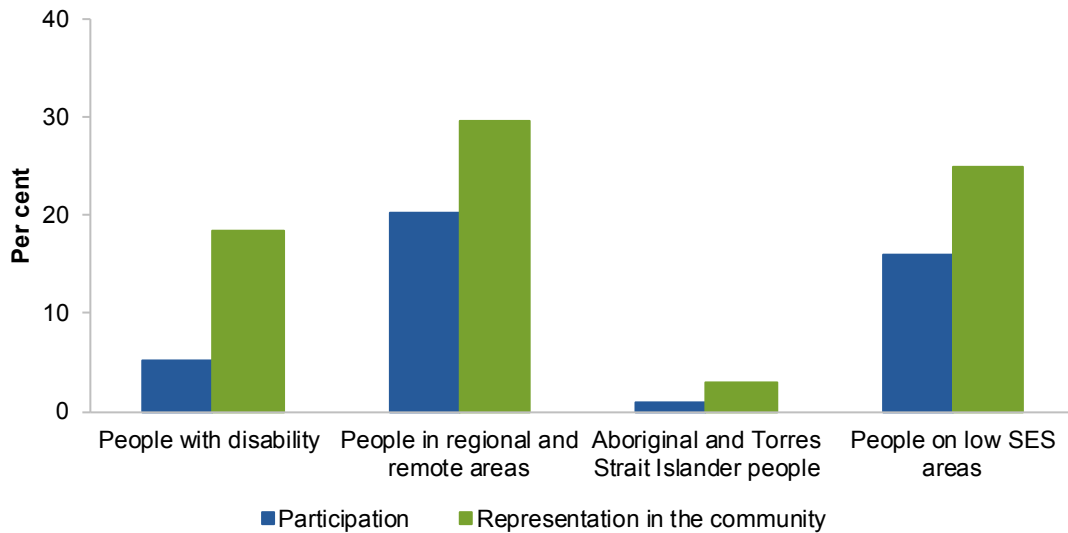
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/research/recurring/report-on-government-services.

Participation in higher education by selected groups

In higher education, there is an under-representation of people from regional and remote areas of Australia, people with disability, Aboriginal and Torres Strait Islander people, and people from low SES backgrounds, compared with their representation in the community (figure B.3).

Figure B.3 **Participation in higher education by selected groups, compared with their representation in the community, 2013^{a, b, c}**



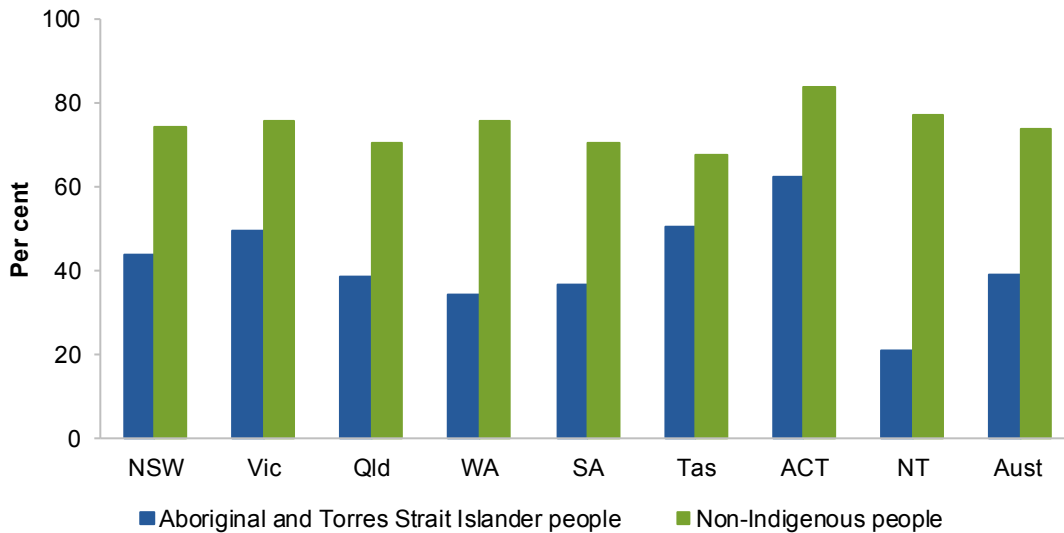
^a Students can be included in more than one selected group. ^b Participation in higher education for Aboriginal and Torres Strait Islander people is calculated using total students. Participation in higher education for the disability, regional and remote and low SES groups is calculated based on all domestic onshore students. For derivation of 'representation in the community' data, see table BA.22. ^c Figure B.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: Australian Government Department of Education (2014) *Higher Education Statistics Collection, 2013 Student data*; ABS (2013) *Disability, Ageing and Carers, Australia, 2012*, Cat. no. 4430.0; ABS (2014) *Regional Population Growth, Australia, 2012-13*, Cat. no. 3218.0; ABS (2013) *Australian Demographic Statistics, Jun 2013*, Cat. no. 3101.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026*, Cat. no. 3238.0, Canberra; tables 2A.12, 2A.14 and BA.22 and 2015 Report, figure B.10, p.B.30.

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

Nationally in 2011, non-Indigenous 17–24 year old school leavers had higher rates of engagement in full time education and training and/or employment (74.0 per cent) than Aboriginal and Torres Strait Islander 17–24 year old school leavers (39.4 per cent) (figure B.4).

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



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

Source: ABS (unpublished) *2011 Census of Population and Housing*; table BA.25; 2015 Report, figure B.13, p. B.33.

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

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

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

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

Data reported for these measures are:

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

Data quality information for this indicator is at www.pc.gov.au/research/recurring/report-on-government-services.

The proportions of 20–64 year olds with or working towards a non-school qualification are presented by Indigenous status in table BA.31. Nationally in 2011, 40.8 per cent of

Aboriginal and Torres Strait Islander 20–64 year olds had, or were working towards a non-school qualification, compared to 64.6 per cent of non-Indigenous 20–64 year olds.

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

Census data outlining the proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level II or above, by Indigenous status, are presented in figure B.5 and table BA.33.

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

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



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

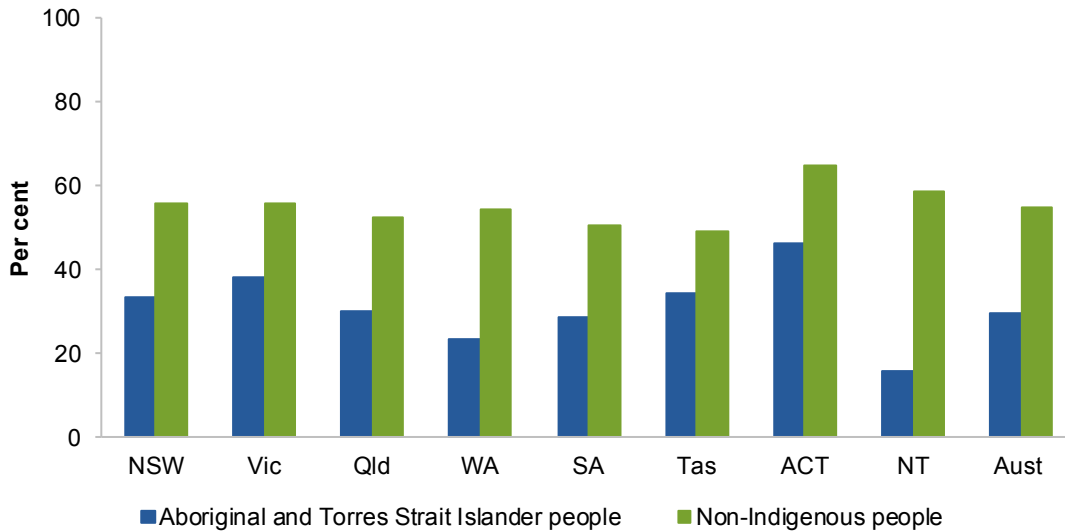
Source: ABS (unpublished) *2011 Census of Population and Housing*; table BA.33; 2015 Report, figure B.17, p. B.38.

Data by Indigenous status and by remoteness area are provided in table BA.34.

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

Nationally, in 2011, 29.6 per cent of Aboriginal and Torres Strait Islander 20–64 year olds had qualifications at or above a Certificate III, compared with 54.8 per cent of non-Indigenous 20–64 year olds (figure B.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}



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

Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.41; 2015 Report, figure B.22, p. B.43.

Service-specific performance indicator frameworks

Aboriginal and Torres Strait Islander reporting on service-specific performance indicator frameworks for ECEC (chapter 3), school education (chapter 4) and VET (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 CCET sector overview attachment). Attachment tables are on the Review website (www.pc.gov.au/research/recurring/report-on-government-services).

Table BA.7 Children on track on the Australian Early Development Census (AEDC)

Table BA.8	Children developmentally at risk on the AEDC
Table BA.9	Children developmentally vulnerable on the AEDC
Table BA.22	Higher education participation by selected groups (per cent)
Table BA.25	Proportion of 17-24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data)
Table BA.31	Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (per cent) (Census data)
Table BA.33	People aged 20-24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data)
Table BA.34	Proportion of 20-24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data)
Table BA.41	Proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data)

References

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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 2015 Report. Table numbers refer to the 2015 Report, for example, a reference to ‘2015 Report, table BA.15’ refers to attachment table 15 of attachment BA of the 2015 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 (ECEC), 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/research/recurring/report-on-government-services).

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TABLE BA.7

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

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

TABLE BA.7

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
On track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2
On track on one or more domains	%	96.8	96.0	94.4	95.5	95.2	95.6	96.9	96.2	95.8
On track on two or more domains	%	91.5	90.5	87.3	89.7	88.6	89.6	90.1	90.9	89.9
On track on three or more domains	%	84.3	83.5	78.3	81.6	80.4	81.4	81.5	82.2	82.2
On track on four or more domains	%	72.3	72.5	65.4	69.8	67.9	70.4	68.1	70.5	70.3
On track on five domains	%	56.9	57.4	49.3	52.3	52.5	55.2	50.7	53.5	54.5
All children on track on the AEDC										
On track on no domains	no.	3 185	2 651	3 551	1 641	939	294	148	323	12 732
On track on one or more domains	no.	86 437	61 607	54 711	29 240	16 527	5 877	4 484	2 824	261 707
On track on two or more domains	no.	81 432	58 056	50 348	27 287	15 303	5 484	4 160	2 522	244 592
On track on three or more domains	no.	74 817	53 500	44 968	24 677	13 837	4 962	3 759	2 162	222 682
On track on four or more domains	no.	63 943	46 424	37 394	21 033	11 658	4 273	3 143	1 765	189 633
On track on five domains	no.	50 076	36 715	28 036	15 633	8 976	3 330	2 332	1 264	146 362
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
On track on no domains	%	3.6	4.1	6.1	5.3	5.4	4.8	3.2	10.3	4.6
On track on one or more domains	%	96.4	95.9	93.9	94.7	94.6	95.2	96.8	89.7	95.4
On track on two or more domains	%	90.9	90.3	86.4	88.4	87.6	88.9	89.8	80.1	89.1
On track on three or more domains	%	83.5	83.3	77.2	79.9	79.2	80.4	81.2	68.7	81.1
On track on four or more domains	%	71.3	72.2	64.2	68.1	66.7	69.2	67.9	56.1	69.1
On track on five domains	%	55.9	57.1	48.1	50.6	51.4	54.0	50.3	40.2	53.3
2009 (c)										
Aboriginal and Torres Strait Islander children on track on the AEDC										
On track on no domains	no.	398	98	572	330	110	30	12	435	1 985
On track on one or more domains	no.	3 323	521	2 907	1 419	436	281	89	1 005	9 981
On track on two or more domains	no.	2 896	458	2 426	1 203	354	252	76	732	8 397

TABLE BA.7

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
On track on three or more domains	no.	2 447	382	1 906	958	295	216	66	530	6 800
On track on four or more domains	no.	1 888	293	1 418	690	223	175	54	347	5 088
On track on five domains	no.	1 241	197	748	369	146	115	41	188	3 045
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
On track on no domains	%	10.7	15.8	16.4	18.9	20.1	9.6	11.9	30.2	16.6
On track on one or more domains	%	89.3	84.2	83.6	81.1	79.9	90.4	88.1	69.8	83.4
On track on two or more domains	%	77.8	74.0	69.7	68.8	64.8	81.0	75.2	50.8	70.2
On track on three or more domains	%	65.8	61.7	54.8	54.8	54.0	69.5	65.3	36.8	56.8
On track on four or more domains	%	50.7	47.3	40.8	39.5	40.8	56.3	53.5	24.1	42.5
On track on five domains	%	33.4	31.8	21.5	21.1	26.7	37.0	40.6	13.1	25.4
Non-Indigenous children on track on the AEDC										
On track on no domains	no.	3 123	2 416	3 665	1 353	711	318	174	77	11 837
On track on one or more domains	no.	77 572	55 506	46 324	24 135	14 270	5 964	3 966	1 755	229 492
On track on two or more domains	no.	73 123	52 162	42 318	22 544	13 292	5 582	3 714	1 644	214 379
On track on three or more domains	no.	67 076	47 955	37 167	20 311	12 067	5 087	3 381	1 492	194 536
On track on four or more domains	no.	57 429	41 606	30 686	17 212	10 185	4 328	2 816	1 270	165 532
On track on five domains	no.	44 941	32 508	21 021	12 281	7 865	3 329	2 101	931	124 977
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
On track on no domains	%	3.9	4.2	7.3	5.3	4.7	5.1	4.2	4.2	4.9
On track on one or more domains	%	96.1	95.8	92.7	94.7	95.3	94.9	95.8	95.8	95.1
On track on two or more domains	%	90.6	90.1	84.7	88.4	88.7	88.9	89.7	89.7	88.8
On track on three or more domains	%	83.1	82.8	74.4	79.7	80.5	81.0	81.7	81.4	80.6
On track on four or more domains	%	71.2	71.8	61.4	67.5	68.0	68.9	68.0	69.3	68.6

TABLE BA.7

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
On track on five domains	%	55.7	56.1	42.1	48.2	52.5	53.0	50.7	50.8	51.8
All children on track on the AEDC										
On track on no domains	no.	3 521	2 514	4 237	1 683	821	348	186	512	13 822
On track on one or more domains	no.	80 895	56 027	49 231	25 554	14 706	6 245	4 055	2 760	239 473
On track on two or more domains	no.	76 019	52 620	44 744	23 747	13 646	5 834	3 790	2 376	222 776
On track on three or more domains	no.	69 523	48 337	39 073	21 269	12 362	5 303	3 447	2 022	201 336
On track on four or more domains	no.	59 317	41 899	32 104	17 902	10 408	4 503	2 870	1 617	170 620
On track on five domains	no.	46 182	32 705	21 769	12 650	8 011	3 444	2 142	1 119	128 022
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
On track on no domains	%	4.2	4.3	7.9	6.2	5.3	5.3	4.4	15.6	5.5
On track on one or more domains	%	95.8	95.7	92.1	93.8	94.7	94.7	95.6	84.4	94.5
On track on two or more domains	%	90.1	89.9	83.7	87.2	87.9	88.5	89.4	72.6	88.0
On track on three or more domains	%	82.4	82.6	73.1	78.1	79.6	80.4	81.3	61.8	79.5
On track on four or more domains	%	70.3	71.6	60.0	65.7	67.0	68.3	67.7	49.4	67.4
On track on five domains	%	54.7	55.9	40.7	46.4	51.6	52.2	50.5	34.2	50.5

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

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

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

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

TABLE BA.8

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012 (c)										
Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	2 119	389	1 791	819	267	224	41	425	6 075
Developmentally at risk on one or more domains	no.	2 448	448	2 379	1 228	428	237	56	779	8 003
Developmentally at risk on two or more domains	no.	1 282	225	1 216	629	219	129	20	410	4 130
Developmentally at risk on three or more domains	no.	421	77	442	225	88	57	6	155	1 471
Developmentally at risk on four or more domains	no.	98	11	90	46	17	13	1	35	311
Developmentally at risk on five domains	no.	10	–	10	5	–	3	–	2	30
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally at risk on no domains	%	46.4	46.5	42.9	40.0	38.4	48.6	42.3	35.3	43.2
Developmentally at risk on one or more domains	%	53.6	53.5	57.1	60.0	61.6	51.4	57.7	64.7	56.8
Developmentally at risk on two or more domains	%	28.1	26.9	29.2	30.7	31.5	28.0	20.6	34.1	29.3
Developmentally at risk on three or more domains	%	9.2	9.2	10.6	11.0	12.7	12.4	6.2	12.9	10.4
Developmentally at risk on four or more domains	%	2.1	1.3	2.2	2.2	2.4	2.8	1.0	2.9	2.2
Developmentally at risk on five domains	%	0.2	–	0.2	0.2	–	0.7	–	0.2	0.2
Non-Indigenous children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	52 645	39 822	30 119	16 662	9 722	3 465	2 549	1 154	156 138
Developmentally at risk on one or more domains	no.	32 410	23 599	23 973	12 172	7 049	2 245	1 986	789	104 223
Developmentally at risk on two or more domains	no.	15 370	11 081	11 858	5 718	3 460	1 093	987	354	49 921
Developmentally at risk on three or more domains	no.	4 653	3 643	3 965	2 005	1 178	393	325	117	16 279
Developmentally at risk on four or more domains	no.	976	797	848	416	249	100	62	19	3 467
Developmentally at risk on five domains	no.	80	75	83	39	17	8	–	1	303
Children with a valid domain score	no.	85 055	63 421	54 092	28 834	16 771	5 710	4 535	1 943	260 361

TABLE BA.8

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally at risk on no domains	%	61.9	62.8	55.7	57.8	58.0	60.7	56.2	59.4	60.0
Developmentally at risk on one or more domains	%	38.1	37.2	44.3	42.2	42.0	39.3	43.8	40.6	40.0
Developmentally at risk on two or more domains	%	18.1	17.5	21.9	19.8	20.6	19.1	21.8	18.2	19.2
Developmentally at risk on three or more domains	%	5.5	5.7	7.3	7.0	7.0	6.9	7.2	6.0	6.3
Developmentally at risk on four or more domains	%	1.1	1.3	1.6	1.4	1.5	1.8	1.4	1.0	1.3
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.1	–	0.1	0.1
All children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	54 764	40 211	31 910	17 481	9 989	3 689	2 590	1 579	162 213
Developmentally at risk on one or more domains	no.	34 858	24 047	26 352	13 400	7 477	2 482	2 042	1 568	112 226
Developmentally at risk on two or more domains	no.	16 652	11 306	13 074	6 347	3 679	1 222	1 007	764	54 051
Developmentally at risk on three or more domains	no.	5 074	3 720	4 407	2 230	1 266	450	331	272	17 750
Developmentally at risk on four or more domains	no.	1 074	808	938	462	266	113	63	54	3 778
Developmentally at risk on five domains	no.	90	75	93	44	17	11	–	3	333
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
Developmentally at risk on no domains	%	61.1	62.6	54.8	56.6	57.2	59.8	55.9	50.2	59.1
Developmentally at risk on one or more domains	%	38.9	37.4	45.2	43.4	42.8	40.2	44.1	49.8	40.9
Developmentally at risk on two or more domains	%	18.6	17.6	22.4	20.6	21.1	19.8	21.7	24.3	19.7
Developmentally at risk on three or more domains	%	5.7	5.8	7.6	7.2	7.2	7.3	7.1	8.6	6.5
Developmentally at risk on four or more domains	%	1.2	1.3	1.6	1.5	1.5	1.8	1.4	1.7	1.4
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.2	–	0.1	0.1
2009 (c)										
Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	1 569	265	1 201	628	206	140	51	476	4 536
Developmentally at risk on one or more domains	no.	2 152	354	2 278	1 121	340	171	50	964	7 430

TABLE BA.8

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally at risk on two or more domains	no.	1 091	185	1 153	563	179	82	29	487	3 769
Developmentally at risk on three or more domains	no.	396	75	409	205	72	28	12	177	1 374
Developmentally at risk on four or more domains	no.	87	21	97	49	18	6	2	46	326
Developmentally at risk on five domains	no.	11	2	9	4	4	–	–	4	34
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally at risk on no domains	%	42.2	42.8	34.5	35.9	37.7	45.0	50.5	33.1	37.9
Developmentally at risk on one or more domains	%	57.8	57.2	65.5	64.1	62.3	55.0	49.5	66.9	62.1
Developmentally at risk on two or more domains	%	29.3	29.9	33.1	32.2	32.8	26.4	28.7	33.8	31.5
Developmentally at risk on three or more domains	%	10.6	12.1	11.8	11.7	13.2	9.0	11.9	12.3	11.5
Developmentally at risk on four or more domains	%	2.3	3.4	2.8	2.8	3.3	1.9	2.0	3.2	2.7
Developmentally at risk on five domains	%	0.3	0.3	0.3	0.2	0.7	–	–	0.3	0.3
Non-Indigenous children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	49 280	35 499	24 440	13 687	8 648	3 650	2 357	1 037	138 598
Developmentally at risk on one or more domains	no.	31 415	22 423	25 549	11 801	6 333	2 632	1 783	795	102 731
Developmentally at risk on two or more domains	no.	14 986	10 524	12 381	5 621	3 146	1 313	857	340	49 168
Developmentally at risk on three or more domains	no.	4 827	3 651	4 653	2 016	1 091	496	277	125	17 136
Developmentally at risk on four or more domains	no.	1 022	787	1 098	461	269	104	61	24	3 826
Developmentally at risk on five domains	no.	85	70	110	62	22	8	10	2	369
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
Developmentally at risk on no domains	%	61.1	61.3	48.9	53.7	57.7	58.1	56.9	56.6	57.4
Developmentally at risk on one or more domains	%	38.9	38.7	51.1	46.3	42.3	41.9	43.1	43.4	42.6
Developmentally at risk on two or more domains	%	18.6	18.2	24.8	22.1	21.0	20.9	20.7	18.6	20.4
Developmentally at risk on three or more domains	%	6.0	6.3	9.3	7.9	7.3	7.9	6.7	6.8	7.1

TABLE BA.8

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally at risk on four or more domains	%	1.3	1.4	2.2	1.8	1.8	1.7	1.5	1.3	1.6
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.2
All children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	50 849	35 764	25 641	14 315	8 854	3 790	2 408	1 513	143 134
Developmentally at risk on one or more domains	no.	33 567	22 777	27 827	12 922	6 673	2 803	1 833	1 759	110 161
Developmentally at risk on two or more domains	no.	16 077	10 709	13 534	6 184	3 325	1 395	886	827	52 937
Developmentally at risk on three or more domains	no.	5 223	3 726	5 062	2 221	1 163	524	289	302	18 510
Developmentally at risk on four or more domains	no.	1 109	808	1 195	510	287	110	63	70	4 152
Developmentally at risk on five domains	no.	96	72	119	66	26	8	10	6	403
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
Developmentally at risk on no domains	%	60.2	61.1	48.0	52.6	57.0	57.5	56.8	46.2	56.5
Developmentally at risk on one or more domains	%	39.8	38.9	52.0	47.4	43.0	42.5	43.2	53.8	43.5
Developmentally at risk on two or more domains	%	19.0	18.3	25.3	22.7	21.4	21.2	20.9	25.3	20.9
Developmentally at risk on three or more domains	%	6.2	6.4	9.5	8.2	7.5	7.9	6.8	9.2	7.3
Developmentally at risk on four or more domains	%	1.3	1.4	2.2	1.9	1.8	1.7	1.5	2.1	1.6
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.2	0.2	0.1	0.2	0.2	0.2

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

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

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

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

TABLE BA.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012 (c)										
Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	2 881	504	2 365	1 036	336	291	53	488	7 954
Developmentally vulnerable on one or more domains	no.	1 669	330	1 787	997	356	166	44	708	6 057
Developmentally vulnerable on two or more domains	no.	957	193	1 072	612	247	86	25	456	3 648
Developmentally vulnerable on three or more domains	no.	557	121	651	384	161	41	13	282	2 210
Developmentally vulnerable on four or more domains	no.	295	67	337	200	91	23	4	173	1 190
Developmentally vulnerable on five domains	no.	110	30	129	102	38	11	1	85	506
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally vulnerable on no domains	%	63.3	60.4	57.0	51.0	48.6	63.7	54.6	40.8	56.8
Developmentally vulnerable on one or more domains	%	36.7	39.6	43.0	49.0	51.4	36.3	45.4	59.2	43.2
Developmentally vulnerable on two or more domains	%	21.0	23.2	25.8	30.1	35.7	18.8	26.3	38.2	26.0
Developmentally vulnerable on three or more domains	%	12.2	14.5	15.7	18.9	23.3	8.9	13.4	23.7	15.8
Developmentally vulnerable on four or more domains	%	6.5	8.0	8.1	9.8	13.1	5.0	4.1	14.5	8.5
Developmentally vulnerable on five domains	%	2.4	3.6	3.1	5.0	5.5	2.4	1.0	7.1	3.6
Non-Indigenous children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	68 318	50 673	40 412	22 547	12 904	4 487	3 531	1 523	204 395
Developmentally vulnerable on one or more domains	no.	16 053	12 077	13 430	6 051	3 759	1 142	966	398	53 876
Developmentally vulnerable on two or more domains	no.	7 232	5 860	6 929	2 837	1 879	532	429	197	25 895
Developmentally vulnerable on three or more domains	no.	3 456	3 047	3 657	1 461	968	276	204	107	13 176
Developmentally vulnerable on four or more domains	no.	1 517	1 467	1 747	694	447	131	70	49	6 122
Developmentally vulnerable on five domains	no.	453	515	648	255	152	42	21	9	2 095
Children with a valid domain score	no.	97 029	73 639	66 823	33 845	20 109	6 610	5 221	2 283	305 559

TABLE BA.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally vulnerable on no domains	%	81.0	80.8	75.1	78.8	77.4	79.7	78.5	79.3	79.1
Developmentally vulnerable on one or more domains	%	19.0	19.2	24.9	21.2	22.6	20.3	21.5	20.7	20.9
Developmentally vulnerable on two or more domains	%	8.5	9.3	12.8	9.9	11.2	9.4	9.5	10.2	10.0
Developmentally vulnerable on three or more domains	%	4.1	4.8	6.8	5.1	5.8	4.9	4.5	5.5	5.1
Developmentally vulnerable on four or more domains	%	1.8	2.3	3.2	2.4	2.7	2.3	1.5	2.5	2.4
Developmentally vulnerable on five domains	%	0.5	0.8	1.2	0.9	0.9	0.7	0.5	0.5	0.8
All children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	71 199	51 177	42 777	23 583	13 240	4 778	3 584	2 011	212 349
Developmentally vulnerable on one or more domains	no.	17 722	12 407	15 217	7 048	4 115	1 308	1 010	1 106	59 933
Developmentally vulnerable on two or more domains	no.	8 189	6 053	8 001	3 449	2 126	618	454	653	29 543
Developmentally vulnerable on three or more domains	no.	4 013	3 168	4 308	1 845	1 129	317	217	389	15 386
Developmentally vulnerable on four or more domains	no.	1 812	1 534	2 084	894	538	154	74	222	7 312
Developmentally vulnerable on five domains	no.	563	545	777	357	190	53	22	94	2 601
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
Developmentally vulnerable on no domains	%	80.1	80.5	73.8	77.0	76.3	78.5	78.0	64.5	78.0
Developmentally vulnerable on one or more domains	%	19.9	19.5	26.2	23.0	23.7	21.5	22.0	35.5	22.0
Developmentally vulnerable on two or more domains	%	9.2	9.5	13.8	11.2	12.2	10.1	9.8	20.9	10.8
Developmentally vulnerable on three or more domains	%	4.5	4.9	7.4	6.0	6.5	5.2	4.7	12.4	5.6
Developmentally vulnerable on four or more domains	%	2.0	2.4	3.6	2.9	3.1	2.5	1.6	7.1	2.7
Developmentally vulnerable on five domains	%	0.6	0.8	1.3	1.2	1.1	0.9	0.5	3.0	0.9
2009 (c)										
Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	2 262	356	1 705	825	276	203	64	453	6 144
Developmentally vulnerable on one or more domains	no.	1 449	262	1 757	915	269	107	37	980	5 776

TABLE BA.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally vulnerable on two or more domains	no.	836	164	1 085	564	175	65	26	716	3 631
Developmentally vulnerable on three or more domains	no.	459	92	648	346	111	33	13	514	2 216
Developmentally vulnerable on four or more domains	no.	227	56	352	198	67	14	6	313	1 233
Developmentally vulnerable on five domains	no.	78	27	146	90	29	7	4	129	510
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally vulnerable on no domains	%	61.0	57.6	49.2	47.4	50.6	65.5	63.4	31.6	51.5
Developmentally vulnerable on one or more domains	%	39.0	42.4	50.8	52.6	49.4	34.5	36.6	68.4	48.5
Developmentally vulnerable on two or more domains	%	22.5	26.6	31.3	32.5	32.3	20.9	25.7	50.2	30.5
Developmentally vulnerable on three or more domains	%	12.3	14.9	18.7	19.9	20.5	10.6	12.9	36.1	18.6
Developmentally vulnerable on four or more domains	%	6.1	9.1	10.2	11.4	12.3	4.5	5.9	22.0	10.3
Developmentally vulnerable on five domains	%	2.1	4.4	4.2	5.2	5.3	2.3	4.0	9.0	4.3
Non-Indigenous children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	63 941	46 121	35 736	19 594	11 657	4 941	3 217	1 393	186 600
Developmentally vulnerable on one or more domains	no.	16 507	11 570	14 105	5 818	3 267	1 332	905	412	53 916
Developmentally vulnerable on two or more domains	no.	7 832	5 671	7 376	2 753	1 611	647	437	177	26 504
Developmentally vulnerable on three or more domains	no.	3 841	2 879	4 003	1 348	829	333	222	92	13 547
Developmentally vulnerable on four or more domains	no.	1 803	1 406	2 028	669	391	167	106	50	6 620
Developmentally vulnerable on five domains	no.	584	477	796	263	150	62	34	14	2 380
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
Developmentally vulnerable on no domains	%	79.5	79.9	71.7	77.1	78.1	78.8	78.0	77.2	77.6
Developmentally vulnerable on one or more domains	%	20.5	20.1	28.3	22.9	21.9	21.2	22.0	22.8	22.4
Developmentally vulnerable on two or more domains	%	9.7	9.8	14.8	10.8	10.8	10.3	10.6	9.7	11.0
Developmentally vulnerable on three or more domains	%	4.8	5.0	8.0	5.3	5.5	5.3	5.4	5.0	5.6

TABLE BA.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally vulnerable on four or more domains	%	2.2	2.4	4.1	2.6	2.6	2.7	2.6	2.7	2.7
Developmentally vulnerable on five domains	%	0.7	0.8	1.6	1.0	1.0	1.0	0.8	0.8	1.0
All children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	66 203	46 477	37 441	20 419	11 933	5 144	3 281	1 846	192 744
Developmentally vulnerable on one or more domains	no.	17 956	11 832	15 862	6 733	3 536	1 439	942	1 392	59 692
Developmentally vulnerable on two or more domains	no.	8 668	5 835	8 461	3 317	1 786	712	463	893	30 135
Developmentally vulnerable on three or more domains	no.	4 300	2 971	4 651	1 694	940	366	235	606	15 763
Developmentally vulnerable on four or more domains	no.	2 030	1 462	2 380	867	458	181	112	363	7 853
Developmentally vulnerable on five domains	no.	662	504	942	353	179	69	38	143	2 890
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
Developmentally vulnerable on no domains	%	78.7	79.7	70.2	75.2	77.1	78.1	77.7	57.0	76.4
Developmentally vulnerable on one or more domains	%	21.3	20.3	29.8	24.8	22.9	21.9	22.3	43.0	23.6
Developmentally vulnerable on two or more domains	%	10.3	10.0	15.9	12.2	11.5	10.8	10.9	27.5	11.9
Developmentally vulnerable on three or more domains	%	5.1	5.1	8.7	6.2	6.1	5.6	5.5	18.6	6.2
Developmentally vulnerable on four or more domains	%	2.4	2.5	4.5	3.2	3.0	2.7	2.6	11.2	3.1
Developmentally vulnerable on five domains	%	0.8	0.9	1.8	1.3	1.2	1.0	0.9	4.4	1.1

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

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

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

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

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

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

Low SES = low socio-economic status

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

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

TABLE BA.25

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2011										
Aboriginal and Torres Strait Islander (h)										
Total fully engaged (i)	%	44.1	49.5	38.7	34.4	36.9	50.7	62.3	21.3	39.4
Engaged through full time study and full time employment	%	0.9	1.1	0.8	0.6	1.0	0.7	2.4	0.3	0.8
Primarily engaged through full time study	%	14.2	17.0	9.6	8.4	11.9	15.9	19.3	4.0	11.3
Primarily engaged through full time employment	%	26.7	29.0	27.1	23.9	22.4	32.0	37.9	16.0	25.6
Engaged through part time study and part time employment	%	1.7	1.9	1.1	1.2	1.2	1.6	2.3	0.7	1.4
Not fully engaged	%	55.9	50.5	61.3	65.6	63.1	49.3	37.7	78.7	60.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (h)										
Total fully engaged (i)	%	74.4	76.0	70.6	75.7	70.4	67.8	83.8	77.3	74.0
Engaged through full time study and full time employment	%	1.4	1.2	1.3	1.1	0.9	0.7	4.6	1.6	1.3
Primarily engaged through full time study	%	34.2	38.0	26.9	29.6	31.8	28.4	38.8	10.0	32.7
Primarily engaged through full time employment	%	35.2	33.7	39.7	42.1	34.5	35.9	37.2	63.0	36.7
Engaged through part time study and part time employment	%	3.0	2.6	2.3	2.4	2.7	2.3	2.6	2.1	2.7
Not fully engaged	%	25.6	24.0	29.4	24.3	29.6	32.2	16.2	22.7	26.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										

TABLE BA.25

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

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

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

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

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

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

Table BA.31 **Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (per cent) (Census data) (a), (b), (c), (d), (e)**

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

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

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

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

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

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

(f) Australia includes 'Other Territories'.

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

TABLE BA.33

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

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

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

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

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

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

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

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

(e) Australia includes 'Other Territories'.

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

TABLE BA.34

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

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

TABLE BA.34

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

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

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

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

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

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

(e) Australia includes 'Other Territories'.

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

.. Not applicable.

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

Table BA.41 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data) (a), (b), (c)**

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

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

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

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

(d) Australia includes 'Other Territories'.

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

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