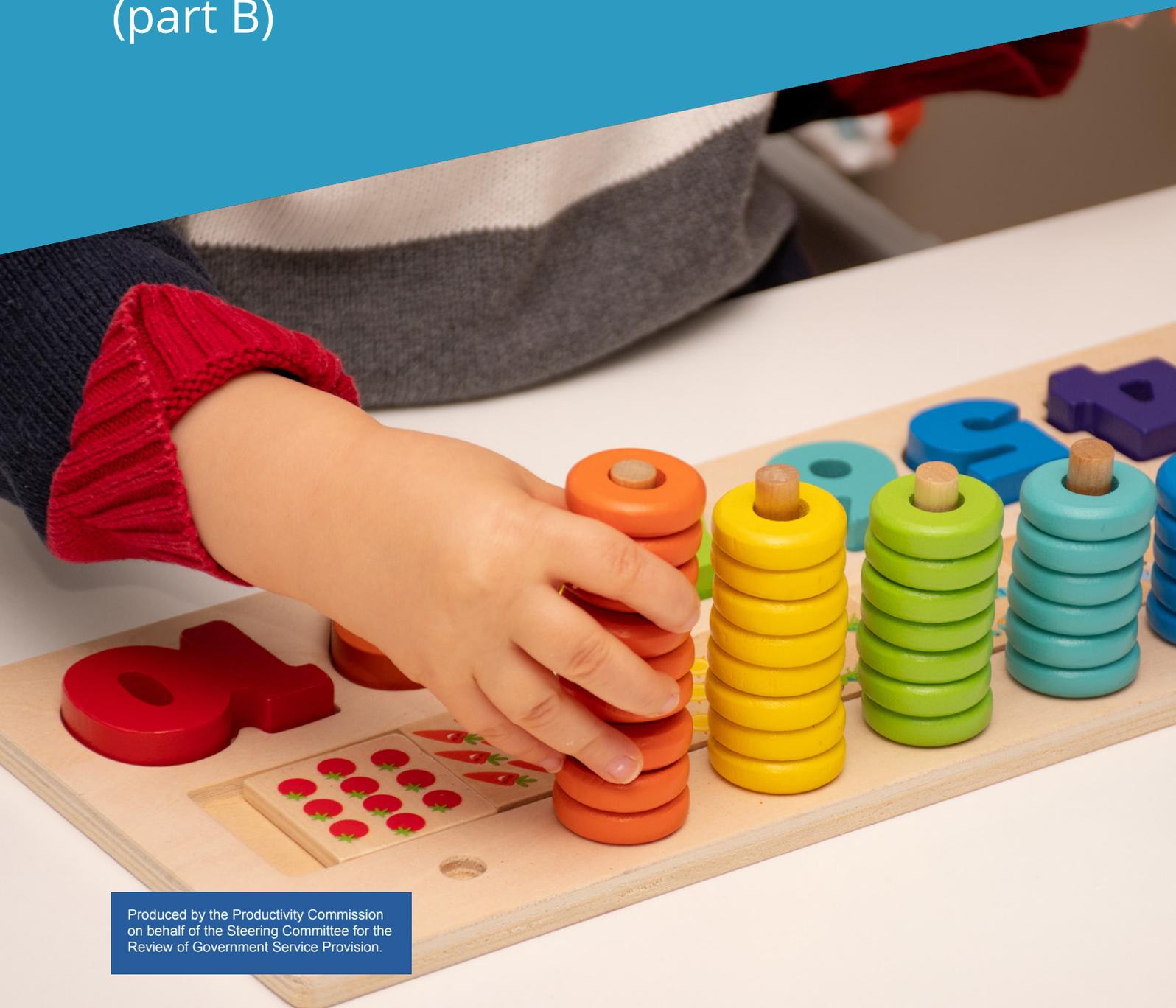


Steering Committee for the Review
of Government Service Provision

Report on Government Services 2026

Child care, education and training
(part B)



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

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An appropriate reference for this publication is:

SCRGSP (Steering Committee for the Review of Government Service Provision) 2026, *Report on Government Services 2026*, Productivity Commission, Canberra.

The Productivity Commission acts as the Secretariat for the Steering Committee.

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Report on Government Services 2026

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PART B: RELEASED ON 10 FEBRUARY 2026

B Child care, education and training

Data downloads

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

[Child care, education and training data tables \(Excel - 39.6 KB\)](#)

[Child care, education and training dataset \(CSV - 64.3 KB\)](#)

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

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

[Guide: How to find what you need in RoGS \(PDF - 812.9 KB\)](#)

Main aims of services within the sector

The early childhood education and care, school education and vocational education and training sector provides a range of services that support the development, learning and wellbeing of children and students. The main aims include:

- providing high-quality and accessible child care and early childhood education that support children's development, and prepare them for school readiness and lifelong learning
- delivering education and training programs that equip students with the knowledge, skills and competencies they need to ensure they have the necessary knowledge, understanding, skills and values for a productive and rewarding life.

The education and training system

In Australia, the education and training system consists of four main sectors.

Early childhood education and care (ECEC)

These services provide education and care to children aged 0–12 years from infancy to preschool and out-of-school care during the primary school years.

- **Total government recurrent expenditure** on ECEC services was **\$20.4 billion** in 2024-25.
- **15,158** Australian Government child care subsidy (CCS) approved **child care services** in Australia in 2025.¹
- **13,570** ECEC services delivered preschool programs in 2024, of which **68.2%** were within a centre based day care.
- **Over 1.4 million children aged 0–12 years attended** CCS approved child care services in 2025, 35.0% of all children¹.
- **574,939 children aged 3–6 years** were enrolled in a preschool program in 2024.

School education

Formal schooling in Australia consists of primary school from pre-year 1 to year 6, and secondary school from year 7 to year 12 in all states and territories.

- **Total government recurrent expenditure** on school services was **\$91.0 billion** in 2023-24.
- **9,653 schools** in Australia in 2024 – **69.7%** were government-owned and managed.
- **4.1 million full time equivalent students** enrolled in school in 2024 – 63.4% in government schools and 36.6% in non-government schools.

Vocational education and training (VET)

Tertiary or post-school education includes VET delivered by technical and further education (TAFE) institutes and other registered training organisations (RTO).

- **Total government recurrent expenditure** on VET services was **\$8.9 billion** in 2024.
- **1,245 RTOs** delivered **government-funded nationally recognised training** in Australia in 2024 (32.7% of all RTOs delivering nationally recognised training).
- **Around 1.2 million students** participated in **government-funded VET in 2024** – majority in Certificate III or IV qualifications (789,100).

Higher education

Education delivered by universities (not included as a service-specific section in this report).

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

Government expenditure in the sector

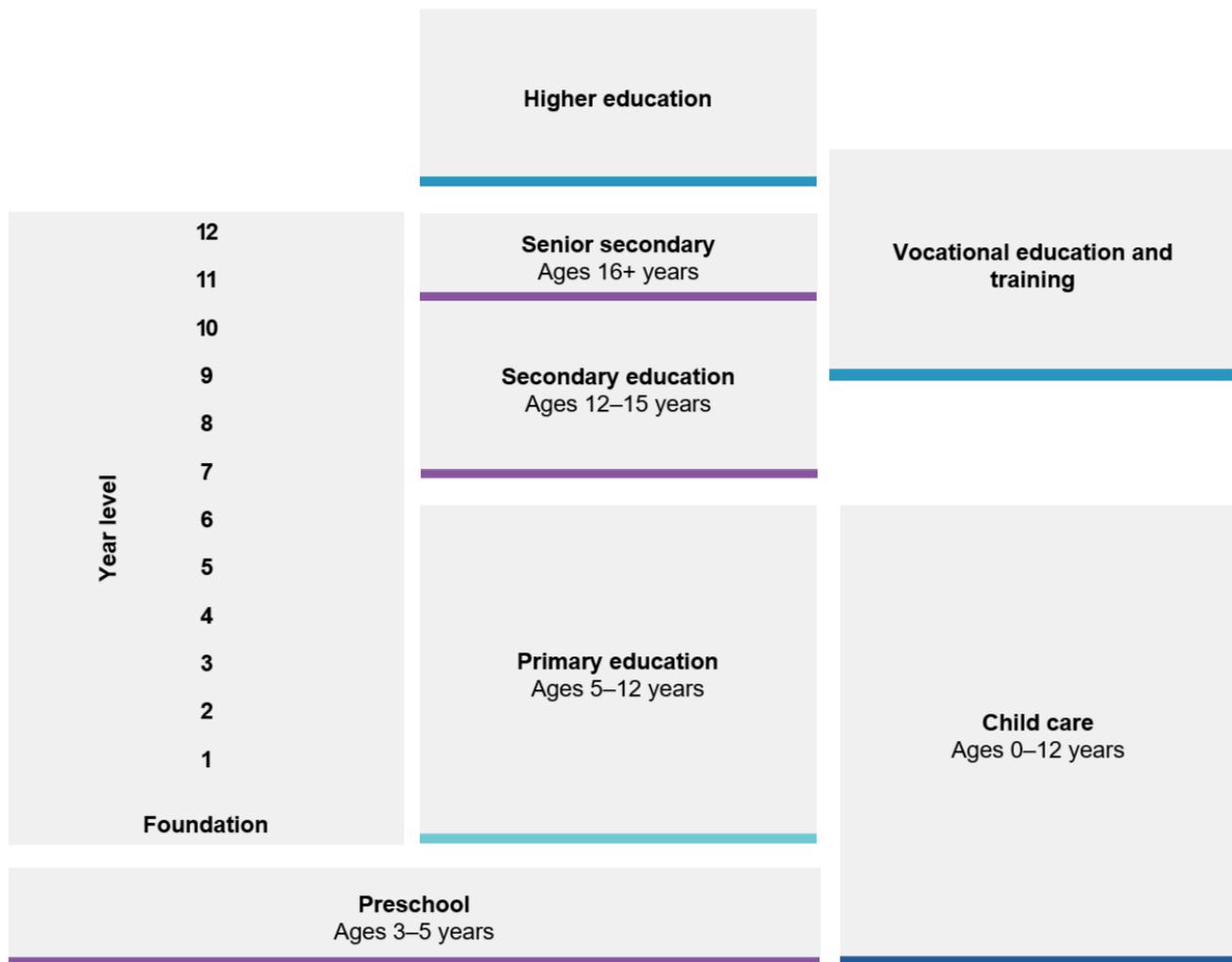
Total government recurrent expenditure for **ECEC**, **School education** and **VET** services for the latest years covered in this report was **\$120.3 billion**. For the **2023-24** financial year (the most recent financial year for which data are available across all sections) this represented around **28.4% of total government expenditure** covered in this report.

For higher education, expenditure data are not collected for this report. According to the ABS's Government Finance Statistics (GFS) report, the total operating expenditure on university education was \$37.5 billion in 2023-24 (ABS unpublished).

Flows in the sector

Formal learning is not always in a straight line from preschool to school (primary and secondary) to VET or university, as there are many learning pathways an individual could take over their lifetime (figure B.1).

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



a There are different starting ages and names for preschool (refer to section 3, table 3.1) and school education (refer to section 4, context) across jurisdictions. **b** Year 7 has been the first year of secondary schooling in all states and territories in Australia since 2022. **c** Providers can deliver qualifications in more than one sector, all subject to meeting the relevant quality assurance requirements.

Source: Australian, state and territory governments (unpublished).

Sector-wide data

This section reports on sector-wide statistics on Australia's education and training system, including participation and attainment:

- [Participation in education and training](#) – proportion of people aged 15–64 years participating in education and training.
- [Achievement of foundation skills](#) – the literacy, numeracy and digital literacy skill levels of Australian adults.

- **Attainment of qualifications** – proportion of people aged 20–64 years with qualifications at Certificate III level or above.

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

Participation in education and training

Participation in education and training is particularly important for young people.

- Nationally in 2025, **62.6%** of people aged **15–24 years** participated in education and training (81.1% of people aged 15–19 years and 45.0% of people aged 20–24 years), compared to 8.0% of people aged 25–64 years (figure B.2).

Select jurisdiction:
Aust

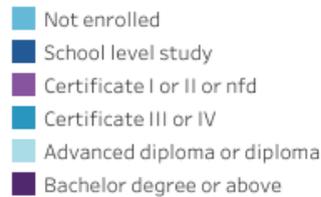
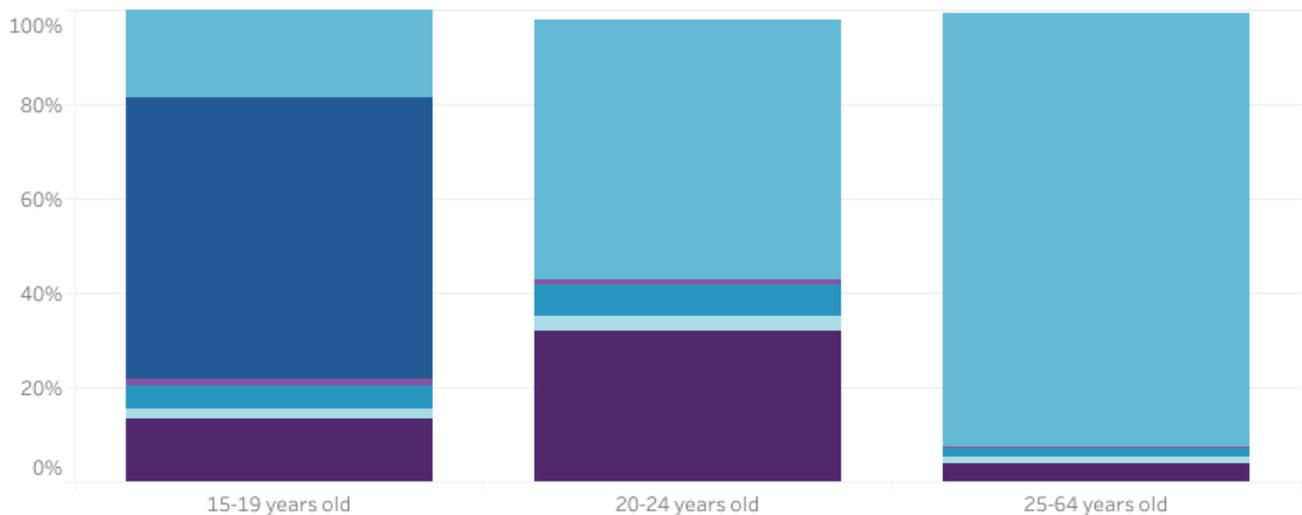


Figure B.2 Participation in education and training
By level of study, by age group, 2025, Aust (a)



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

(a) Totals may not sum to 100% due to rounding and/or unpublished data. Refer to relevant data table for caveats.

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- Nationally in 2025, **12.1%** of people aged **20–64 years** were studying towards a non-school qualification (table BA.2).

Achievement of foundation skills

Achievement of foundation skills is a proxy indicator as it measures only a subset of the skills and values needed for a productive and rewarding life. However, foundation skills including the ability to read, write and engage with technology, are a critical foundation for participating in education, training and secure work and active participation in the community.

Jobs and Skills Australia (JSA) is leading the development of a new national study on adult literacy, numeracy and digital skills with data to be considered for reporting against this indicator in future years. The first data release from the study will be from the National Survey of Adult Literacy and Numeracy Skills, due for release in 2026. More information on the project is available on the [JSA website](#).

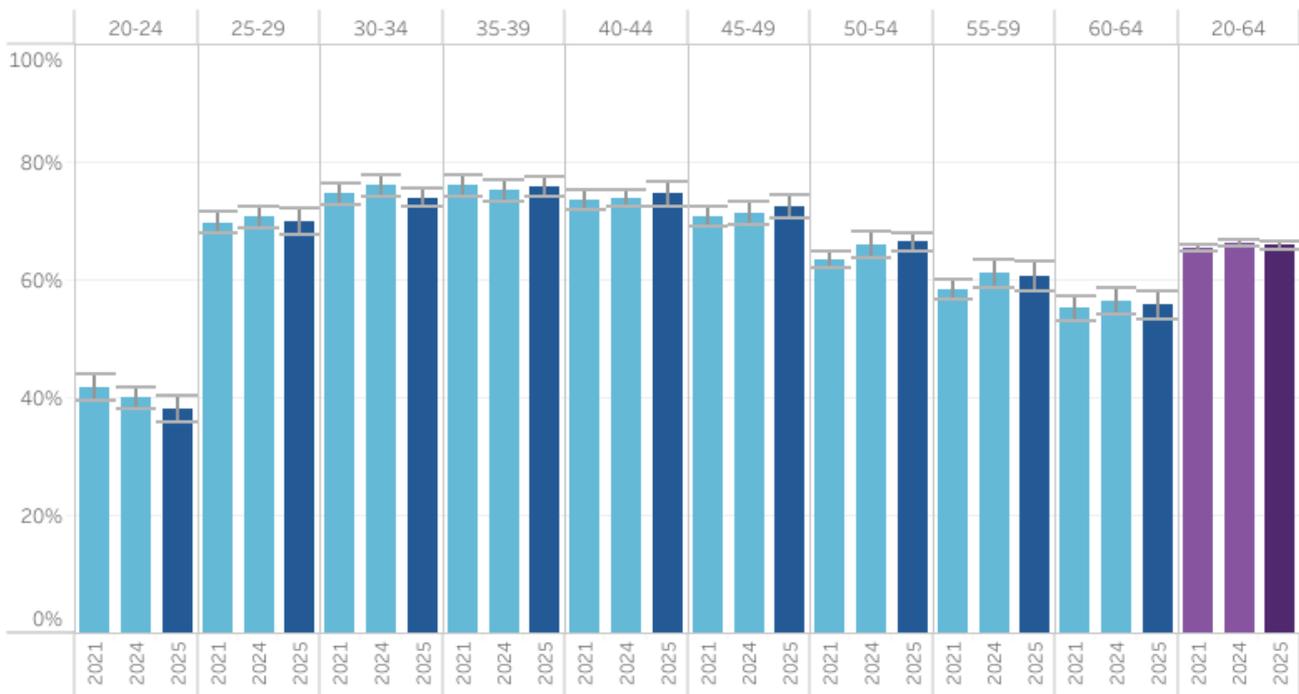
Attainment of qualifications

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

- Nationally in 2025, **65.8%** of people aged **20–64 years** had a qualification at the **Certificate III level or above** (figure B.3).

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

Figure B.3 People aged 20–64 years with qualifications at Certificate III level or above
By age group, by year, Aust



Source: table BA.3

Performance outcomes summary

A summary of the ECEC, school education and VET services performance indicator results are presented. Detailed information is in the service-specific sections.

3 Early childhood education and care

- **Over the last ten years, more children have been attending child care services that are approved by the Australian Government for financial support to eligible families.**

In 2025¹, the attendance rates at child care services were:

- over one-third (35.0%) for all children aged 0–12 years, compared to 30.7% in 2016
- higher for children aged 0–5 years at over half (50.9%), up from 42.3% in 2016.

- **Enrolments in preschool programs in the state-specific year before full-time schooling (YBFS) has fluctuated over the last several years.** The state-specific YBFS definition takes into account the preschool and school age entry provisions of each state or territory.

In 2024, of children in the state-specific YBFS:

- 90.9% were enrolled in preschool program, up from 87.4% in 2020 but down slightly from 91.0% in 2016.

- **Out-of-pocket costs for families have decreased since the CCS was introduced, particularly for lower income families.**

In 2025², the out-of-pocket costs (as a proportion of weekly disposable income) for families with gross annual income of up to \$215,000 with one child in 30 hours of child care:

- for centre based day care was, on average, 3.9% after CCS, down from 22.3% before CCS
- for family day care was, on average, 3.9% after CCS, down from 21.5% before CCS.

More information: [section 3 Early childhood education and care \(ECEC\)](#)

4 School education

- **Over the last nine years, student attendance rates in all Year levels have fallen.**

In 2025, student attendance rates for Years 1 to 10:

- were 88.8% in all schools, down from 92.5% in 2016
- decreased by a larger amount in government schools (–4.3 percentage points) compared to non-government schools (–2.7 percentage points) over the nine-year period.

- **Recent assessment results indicate that Australian student outcomes have generally remained steady:**

- Nationally, 2025 National Assessment Program – Literacy and Numeracy (NAPLAN) results were similar to the results in 2024. In 2025, the proportion of students achieving 'Exceeding' or 'Strong' proficiency levels ranged from:

- in reading – 65.1% for Year 9 students to 72.9% for Year 5 students
- in writing – 61.3% for Year 9 students to 76.4% for Year 3 students
- in numeracy – 64.1% for Year 3 students to 69.0% for Year 5 students.
- Nationally the Trends in International Mathematics and Science Study (TIMSS) 2023 results show the proportion of students who achieved at or above the national proficient standard was:
 - for the mathematical assessment – 71.9% for Year 4 students and 64.1% for Year 8 students, statistically unchanged from the 2019 results
 - for the science assessment – 83.3% for Year 4 students (significantly higher than 78.3% in 2019) and 69.8% for Year 8 students (significantly lower than 74.2% in 2019).
- **Recent assessment results from the 2024 NAP – Civics and Citizenship have fallen**
 - The proficiency standard was attained by:
 - 43% of Year 6 students, significantly lower than 53% in 2019
 - 28% of Year 10 students, significantly lower than 38% in 2019.
- **The proportion of school leavers aged 15–24 years who are fully engaged in work or study the following year has fallen in recent years.**
 - In 2025, 63.1% of school leavers were fully engaged, down from 74.6% in 2021.
 - School leavers who had completed Year 12 were more likely to be fully engaged in work or study (67.4%) than those who had completed Year 11 and below (46.3%).

More information: [section 4 School education](#)

5 Vocational education and training

- **The number of government-funded qualification completions has increased over the last four years.**
In 2024, there were about 354,700 government-funded VET qualifications completed:
 - this is equivalent to a rate of 20.0 completions per 1,000 people aged 15–64 years, up from 2020 (18.2 completions per 1,000 people)
 - 22,400 of these qualifications were completed by Aboriginal and Torres Strait Islander people (34.7 completions per 1,000 people aged 15–64 years), up from 29.6 in 2020.
- **Employer and student satisfaction with VET provide an indication of whether the national training system is meeting the needs of students, employers and industry. Over the last four years, student satisfaction has stayed the same whereas employer satisfaction has decreased.**
The proportion of:
 - government-funded 2023 VET qualification completers aged 15–64 years satisfied with the overall quality of their training was 89.5% in 2024, unchanged compared to 2020 (89.5%)
 - employers satisfied with all forms of VET engagement was 66.4% in 2023, down from 69.2% in 2019.

- **Over the last few years, more qualification completers achieved their main reason for training and had improved employment and further study outcomes.**
 - In 2024, the proportion of government-funded 2023 VET qualification completers aged 15–64 years who:
 - achieved their main reason for training was 86.4%, up from 82.2% in 2020
 - improved their employment status was 63.3%, up from 54.4% in 2020
 - were employed and/or in further study after training was 84.8%, up from 78.8% in 2020.

More information: [section 5 Vocational education and training](#)

References

ABS (Australian Bureau of Statistics) unpublished, *Government Finance Statistics, Annual*.

Footnotes

1. Data for 2025 related to Australian Government CCS approved child care services are for the March quarter.
2. More information on the changes to the Child Care Subsidy from July 2023 is available at: <https://www.education.gov.au/early-childhood/resources/changes-child-care-subsidy-fact-sheet> .

Report on Government Services 2026

PART B, SECTION 3: RELEASED ON 10 FEBRUARY 2026

3 Early childhood education and care

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

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

Data downloads

[3 ECEC services data tables \(Excel - 639.9 KB\)](#)

[3 ECEC services dataset \(CSV - 2 MB\)](#)

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

[Guide: How to find what you need in RoGS \(PDF - 812.9 KB\)](#)

Context

Objectives for ECEC services

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

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

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

Service overview

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

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

Table 3.1 Preschool programs in Australia, 2025

State/territory	Preschool program		Transition to primary school Foundation year (year prior to Year 1)	
	Program name	Age of entry – preschool program in year before full-time schooling (YBFS)	School year	Age of entry
NSW ^a	Preschool	4 years by 31 July	Kindergarten	5 years by 31 July
Vic ^b	Kindergarten	4 years by 30 April	Preparatory	5 years by 30 April
Qld	Kindergarten	4 years by 30 June	Preparatory	5 years by 30 June
WA	Kindergarten	4 years by 30 June	Pre-Primary	5 years by 30 June
SA ^c	Preschool	4 years by 1 May (Term 1) 4 years between 1 May and by 31 October (Term 3)	Reception	5 years by 1 May (Term 1) 5 years between 1 May and 31 October (Term 3)
Tas	Kindergarten	4 years by 1 January	Preparatory	5 years by 1 January
ACT	Preschool	4 years by 30 April	Kindergarten	5 years by 30 April
NT ^d	Preschool	4 years by 30 June	Transition	5 years by 30 June

a In New South Wales, all licensed children's services for under 6-year-olds (who have not commenced kindergarten) are required to offer programs that meet children's educational and developmental needs. **b** In Victoria, children aged 3 years can participate in kindergarten services in the year prior to YBFS. **c** South Australia provides early access to department funded preschool for

Aboriginal and Torres Strait Islander children or children under the Guardianship of the Minister after their third birthday. South Australia implemented a mid-year intake into preschool in Term 3 2023. Caution should be used in interpreting state-specific YBFS estimates for South Australia as the data has not been adjusted for YBFS mid-year intake enrolments. The compulsory school starting age in South Australia is 6 years at the oldest. **d** In the Northern Territory, children living in very remote areas can attend preschool from the age of 3 years. Parents may accompany their child and remain with them at each preschool session if they choose.

Source: ABS 2025; state and territory governments (unpublished).

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

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

Roles and responsibilities

The Australian, state and territory governments have different but complementary roles in ECEC. In 2023-24, the Australian Government's main roles and responsibilities included:

- paying the Child Care Subsidy (CCS),¹ which is generally paid directly to child care providers. The types of child care for which families receive subsidised care are in table 3.2
- providing funding to state and territory governments to support reforms to improve preschool participation and outcomes, through the *Preschool Reform Agreement (PRA)*
- providing operational and capital funding to some providers.

Table 3.2 Summary of ECEC service funding by Australian, state and territory governments, 2024-25

		NSW ^a	Vic ^b	Qld	WA	SA	Tas ^c	ACT ^d	NT ^e	Aust
Funded child care services, for service types:	Centre based day care	✓	✓	✓	✓	✓	✓	✗	✓	✓
	Family day care	✗	✗	✗	✓	✗	✗	✗	✓	✓

		NSW ^a	Vic ^b	Qld	WA	SA	Tas ^c	ACT ^d	NT ^e	Aust
	OSHC	✓	✗	✓	✓	✗	✗	✗	✗	✓
	In home care	✗	✗	✗	✗	✗	✗	✗	✗	✓
Funded preschool services or programs, in:	Local government or community preschools	✓	✓	✓	✓	✗	✗	✗	✓	✗
	For-profit centre based day care	✓	✓	✓	✗	✗	✗	✗	✓	✗
	Not-for-profit centre based day care	✓	✓	✓	✗	✓	✗	✓	✓	✗
	Government school	✓	✓	✓	✓	✓	✓	✓	✓	✗
	Non-government school	✓	✓	✓	✓	✓	✓	✗	✓	✗

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

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

a New South Wales subsidises early access to community preschool for 3-year-old Aboriginal and Torres Strait Islander children and 3-year-old children from low-income families. **b** In Victoria, funded 3-year-old kindergarten is available statewide from 2022. This is in addition to 3-year-old kindergarten already being available to Aboriginal and Torres Strait Islander children, and children experiencing vulnerability and disadvantage. **c** In Tasmania, some child care services may receive funding under an annual, small capital grants (minor infrastructure) program. These services are not included in this table unless they also receive recurrent funding. **d** In the Australian Capital Territory, child care services and preschool services outside the government sector may receive support through capital grants, rental subsidies, and funding through budget initiatives. These services are not included in this table unless they also receive recurrent funding. **e** The Northern Territory Government also provides funding to 3-year-old kindergarten services.

Source: Australian, state and territory governments (unpublished).

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

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

Local governments also plan, fund and deliver ECEC. But due to data limitations, the only local government data included in this section is that involving Australian, state and territory government funding and/or licensing.

1. The CCS replaced the Child Care Benefit and Child Care Rebate from 2 July 2018. The Child Care Subsidy System (CCSS) was introduced to manage the payment and administration of the CCS and is the source of the data. From 2018 service categories changed: centre based day care replaced long day care and occasional care, which were previously reported separately; and OSHC replaced outside school hours care and vacation care. Budget based funded services are no longer separately identified. [Locate Footnote 1 above](#)

Funding

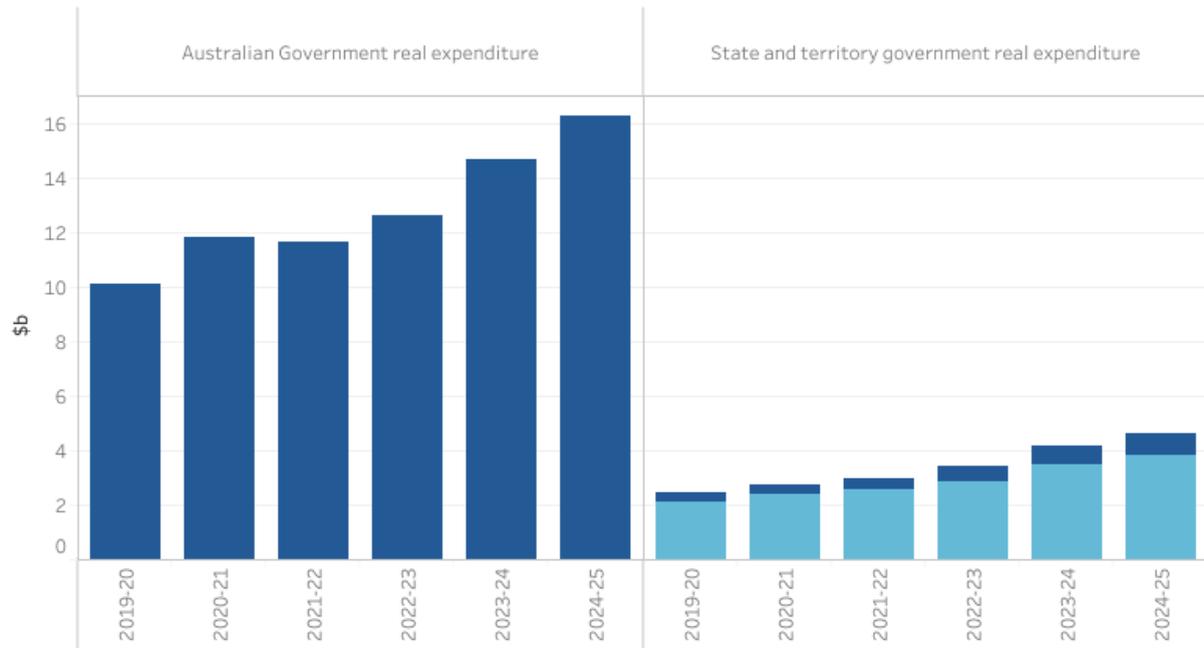
Total Australian, state and territory government recurrent and capital expenditure on ECEC services was \$20.9 billion in 2024-25, a real increase of 10.6% from 2023-24 (table 3A.1). Australian Government expenditure accounted for \$16.2 billion (77.9%) and state and territory government expenditure for \$4.6 billion. Preschool services accounted for 83.5% of state and territory government expenditure (figure 3.1).

The Australian Government provided \$466.7 million to state and territory governments in 2024-25 through the PRA (table 3A.4), which is included under state and territory government expenditure.

Select year(s):
Multiple values

Child care services
Preschool services

Figure 3.1 Recurrent and capital expenditure
Australian, state and territory government, by ECEC services (2024-25 dollars) (a)



Source: tables 3A.2 & 3A.3

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

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Size and scope

Services delivering ECEC

In the March quarter 2025, there were 15,158 Australian Government CCS approved child care services in Australia (table 3.3). Some child care services do not receive Australian Government funding, and are funded by state and territory governments only or do not receive any government funding.

Table 3.3 Australian Government CCS approved child care services
By service type, by jurisdiction, 2025

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Centre based day care %	67.9	57.0	67.8	62.3	56.6	53.5	64.3	66.5	63.6
Family day care %	2.1	2.9	2.7	1.9	1.6	1.8	1.6	2.2	2.3
Outside School Hours Care (OSHC) %	29.8	40.0	29.2	35.6	41.5	44.6	33.8	31.4	33.9
In home care %	np	0.2							
Total %	100.0								
Australian Government CCS approved child care services no.	5,386	3,710	2,865	1,489	947	271	305	185	15,158
State and territory government (only) funded child care service no.	na	-	16	2	128	10	..	1	157

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

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



In 2024, there were 13,570 ECEC services in Australia delivering preschool programs (table 3.4). Of these services, 9,261 (68.2%) were delivered from centre based day care and the remainder (31.8%) were delivered from stand-alone preschool services or preschool services attached to a school.

Table 3.4 Preschool programs

By service delivery setting and management type, by jurisdiction, 2024

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Within a preschool service	Government	%	3.6	8.2	7.8	38.0	39.1	43.4	28.8	49.8	14.6	
	Non-government	Community	%	14.4	25.8	14.7	-	0.6	-	-	-	13.5
		Private	%	0.1	0.2	-	-	-	-	-	-	0.1
		Non-government school	%	0.5	2.3	2.2	14.3	1.8	15.6	1.1	3.4	3.6
	Total	%	18.7	36.5	24.7	52.3	41.5	59.0	29.9	53.2	31.8	
Within centre based day care	Government	%	5.0	3.4	0.8	0.8	6.9	3.5	1.5	5.5	3.3	
	Non-government	%	76.3	60.0	74.5	46.9	51.6	37.5	68.6	41.4	64.9	
	Total	%	81.3	63.5	75.3	47.7	58.5	41.0	70.1	46.8	68.2	
Within a preschool service			no.	808	1,177	618	937	361	200	82	126	4,309
Within centre based day care			no.	3,523	2,047	1,885	855	509	139	192	111	9,261
All ECEC services with a preschool program			no.	4,331	3,224	2,503	1,792	870	339	274	237	13,570

Source: table 3A.7
- Nil or rounded to zero.



Children using ECEC

In the March quarter 2025, over 1.4 million children aged 0–12 years (35.0%) attended Australian Government CCS approved child care services, similar to the proportion in 2024 (table 3A.8). More than 50% of children aged 0–5 years were attending approved child care services; the highest proportion in the past 10 years. The majority of children aged 0–12 years were attending centre based care services (59.4%), followed by OSHC (40.3%) and family day care (5.0%) (table 3A.9).

In 2024, 574,939 children were enrolled in a preschool program, including programs for 3-year-olds (table 3A.10).² Of these children, 294,155 were enrolled in the state-specific YBFS (table 3A.11). The total number of enrolments indicates service activity, while the number of enrolments in the state-specific YBFS provides an estimate of the size of the cohort for whom the year of preschool is in the year before they will probably attend full-time school.

Estimated resident population for children aged 0–12 years at 31 December and children aged 3–5 years at 30 June are in tables 3A.12 and 3A.13 respectively. Population estimates for children aged in their state-specific YBFS are in table 3A.14.

2. Data reported for 3-year-olds enrolled in a preschool program may be incomplete due to different reporting arrangements in each jurisdiction. [Locate Footnote 2 above](#)

Indicator framework

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

The performance indicator framework shows which data is complete and comparable in this report. For data that is not considered directly comparable, text includes relevant caveats and supporting commentary.

[Section 1](#) discusses data comparability and completeness from a report-wide perspective. In addition to the contextual information for this service area (refer to Context tab), the report's statistical context ([Section 2](#)) contains data that may assist in interpreting the performance indicators presented in this section.

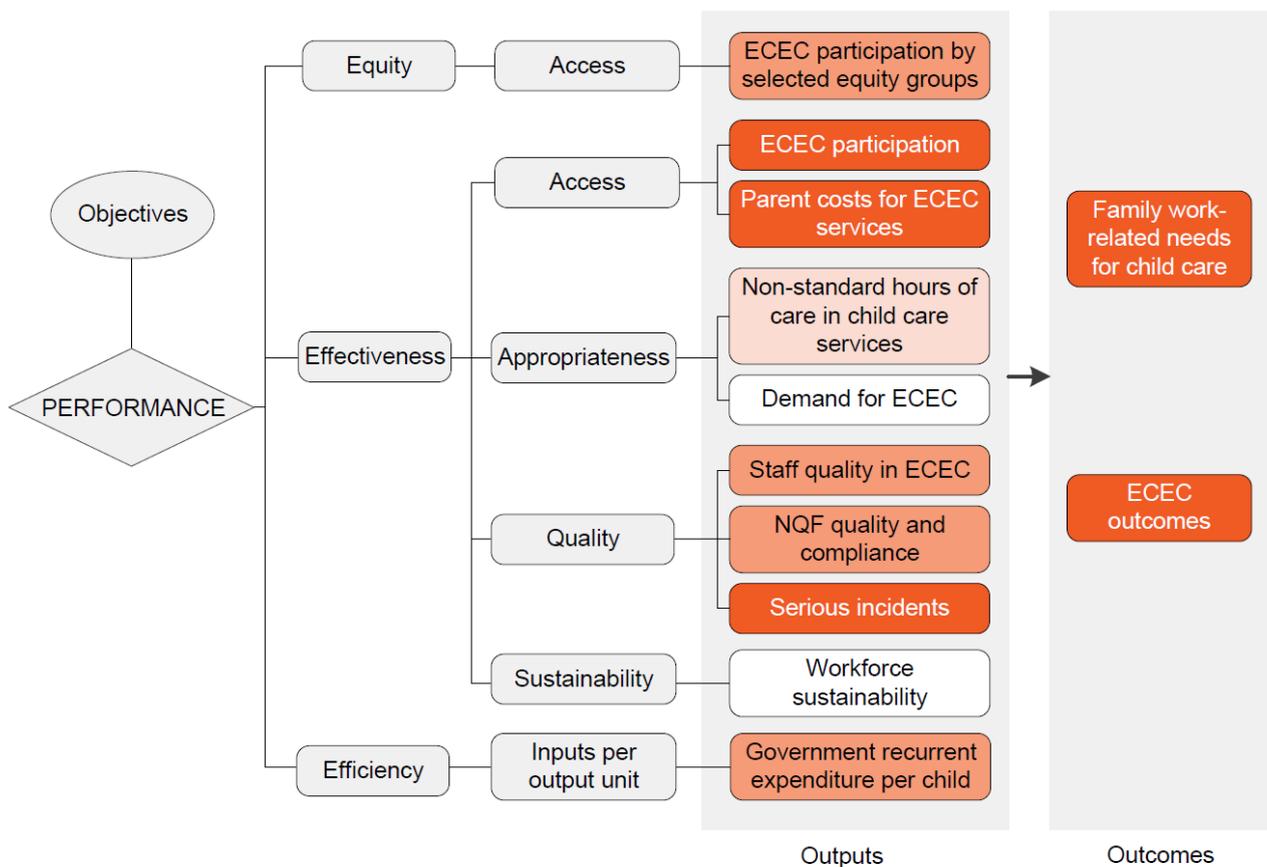
Improvements to performance reporting for ECEC services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

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

Outcomes

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



Key to indicators*

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

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

Text version of indicator framework

Performance – linked to Objectives

Outputs

- Equity – Access
 - ECEC participation by selected equity groups – most recent data for at least one measure is comparable and complete
- Effectiveness – Access
 - ECEC participation – most recent data for all measures is comparable and complete
 - Parent costs for ECEC services – most recent data for all measures is comparable and complete
- Effectiveness – Appropriateness

- Non-standard hours of care in child care services – most recent data for all measures is either not comparable and/or not complete
- Demand for ECEC – no data reported and/or no measures yet developed
- Effectiveness – Quality
 - Staff quality in ECEC – most recent data for at least one measure is comparable and complete
 - NQF quality and compliance – most recent data for at least one measure is comparable or complete
 - Serious incidents – most recent data for all measures is comparable and complete
- Effectiveness – Sustainability
 - Workforce sustainability – no data reported and/or no measures yet developed
- Efficiency – Inputs per output unit
 - Government recurrent expenditure per child – most recent data for at least one measure is comparable and complete

Outcomes

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

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

Indicator results

This section presents an overview of the ECEC services performance indicator results. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of ECEC services.

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

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

1. ECEC participation by selected equity groups

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

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

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

Selected equity groups include children:

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

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

Nationally, children from selected equity groups had lower attendance rates in child care than their representation in the community (figure 3.2a).

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

Select year(s):
Multiple values

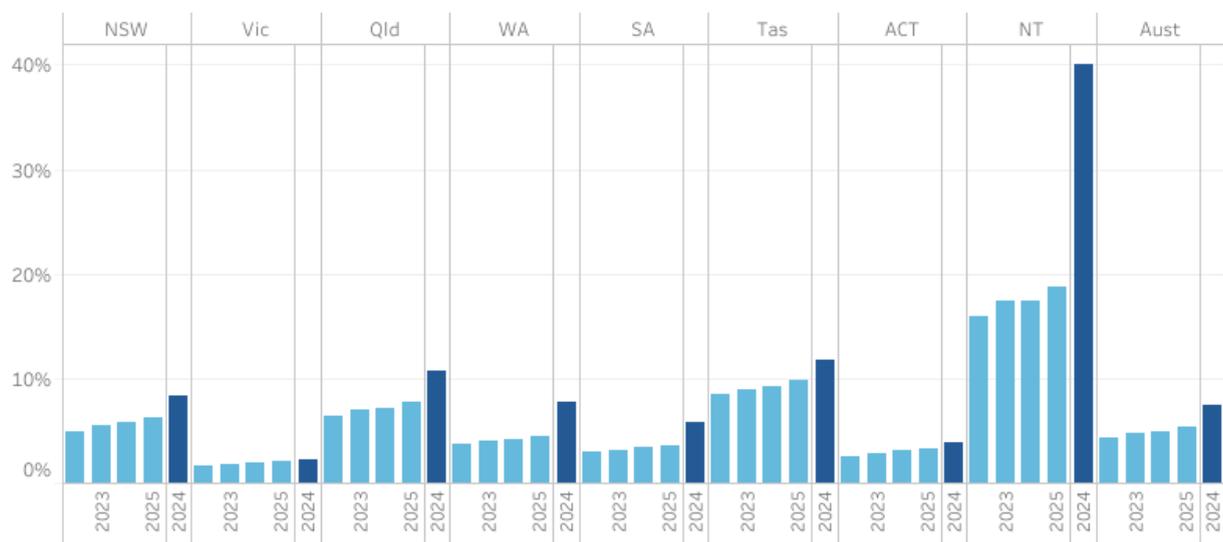
Select age group:
 0-5 years old
 6-12 years old
 0-12 years old

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

■ Proportion of children attending child care services
 ■ Representation in the community, at 30 June

Figure 3.2a Measure 1: **Children attending CCS approved child care services compared with their representation in the community**

Aboriginal and Torres Strait Islander children, 0-5 years old, by jurisdiction, by year (a), (b)



Source: table 3A.15

(a) For children from remote and very remote areas: Victorian data is nil for representation in the community and proportion of children in child care services. There are no remote or very remote areas in the ACT. (b) Refer to data tables for information on non-publication of data for individual jurisdictions.

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Nationally, preschool participation in the state-specific YBFS for children from NESB, low socio-economic areas, and children with disability was lower than the representation of children aged 4–5 years in the community. For children from regional areas participation was higher. For Aboriginal and Torres Strait Islander children, and children from remote and very remote areas, participation was similar to their representation in the community (figure 3.2b).

Data is not comparable across jurisdictions for NESB children and children with disability (comparable for all other selected equity groups).

Data is not complete for the current reporting period for NESB. All required 2024 NESB data is not available for Western Australia and the Northern Territory.

Select equity group:

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

■ Proportion of all children in preschool programs

■ Representation in the community, at 30 June

Figure 3.2b Measure 2: Children enrolled in a preschool program in the state-specific YBFS compared with children aged 4–5 years in the community

Aboriginal and Torres Strait Islander children, by jurisdiction, 2024 (a), (b)



Source: table 3A.16

(a) For children from remote and very remote areas: Victorian data is nil for representation in the community and the proportion of children in preschool programs. There are no remote or very remote areas in the ACT. (b) Refer to data tables for information on non-publication of data for individual jurisdictions.

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Nationally, preschool participation for children aged 3–5 years from selected equity groups was lower than their representation in the community, except for children from regional areas, where participation was similar to their representation in the community (table 3A.17).

2. ECEC participation

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

'ECEC participation' is defined by two measures:

- Children using child care – the proportion of children who are enrolled in Australian Government CCS approved child care services, for children aged 0–5, 6–12 and 0–12 years

- Preschool program participation – the proportion of children who are enrolled in a preschool program in the state-specific YBFS.

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

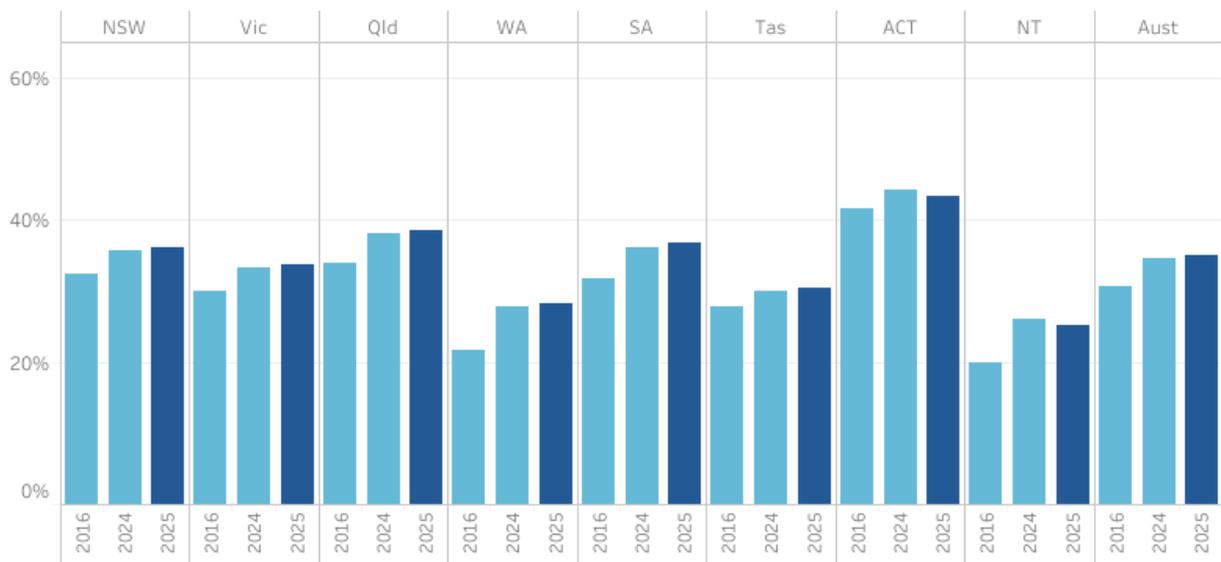
Nationally in the March quarter 2025, 35.0% of children aged 0–12 years attended Australian Government CCS approved child care, up from 30.7% in 2016. In 2025, attendance by children aged 0–5 years was 50.9% compared with 22.5% of children aged 6–12 years (figure 3.3a).

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

Select year(s):
Multiple values

Select age group:
○ 0-5 years old
○ 6-12 years old
● 0-12 years old

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



Source: table 3A.8

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Nationally in 2025, average hours of attendance per child was 34.1 hours per week for centre based day care and 25.6 hours per week for family day care, but considerably less for OSHC at 10.1 hours per week (table 3A.18).

Nationally in 2024, 90.9% of children were enrolled in a preschool program in the state-specific YBFS, similar to 89.2% in 2023 (figure 3.3b).

To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period or be absent due to illness or extended holiday leave and expected to return.

State and territory data is based on the location of the child's residence.

In 2024, Aboriginal and Torres Strait Islander children had a higher enrolment rate in a preschool program in the state-specific YBFS (93.8%) compared to all children (90.9%) (tables 3A.11 and 3A.19). The majority of all children and Aboriginal and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS were enrolled for at least 15 hours per week (97.3% and 97.4%, respectively) (tables 3A.20–21).

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

Select year(s):
Multiple values

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

Figure 3.3b Measure 2: Proportion of children enrolled in a preschool program in the state-specific YBFS
By sector, by jurisdiction, by year (a)



Source: table 3A.11

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

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3. Parent costs for ECEC services

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

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

- Child care service costs – the median weekly cost for 50 hours of Australian Government CCS approved centre based day care and family day care. Costs are before the reduction due to the CCS.

- Child care costs as a proportion of weekly disposable income – the proportion of weekly disposable income that families spend on centre based day care and family day care before and after the payment of child care subsidies, for families with two income earners with a 60:40 income split and gross annual income of between \$35,000 and \$555,000. This proportion is reported for families with one child or two children (aged 5 years or under) attending centre based day care or family day care for 30 hours.
- Preschool program costs – the median hourly cost of a preschool program (after subsidies) per child enrolled aged 4–5 years.

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

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

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

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

The median weekly cost for 50 hours of care in 2025 was higher for centre based day care (\$711) than for family day care (\$660) (figure 3.4a). Median weekly costs differ across remoteness areas. In 2025, the median weekly cost of centre based day care in major cities and inner regional areas (\$714) was higher than in outer regional and remote areas (\$683) (table 3A.22).

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

Select year:
2025

■ Centre based day care
■ Family day care

Figure 3.4a Measure 1: Median weekly cost of 50 hours of Australian Government CCS approved child care services

By selected service type, by jurisdiction, 2025 (\$/week, 2024-25 dollars)



Source: table 3A.22

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From July 2023, there were changes made to the child care subsidy to further reduce the out-of-pocket costs for families with one child in 30 hours of child care for all family income categories (AGSA 2025). These reductions were further expanded for families with more than one child aged 5 years or under. Compared to previous years, the subsidies had a greater impact (as a proportion of family income) for lower income families, reducing the variation in the out-of-pocket child care costs across income categories (table 3A.23).

Nationally in the March quarter 2025, after subsidies, the out-of-pocket costs for families with one child in 30 hours of child care, as a proportion of weekly disposable income in centre based day care was similar to 2024, and a decrease across all income categories compared to the same quarter in 2023 (figure 3.4b). In the March quarter 2025, out-of-pocket costs increased for families accessing family day care in almost all income categories compared to 2024, but decreased across all income categories compared to 2023 (table 3A.23).

Nationally in the March quarter 2025, after subsidies, the out-of-pocket costs for families with two children (aged 5 years or under) in 30 hours of child care, as a proportion of weekly disposable income, were similar in centre based day care and family day care (table 3A.23).

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

Select year:

2025

Select family income:

\$75,000

Select service type:

- Centre based day care
- Family day care

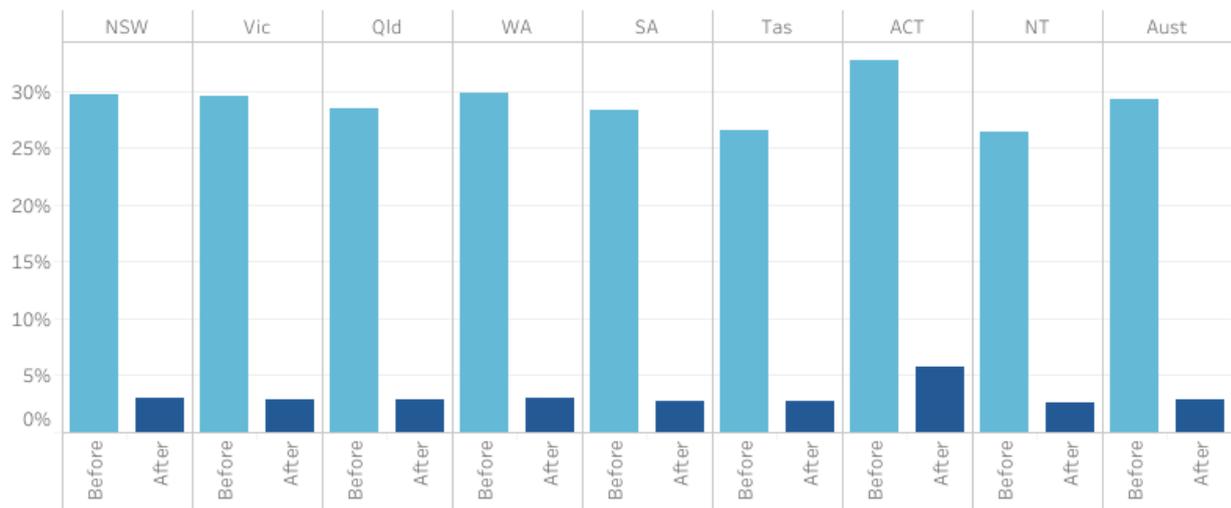
Select number of children in care:

- One child in care
- Two children (aged 5 years or under) in care

■ Before Child Care Subsidy■ After Child Care Subsidy

Figure 3.4b Measure 2: Out-of-pocket costs of child care for families with one child or two children (aged 5 years or under) in 30 hours child care, as a proportion of weekly disposable income

One child in care, gross annual family income of \$75,000, by jurisdiction, 2025 (a), (b)



Source: table 3A.23

(a) For years prior to 2023, data is not available for gross annual family income levels at \$235,000 and above. (b) For years prior to 2024, data is not available for gross annual family income levels at \$315,000 and above, or two children (aged 5 years or under) in care.

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Nationally, the median cost per hour for a preschool program (after subsidies) per child was \$1.83 in 2024, down from \$2.00 in 2023 (figure 3.4c). Median hourly costs differ across remoteness areas. In 2024, the median hourly cost of preschool programs (after subsidies) in major cities was \$2.22, compared to \$1.27 in inner and outer regional areas (table 3A.25).

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

Select year(s):
Multiple values

- Select sector:
- Preschool program within a preschool service
 - Preschool program within Centre Based Day Care
 - All with a preschool program

Figure 3.4c Measure 3: Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4-5 years (2023-24 dollars)

All with a preschool program, by jurisdiction, by year



Source: table 3A.24



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

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

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

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

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

In the March quarter 2025, 43.9% of all CCS approved child care services provided non-standard hours of care, with 42.5% providing care before 7am on weekdays. In this quarter, 69.2% of in home care services provided non-standard hours of care, followed by family day care (57.3%), OSHC

(44.7%) and 43.0% of centre based day care services (table 3.5). This is an increase across all service types since 2020.

■ Data is comparable (subject to caveats) across jurisdictions, but not comparable with earlier years data under the Child Care Management System (CCMS).

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

Select year:

2025

Table 3.5 Proportion of Australian Government CCS approved child care services that are available during non-standard hours

By service type, by jurisdiction, 2025 (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Centre based day care %	16.8	53.2	76.6	56.2	59.4	25.9	7.8	18.8	43.0
Family day care %	50.0	60.2	63.2	48.3	86.7	60.0	60.0	na	57.3
OSHC %	36.9	35.3	74.5	59.0	45.7	14.8	5.6	28.0	44.7
In home care %	60.0	80.0	85.7	100.0	33.3	na	na	na	69.2
Total services %	23.4	46.7	75.6	57.1	54.4	22.4	8.0	21.2	43.9

Source: table 3A.26

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

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

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5. Demand for ECEC

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

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

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

An increasing proportion of families or parents with expressed need for additional ECEC may suggest that additional services are required.

Data is no longer available for reporting against this indicator. Previous data reported for this indicator is available in older editions of the report.

6. Staff quality in ECEC

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

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

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

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

In 2024, 75.0% of the 209,433 paid primary contact staff employed by Australian Government CCS approved child care services had a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience (figure 3.5a). Of all paid primary contact staff, 10.7% held a Bachelor degree or above, 33.9% held a Diploma or Advanced Diploma, and 24.0% held a Certificate III or IV (table 3A.27). Although the number of primary contact staff has increased since 2013, the proportion of primary contact staff with a relevant formal qualification at or above Certificate level III has declined from 74.1% in 2013 to 68.6% in 2024.

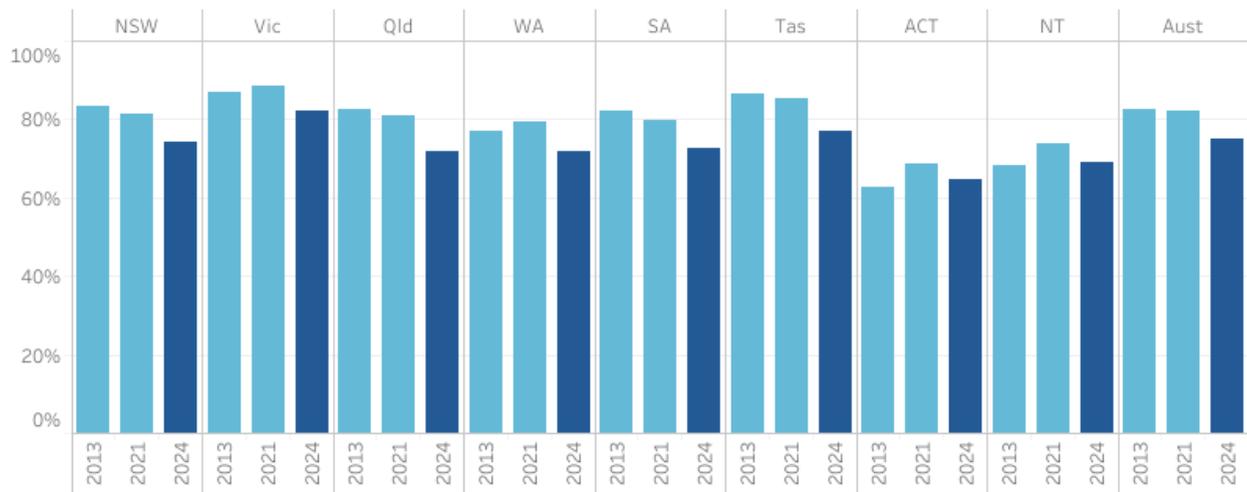
- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year(s):

Multiple values

Figure 3.5a Measure 1: **Paid contact staff employed by Australian Government CCS approved child care services, With a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience**

By jurisdiction, by year



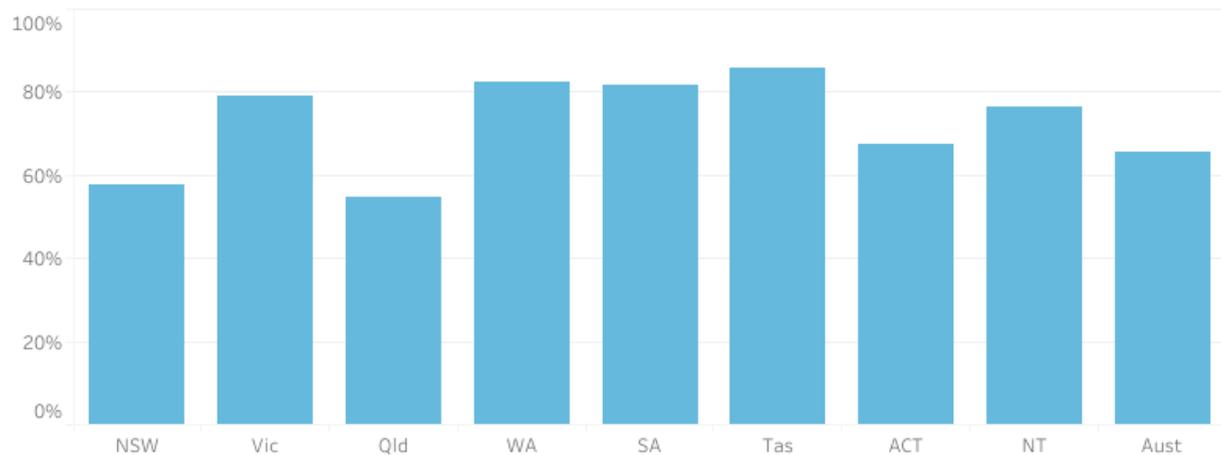
Source: table 3A.27

In 2024, 65.5% of the 27,406 teachers delivering preschool programs were at least three-year university trained and early childhood qualified (figure 3.5b). Over half (51.0%) of teachers delivering preschool programs were four-year university trained or above and early childhood qualified (table 3A.28).

- Data is not comparable across jurisdictions, but is comparable (subject to caveats) within jurisdictions over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year:
2024

Figure 3.5b Measure 2: **Teachers delivering preschool programs**
Total with at least three-year university trained and early childhood qualified, by jurisdiction, 2024



Source: table 3A.28

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7. NQF quality and compliance

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

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

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

Services receive an overall rating of Meeting NQS if they are rated as Meeting or Exceeding NQS in all seven quality areas. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7. The Excellent rating can only be awarded by the Australian Children's Education and Care Quality Authority (ACECQA), on application by the Approved Provider (ACECQA 2023). The 'Explanatory material' tab includes further information on NQS achievement.

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

- Confirmed breaches – defined as the number of confirmed breaches by NQF approved services, per 100 NQF approved services.
A confirmed breach is when a regulatory authority finds that a provider, nominated supervisor or family day care educator has failed to abide by relevant legislation, regulations or conditions at an

NQF approved service.

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

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

The majority of ECEC services are approved and regulated under the NQF, including child care services (centre based day care, family day care, vacation care and OSHC) and preschool services. As at 30 June 2025, there were 18,018 NQF approved ECEC services nationally – up from 17,705 in 2024 (table 3A.29). Some ECEC services are licensed and/or registered to operate by state and territory governments, but are not approved under the NQF, including occasional care and mobile preschools (state and territory governments, unpublished).

At 30 June 2025, 92.8% of NQF approved services had received a quality rating, with 24.5% of services assessed or reassessed in the previous 12 months (table 3A.29). Overall, 93.0% of centre based day care services and 84.5% of family day care services have received a quality rating.

At 30 June 2025, of the NQF approved services that had been rated, 91.0% achieved the NQS (70.4% met, 20.4% exceeded, and 0.2% were excellent) – up from 90.0% in the previous 12 months (figure 3.6).

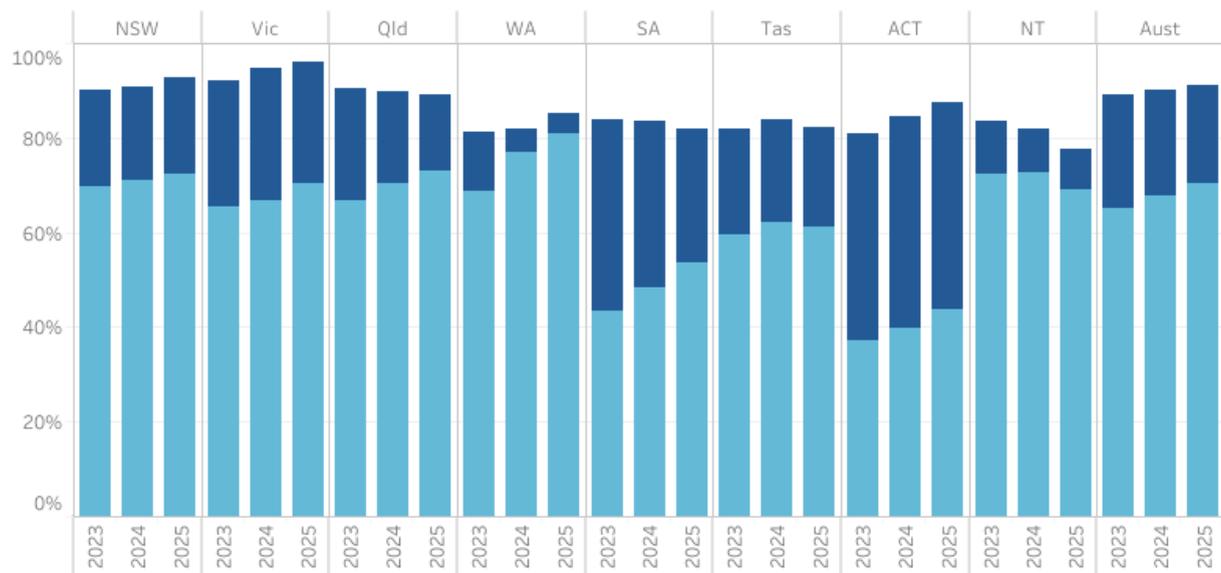
■ Data is comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):
Multiple values

■ Exceeding NQS (including Excellent)
■ Meeting NQS

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



Source: table 3A.30

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In 2025, the proportion of NQF approved services with a rating level that achieved the NQS was highest for quality areas 6 (Collaborative partnerships with families and communities – 98.6%), 5 (relationships with children – 98.0%), 4 (staffing arrangements – 97.9%) and 3 (physical environment – 97.5%). The quality areas with the lowest proportion of services that achieved the NQS were quality area 1 (educational program and practice – 94.1%) and 7 (governance and leadership – 94.0%) (table 3A.31).

Nationally in 2024-25, there were 222.2 confirmed breaches per 100 NQF approved services, up from 200.8 in the previous year. The highest rate was for family day care (460.9 breaches per 100 services), followed by centre based day care services with 278.7 breaches (table 3.6a).

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

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

Measure 2: Rate of confirmed breaches per 100 NQF approved services

By year

Select year(s) (applies to both tables):

Multiple values

Select jurisdiction (applies to table 3.6b):

NSW

Table 3.6a *National* (a)

	2016-17	2023-24	2024-25
Centre based day care		254.0	278.7
Vacation care		2.9	2.1
OSHC		129.5	144.8
Other care		0.7	2.9
Preschool		56.1	69.7
Family day care		488.7	460.9
All service types	97.9	200.8	222.2

Source: table 3A.32

Table 3.6b *NSW* (a)

	2016-17	2023-24	2024-25
Centre based day care		373.0	359.5
Vacation care		5.1	2.5
OSHC		197.7	186.8
Other care		-	-
Preschool		115.2	97.9
Family day care		1,232.8	981.3
All service types	71.0	325.3	307.0

Source: table 3A.32

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

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

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8. Serious incidents

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

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

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

Serious incidents includes any incidents: involving the death of a child; involving serious injury or trauma to, or illness of, a child; where the attendance of emergency services was sought (or ought reasonably to have been sought); and where a child has been locked in or out, removed from the premises in

contravention of regulations, or is unaccounted for. More information on 'serious incidents' is in the 'Explanatory material' tab.

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

Nationally in 2024-25, there were 159.8 serious incidents per 100 NQF approved services, up from 148.1 in 2023-24 (figure 3.7). The majority of incidents involved serious injury or trauma to, or illness of, a child (77.7% of all serious incidents) followed by incidents where the attendance of emergency services was sought (or ought reasonably to have been sought) (11.5%) (table 3A.33).

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

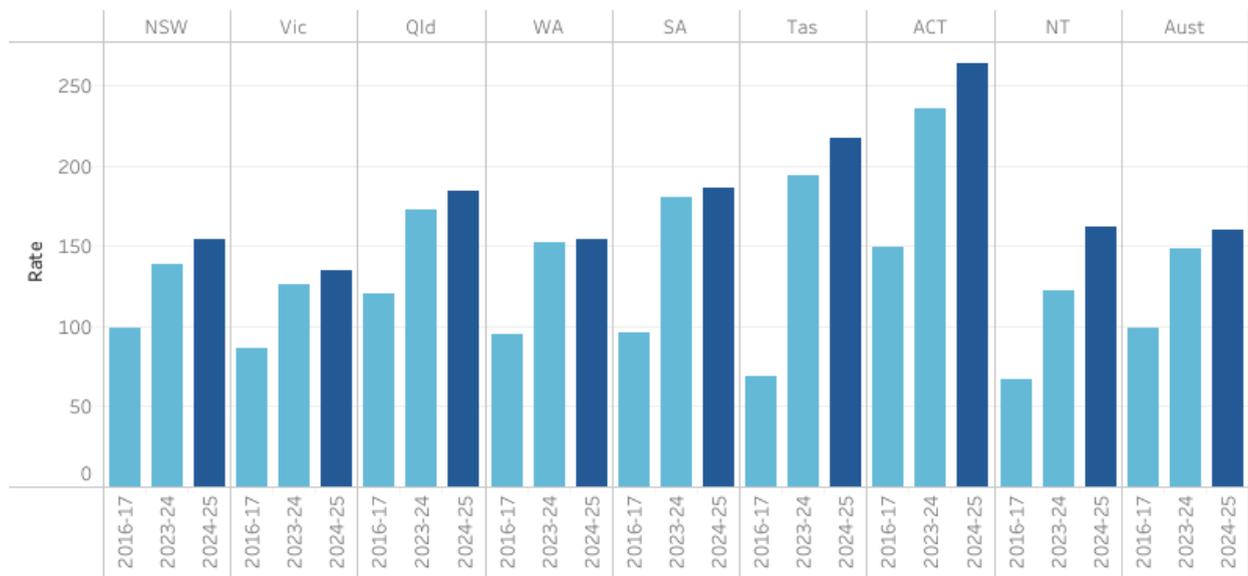
■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

Select service type:

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

Figure 3.7 Rate of serious incidents per 100 NQF approved services
All service types, by jurisdiction, by year (a)



Source: table 3A.33

(a) In 2023-24, there were no serious incidents in Other care across all jurisdictions, vacation care in Queensland, WA, Tasmania and the NT, or in Family day care in the NT. Preschool services in Tasmania are not covered by the NQF.

9. Workforce sustainability

'Workforce sustainability' is an indicator of governments' objective to provide sustainable ECEC services.

ECEC workforce sustainability relates to the capacity of the workforce to meet current and projected service demand. These measures are not a substitute for comprehensive workforce analysis that considers training, migration, emerging work patterns and future demand. However, they can indicate the need for workforce planning for ECEC services.

A measure of workforce sustainability for ECEC is the attrition rate of ECEC workers. A low or decreasing rate of workforce attrition is desirable.

Data is not available for reporting attrition for ECEC workers.

Further measures of ECEC workforce sustainability are currently under development for reporting in the future.

Some data that provides context for workforce sustainability measures includes:

- the number of registered early childhood teachers (table 3A.34). New South Wales (since 2016), Victoria (since 2015), Western Australia (since 2012) and South Australia (since 1973) require all early childhood teachers to be registered. The Australian Capital Territory commenced voluntary early childhood teacher registration in 2024 and Queensland, Tasmania and the Northern Territory are planning to commence in the coming years
- the number and proportion of paid contact staff with and without ECEC qualifications (table 3A.35). Nationally in 2024, most (87.8%) paid contact staff working at centre based day care had an ECEC-related qualification. A higher proportion of paid contact staff working in preschool services had a bachelor degree or above (41.4%) than in all child care services (11.9%)
- the age profile of child care and preschool staff and the years of experience of ECEC workers. Nationally in 2024, most (68.1%) staff working in preschool services were aged over 40 years (table 3A.36). In 2024, 68.2% of paid contact staff with an ECEC qualification working in preschool services and 41.2% of paid contact staff working in child care services had more than seven years experience (table 3A.37)
- ECEC services with a staffing waiver (table 3A.38)
- enrolments in ECEC-related higher education and VET courses (tables 3A.39–40).

10. Government recurrent expenditure per child

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

Government recurrent expenditure per child is defined by two measures:

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

Efficiency data should be interpreted with care because:

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

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

In 2024-25, combined Australian Government and state and territory government real recurrent expenditure on ECEC services per child in ECEC was \$12,794, up from \$11,815 (8.3%) in 2023-24 (figure 3.8a).

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

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

Select year(s):

Multiple values

NSW Vic Qld WA SA Tas ACT NT Aust

Figure 3.8a Measure 1: Australian, state and territory recurrent government expenditure on ECEC services per child

By jurisdiction, by year (2024-25 dollars)



Source: table 3A.41

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Contextual data on the combined government recurrent expenditure on ECEC per child aged 0–12 years in the community is in table 3A.42.

Australian Government real recurrent expenditure per child attending CCS approved child care services was \$11,246 in 2024-25, up from \$10,306 (9.1%) in 2023-24 (figure 3.8b).

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

Select year(s):

Multiple values

Figure 3.8b Measure 2: Australian Government recurrent expenditure on child care services per child aged 0-12 years attending CCS approved child care services
By jurisdiction, by year (2024-25 dollars)



Source: table 3A.43

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11. Family work-related needs for child care

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

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

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

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

Of the 205,900 people aged 15 years or over who in 2025 reported that they were not in the labour force due to caring for children, 29.7% reported this was due to a child care service-related reason (figure 3.9). This is a decrease from 35.3% in 2016.

Nationally in 2025, the most common child care service-related reason provided for not being in the labour force was the cost of child care (24.0%). The most common non-child care service related reason was a preference to look after children (26.9%) or children were 'too young or too old' for child care services (18.5%) (table 3A.44).

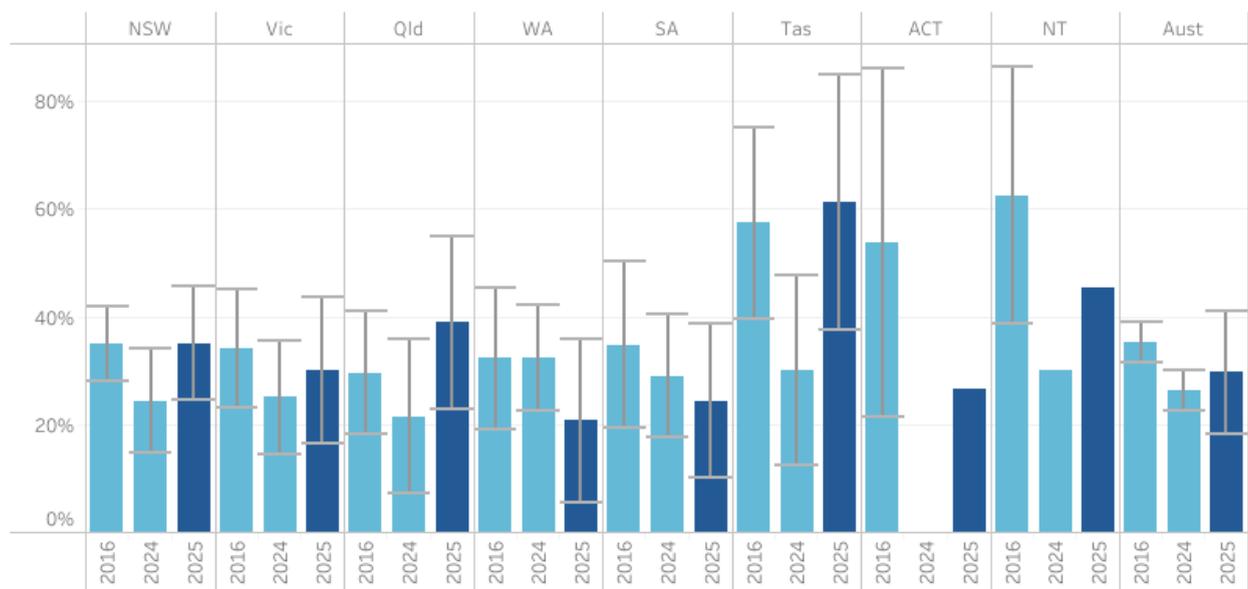
■ Data is comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):

Multiple values

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



Source: table 3A.44

(a) Refer to data tables for information on non-publication of data for individual jurisdictions.

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12. ECEC outcomes

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

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

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

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

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

In 2024, 23.5% of children in their first year of full-time schooling were developmentally vulnerable on one or more domains – slightly higher than in previous years. Children who received some ECEC were less likely to be developmentally vulnerable on one or more domains (21.8% in 2024), compared to children who did not receive any ECEC (44.0% in 2024), both higher than in previous years (figure 3.10).

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

Select year:
2024

- Received some ECEC
- Did not receive any ECEC
- Unknown ECEC experience
- All children

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

By ECEC experience, by jurisdiction, 2024



Source: table 3A.45



Aboriginal and Torres Strait Islander data

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

Further information on the historical and ongoing context for Aboriginal and Torres Strait Islander people is available on the [Closing the Gap Information Repository website – Target 3](#)

ECEC services data disaggregated for Aboriginal and Torres Strait Islander people

Table number	Table title
Performance indicator data	
Table 3A.13	Estimated resident population (ERP) at 30 June, children aged 3–5 years

Table number	Table title
Table 3A.14	Population estimates, children aged in their state-specific Year Before Full-time Schooling (YBFS)
Table 3A.15	Proportion of children attending Australian Government CCS approved child care services who are from selected equity groups, compared with their representation in the community
Table 3A.16	Proportion of children enrolled in a preschool program in the state-specific YBFS who are from selected equity groups compared with the representation of children aged 4–5 years in the community
Table 3A.17	Proportion of children enrolled in a preschool program aged 3–5 years who are from selected equity groups, compared with their representation in the community
Table 3A.19	Aboriginal and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS, by remoteness
Table 3A.21	Aboriginal and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS, by weekly hours

Explanatory material

Key terms

Terms	Definition
Capital expenditure	Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.
Centre based day care	An education and care service other than a family day care service which includes most long day care, preschool and OSHC services that are delivered at a centre.
Children from low-income families	Children in families with gross income (excluding Family Tax Benefit) of less than the annual income threshold for receiving the maximum rate of CCS.
Children from non-English speaking backgrounds (NESB)	Children living in situations where the main language spoken at home is not English.

Terms	Definition
Children with disability	A child that has a need for additional assistance in any of the following areas (learning and applying knowledge; education; communication; mobility; self-care; interpersonal interactions and relationships; other- including general tasks, domestic life, community and social life) compared to children of a similar age, that is related to underlying long term health condition or disability (long term is longer than six months).
Family day care	Services providing small group ECEC services for children in the home environment of a registered carer. Family day care is primarily aimed at children aged 0–5 years, but primary school children may also receive the service before and after school, and during school holidays. Staff work in partnership with scheme management and coordination unit staff.
Formal child care	Organised education and care provided by a person other than the child's parent or guardian, usually outside of the child's home – includes long day care, family day care, OSHC, vacation care, occasional care (excluding babysitting), other care and in home care.
Formal qualifications	Early childhood-related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work).
In home care	Education and care service provided by an approved carer in the child's home. Families eligible for in home care include those where the parent(s) or child has an illness or disability, those in regional or remote areas, those where the parents are working shift work or non-standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home.
Long day care	Services aimed primarily at children aged 0–5 years that are provided in a centre, usually by a mix of qualified and other staff. Educational, care and recreational programs are provided based on the developmental needs, interests and experience of each child. In some jurisdictions, primary school children may also receive care before and after school, and during school vacations. Some long day care centres may also provide preschool and kindergarten services (i.e. a preschool program) and OSHC (refer to relevant definitions). Long day care services may operate from stand-alone or shared premises, including on school grounds.
National Quality Framework (NQF)	<p>The NQF came into effect from 1 January 2012 and is a national system jointly governed by the Australian Government and state and territory governments. It aims to raise quality and enable continuous improvement in ECEC through:</p> <ul style="list-style-type: none"> • an applied law system, comprising the <i>Education and Care Services National Law</i> and the Education and Care Services National Regulations • the NQS – which sets a national benchmark for the quality of services in seven key quality areas

Terms	Definition
	<p>an assessment and quality rating process</p> <p>national approved learning frameworks</p> <p>a regulatory authority in each state and territory responsible for the approval, monitoring and quality assessment of services in their state or territory</p> <p>a national body – ACECQA, which guides the implementation of the NQF and works with regulatory authorities (ACECQA 2023).</p>
NQF approved services	<p>Under the NQF, an approved provider must apply for and be granted a service approval for each education and care service it wants to operate. There are two types of approved services under the NQF: centre based care services and family day care services.</p> <p>NQF approved services are rated against the NQS. Under the NQS, a service’s overall quality rating is based on:</p> <p>40 elements, which are assessed as Met or Not Met</p> <p>15 standards, which are rated on the four point scale below</p> <p>Seven quality areas, which are also rated on the four point scale below.</p> <p>Standards, quality areas and the overall quality rating are assessed on a four point scale:</p>
National Quality Standard (NQS) achievement	<p>Exceeding NQS</p> <p>Meeting NQS</p> <p>Working Towards NQS</p> <p>Significant Improvement Required.</p> <p>In addition, a provider with a service that has an overall rating of Exceeding NQS, as well as a rating of Exceeding NQS in all seven quality areas, may choose to apply to ACECQA to be assessed for the Excellent rating.</p> <p>The current version of the NQS commenced in all states and territories on 1 February 2018. Prior to this, a service’s overall quality rating was based on 58 elements across 18 standards and seven quality areas.</p>
Non-standard hours of care	<p>Defined by service type as:</p>

Terms	Definition
	<p>long day care – service operates before 7 am or after 6.30 pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet one of these three criteria)</p>
	<p>family day care – service operates before 7 am, or after 6.30 pm on any day Monday to Friday or overnight or on weekends (to be considered a service offering non-standard hours of care only need to meet one of these four criteria)</p>
	<p>vacation care – service operates before 7 am or after 6.30 pm on any day Monday to Friday (to be considered a service offering non-standard hours of care only need to meet one of these two criteria)</p>
	<p>OSHC – service operates before 7 am (before school) or after 6.30 pm (after school) on any day Monday to Friday (to be considered a service offering non-standard hours of care only need to meet one of these two criteria)</p>
	<p>occasional care – service operates before 7 am or after 6.30 pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet one of these three criteria)</p>
	<p>other – service operates before 7 am or after 6.30 pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet one of these three criteria).</p>
<p>Occasional care</p>	<p>Services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full-time parenting. These services provide developmental education and care activities for children, and are primarily aimed at children aged 0–5 years. Centres providing these services usually employ a mix of qualified and other staff.</p>
<p>Other care</p>	<p>A child care service type in this report that does not meet any of the other child care service type definitions. It may include services which support children with additional needs or in particular situations (including Aboriginal and Torres Strait Islander children, children from NESB, children with disability or of parents with disability, and children living in regional and remote areas). Other care services may include 3-year-old preschool (or kindergarten) services (which do not meet the preschool service definition because they are not delivered by a qualified teacher), mobile services, playschools and nannies. Usage of other care services is reported only for state and territory government funded services (i.e. non-CCS approved services).</p>
<p>Outside school hours care (OSHC)</p>	<p>Services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. OSHC may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.</p>

Terms	Definition
Preschool program	A preschool program is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded and/or privately provided. Preschool programs are often referred to by other terms such as early childhood education, early learning or kindergarten.
Preschool services	Services which deliver a preschool program. The preschool service type can be delivered from a range of service settings. Service settings include stand-alone preschools or kindergartens, preschools attached to a school and other service centres, such as long day care centres.
Primary contact staff	Staff whose primary function is to provide child care and/or preschool services to children.
Qualified teacher	A degree qualified early childhood teacher who meets the requirements of the NQF. The ACECQA publishes a list of approved and former approved early childhood teaching qualifications.
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments were made using the General Government Final Consumption Expenditure price deflator and expressed in terms of final year prices.
Recurrent expenditure	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).
Regional and remote areas	Regional and remote areas refer to remoteness areas based on the ABS' Australian Statistical Geography Standard. The criteria for remoteness areas are based on the Accessibility/Remoteness Index of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes. Regional areas includes 'inner regional' and 'outer regional' areas. Remote areas includes 'remote' and 'very remote' areas.
Selected equity groups	An identifiable group within the general population who can have special difficulty accessing services. Selected equity groups for which data are reported in this section include: children from NESB; Aboriginal and Torres Strait Islander children; children from low-income families (CCS approved child care services only); children with disability; and children from regional or remote areas.
Serious incidents	<p>For the purposes of the <i>Education and Care Services National Law</i>, the following are prescribed as serious incidents:</p> <p>a. the death of a child:</p> <ul style="list-style-type: none"> while that child is being educated and cared for by an education and care service following an incident occurring while that child was being educated and cared for by an education and care service

Terms	Definition
	<p>b. any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service:</p> <p style="padding-left: 40px;">which a reasonable person would consider required urgent medical attention from a registered medical practitioner</p> <p style="padding-left: 40px;">for which the child attended, or ought reasonably to have attended, a hospital;</p> <p style="padding-left: 40px;">Example: broken limb.</p>
	<p>c. any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital</p> <p style="padding-left: 40px;">Example: Severe asthma attack, seizure or anaphylaxis reaction.</p>
	<p>d. any incident for which emergency services attended</p>
	<p>e. any circumstance where a child being educated and cared for by an education and care service:</p> <p style="padding-left: 40px;">appears to be missing or cannot be accounted for</p> <p style="padding-left: 40px;">appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations</p> <p style="padding-left: 40px;">is mistakenly locked in or locked out of the education and care service premises or any part of the premises.</p>
Service	<p>A service refers to an individual location or establishment providing an ECEC service or services. One service (i.e. location or establishment) may provide more than one ECEC service type, i.e. provide a long day care service and preschool service, or two child care service types.</p>
Service type	<p>Refers to the following categories of ECEC services: long day care; family day care; OSHC; before/after school care; vacation care; occasional care; in home care, and; other care preschool services.</p>
Standard hours of care	<p>Defined by service type as:</p> <p>long day care – service opens at 7 am or later and closes at 6.30 pm or earlier every day Monday to Friday (does not operate on weekends)</p> <p>family day care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends or overnight)</p>

Terms	Definition
	<p>vacation care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday</p> <p>OSHC – service opens at 7 am or later (before school) and closes at 6.30 pm or earlier (after school) every day Monday to Friday</p> <p>occasional care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends)</p> <p>in home care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends)</p> <p>Also refer to non-standard hours of care definition.</p>
State and territory government (only) funded	<p>State and territory government financed services – in particular, services that only receive state and territory government contributions towards providing a specified service (i.e. excluding services which receive Australian Government funding).</p> <p>Preschool programs delivered to children in the state-specific YBFS are intended to be available for 15 hours a week, or 600 hours per year (as per the PRA). Children aged 3–6 years may be enrolled in a preschool program in the state-specific YBFS although the programs are typically delivered to 4 and 5-year-olds.</p>
State-specific year before full-time schooling (YBFS)	<p>The state-specific YBFS population is made up of an age range of children specific to each state based on that state's preschool and school starting age provisions.</p> <p>State-specific YBFS data presented in this report are not fully comparable with YBFS data prior to 2016, included in previous reports, due to changes in the YBFS methodology.</p> <p>For more information on the state-specific YBFS methodology refer to <i>Preschool Education methodology</i> (ABS 2025).</p>
Vacation care	<p>Services provided for children aged 4–12 years enrolled in schools during the school holidays.</p>

References

ABS (Australian Bureau of Statistics) 2025, *Preschool Education methodology, 2024*, <https://www.abs.gov.au/methodologies/preschool-education-methodology/2024>  (accessed 22 April 2025).

ACECQA (Australian Children's Education and Care Quality Authority) 2023, *Guide to the National Quality Framework*, <https://www.acecqa.gov.au/national-quality-framework/guide-nqf>  (accessed 1 October 2024).

AGSA (Australian Government Services Australia) 2025, *Child Care Subsidy*  (accessed 18 November 2025).

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PART B, SECTION 4: RELEASED ON 10 FEBRUARY 2026

4 School education

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

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

Data downloads

[4 School education data tables \(Excel - 1.1 MB\)](#)

[4 School education dataset \(CSV - 4.2 MB\)](#)

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

[Guide: How to find what you need in RoGS \(PDF - 812.9 KB\)](#)

Context

Objectives for school education

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

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

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

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

The vision and objectives align with the educational goals in the Alice Springs (Mparntwe) Education Declaration (EC 2019) and the Better and Fairer Schools Agreements.

Service overview

Schooling aims to provide education for all young people. The structure of primary and secondary schooling is the same across all states and territories in Australia.

Compulsory school education

Entry to school education is compulsory for all children in all states and territories. The age of school entry is determined by legislation in each state and territory (ABS 2025). In 2024, minimum starting ages generally restricted enrolment to children aged between four-and-a-half and five years at the beginning of the year (ABS 2025). (Refer to [section 3](#), for more details.)

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

Type and level of school education

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

- *Primary schools* provide education from the first year of primary school – known as the 'foundation year' in the Australian Curriculum (the naming conventions used in each state and territory is included under 'foundation year (pre-Year 1)' in the 'Explanatory material' tab). Since 2023, the structure of primary schooling is the same across all states and territories in Australia from pre-Year 1 to Year 6. Prior to 2022, primary school education was to Year 7 in South Australia, and prior to 2015 was to Year 7 in Queensland and Western Australia.
- *Secondary schools* provide education from Year 7 to Year 12 in all states and territories in Australia.
- *Special schools* provide education for students with one or more of the following characteristics: mental or physical disability or impairment; slow learning ability; social or emotional problems; or in custody, on remand or in hospital (ABS 2025).

Affiliation, ownership and management

Schools can also be categorised by their affiliation, ownership and management:

- *Government schools* are owned and managed by state and territory governments
- *Non-government schools*, including Catholic and independent schools, are owned and managed by non-government establishments.

Roles and responsibilities

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

The Better and Fairer Schools Agreement 2025–2034 and the Better and Fairer Schools Agreement – Full and Fair Funding 2025–2034 (collectively referred to as the BFSA) commenced in January 2025 and replace the National School Reform Agreement. The BFSA aims to put government schools on a pathway to 100% of the Schooling Resource Standard over the life of the Agreements. More information on these funding arrangements can be found under ‘Interpreting efficiency data’ in the ‘Explanatory material’ tab.

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

Funding

Nationally in 2023-24, government recurrent expenditure on school education was \$91.0 billion, a 1.2% real increase from 2022-23 (table 4A.1). State and territory governments provided the majority of funding (68.0%) (figure 4.1).

Government schools accounted for \$68.3 billion (75.0%), with state and territory governments the major funding source (\$57.1 billion, or 83.6% of government schools’ funding). Non-government schools accounted for \$22.8 billion (25.0%), with the Australian Government the major funding source (\$18.0 billion, or 79.0% of non-government schools funding) (table 4A.1).

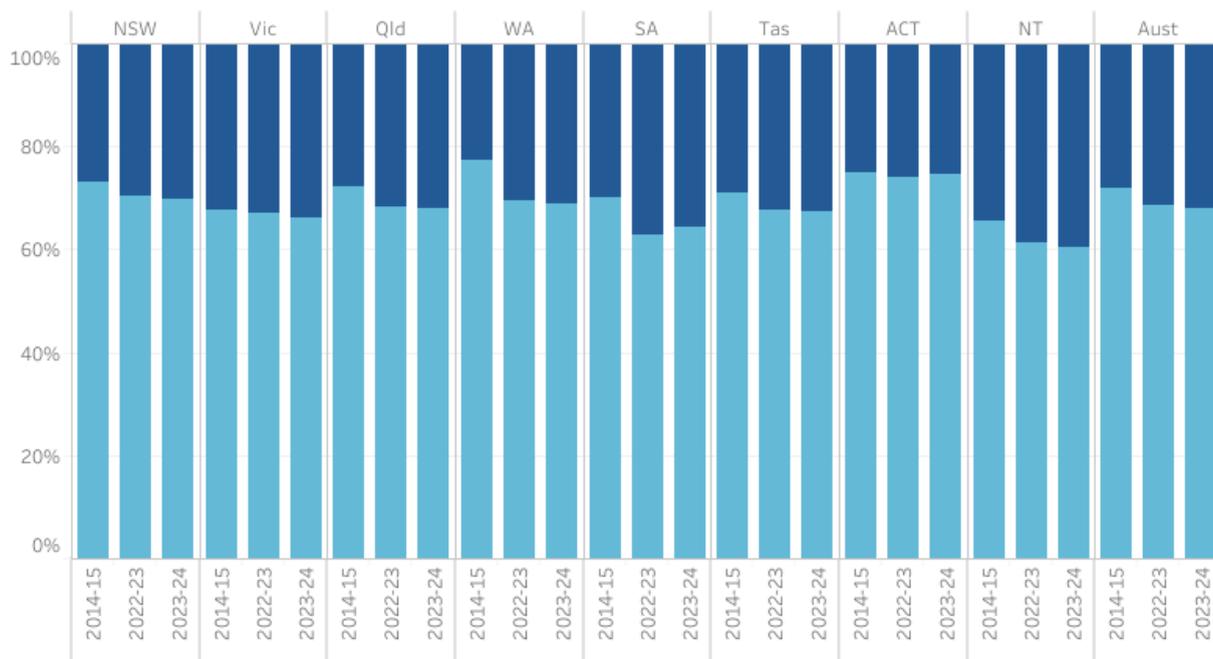
The share of government funding to government and non-government schools varies across jurisdictions and over time according to jurisdictional approaches to funding schools (more details are under ‘Interpreting efficiency data’ in the ‘Explanatory material’ tab). It is also affected by certain characteristics, such as school structure and student body in each state and territory.

This report presents expenditure related to government funding only, not the full cost to the community of providing school education. Caution should be taken when comparing expenditure data for government and non-government schools, because governments provide only part of school funding. Governments provided 60.1% of non-government school funding in 2024, with the remaining 39.9% sourced from private fees and fundraising (Australian Government Department of Education unpublished).

Select year(s):
Multiple values

■ Australian Government recurrent expenditure
■ State and territory government recurrent expenditure

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



Source: table 4A.1

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Nominal Australian, state and territory government recurrent expenditure on school education from 2014-15 is in table 4A.2. Data on Australian Government payments for school education services is in table 4A.3. Total real government expenditure on government schools by school level from 2014-15 is in table 4A.4.

Size and scope

Schools

In 2024, there were 9,653 schools in Australia (6,234 primary schools, 1,457 secondary schools, 1,431 combined schools and 531 special schools) (table 4A.5). The majority of schools were government owned and managed (69.7%).

Settlement patterns (population dispersion), age distribution of the population and educational policy influence the distribution of school size and level in different jurisdictions. Data on school size and level are available from *Schools, 2024* (ABS 2025).

Staff

In 2024, there were 490,547 active full-time equivalent (FTE) staff in schools in Australia (51.2% working in primary schools and 48.8% in secondary schools). The majority of active staff were engaged in duties in government schools (61.5%) (table 4A.6).

Nationally in 2024, there were 320,377 FTE teaching staff, an increase of 2.8% from 2023. Of these 50.6% were teaching in primary schools and 49.4% in secondary schools (ABS 2025).

Student body

There were 4.1 million FTE students enrolled in school nationally in 2024, a 1.1% increase compared with 2023 (table 4A.7). Student enrolments were in:

- *Government schools* – 2.6 million FTE students enrolled (63.4% of all FTE students). This proportion has decreased from a peak of 65.7% in 2018 and 2019, and is the lowest in the last 10 years of data reported
- *Non-government schools* – 1.5 million FTE students enrolled (36.6% of all FTE students)

The proportion of FTE students enrolled in government schools is higher for primary schools (68.2%) than secondary schools (57.4%) (table 4A.7).

A higher proportion of FTE students were enrolled in primary schools (55.0%) than in secondary schools (45.0%) (table 4A.7). The Northern Territory had the highest proportion of FTE students enrolled in primary schools (58.7%).

The participation rate is typically close to 100% for Australian children aged 15 years (consistent with requirements under the NYPR) but decreases as age increases. Nationally in 2024, the school participation rate was 96.4% for Australian children aged 15 years (down from 99.3% in 2018) (table 4A.8). In 2024, the rate decreased to 90.3% of 16-year-olds and 79.5% of 17-year-olds. Data for school participation rates for 15–19-year-olds by single year of age and totals are in table 4A.8.

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

- Aboriginal and Torres Strait Islander students – 8.5% of government school students and 3.4% of non-government school students in 2024 (table 4A.9)
- students from a low socio-educational background – 31.4% of government school students and 13.7% of non-government school students in 2025 (table 4A.10)
- geographically remote and very remote students – 2.2% of government school students and 0.9% of non-government school students in 2024 (table 4A.11).

In 2024, over one million students, or about a quarter of all students, received an education adjustment due to disability. Government schools have a higher proportion of students receiving an adjustment (27.2% of students), than Catholic and independent schools (23.0% and 23.4% respectively) (table 4A.12). Data by level of adjustment is in table 4A.12.

The student to teaching staff ratio for all schools in 2024 was 12.9 students to one teacher, down from 13.1 students to one teacher in 2023 (tables 4A.13–14). The student to teaching staff ratio was lower in non-government schools than government schools at 12.5 and 13.1 students to one teacher, respectively.

Government secondary schools had a lower student to teaching staff ratio (12.2 students to one teacher) compared to primary schools (13.8 students to one teacher) (table 4A.14). This reflects different requirements for particular student groups, and for different school subjects in secondary schools.

School and Vocational Education and Training (VET)

School-aged people may participate in VET by either participating in 'VET in Schools' or remain engaged in education through a Registered Training Organisation (RTO) (refer to [section 5](#)). Nationally in 2024, there were 266,765 VET in Schools students, up by 5.8% since 2023 (NCVER 2025). Overall, 26.1% of people aged 15–19 years successfully completed at least one unit of competency as part of a VET qualification at the Australian Qualifications Framework (AQF) Certificate level II or above (at a school or RTO) in 2024 (table 4A.15).

Indicator framework

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

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

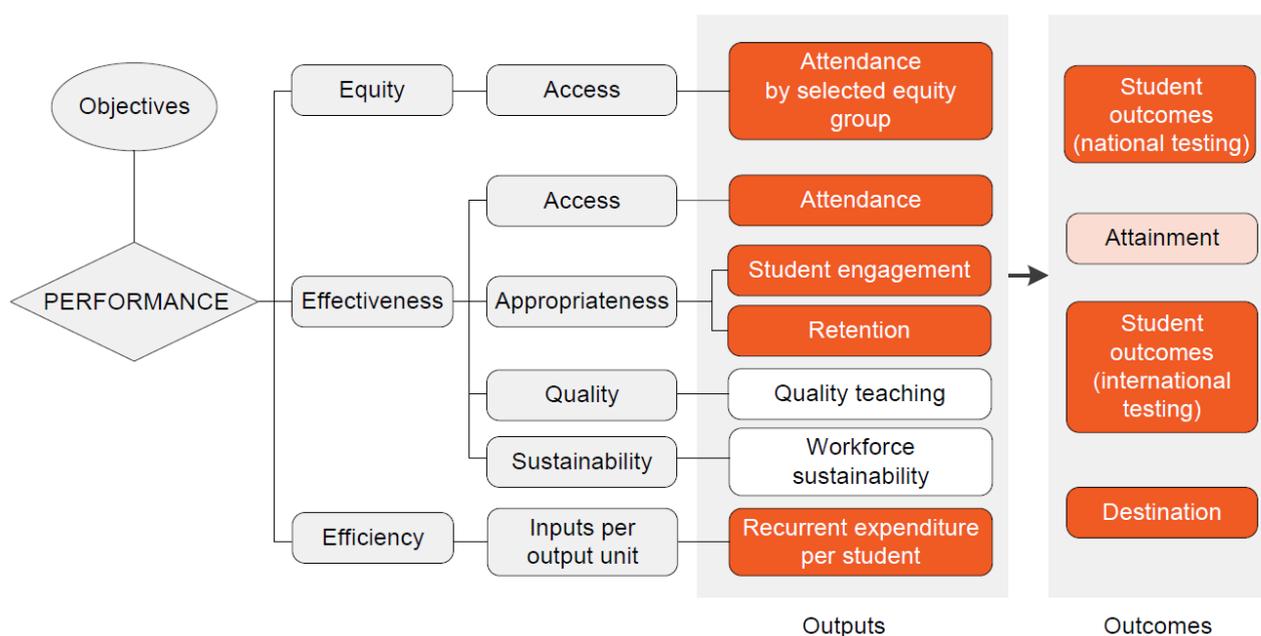
Improvements to performance reporting for School education are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

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

Outcomes

Outcomes are the impact of services on the status of an individual or group (refer to [section 1](#)).



Key to indicators*

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

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

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

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

Effectiveness – Access

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

Effectiveness – Appropriateness

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

Effectiveness – Quality

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

Effectiveness – Sustainability

- Workforce sustainability – no data reported and/or no measures yet developed

Efficiency – Inputs per output unit

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

Outcomes

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

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

Indicator results

This section presents an overview of school education performance indicator results. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of school education services.

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

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

1. Attendance by selected equity group

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

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

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

The student attendance rate is the number of actual full-time equivalent student-days attended by full-time students in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1.

Nationally in 2025, attendance rates for students in Years 1–10 was 89.8% in major cities, decreasing to 81.4% in remote areas and 65.1% in very remote areas (figure 4.2a). The decrease was greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students. This pattern was similar for government and non-government schools, where the average attendance rates in major cities were higher than remote locations (table 4A.16).

Nationally in 2025, in all school sectors, the average attendance rate for non-Indigenous students was higher than for Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.2b and tables 4A.16–19). The attendance gap was larger at the higher Year levels.

- Data is comparable (subject to caveats) across jurisdictions.
- Data is complete (subject to caveats) for the current reporting period.

Select equity group (applies to figure 4.2a):

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

Select school type (applies to figure 4.2a):

- All schools
- Government schools
- Non-government schools

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

Figure 4.2a Student attendance rates for Years 1-10
All students, All schools, by remoteness, by jurisdiction, 2025 (a)



Source: table 4A.16

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

- Data is comparable (subject to caveats) across jurisdictions and over time (data from 2019 onwards is not comparable with data prior to 2019).
- Data is complete (subject to caveats) for the current reporting period.

Select year (applies to figure 4.2b):

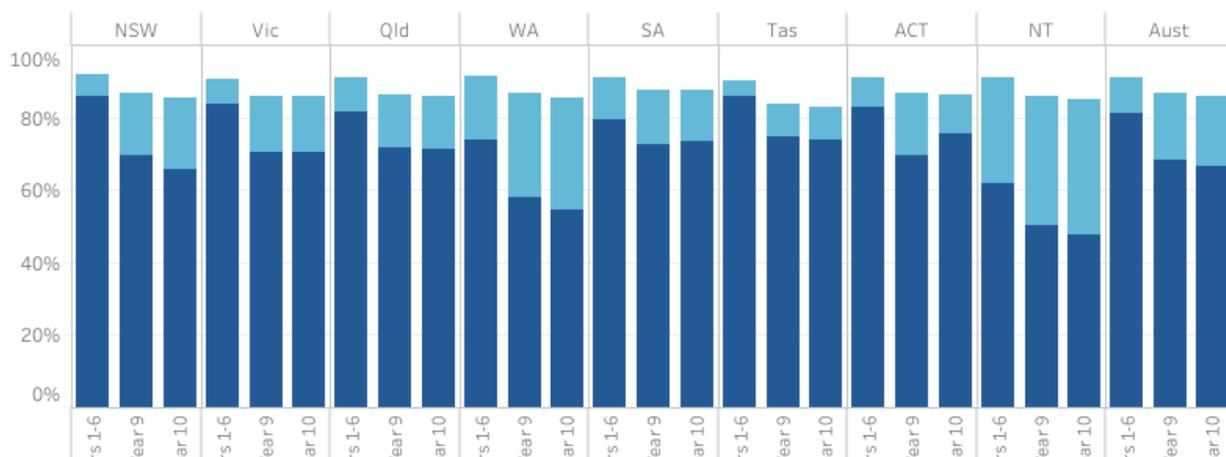
2025

Select school Year level (applies to figure 4.2b):

Multiple values

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

Figure 4.2b Student attendance rates by Indigenous status
All schools, by jurisdiction, by year level, 2025 (a)



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

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

Select year(s):

Multiple values

Select school type:

- All schools
 Government schools
 Non-government schools

Select Year level:

Years 7-10

Figure 4.3 Student attendance rates
Years 7-10, All schools, by jurisdiction, by year



Source: table 4A.19

(a) School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

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3. Student engagement

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

'Student engagement' is defined as encompassing the following three dimensions:

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

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

level of agreement to six statements are combined to construct a Sense of Belonging at School Index (the Index) (table 4A.23).

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

This data should be interpreted with caution, as it is limited to one aspect of emotional engagement and captured for 15-year-old students.

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

Nationally in 2022, the proportion of 15-year-old students that agreed or disagreed with the following statements was:

- I make friends easily at school (agree) – 77.6% (± 0.9)
- I feel like I belong at school (agree) – 70.2% (± 1.0)
- Other students seem to like me (agree) – 86.2% (± 0.8)
- I feel like an outsider (or left out of things) at school (disagree) – 78.9% (± 0.9)
- I feel awkward and out of place at my school (disagree) – 75.0% (± 0.9)
- I feel lonely at school (disagree) – 81.9% (± 0.8) (figure 4.4).

From these responses, the sense of belonging at school index for Australian students aged 15 years was -0.23 (± 0.02) in 2022, down from -0.19 (± 0.02) in 2018 (figure 4.4). In 2022, the mean score varied between states and territories, and most results were not significantly different from 2018, except for the decrease in Victoria.

National data on the index, by selected equity group (sex, Indigenous status, geolocation, and socio-economic background) are included in table 4A.24.

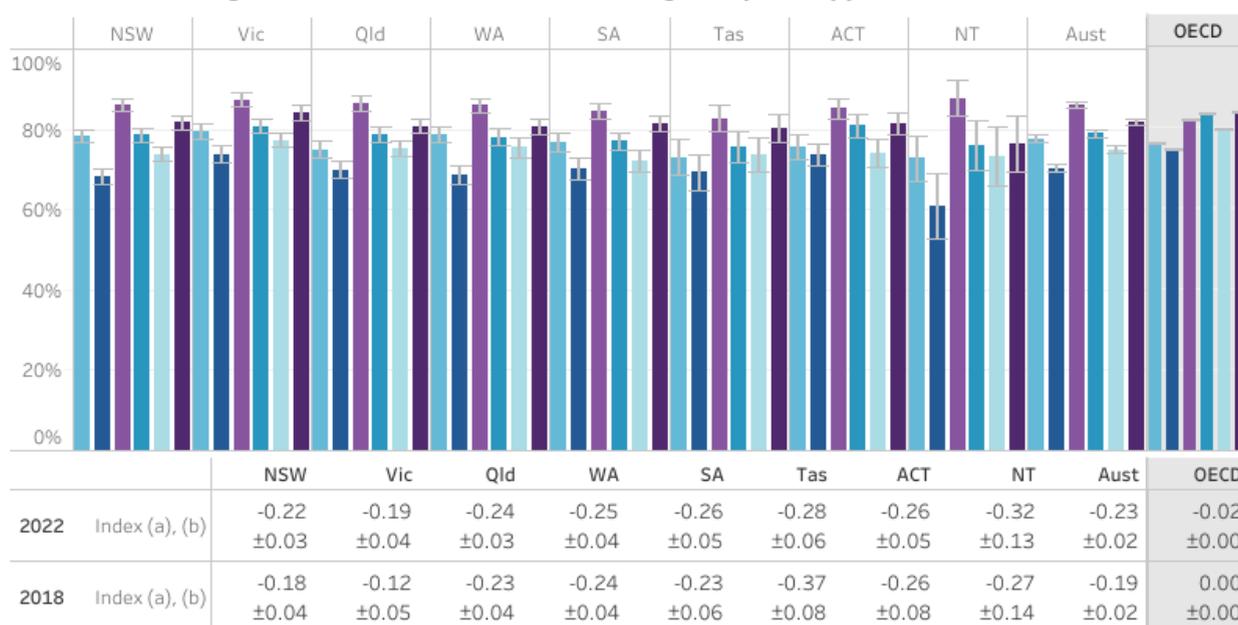
- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period.

Select year:

2022

- I make friends easily at school (agree)
- I feel like I belong at school (agree)
- Other students seem to like me (agree)
- I feel like an outsider (or left out of things) at school (disagree)
- I feel awkward and out of place at my school (disagree)
- I feel lonely at school (disagree)

Figure 4.4 Australian Sense of Belonging at School Index (a), (b)
Students' level of agreement to six statements, students aged 15 years, by jurisdiction, 2022



Source: table 4A.23

(a) The index is standardised to have a mean of zero across OECD countries. Higher values of the index indicate a greater sense of belonging at school than the OECD average and lower values indicate a lesser sense of belonging at school than the OECD average. (b) Index reported include 95% confidence interval (for example, 0.1 ± 0.01 percentage points).

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Table 4.1 School student engagement survey results

New South Wales

Key features	From 2025, student engagement data are collected from NSW government schools once a year in Term 2 through the NSW Public Schools Survey. The survey is for students in Years 3 – 6 (primary schools) and Years 7 – 12 (high schools) and is available to all departmental schools.
Domain	Data are collected on the key domains of student engagement: behavioural, emotional and cognitive. The survey collects students' perceptions of teaching practices such as expectations for success, explicit teaching, classroom management, and feedback. Other domains collected through the survey include students' experiences:

	<ul style="list-style-type: none"> • Sense of belonging • Supportive adult at school • Experiences of bullying • Positive relations with peers.
Statistics	<p>Student engagement is multi-dimensional and differs across school years. As such, there is no single indicator of engagement. Longitudinal modelling conducted by the New South Wales Department of Education shows that various drivers of student engagement can impact student outcomes. Students who demonstrate positive attitudes towards attendance and behaviour, and are academically motivated can be several months ahead in their learning compared with students who do not demonstrate these traits. Similarly, students who have a positive sense of belonging, who experience high academic expectations and high levels of advocacy at school experience a range of positive schooling outcomes.</p>
Link	<p>More information, including results from longitudinal modelling, is available from the New South Wales Department of Education website:</p> <ul style="list-style-type: none"> • https://education.nsw.gov.au/about-us/education-data-and-research/nsw-public-schools-surveys  • https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/browse-the-cese-library 

Victoria

Key features	<p>The annual Attitudes to School Survey gathers data to support: (1) student health and wellbeing; (2) engagement; (3) school improvement; and (4) planning in Victorian government schools.</p> <p>The online survey captures the attitudes and experiences of students in Years 4 to 12 and is designed principally to inform improvement opportunities within government schools.</p> <p>In 2024, over 370,000 students in more than 1,500 schools completed the survey.</p>
Domain	<p>The Attitudes to School Survey measures aspects of student's emotional and cognitive engagement, using questions related to the following topics:</p> <p>Behavioural engagement related:</p> <ul style="list-style-type: none"> • attitudes to attendance

	<ul style="list-style-type: none"> • self-regulation and goal setting • perseverance <p>Emotional engagement related:</p> <ul style="list-style-type: none"> • sense of school connectedness • sense of inclusion <p>Cognitive engagement related:</p> <ul style="list-style-type: none"> • learning confidence • motivation and interest • self-regulation and goal setting
Statistics	In 2024, 59.5% of Victorian government school students in Years 4 – 12, as well as ungraded students, 'agreed' or 'strongly agreed' that they feel connected to their schooling.
Link	More information is available from the Victorian Department of Education website: https://www.vic.gov.au/attitudes-school-survey-atoss 

Queensland

Key features	<p>The Queensland Engagement and Wellbeing Survey collects data from Queensland state schools in a consistent and systematic way to gain a better understanding of the wellbeing and engagement of students.</p> <p>The survey is offered to schools annually in Term 2 on a voluntary basis for students in Years 4–12. There are ongoing projects to make the survey more accessible and inclusive for all students, including students with disability, those learning English as an Additional Language or Dialect, and Aboriginal and Torres Strait Islander students.</p> <p>In 2025:</p> <ul style="list-style-type: none"> • inclusive surveys were rolled out state-wide to students in Special Schools and early primary (Years 2 and 3) • 134,871 students from 598 government schools participated.
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Domain	<p>The QEW Survey measures 22 constructs across 12 domains that span both student wellbeing and engagement. It includes questions about the following topics:</p> <p>Behavioural engagement related:</p> <ul style="list-style-type: none"> • self-management • perseverance <p>Emotional engagement related:</p> <ul style="list-style-type: none"> • sense of belonging • peer relationships • connectedness with friends <p>Cognitive engagement related:</p> <ul style="list-style-type: none"> • academic self-efficacy • mastery goal orientation
Statistics	No summary statistics have been publicly released.
Link	<p>More information is available from the Queensland Department of Education website:</p> <p>https://qed.qld.gov.au/our-publications/reports/statistics/schooling/students/Pages/engagement-wellbeing-survey.aspx </p>

Western Australia

Key features	<p>The Speaking Out Survey (SOS) is a representative survey of Western Australian children and young people’s wellbeing across several domains: life satisfaction, safety, health, sense of belonging, material basics and access to support.</p> <p>Over 16,500 students in Years 4–12 from 114 government and non-government schools participated in the latest 2021 survey.</p> <p>The 2025 SOS aims to survey up to 20,000 students in Years 4–12 from government, independent, and catholic schools. This survey was conducted in Term 2 of 2025.</p>
Domain	<p>The SOS collects data on the key domains of student engagement: behavioural, emotional and cognitive, using questions related to the following topics:</p>

Behavioural engagement related:

- attendance
 - importance of attending school every day

Emotional engagement related:

- sense of belonging
 - whether they belong, are happy and like learning at school
- relations with peers and teachers
 - how often they get along with classmates and teachers
 - whether a teacher or other adult at school cares about them, believes in them and listens to them
- liking school
 - how much they like school

Cognitive engagement related:

- academic achievement
 - how often they do homework
 - how well they do at school
- help for learning
 - how often they get extra help from teachers
- opportunities to learn and develop useful skills
 - extent to which they are learning knowledge/skills to help them in future

Statistics

Results from the Speaking Out Survey 2021

Question	Response	Total (%)	Male (%)	Female (%)
How important is it to you to be at school every day?	Very important	54.7	55.6	55.0

Question	Response	Total (%)	Male (%)	Female (%)
My school is a place where... – I belong	Strongly agree/ agree	70.7	77.6	66.3
My school is a place where... – I feel happy (Years 4–6)	Strongly agree/ agree	89.7	88.9	91.2
My school is a place where... – I feel happy (Years 7–12)	Strongly agree/ agree	70.7	77.6	66.3
My school is a place where... – I like learning (Years 4–6)	Strongly agree/ agree	86.0	83.1	89.5
My school is a place where... – I like learning (Years 7–12)	Strongly agree/ agree	66.6	69.4	65.2
Do you get along with your classmates?	Usually	68.4	71.5	66.5
Do you get along with your teachers?	Usually	65.1	62.5	68.0
At my school, there is a teacher or another adult... – who really cares about me	Very much/ pretty much true	69.2	71.7	67.9
At my school, there is a teacher or another adult... – who believes that I will achieve good things	Very much/ pretty much true	78.4	79.9	77.7
At my school, there is a teacher or another adult... – who listens to me when I have something to say	Very much/ pretty much true	74.7	77.0	73.6
In general, how do you feel about school?	I like school a bit/ a lot	51.4	51.5	52.3
How often do you usually spend time doing the following activities when you are not at school? - doing homework	Hardly or never	13.2	15.5	10.5
	Less than once a week	6.6	6.8	6.3

Question	Response	Total (%)	Male (%)	Female (%)
	Once or twice a week	26.6	27.4	26.1
	Every day or almost every day	49.0	45.7	52.7
In general, how well do you do at school (what are your school results)? (Years 4–6)	Well or very well	44.2	42.3	46.6
In general, how well do you do at school (what are your school results)? (Years 7–12)	About average	41.0	40.6	41.7
	Above/ far above average	44.2	45.0	43.7
If you need extra help with your work in class, will you get it from your teachers?	Almost always	32.1	33.0	31.9
At my school, I am learning knowledge and skills that will help me in the future (Years 7–12)	Pretty/ very much true	63.2	66.2	61.9
Link	SOS results are available from: https://ccyp.wa.gov.au/our-work/speaking-out-survey-report 			
	The most recent survey was conducted in 2025.			

South Australia

Key features	<p>Data is sourced from the Wellbeing and Engagement Collection (WEC). The purpose of the survey is to seek students' views about their wellbeing and engagement with school. The survey asks students about their social and emotional wellbeing; school relationships and engagement and learning in school; and physical health and wellbeing and after school activities. Students' answers are kept confidential.</p> <p>The WEC is collected annually in Term 2 (5 May to 30 May 2025) from students in Year levels 4–12. All schools, government and non-government, are invited to participate. The survey is voluntary at a school, student and question level.</p>
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	<p>In 2025, 518 schools and 108,271 students in government and non-government schools participated; 94% (476 out of 508) of all government schools participated in the WEC.</p>								
Domain	<p>The WEC includes questions related to the following sub-domains of engagement:</p> <p>Behavioural engagement related:</p> <ul style="list-style-type: none"> perseverance – having the tenacity to stick with things and pursue goals, despite challenges that arise <p>Emotional engagement related:</p> <ul style="list-style-type: none"> Connectedness to school – having at least one adult at school who provides support to a young person Emotional engagement with teachers – support and relationships with teachers School climate – overall tone of the school environment, including the way teachers and students interact and how students treat each other School belonging – the degree to which young people feel connected and valued at their school Peer belonging – feeling that they belong to a social group. Friendship intimacy – quality of social support from peers <p>Cognitive engagement related:</p> <ul style="list-style-type: none"> Cognitive engagement – persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset Academic self-concept – perceptions of themselves as students and how interested and confident they feel at school 								
Statistics	<p>The proportion of students who reported low, medium and high levels of wellbeing in 2025</p> <table border="1" data-bbox="352 1910 1386 2089"> <thead> <tr> <th>Domain</th> <th>High (%)</th> <th>Medium (%)</th> <th>Low (%)</th> </tr> </thead> <tbody> <tr> <td>Perseverance</td> <td>40</td> <td>44</td> <td>16</td> </tr> </tbody> </table>	Domain	High (%)	Medium (%)	Low (%)	Perseverance	40	44	16
Domain	High (%)	Medium (%)	Low (%)						
Perseverance	40	44	16						

	Domain	High (%)	Medium (%)	Low (%)
	Connectedness to school	62	29	9
	Emotional engagement with teacher	68	29	4
	School climate	35	43	22
	School belonging	44	36	20
	Peer belonging	52	33	15
	Friendship intimacy	70	21	9
	Cognitive engagement	44	42	14
	Academic self-concept	58	32	10

Link More information is available from the South Australian Department of Education website:
<https://www.education.sa.gov.au/department/research-and-data/wellbeing-and-engagement-collection/about-wellbeing-and-engagement-collection> 

Tasmania

Key features	<p>The Tasmanian Department for Education, Children and Young People conducts an annual Student Wellbeing and Engagement Survey for students in Years 4 to 12 in Tasmanian government schools. This survey was first run in 2019.</p> <p>The Student Wellbeing and Engagement Survey supports the Tasmanian Department for Education, Children and Young People's Child and Student Wellbeing Strategy: Wellbeing for Learning. The Wellbeing Strategy supports the Tasmanian Child and Youth Wellbeing Framework and adopts the six Australian Research Alliance for Children and Youth wellbeing domains: Loved and Safe, Material Basics, Healthy, Learning, Participating and Positive sense of culture and identity.</p>
Domain	<p>The domain of Learning within the Student Wellbeing and Engagement Survey measures the following subdomains of engagement:</p> <ul style="list-style-type: none"> • Emotional Engagement with teachers – Support and relationships with teachers. • Engagement (flow) – Being absorbed, interested and involved in activity or the world. • Cognitive Engagement – Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.

Statistics	<p>The levels of engagement are determined based on respondents who indicated medium or high wellbeing, as a proportion of all responses across the questions associated with the three Learning sub-domains associated with engagement in the Student Wellbeing and Engagement Survey.</p> <p>In 2024 these are:</p> <ul style="list-style-type: none"> • Emotional Engagement with teachers – 94% • Engagement (flow) – 64% • Cognitive Engagement – 80%.
Link	<p>Information on the Student Wellbeing and Engagement Survey may be found at: https://www.decyp.tas.gov.au/wellbeing/student-wellbeing-and-engagement-survey ↗</p> <p>Additional information on the department's Child and Student Wellbeing Strategy may be found at: https://www.decyp.tas.gov.au/about-us/strategies-and-frameworks/our-approach-to-wellbeing ↗</p>

Australian Capital Territory

Key features	<p>The Australian Capital Territory conducts the Australian School Climate and School Identification Measurement Tool survey in all public schools.</p> <p>All students in Years 4–12, school staff and parents of all students from preschool to Year 12 are invited to complete the survey.</p> <p>The survey was developed in partnership with the Australian National University. The survey explores the relationships between school climate and the sense of belonging of students and how these relate to student behavioural and emotional engagement and to a number of domains of student wellbeing and behaviour.</p> <p>The survey is conducted every August in conjunction with the School Satisfaction Survey</p>
Domain	<p>The domains addressed by the ASCSIMT include:</p> <p>Behavioural engagement related:</p> <ul style="list-style-type: none"> • perseverance <p>Emotional engagement related:</p>

	<ul style="list-style-type: none"> • School Identification (sense of belonging) • Staff/student and student/student relations <p>Cognitive engagement related:</p> <ul style="list-style-type: none"> • Academic emphasis (cognitive engagement) • Emotional and behavioural engagement – persistence with classroom tasks, and attitudes related to school work
Statistics	Not published
Link	The survey allows for longitudinal research into student engagement. Results of the survey are not published.

Northern Territory

Key features	<p>The Northern Territory Department of Education annual School Survey collects the opinions of staff, students and their families about school performance, culture and services.</p> <p>The 2025 Northern Territory DET School Survey was conducted in all Northern Territory government schools from 4 August to 10 September 2025).</p>
Domain	<p>The Northern Territory School Survey contains questions that aim to provide schools with key insights into student wellbeing, engagement, and learning experiences from the perspective of students, parents and school staff.</p> <p>The Survey includes triangulated questions related to the following domains:</p> <p>Behavioural engagement related:</p> <ul style="list-style-type: none"> • growth mindset and perseverance <p>Emotional engagement related:</p> <ul style="list-style-type: none"> • teacher-student relationships • positive learning environment • wellbeing <p>Cognitive engagement related:</p>

	<ul style="list-style-type: none"> • growth mindset and perseverance • quality teaching and learning
Statistics	Over 9,400 students and over 5,400 parent/carers participated in the 2025 survey.
Link	More information is available from the Northern Territory Department of Education website: https://education.nt.gov.au/statistics-research-and-strategies/school-survey 

Source: State and territory governments (unpublished).

4. Retention

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

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

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

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

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

This indicator does not include part-time or ungraded students, except for ungraded students in New South Wales Government mainstream schools. This has implications for the interpretation of results for all jurisdictions. Also excluded is information on students who pursue Year 12 (or equivalent qualifications) through non-school pathways.

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

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

Nationally in 2024, the apparent retention rate from Year 10 to Year 12 for full-time students was 79.9%, an increase on 2023 (78.7%), but below the 10 year time series high of 83.3% in 2017 (figure 4.5). The rate was higher for non-government schools (88.1%) (table 4A.26) than for government

schools (74.3%) (table 4A.27). Both Aboriginal and Torres Strait Islander students and non-Indigenous students had similar trends.

Consistent with the NYPR mandatory requirement, all young people must participate in schooling until they complete Year 10. The apparent retention rate for all schools from the commencement of secondary school (at Year 7 or 8) to Year 10 has remained above 97% in all jurisdictions (except the Northern Territory) since 2015. Nationally, the apparent retention rate for Aboriginal and Torres Strait Islander students was 98.7% in 2024, similar to 2015 rates (table 4A.25).

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

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

Select equity group:

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

Select school type:

- All schools
- Government schools
- Non-government schools

Select year(s):

Multiple values

Select year level:

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

Figure 4.5 Apparent retention rates

Year 10 to Year 12, All full-time students, All schools, by jurisdiction, by year



Source: table 4A.25

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5. Quality teaching

‘Quality teaching’ is an indicator of governments’ objective that school education delivers high quality teaching of a world-class curriculum. A good quality curriculum provides the structure for the provision of quality learning (UNESCO-IBE 2016), while teachers are the single most important ‘in-school’ influence

on student achievement (Hattie 2009). Teacher quality can influence student educational outcomes both directly and indirectly, by fostering a positive, inclusive and safe learning environment (Boon 2011).

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

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

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

Data is not yet available for reporting against this indicator.

6. Workforce sustainability

'Workforce sustainability' is an indicator of governments' objective to provide sustainable school education services.

School education workforce sustainability relates to the capacity of the school education workforce to meet current and projected future service demand. These measures are not a substitute for a comprehensive workforce analysis that considers training, migration, emerging work patterns and future demand. For example, teachers may move from government to independent schools and between states. However, they can indicate the need for further workforce planning for school education services.

A measure of workforce sustainability for school education is the attrition rate of school teachers. A low or decreasing rate of workforce attrition is desirable. Data is not available for reporting the attrition rate of school teachers.

Further measures of teacher workforce sustainability are currently under development for reporting in the future.

Contextual data for this measure is available for:

- the age group distribution of registered teachers (table 4A.28). Nationally in 2023, half the registered teachers were aged between 30–49 years. More registered teachers were over aged 50 years (39.0%) than under 30 years (11.0%).
- registered teachers' years of experience in the profession (table 4A.29). Nationally in 2023, nearly two-thirds (66.0%) of teachers had worked in the profession for more than 10 years and 38.0% for over 20 years.

- registered teachers' career intentions (table 4A.30).
- commencements in and completions of primary and secondary teaching degrees (table 4A.31).

7. Recurrent expenditure per student

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

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

FTE student numbers (table 4A.7) are drawn from the ABS publication *Schools 2024* (ABS 2025) and averaged over two calendar years to match the financial year expenditure data.

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

Care should be taken with interpreting efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students or a dispersed population, and migration across states and territories, may influence expenditure.
- while high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for students with additional needs, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion).
- reporting requirements and methodologies may vary between years. Refer to footnotes in the data tables.

Nationally in 2023-24, government recurrent expenditure per FTE student in all schools was \$22,185 (figure 4.6). Between 2014-15 and 2023-24, real government expenditure per FTE student increased at an average rate of 2.6% per year (table 4A.32).

Nationally in 2023-24, government recurrent expenditure per FTE student in non-government schools was \$15,262 (excluding UCC). Between 2014-15 and 2023-24, real government expenditure per FTE student increased at an average rate of 2.7% per year (table 4A.32).

Nationally in 2023-24, government recurrent expenditure (including UCC) was \$26,140 per FTE student in government schools (excluding UCC this was \$21,550; refer to table 4A.33). Between 2014-15 and 2023-24, real government expenditure (including UCC) per FTE student increased at an average rate of 2.7% per year (table 4A.32).

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

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

Select year(s):

Multiple values

Select school type:

- All schools
 Government schools
 Non-government schools

Figure 4.6 Real recurrent expenditure per FTE student

All schools, All school levels, by jurisdiction, by year (2023-24 dollars) (a)



Source: table 4A.32

(a) As non-government school recurrent expenditure excludes UCC and government school recurrent expenditure includes UCC, the data is not comparable for comparing the efficiency of government and non-government schools.

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Nationally in 2023-24, in-school expenditure per FTE student was higher for government secondary schools (\$26,925 per FTE student) compared to government primary schools (\$23,248 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$1,399 per FTE student) (table 4A.33).

Differences in the 'student-to-staff ratio' can provide some context to differences in the government recurrent expenditure per FTE student (tables 4A.13–14). Further information is available under 'Size and scope' in the 'Context' tab.

8. Student outcomes (national testing)

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

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

- NAPLAN testing is undertaken by students in Years 3, 5, 7 and 9. Results are reported in the NAPLAN national report for four levels of proficiency: Exceeding, Strong, Developing and Needs additional support, and mean scale score, for reading, writing and numeracy (ACARA n.d.).
 - NAPLAN results are reported in RoGS as the proportion of students achieving the ‘Exceeding’ or ‘Strong’ levels for reading, writing and numeracy. The mean scale score refers to a mean (average) score on a common national scale.
 - States and territories have different school starting ages resulting in differing average ages of students and time spent in schooling at the time of testing. Refer to table 4.2 for more information on the average ages of students across jurisdictions at the time of testing in 2025.
 - NAP Sample assessments: NAP sample assessments are undertaken by a representative sample of students in Years 6 and 10, on a triennial, rotating basis. Measures are reported for the proportion of students at or above the proficient standard in NAP assessments as well as mean scale scores for Civics and citizenship literacy, Science literacy and Information and communication technology (ICT) literacy.
 - The proficient standards, which vary across the tests, represent a challenging but reasonable level of expectation of student achievement, with students needing to demonstrate more than minimal or elementary skills expected at their year level to be regarded as achieving the standard.

Most data is accompanied by confidence intervals. The ‘Explanatory material’ tab includes details on NAPLAN and NAP confidence intervals.

A high or increasing mean scale score or proportion of students achieving ‘Exceeding’ or ‘Strong’ proficiency levels (NAPLAN) or at or above the proficiency standard (NAP) is desirable.

Nationally for NAPLAN, the proportion of students achieving ‘Exceeding’ or ‘Strong’ proficiency levels in 2025 ranged from:

- for reading – 65.1% for Year 9 students to 72.9% for Year 5 students (figure 4.7a)
- for writing – 61.3% for Year 9 students to 76.4% for Year 3 students (table 4A.38)
- for numeracy – 64.1% for Year 3 students to 69.0% for Year 5 students (table 4A.42).

The proportion of students achieving the four proficiency levels for reading, writing and numeracy by selected equity group (Indigenous status, geolocation, parental education and parental occupation) are in tables 4A.34, 4A.36, 4A.38, 4A.40, 4A.42 and 4A.44.

Mean scale scores reported for reading, writing and numeracy by selected equity group (Indigenous status, geolocation, parental education and parental occupation) are in tables 4A.35, 4A.37, 4A.39, 4A.41, 4A.43 and 4A.45 respectively.

Students are counted as participating if they were assessed or deemed exempt (other students identified as absent or withdrawn are counted as not participating). In 2025, the participation rates ranged from 89.6% to 95.9% across all year levels for Reading, Writing and Numeracy (ACARA 2025).

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

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

Select NAPLAN:

- NAPLAN Reading
- NAPLAN Writing
- NAPLAN Numeracy

Select Year level:

- Year 3
- Year 5
- Year 7
- Year 9

Select equity group:

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

Select proficiency level:

- Exceeding & Strong
- Needs additional support

- Exceeding, 2023
- Exceeding, 2024
- Exceeding, 2025
- Strong, 2023
- Strong, 2024
- Strong, 2025

Figure 4.7a Measure 1: NAPLAN Reading

All students in the 'Exceeding & Strong' proficiency levels, Year 3, by jurisdiction, by year (a)



Source: table 4A.34

(a) Refer to relevant data tables for information on data quality issues for individual jurisdictions and/or Year levels.

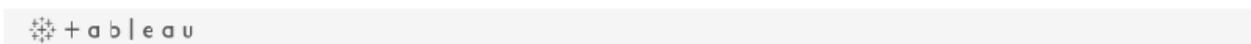


Table 4.2 2025 NAPLAN average age

State/territory	Year 3	Year 5	Year 7	Year 9
NSW	8 y 6m	10 y 6 m	12 y 6 m	14 y 6 m
Vic	8 y 7 m	10 y 7 m	12 y 7 m	14 y 7 m
Qld	8 y 4 m	10 y 4 m	12 y 4 m	14 y 4 m
WA	8 y 3 m	10 y 3 m	12 y 3 m	14 y 3 m
SA	8 y 5 m	10 y 5 m	12 y 5 m	14 y 5m
Tas	8 y 9 m	10 y 9 m	12 y 9 m	14 y 8 m
ACT	8 y 6 m	10 y 6 m	12 y 6 m	14 y 6 m
NT	8 y 4 m	10 y 4 m	12 y 4 m	14 y 4 m

State/territory	Year 3	Year 5	Year 7	Year 9
Aust	8 y 5 m	10 y 5 m	12 y 5 m	14 y 5 m

Nationally in 2024, 43.0% (± 2.5) of Year 6 students and 28.0% (± 2.2) of Year 10 students achieved at or above the proficient standard in NAP civics and citizenship literacy performance (figure 4.7b). Both proportions decreased by around 10 percentage points between 2019 and 2024. Mean scale scores for civics and citizenship literacy performance are in table 4A.47. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, remoteness area, parental occupation and parental education) are in table 4A.48.

Nationally in 2023, 57.0% (± 2.5) of Year 6 students and 54.0% (± 2.9) of Year 10 students achieved at or above the proficient standard in NAP science literacy (table 4A.49). These results are statistically similar to 2018. Mean scale scores for science literacy performance are in table 4A.50. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, remoteness area, parental occupation and parental education) are in table 4A.51.

Nationally in 2022, 55.0% (± 2.4) of Year 6 students achieved at or above the proficiency standard in NAP ICT literacy performance, similar to the previous cycle in 2017 (table 4A.52). A significantly lower proportion of Year 10 students achieved at or above the proficiency standard in ICT literacy performance in 2022 (46.0% (± 3.2)) compared to 2017 (54.0% (± 3.0)). Mean scale scores for ICT literacy are in table 4A.53. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, remoteness area, parental occupation and parental education) are in table 4A.54.

- Data is comparable (subject to caveats) across jurisdictions and over time.
- Data is complete (subject to caveats) for the current reporting period. All required data is available for 2024 (for NAP civics and citizenship literacy), 2023 (for NAP science literacy) and 2022 (for NAP ICT literacy).

Select year(s):
Multiple values

Select assessment:

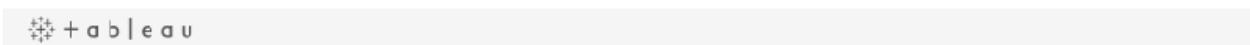
- National Assessment Program, civics and citizenship literacy
- National Assessment Program, science literacy
- National Assessment Program, information and communication technology literacy

Figure 4.7b Measure 2: National Assessment Program, civics and citizenship literacy
Proportion of students at or above the proficient standard, Year 6 & Year 10, by jurisdiction, by year (a)



Source: table 4A.46

(a) Refer to relevant data tables for information on comparability issues and data not available for individual jurisdictions and/or Year levels.



9. Attainment

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

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

This indicator should be interpreted with caution as:

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

A high or increasing Year 12 Certification rate is desirable.

The Australian Government Department of Education is currently reviewing the methodology for reporting Year 12 certification data.

Nationally in 2022, the Year 12 Certification rate for all students was 76.3%. The rates increased as socio-economic status increased. Across remoteness areas, the rates were substantially lower in very remote areas compared to other areas (figure 4.8).

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

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

Select year:

2022

Select equity group:

- Remoteness
- Socio-economic status

- Major cities
- Inner and outer regional
- Remote
- Very remote
- All areas

Figure 4.8 Year 12 certification rates, All schools

By jurisdiction, by Remoteness, 2022 (a), (b)



Source: table 4A.55

(a) There are no very remote areas in Victoria; no major cities areas in Tasmania; no outer regional, remote or very remote areas in the ACT; no major cities or inner regional areas in the NT. For the ACT, data for 'major cities' includes 'inner regional areas'. The ACT does not publish data on year 12 certification for students living in low socio-economic areas. (b) Refer to data tables for information on non-publication of data by remoteness areas or socio-economic status for individual jurisdictions.



The proportion of the population aged 20–24 years who had attained at least Year 12 or AQF Certificate III or above was 89.0% in 2025, up from 88.2% in 2019 (table 4A.57). Data on certification rates by

remoteness and socio-economic status is also included in tables 4A.55 and 4A.56.

10. Student outcomes (international testing)

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

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

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

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

TIMSS

Nationally in 2023, the proportion of students who performed at or above the national proficient standard for the TIMSS:

- mathematics assessment was 71.9% (± 2.2) for Year 4 students and 64.1% (± 3.0) for Year 8 students, statistically unchanged from the 2019 results (figure 4.9a)
- science assessment was 83.3% (± 1.8) for Year 4 students and 69.8% (± 2.7) for Year 8 students (table 4A.55). Compared to 2019, results for Year 4 students were significantly higher, while Year 8 students had significantly lower results (table 4A.59).

In 2023, Australia's performance was higher than the TIMSS International average in both subjects, for both year levels (Wernert, Schmid and Rodrigues 2024).

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

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

Select year(s):

Multiple values

Select assessment:

● TIMSS: Mathematics achievement assessment

○ TIMSS: Science achievement assessment

Figure 4.9a Measure 1: Trends in International Mathematics and Science Study (TIMSS)

Proportion of students achieving at or above the intermediate international benchmark, the Australian national proficient standard, Mathematics achievement assessment, by jurisdiction, Year 4 & Year 8, by year (a)



Source: table 4A.58

(a) Refer to relevant data tables for results of significance testing.

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PISA

Nationally in 2022, the proportion of Australian 15-year-old students who achieved the national proficient standard (level 3 or above) in:

- reading literacy was 57.4% (± 0.7) (figure 4.9b)
- mathematical literacy was 50.8% (± 1.5) (table 4A.61)
- scientific literacy was 58.2% (± 1.5) (table 4A.62).

Across the three literacy domains, the proportions of Australian 15-year-old students who achieved at or above the national proficient standard in 2022 were significantly lower than the proportions in 2018 for mathematics literacy, but similar to the proportions in 2018 for reading literacy and scientific literacy (tables 4A.60–62).

In 2022, Australian 15-year-old students performed higher than the OECD average for all three assessment domains (De Bortoli, Underwood and Thomson 2023).

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

Select year(s):
Multiple values

- Select assessment:
- PISA: Reading literacy assessment
 - PISA: Mathematical literacy assessment
 - PISA: Scientific literacy assessment

Figure 4.9b Measure 2: **Programme for International Student Assessment (PISA)**
Proportion of students aged 15 years achieving at or above the national proficient standard (level 3 or above), Reading literacy assessment, by jurisdiction, by year



Source: table 4A.60

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PIRLS

Nationally in 2021, the proportion of Year 4 students that achieved at or above the national proficient standard for reading literacy was 80.2% (± 2.0), similar to 2016 (figure 4.9c). Across jurisdictions, the Australian Capital Territory was the only jurisdiction to show a significant improvement (table 4A.63).

Of the countries that participated in the PIRLS assessment in 2021, Australian Year 4 students:

- significantly outperformed students from 28 other countries
- were significantly outperformed by students from six other countries (ACER 2023).

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

Select year(s):

All

Figure 4.9c Measure 3: **Progress in International Reading Literacy Study (PIRLS)**
 Proportion of Year 4 students achieving at or above intermediate against the PIRLS reading proficiency benchmark, by jurisdiction, by year



Source: table 4A.63



11. Destination

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

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

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

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

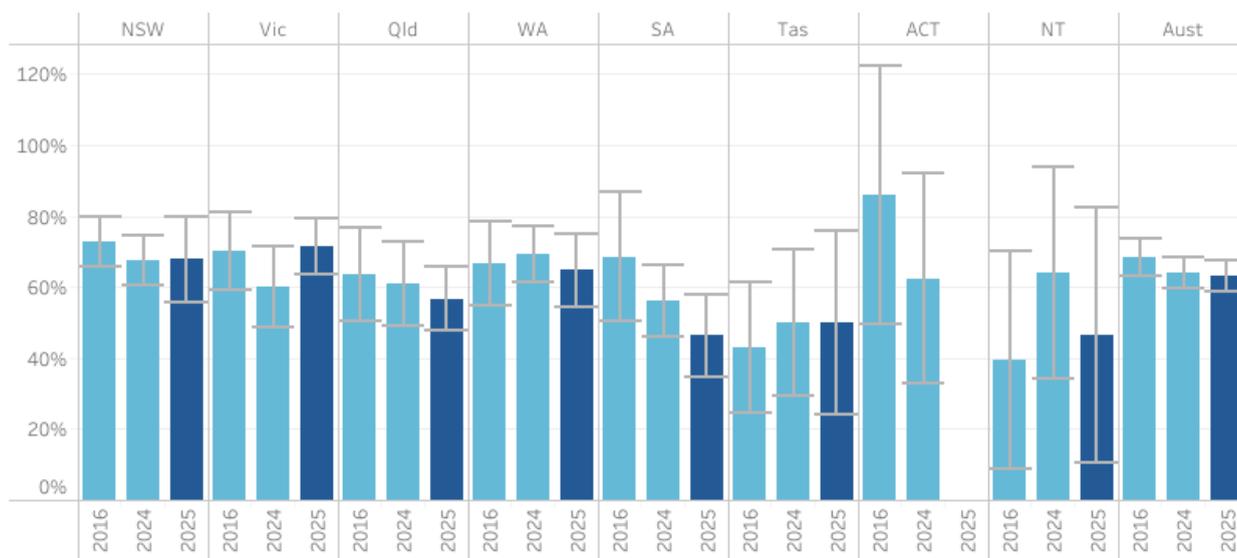
This report also includes information on the student destination surveys conducted by each state and territory government, as context to this indicator (table 4.3). These surveys collect information from a larger number of students within relevant jurisdictions, but the research methods and data collection instruments differ between jurisdictions. This means the results are not comparable across jurisdictions.

The proportion of all school leavers aged 15–24 years who left school in 2024 and who in 2025 were fully engaged in work or study was 63.1% (figure 4.10). Proportions were higher for Year 12 completers (67.4%), compared to those who completed Year 11 and below (46.3%) (table 4A.64).

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

Select year(s):
Multiple values

Figure 4.10 Proportion of all school leavers who are fully engaged in education or work
People aged 15-24 years, by jurisdiction, by year (a)



Source: table 4A.64

(a) Data is not published for the ACT in 2025 and the NT in 2019 and 2020.

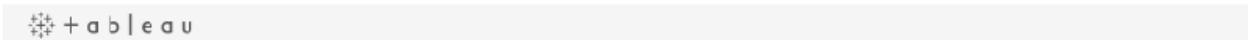


Table 4.3 School leaver destination survey results

New South Wales

Key features

The New South Wales Post-School Destinations and Experiences Survey commenced in 2010 and has been conducted annually since 2013, collecting information about students' main destinations in the year after leaving school, either having completed Year 12 or left early. The survey includes students from government, Catholic and independent schools and can be completed online or via the telephone.

The last survey was conducted in 2024 and results will be published in December 2025.

In 2023, the sample comprised 28,831 Year 12 completers and 5,892 early school leavers. The population counts are 64,487 for Year 12 completers and 28,831 for early school leavers.

Of the Year 12 completers, 69.6% were undertaking some form of education and training (52.8% a bachelor degree, 7.4% a vocational education and training (VET) course [including advanced diplomas, diplomas and certificates I to IV], 5.6% an apprenticeship and 3.8% a traineeship), 23.9% were employed, 4.3% looking for work and 2.2% were not in the labour force, education or training.

Statistics

Of the early school leavers 59.7% were undertaking some form of education or training (34.3% an apprenticeship, 13% a VET course, 9.4% a traineeship and 1.5% a bachelor degree), 27.4% were employed, 10.9% looking for work and 3.6% were not in the labour force, education or training.

Analytical reports and fact sheets providing detailed information on participant subgroups can be accessed from the New South Wales Department of Education website when the Minister has approved publication.

Link

Past reports can be found at <https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports> [↗](#).

Victoria

Since 2003, the Department of Education's annual On Track survey has recorded the post-school destinations of Victorian students who complete Year 12, or who leave school in Years 10, 11 and 12 without completing.

Key features

Consenting students from all school sectors are invited to complete the On Track survey online with follow-ups conducted via a Computer Assisted Telephone Interview.

The 2024 On Track survey was conducted from July to September 2024, including 18,062 students who completed Year 12 (completers) and 1,263 who left school (non-completers) in 2023.

Statistics

The majority of Year 12 completers were engaged in further education or training (75.6%), with most enrolled in a bachelor degree (56.5%), and smaller proportions in certificates or diplomas (10.9%) and apprenticeships or traineeships (8.2%).

Year 12 completers not in education and training (24.4%) were either employed part-time (12.9%) or full-time (7.2%), looking for work (3.2%), or not in the labour force, education, or training (0.9%).

More than half of non-completers were engaged in further education or training (55.7%), with apprenticeships or traineeships being the most popular pathway (36.6%), followed by

certificates or diplomas (16.8%), and bachelor degrees (2.3%).

Non-completers not in education or training (42.8%) were mostly employed part-time (16.5%) or full-time (10.2%), with smaller proportions looking for work (11.0%), or not in the labour force, education or training (5.1%).

Link Information about the On Track survey, including the 2024 summary report, can be found on the Victorian Government website: <https://www.vic.gov.au/on-track-survey> .

Queensland

Key features Since 2005, Queensland's annual Next Step survey has captured information about the journey from school to further study and employment. The survey takes place approximately six months after the end of the school year and asks a range of questions regarding graduates' study and work choices. All students who completed Year 12 at government and non-government schools in Queensland are invited to participate and can complete the survey online or via the telephone.

The 2025 survey ran from March to June and collected responses from 42,077 Year 12 completers, a 76.4% response rate.

Statistics In 2025, 89.8% of respondents were engaged in education, training or employment six months after completing Year 12. A further 7.4% were seeking work, while 2.8% were not in the labour force, education or training.

Survey outputs include individual school reports, sector and region reports, a state-wide infographic and a report builder tool that allows users to create a custom report for their region of interest.

Link Reports are available from the Next Step website (<http://www.qld.gov.au/nextstep>) on September 30 each year.

Western Australia

Each year, a post-school destination survey of Western Australian government school Year 12 students from the previous year are combined with university and TAFE data to build a comprehensive understanding of Year 12 students' destinations.

Key features Refinements to the 2024 collection processes have resulted in gaining destination data for substantially more students than in previous years.

The survey was not conducted in 2025.

Statistics In 2024, post-school destination information was collected for 11,779 students (82.0% of the total Western Australian government school Year 12 student population in Semester 2, 2023). Of these students, 62.9% were in either education or training, with 38.2% at university, 4.4% studying an

apprenticeship or a traineeship, 6.7% studying another type of nationally accredited training qualification, 2.6% repeating year 12 studies or engaged in non-accredited training and 11.0% who had deferred their education or training. In addition, 7.9% were engaged exclusively in full-time employment, 18.4% in part-time employment, and 10.9% were neither working nor studying. The figures may not sum to 100% due to rounding.

South Australia

South Australia does not undertake a post-school destination survey.

Tasmania

Key features Tasmania gains insight into post-school destinations through utilisation of statistical datasets such as the GENERATION survey, Australian Bureau of Statistics data, outcomes data collected by Tasmanian Assessment, Standards and Certification, National Centre for Vocational Education Research and others.

Statistics Not applicable

Link Not applicable

Australian Capital Territory

Key features Since 2007, the Australian Capital Territory has conducted a telephone-based survey of all government and non-government students who successfully completed an Australian Capital Territory Senior Secondary Certificate in the preceding year, as well as students who left school before completing Year 12. The survey seeks information on the destinations of young people six months after completion of Year 12 and on satisfaction with their experience in Years 11 and 12. In 2018, this survey became multimodal with online self-completion and telephone interviews being utilised.

In 2025, responses were received from 49% of the 2024 Year 12 graduates who were sent a Primary Approach Letter.

Statistics The 2025 survey (conducted between 21 May and 6 July) found that 92% of 2024 Year 12 graduates were employed and/or studying in 2025. Overall, 80% found Years 11 and 12 worthwhile.

Of the 59% of 2024 graduates studying in 2025, 70% reported that they were studying at the higher education (advanced diploma or higher) level and 28% at the VET (certificate I to IV and diploma) level.

Of the 41% of graduates who were not studying in 2024, 63% intended to start some study in the next two years.

Year 12 graduates who speak a language other than English at home were more likely to be studying (75%) than those who did not (54%).

Link Data from this survey is published in the ‘ *ACT Post School Destinations and Pathways* ’ series at <https://www.act.gov.au/open/post-school-destination-survey-results>  .

Northern Territory

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

Source: State and territory governments (unpublished).

Aboriginal and Torres Strait Islander data

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

School education data disaggregated for Aboriginal and Torres Strait Islander people

Table number	Table title
Context data	
Table 4A.9	Aboriginal and Torres Strait Islander full-time students
Performance indicator data	
Table 4A.16	Student attendance rates, by Indigenous status and remoteness
Table 4A.17	Student attendance rates, government schools, by Indigenous status
Table 4A.18	Student attendance rates, non-government schools, by Indigenous status
Table 4A.19	Student attendance rates, all schools, by Indigenous status
Table 4A.20	Student attendance level, government schools, by Indigenous status
Table 4A.21	Student attendance level, non-government schools, by Indigenous status
Table 4A.22	Student attendance level, by Indigenous status and remoteness
Table 4A.24	PISA Sense of Belong at School Index, by equity group, Australia
Table 4A.25	Apparent retention rates of secondary students, all schools
Table 4A.26	Apparent retention rates of secondary students, government schools

Table number	Table title
Table 4A.27	Apparent retention rates of secondary students, non-government schools
Table 4A.34	NAPLAN Reading: Proportion of students by level of proficiency, by Indigenous status and geolocation
Table 4A.35	NAPLAN Reading: Average NAPLAN score, by Indigenous status and geolocation
Table 4A.38	NAPLAN Writing: Proportion of students by level of proficiency, by Indigenous status and geolocation
Table 4A.39	NAPLAN Writing: Average NAPLAN score, by Indigenous status and geolocation
Table 4A.42	NAPLAN Numeracy: Proportion of students by level of proficiency, by Indigenous status and geolocation
Table 4A.43	NAPLAN Numeracy: Average NAPLAN score, by Indigenous status and geolocation
Table 4A.48	National Assessment Program, civics and citizenship literacy performance: proportion of students at or above proficient standard, by selected equity group
Table 4A.51	National Assessment Program, science literacy performance: proportion of students at or above proficient standard, by selected equity group
Table 4A.54	National Assessment Program, information and communication technologies: proportion of students at or above proficient standard, by selected equity group

Explanatory material

Interpreting efficiency data

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

School expenditure data reported in this section

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

Sources of data – government recurrent expenditure on government schools

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

Each state and territory government reports its expenditure on government schools to the Government Schools Finance Statistics Group. Recurrent expenditure on government schools comprises: employee costs (including salaries, superannuation, workers compensation, payroll tax, termination and long service leave, sick leave, fringe benefits tax); capital related costs (depreciation and user cost of capital [UCC]); umbrella departmental costs; and other costs (including rent and utilities). The Government Schools Finance Statistics Group provides unpublished data on the UCC for government schools, imputed as 8% of the written down value of assets (table 4A.4).

The Australian Government reports its allocation to each state and territory for government schools, consistent with Treasury Final Budget Outcomes – including the *Quality Schools* funding (from 1 January 2018), *Students First* funding (to 31 December 2017) and a range of National Partnership payments (table 4A.3).

To avoid double counting, Australian Government allocations are subtracted from the Australian, state and territory expenditure to identify ‘net’ state and territory government expenditure (table 4A.1).

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

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

Each state and territory government provides unpublished data on its contributions to non-government schools (table 4A.1).

The Australian Government reports its allocation to each state and territory for non-government schools, consistent with Treasury Final Budget Outcomes – including the *Quality Schools* funding (from 1 January 2018), *Students First* funding (to 31 December 2017) and National Partnership payments (refer to table 4A.3).

Allocation of funding

Better and Fairer Schools Agreement

The Australian Government determines recurrent funding for schools with reference to the Schooling Resource Standard (SRS). The SRS is an estimate of the public funding a school needs to meet its students’ educational needs. It is the basis of the Australian Government’s needs-based funding model for schools as specified in the *Australian Education Act 2013* and associated regulations.

The *Australian Education Act 2013* and associated regulations, combined with bilateral funding agreements between each state or territory and the Commonwealth, set the relevant Commonwealth and state or territory recurrent funding requirements for schools as a percentage of the SRS.

The BFSA, which commenced in January 2025, aims to increase the Commonwealth share of funding for government schools to 25% of the SRS in every state and the Australian Capital Territory by 2034, and to 40% of the SRS in the Northern Territory by 2029. This provides a pathway for all government schools to 100% of the SRS over the life of the BFSA. The BFSA replaces the Quality Schools package, which had been in effect since 1 January 2018.

State and territory governments

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

User cost of capital (UCC)

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

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

Key terms

Terms

Aboriginal and Torres Strait Islander students

Definition

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

Apparent retention rate

'Apparent' rates are calculated using aggregate student data and have been developed to provide indicative measurements. These rates are not the 'actual' rate that would result from direct measurement of the movement of each individual student.

This statistic is an indicative measure of the proportion of a cohort of full-time or full-

Terms**Definition**

time equivalent (FTE) students that move from one grade to the next based on an expected rate of progression of one grade per year. The Year level of commencement of secondary school varies across states and territories and over time.

Confidence interval

A confidence interval is a specified interval, with the sample statistic at the centre, within which the corresponding population value can be said to lie with a given level of confidence ([section 2](#)).

The NAPLAN and NAP sample confidence intervals are calculated by ACARA and take into account two factors:

Sampling error – The sampling error accounts for adjustments for non-response and measures the variance across students.

Measurement error – The NAPLAN assessments can only sample a small part of the literacy or numeracy curriculum so as not to place too much burden on each students' time. Consequently, the result of the NAPLAN assessments will contain some uncertainty *for each student*. This uncertainty is referred to as measurement error.

Confidence intervals (for NAPLAN and NAP sample)

Estimates of sampling and measurement errors are combined to obtain final standard errors and confidence intervals to determine statistical significance of mean differences and percentage differences in NAPLAN and NAP sample performance *within a report year*.

For analysing difference across years, a further source of error needs to be accounted for:

Equating error – The equating error measures the variance related to the impact of changes to the NAPLAN secure equating tests between years. That is, how closely the equating tests align between years.

To evaluate statistical significance of mean and percentage differences between years, ACARA tests the change between years taking into account the equating, sampling and measurement errors. However, the equating error is not represented within the reported confidence interval.

Foundation year (pre-Year 1)

The first year of primary school.

Naming conventions for the foundation year differ between states and territories. Foundation year is known as:

Kindergarten in New South Wales and the Australian Capital Territory

Terms	Definition
	<p>Preparatory in Victoria, Queensland and Tasmania</p> <p>Reception in South Australia</p> <p>Pre-primary in Western Australia</p> <p>Transition in the Northern Territory, and</p> <p>Foundation year in the Australian Curriculum.</p>
Full-time equivalent student	<p>A measure used to indicate the number of students based on their total workload undertaken, as a proportion of a full-time workload. The FTE of a full-time student is 1.0.</p>
Full-time student	<p>A person who satisfies the definition of a student and is based on a minimum workload required to ensure that a student could complete a given Year level in a single calendar year. The definition of full-time student varies across jurisdictions.</p> <p>From 2016, Student remoteness is based on the Australian Statistical Geography Standard (ASGS) Remoteness Structure. The extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide, is the standard ABS-endorsed measure of remoteness on ABS postal areas. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to https://www.abs.gov.au/statistics/standards/australian-statistical-geography-standard-asgs-edition-3/jul2021-jun2026/remoteness-structure </p> <p>The remoteness categories are:</p>
Geographic classification (ASGS)	<p>Major cities of Australia</p> <p>Inner regional areas of Australia</p> <p>Outer regional areas of Australia</p> <p>Remote areas of Australia</p> <p>Very remote areas of Australia.</p>
Geographic classification	<p>Geographic classifications prior to 2016 are based on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) standard. Data is not directly comparable. (The exception is Census and survey data which were already using the ASGS, and prior to that the Australian Standard Geographic Classification).</p> <p>Prior to 2016, Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia</p>

Terms	Definition
(MCEECDYA)	<p>into three zones (the metropolitan, provincial and remote zones).</p> <p><i>Metropolitan zone:</i> Mainland State capital city regions and Major urban Statistical Districts (100,000 or more population).</p> <p><i>Provincial zone:</i> Provincial city statistical districts and Darwin statistical division (25,000–99,999 population); and Other provincial areas (Collection District [CD] ARIA+ score < 5.92).</p> <ul style="list-style-type: none"> – Inner provincial areas (CD ARIA+ score < 2.4) – Outer provincial areas (CD ARIA+ score > 2.4 and < 5.92). <p><i>Remote zone:</i> Remote zone (CD ARIA+ score > 5.92)</p> <ul style="list-style-type: none"> – Remote areas (CD ARIA+ score > 5.92 and < 10.53) – Very remote areas (CD ARIA+ score > 10.53).
In-school expenditure	<p>Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.</p>
Low socio-educational background	<p>Students in the lowest quartile of the Index of Community Socio-Educational Advantage (ICSEA).</p> <p>The ICSEA is a student level score constructed by ACARA from information (obtained from school enrolment records) relating to parents' occupation, school education, and non-school education.</p>
Out-of-school expenditure	<p>Costs relating indirectly to schools. Refer to 'in-school expenditure'.</p>
Pre-year 1	<p>Refer to 'foundation year'.</p>
Part-time student	<p>A student undertaking a workload less than that specified as being full-time in the jurisdiction.</p>
Real expenditure	<p>Nominal expenditure adjusted for changes in prices, using the General Government Final Consumption Expenditure chain price deflator and expressed in terms of final year prices.</p>
School	<p>A school is an education establishment which satisfies all of the following criteria.</p>

Terms	Definition
	<p>Its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education.</p> <p>It is headed by a principal (or equivalent) responsible for its internal operation.</p> <p>It is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.</p>
Science literacy	<p>Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.</p>
Socio-economic status	<p>As identified in footnotes to specific tables.</p>
Socio-educational background	<p>Refer to 'Low socio-educational background'.</p>
Source of income	<p>In this chapter, income from either the Australian Government or state and territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.</p>
Special school	<p>A special school satisfies the definition of a school and enrolls students with one or more of the following characteristics:</p> <ul style="list-style-type: none"> mental or physical disability or impairment slow learning ability social or emotional problems in custody, on remand or in hospital (ABS 2024).
Student-to-staff ratios	<p>The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary. The FTE of staff includes those who are generally active in schools and ancillary education establishments.</p>
Student	<p>A person who is formally enrolled or registered at a school, and active in a primary, secondary and/or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if</p>

Terms**Definition**

assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.

Students are counted in the Nationally Consistent Collection of Data on School Students with Disability where:

the student's impairment meets the *Disability Discrimination Act 1992* (DDA); AND

the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability.

Students with disability

The DDA provides a broad definition of disability. The DDA covers individuals with disability, associates of a person with a disability, people who do not have a disability but who may face disability discrimination in the future, people who are not in fact impaired in functioning but treated as impaired, and people with conditions such as obesity, mild allergies or physical sensitivities, and those who wear glasses.

Teaching staff

Teaching staff are defined as those who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum. Teaching staff include principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in homeland learning centres and community schools in the Northern Territory.

Ungraded student

A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.

VET in Schools

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

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Report on Government Services 2026

PART B, SECTION 5: RELEASED ON 10 FEBRUARY 2026

5 Vocational education and training

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

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

Data downloads

[5 Vocational education and training data tables \(Excel - 479.5 KB\)](#)

[5 Vocational education and training dataset \(CSV - 1.6 MB\)](#)

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

[Guide: How to find what you need in RoGS \(PDF - 812.9 KB\)](#)

Context

Objectives for vocational education and training (VET)

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

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

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

Service overview

The VET system provides training for entry level jobs through to highly technical occupations, and also provides training for non-employment related reasons. Nationally in 2024, the main reason qualification completers participated in VET was for:

- employment related reasons (72.8% in total VET¹ and 73.5% in government-funded VET)
- personal development (14.7% in total VET and 13.8% in government-funded VET)
- pathways to further study (12.4% in total VET and 12.6% in government-funded VET) (NCVER 2024a).

To achieve these aims, a student may choose to complete one or multiple subjects/units of competency, modules, skill sets or VET qualifications. VET qualifications range from Certificate I to Graduate Diploma, as determined by the Australian Qualifications Framework (AQF).

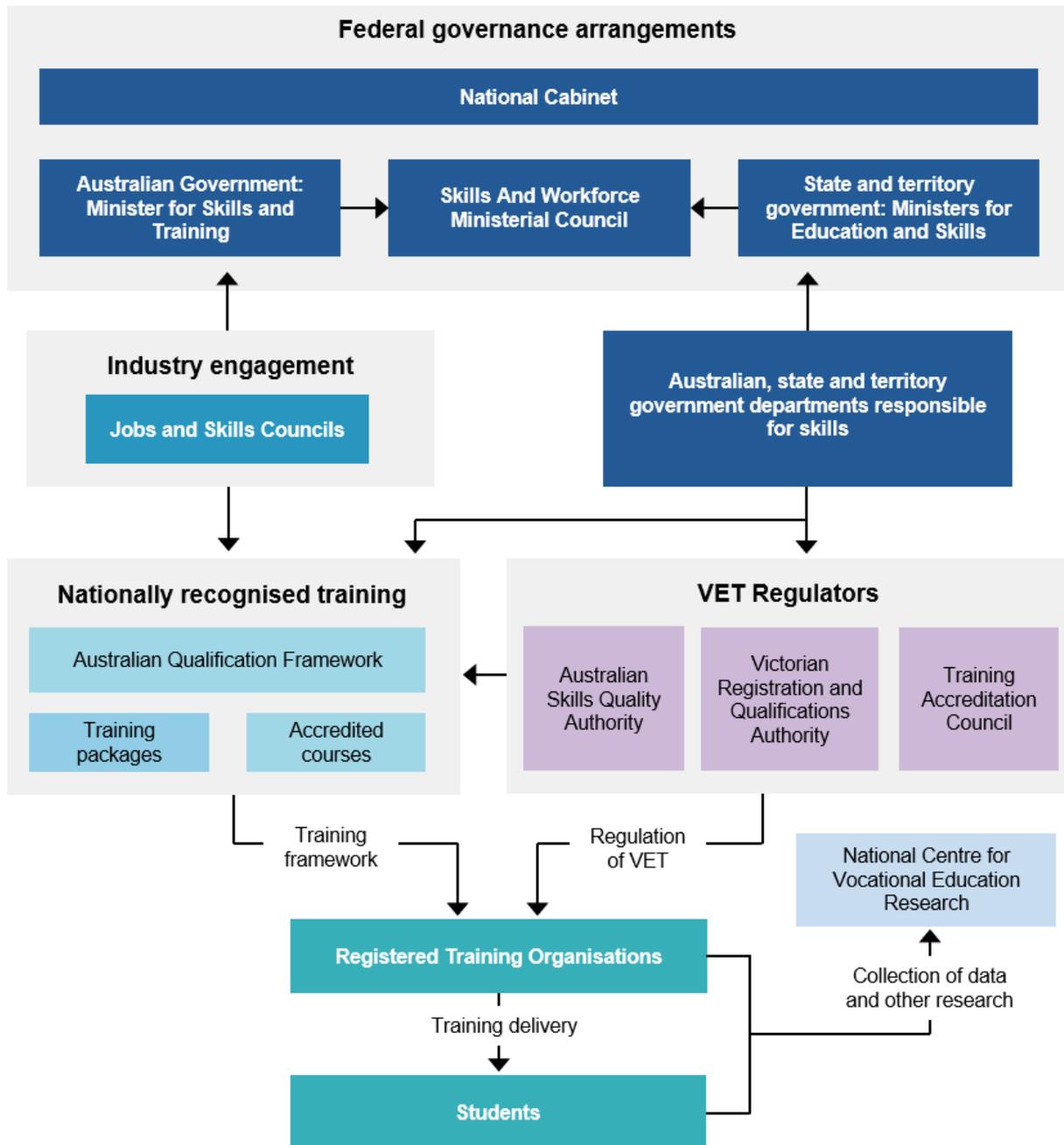
In this section, the 2026 RoGS reports performance indicators for VET activity among people aged 15–64 years, representing the working age population. This approach differs from previous editions of the RoGS when the age ranges were 15–64 years, 18+ years and 20–64 years.

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

Roles and responsibilities

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

Figure 5.1 VET roles and responsibilities



Federal governance arrangements

From 2024, government roles and responsibilities were outlined in the *National Skills Agreement*, as summarised below:

- The Australian Government provides financial support to state and territory governments to sustain national training systems and provides targeted incentives, interventions and assistance to support access and delivery of national priorities.
- State and territory governments manage VET delivery systems within their jurisdiction (including the effective operation of the training market).

- The Australian Government and state and territory governments work together to progress and implement national priorities. The Skills and Workforce Ministerial Council, established in late 2022, provides a forum for national cooperation and stewardship across the VET system, and reports to the National Cabinet. The scope of the Council includes strategic policy planning, performance evaluation, cross-sectoral alignment and the interaction between VET and broader workforce issues.

There are two active agreements between the Australian Government and state and territory governments relating to skills and workforce development as of 2026:

- The Fee-Free Technical and Further Education (TAFE) Skills Agreement delivers fee-free training places in agreed national priority industry areas with a focus on priority equity groups across Australia over 2023 to 2026.
- The five-year National Skills Agreement, that commenced on 1 January 2024, delivers on the nationally shared vision and principles to strengthen the VET sector, with focused effort to address critical skills and workforce shortages.

Industry engagement arrangements

Jobs and Skills Councils (JSCs) are not-for-profit companies that are owned and led by industry. They provide strategic leadership to identify and address skills and workforce challenges across their respective sectors. The national network of 10 JSCs encompass most industry sectors, and operates under a tripartite model bringing together employers, unions and governments. Employer organisations and unions work together on JSCs governance (board composition, membership structures) and operational arrangements (strategic taskforces, sub-committees and technical committees).

JSCs have four core functions:

- *Workforce planning* – creating a consistent, strategic approach to addressing skill gaps in their industry sector
- *Training product development* – developing training products in line with standards set by Skills Ministers to improve quality, responsiveness and speed to market
- *Implementation, promotion and monitoring* – partnering with RTOs to align workforce planning and training products with career advice and training delivery
- *Industry stewardship* – providing intelligence on workforce issues affecting industry and advice on national VET system policies.

The Department of Employment and Workplace Relations undertakes quality assurance assessments of training packages developed by JSCs to ensure they meet the national standards and policies set by Skills Ministers.

Regulation of VET

The Australian Skills Quality Authority (ASQA) is the national regulator for the VET sector. ASQA accredits courses and regulates RTOs to ensure compliance with the nationally approved *Standards for RTOs 2015* (the Standards). ASQA has jurisdiction over all RTOs, except those regulated by state authorities in

Victoria and Western Australia, specifically the Victorian Registration and Qualifications Authority (VRQA) and the Training Accreditation Council (TAC).

The VRQA and TAC accredit courses and regulate RTOs in accordance with the Standards. They also measure provider compliance against other regulatory frameworks. For example, the VRQA applies its Guidelines for VET and the *Education and Training Reform Act 2006 (Vic)*, and TAC applies the *Western Australian Vocational Education and Training Act 1996*.

As at 30 June 2025:

- ASQA regulated 3,837 RTOs in Australia (ASQA 2025)
- VRQA regulated 116 RTOs delivering training to domestic students in Victoria only or in Victoria and Western Australia (VRQA unpublished)
- TAC regulated 162 RTOs delivering training to domestic students in Western Australia and Victoria (TAC unpublished).

Registered Training Organisations

RTOs are training providers registered by ASQA, VRQA or TAC to deliver VET services, including:

- *government VET providers* – including TAFE institutes, agricultural colleges and multi-sector education institutions
- *community education providers* – including adult and community education providers
- *other registered providers* – including private training businesses, industry and community bodies with an RTO function, employers that have RTO status to train their own staff, Group Training Organisations or Apprenticeship Network Providers that also deliver VET services.

Nationally recognised training

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

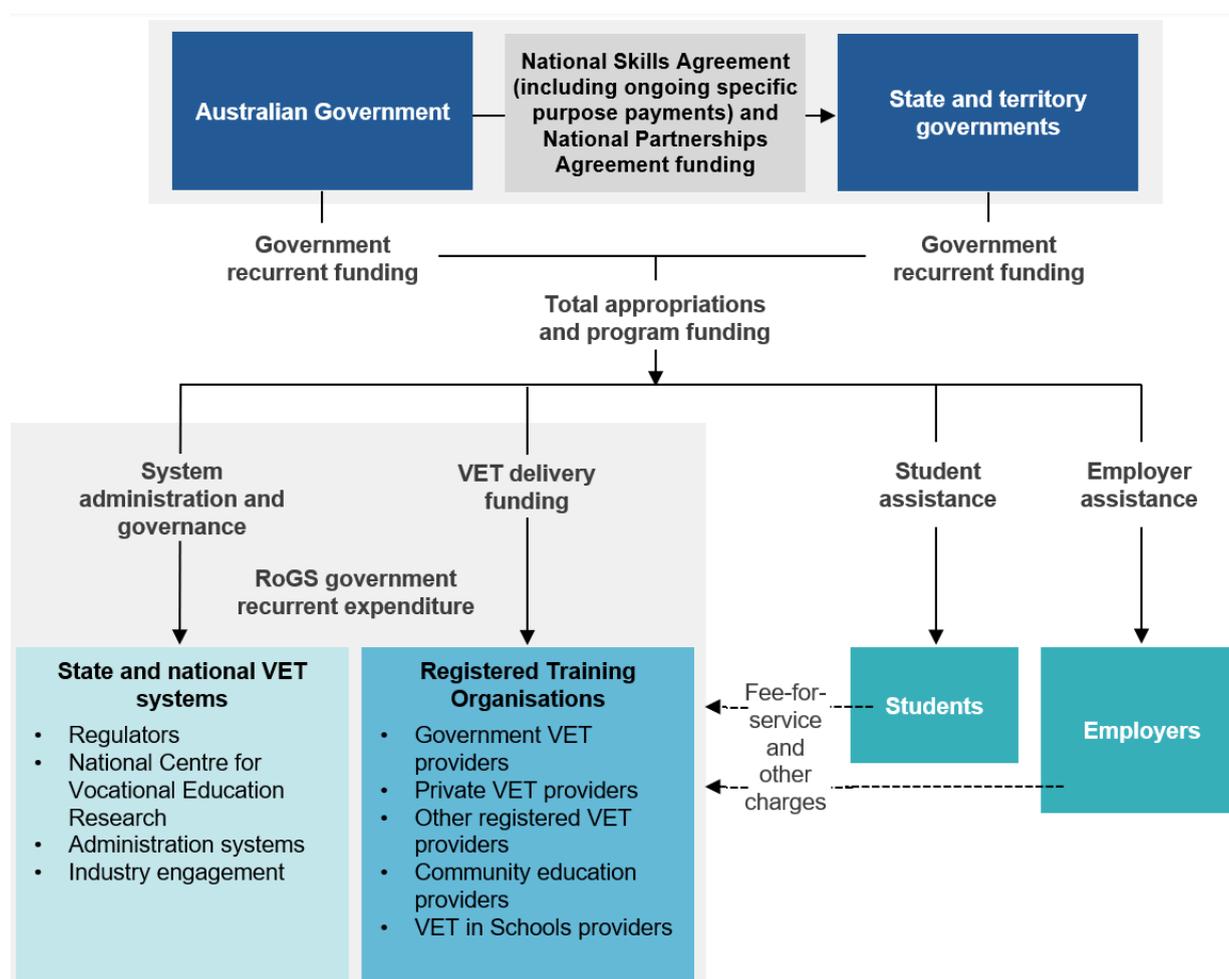
- *Training packages* specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the AQF.
- *Accredited qualifications* refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package.
- *Accredited courses* have been assessed by a VET regulator as compliant with the Standards for VET Accredited Courses 2021.
- *Training package skill sets* are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need.
- *Units of competency and accredited modules* define the skills and knowledge to operate effectively in a workplace context. They are the smallest units or modules that can be assessed and recognised.

All NRT is listed on the National Register of VET (training.gov.au) and only RTOs can deliver NRT and issue nationally recognised qualifications or statements of attainment on the full or partial completion of training (NCVER 2024b). Apprenticeships or traineeships combine employment and competency-based training, including both formal NRT and on-the-job training.

Funding

The major funding flows within the VET system are outlined in figure 5.2.

Figure 5.2 Major funding flows within the VET system



Government recurrent expenditure

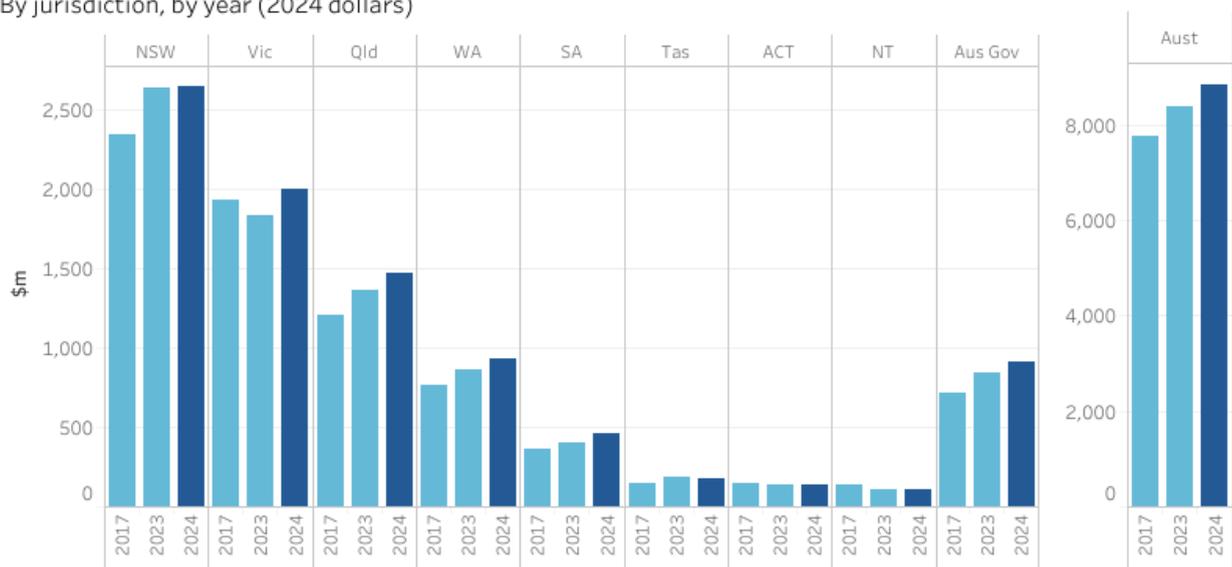
In this report, government recurrent expenditure refers to Australian Government and state and territory government expenditure that is directly related to the provision of VET services and delivered to the community by, or on behalf of, the government. This includes:

- *VET delivery funding* – funding provided to RTOs that directly delivers a training outcome. This includes funding for subsidised training and further subsidies targeted at supporting access and recognising additional delivery costs.
- *System administration and governance* – funding of costs associated with supporting the state/territory and national VET system.

Nationally in 2024, total government real recurrent expenditure, including user cost of capital, was \$8.9 billion – a 5.4% real increase from \$8.4 billion in 2023 (figure 5.3).

Select year(s):
Multiple values

Figure 5.3 Total government real recurrent expenditure, including user cost of capital
By jurisdiction, by year (2024 dollars)



Source: table 5A.1

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Total government real recurrent expenditure per person aged 15–64 years, excluding user cost of capital, was \$430 in 2024 (table 5A.2).

Total government funding of VET

Within the VET system, there are several other funding flows that are outside the scope of RoGS government recurrent expenditure (figure 5.2).

The Australian Government provides funding to state and territory governments through payments under Federation Funding Agreements. Nationally in 2024, the Australian Government provided around \$2.4 billion to state and territory governments, the majority was provided through ongoing payments (\$2.2 billion) and the remainder through milestone based funding (\$251.7 million) (table 5A.3). These funds contribute to state and territory government real recurrent expenditure on VET services.

Government recurrent funding captures the funds provided by each jurisdiction to cover their training portfolio costs and relevant VET programs. Along with VET delivery funding and system administration and governance, this includes:

- *Employer assistance* – funding that incentivises and supports employers to engage in VET, including subsidies, incentives, grants and other payments, and tax exemptions
- *Student assistance* – funding that supports students with non-tuition costs associated with undertaking VET, including loans and grants or subsidies.

Nationally in 2024, government recurrent funding totalled \$7.1 billion – down from \$8.5 billion in 2023. Total government appropriations and real recurrent program funding for VET, inclusive of Australian Government transfers to the states and territories, totalled \$9.5 billion in 2024 – a 11.2% decrease from \$10.7 billion in 2023 (table 5A.3).

Allocation of funding

Nationally in 2024, \$4.1 billion of VET funding was allocated through a competitive basis (table 5A.4). The mechanisms for contestable allocation of funds include open competitive tendering, limited competitive tendering and eligible grants, user choice and entitlement funding (refer to 'Explanatory material' tab for definitions).

Government VET delivery funding is provided to a mixture of government RTOs (including TAFEs), private RTOs, other RTOs and community education providers. Nationally in 2024, government VET delivery funding paid to non-TAFE providers totalled over \$1.6 billion – around 24% of total VET delivery funding and a 4.8% real increase from 2023 (table 5A.5).

Size and scope

Students

Nationally in 2024, over 1.2 million students were enrolled in government-funded VET (figure 5.4). The majority (almost 1.1 million) were studying government-funded qualifications, with nearly 74% studying Certificate III or IV qualifications. A smaller number of government-funded students were enrolled in locally developed programs, training package skills sets or accredited courses and standalone nationally recognised subjects.

In 2024, over 5.1 million students were enrolled in VET (total VET students) (figure 5.4). Nearly 2.1 million students were enrolled in qualifications, with over two-thirds (68.4%) studying Certificate III or IV qualifications, and 20% each in Certificate I or II, and Diploma or above. Almost 3.6 million students were enrolled in subjects not delivered as part of a nationally recognised program.

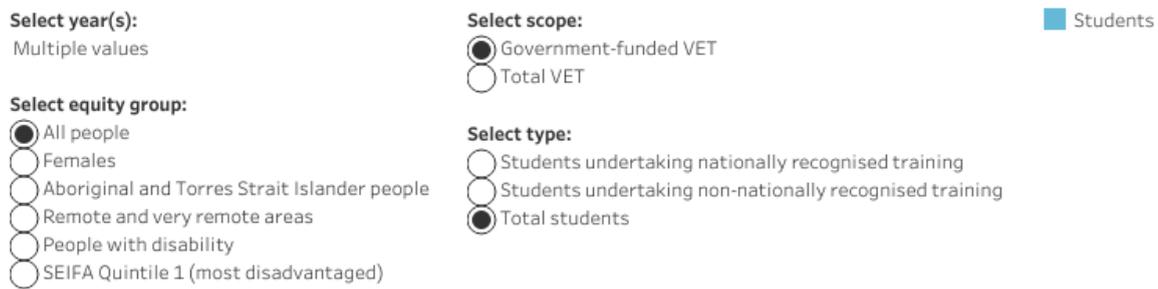
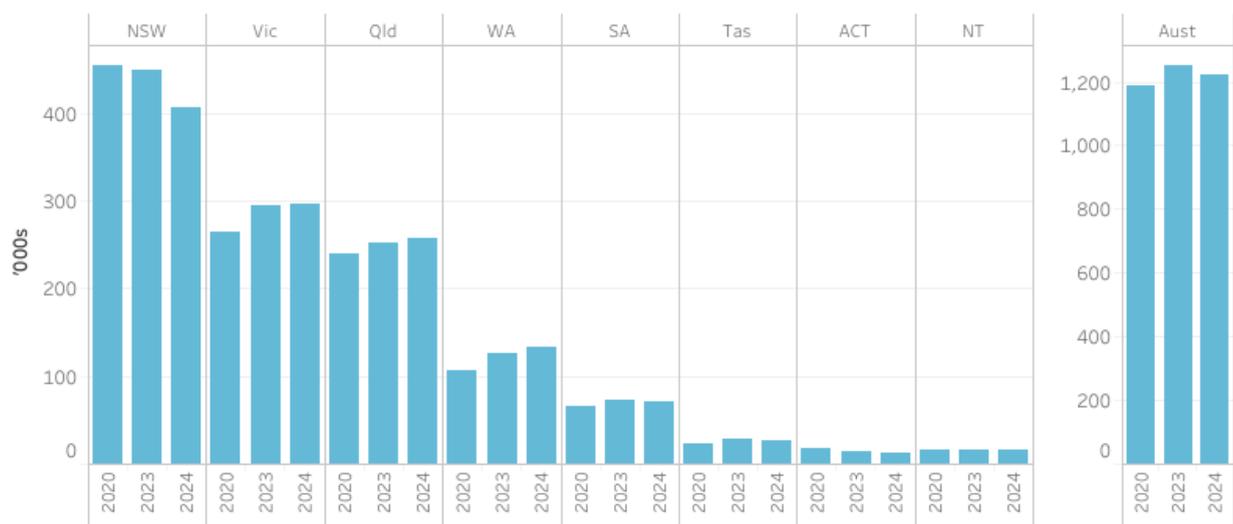


Figure 5.4 Government-funded VET students, by type of training and program level
Total students, All people, by jurisdiction, by year



Source: table 5A.6

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Data on the number of VET students and participation in government-funded and total VET by people aged 15–64 years in selected equity groups is available in tables 5A.8–11. Population data used to calculate participation rates is available in table 5A.12.

Training providers

Nationally in 2024, there were 3,805 registered training organisations delivering nationally recognised training in Australia (table 5A.13), of which 1,245 delivered nationally recognised government-funded VET through state and territory training departments (NCVER unpublished). There were 1,447 VET providers delivering government-funded training, which includes both nationally and non-nationally recognised as well as locally developed programs, at 33,534 locations in Australia (table 5A.14).

Indicator framework

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

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

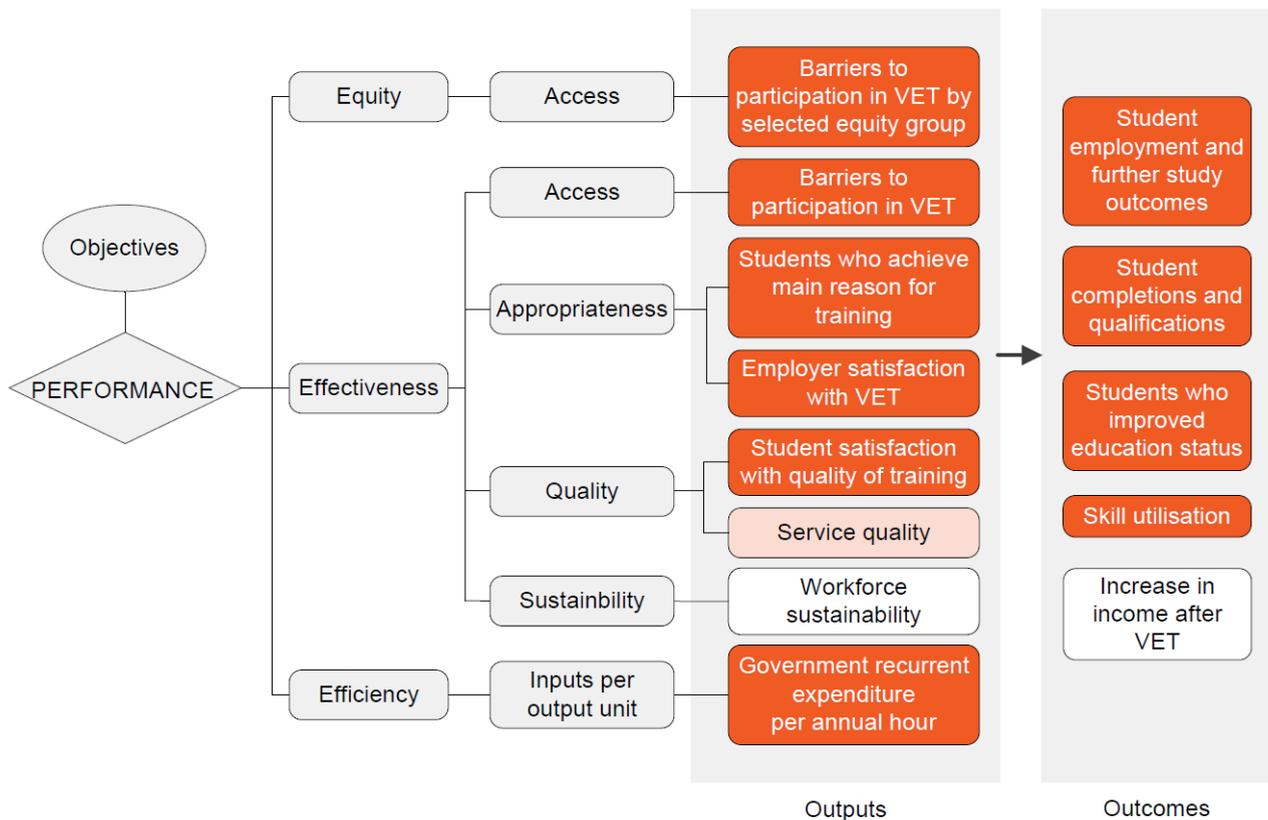
Improvements to performance reporting for VET services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

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

Outcomes

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

**Key to indicators***

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

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

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

- Barriers to participation in VET by selected equity group – most recent data for all measures is comparable and complete

Effectiveness – Access

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

Effectiveness – Appropriateness

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

Effectiveness – Quality

- Student satisfaction with quality of training – most recent data for all measures is comparable and complete
- Service quality – most recent data for all measures is either not comparable and/or not complete

Effectiveness – Sustainability

- Workforce sustainability – no data reported and/or no measures yet developed

Efficiency – Inputs per output unit

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

Outcomes

- Student employment and further study outcomes – most recent data for all measures is comparable and complete
- Student completions and qualifications – most recent data for all measures is comparable and complete
- Students who improved education status – most recent data for all measures is comparable and complete
- Skill utilisation – most recent data for all measures is comparable and complete
- Increase in income after VET – no data reported and/or no measures yet developed

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

Indicator results

This section presents an overview of the VET services performance indicator results. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of VET services.

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

Specific data used in figures can be downloaded by clicking in the figure area, navigating to the bottom of the visualisation to the grey toolbar, clicking on the 'Download' icon and selecting 'Data' from the menu. Selecting

'PDF' or 'Powerpoint' from the 'Download' menu will download a static view of the performance indicator results.

1. Barriers to participation in VET by selected equity group

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

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

- females
- outer regional and remote areas
- quintile 1 (most disadvantaged). Socio-Economic Indexes for Areas (SEIFA) quintiles are based on the Australian Bureau of Statistics (ABS) Index of Relative Socio-economic Disadvantage.

Data is not available for reporting against this measure for other selected equity groups.

Data for barriers to accessing courses by remoteness and SEIFA quintiles is collected from the Survey of Work-Related Training and Adult Learning (WRTAL), 2020-21. Participants were asked whether there were any occasions in the past 12 months where they had wanted to do a qualification at bachelor degree level or above, or below bachelor level, but had not been able to, and if so, what were the reasons they were not able to.

Similar proportions of people in selected equity groups reporting that they encounter barriers to accessing or completing VET courses relative to people not from these selected equity groups is desirable.

In 2020-21, the proportion of people who wanted to participate in any (or more) formal study below bachelor degree level in the last 12 months but could not was highest in major cities (2.7%) and lowest in outer regional and remote areas (0.4%). More females (2.1%) reported facing barriers to participation compared to males (1.7%). Results across SEIFA quintiles were fairly constant ranging from 0.7% in both the lowest and highest quintiles to 0.9% in the third quintile (figure 5.5).

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

Select enrolment:

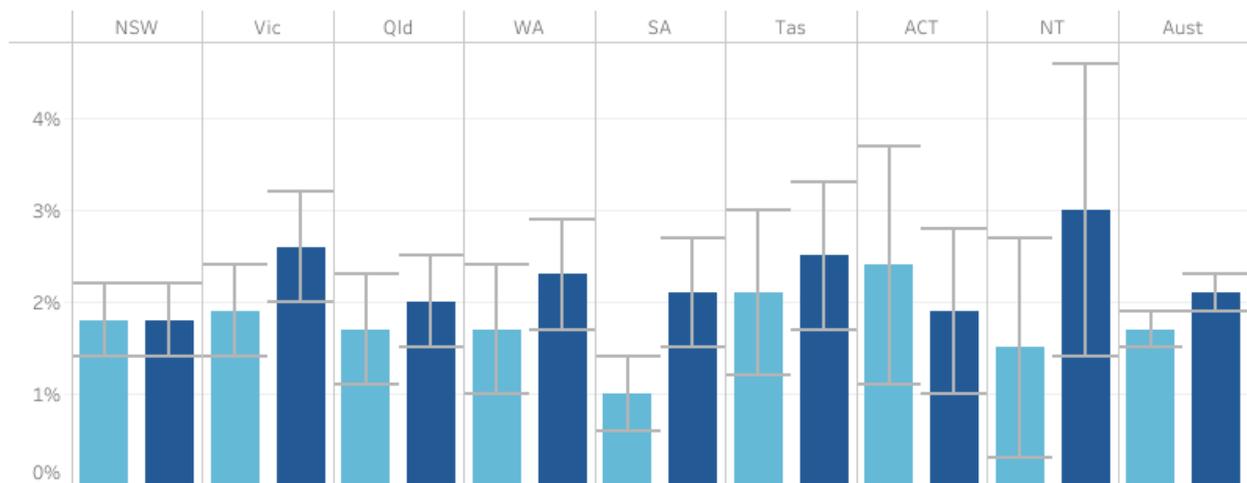
- Enrolment in a qualification (or more qualifications) below bachelor degree level in the last 12 months
- Enrolment in a qualification (or more qualifications) at bachelor degree level or above in the last 12 months
- Enrolment in any (or more) formal study in the last 12 months

Select equity group:

- Sex
 - Remoteness
 - SEIFA quintiles
- Males
■ Females

Figure 5.5 Could not participate but wanted to in more (or any) learning below bachelor degree level in the last 12 months

15-64 years old, by Sex, by jurisdiction, 2020-21 (a), (b), (c)



Source: table 5A.15

(a) There are no major cities in Tasmania. There are no outer regional or remote areas in the ACT. There are no major cities or inner regional areas in the NT. (b) Confidence intervals are not available where the proportion has a relative standard error greater than 50%. (c) Refer to data tables for information on the non-publication of data for individual jurisdictions.

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2. Barriers to participation in VET

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

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

Data for barriers to accessing courses is collected from the WRTAL 2020-21. Participants were asked whether there were any occasions in the past 12 months where they had wanted to undertake a qualification at bachelor degree level or above, or below bachelor level, but had not been able to, and if so, the reasons they were not able to.

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

Nationally in 2020-21, 5.5% of people wanted to participate in any (or more) formal study in the last 12 months but could not. The proportion was higher for barriers to enrolment in a qualification (or more qualifications) below bachelor degree level (3.8%), than for enrolment in a qualification (or more qualifications) at bachelor degree level or above (2.3%) (figure 5.6).

The main barriers to participation in any (or more) formal study in the last 12 months include too much work / no time (1.5%) and financial reasons (1.3%) (table 5A.15).

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

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

■ Enrolment in a qualification (or more qualifications) below bachelor degree level in the last 12 months
 ■ Enrolment in a qualification (or more qualifications) at bachelor degree level or above in the last 12 months
 ■ Enrolment in any (or more) formal study in the last 12 months

Figure 5.6 Could not participate but wanted to in more (or any) learning
 15-64 years old, by jurisdiction, by enrolment, 2020-21



Source: table 5A.15

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3. Students who achieve main reason for training

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

'Students who achieve main reason for training' is defined as the proportion of government-funded VET qualification completers aged 15-64 years who reported that the training 'fully' or 'partly' helped them achieve their main reason for training.

This measure relates to the activities of government-funded VET activity only, and is disaggregated by selected equity group (females, Aboriginal and Torres Strait Islander people, people in remote and very remote areas, people with disability and people in SEIFA quintile 1 [most disadvantaged]).

Data is collected from the annual national Student Outcomes Survey for qualification completers aged 15–64 years. Survey data for a year (for example, 2024) refers to the cohort of students that graduated the year before (for example, 2023).

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

Nationally in 2024, 86.4% of government-funded 2023 VET qualification completers aged 15–64 years reported that training 'fully' or 'partly' helped achieve their main reason for training – representing a 4.2 percentage point increase since 2020 (figure 5.7).

Data disaggregated by selected equity groups is available in table 5A.16.

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

Select year(s):
Multiple values

Select equity group:

- All people
- Females
- Aboriginal and Torres Strait Islander people
- Remote and very remote areas
- People with disability
- SEIFA Quintile 1 (most disadvantaged)

Figure 5.7 Students who achieve main reason for training

Government-funded VET qualification completers, 15-64 years old, All people, by jurisdiction, by year (a), (b)



Source: table 5A.16

(a) There are no very remote areas in Victoria, no remote or very remote areas in the ACT. (b) Refer to relevant data table for information on non-publication of data for individual jurisdictions.

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4. Employer satisfaction with VET

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

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

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

This measure relates to total VET activity.²

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

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

Nationally in 2023, 56.8% of Australian employers were engaged with VET (table 5A.17), of which 66.4% were satisfied with all forms of VET engagement (down from 72.9% in 2015) (figure 5.8). By type of training engaged in, satisfaction with apprenticeships or traineeships had the largest decrease by 8.5 percentage points (from 81.7% in 2015 to 73.2% in 2023).

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

Select year(s):

Multiple values

Select type of training engaged in:

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

Figure 5.8 Employer Satisfaction with all forms of VET engagement
By jurisdiction, by year



Source: table 5A.18

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2. As employers engaging with government-funded VET engagement cannot be determined from the survey. [Locate footnote 2 above](#)

5. Student satisfaction with quality of training

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

'Student satisfaction with quality of training' is defined as the proportion of government-funded VET qualification completers aged 15–64 years who reported being satisfied with the overall quality of training.

This measure relates to government-funded VET activity only, and is disaggregated by selected equity group (females, Aboriginal and Torres Strait Islander people, people in remote and very remote areas, people with disability and people in SEIFA quintile 1 [most disadvantaged]).

Data is collected from the annual national Student Outcomes Survey for qualification completers aged 15–64 years. Survey data for a year (for example, 2024) refers to the cohort of students that graduated the year before (for example, 2023). Qualification completers satisfied with their training include those who 'Strongly agree' or 'Agree' with the relevant questionnaire item.

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

Nationally in 2024, 89.5% of government-funded 2023 VET qualification completers aged 15–64 years were satisfied with the overall quality of their training, unchanged from 2020 (figure 5.9). Satisfaction was higher among completers in remote and very remote areas (94.3%), an increase of 3.0 percentage points since 2020.

In 2024, 89.3% of government-funded 2023 VET qualification completers aged 15–64 years were satisfied with assessments, and 87.7% were satisfied with instructors (table 5A.19).

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

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

Select year(s):

Multiple values

Select equity group:

- All people
- Females
- Aboriginal and Torres Strait Islander people
- Remote and very remote areas
- People with disability
- SEIFA Quintile 1 (most disadvantaged)

Figure 5.9 Student satisfaction with quality of training

Government-funded VET qualification completers, 15-64 years old, All people, by jurisdiction, by year (a), (b)



Source: table 5A.19

(a) There are no very remote areas in Victoria, no remote or very remote areas in the ACT. (b) Refer to relevant data table for information on non-publication of data for individual jurisdictions.

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6. Service quality

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

'Service quality' is defined as providers that were subject to a compliance audit resulting in an adverse decision, as a proportion of regulated providers.

The definition of adverse decisions includes registration cancellation, registration suspension, enforceable undertaking, partial registration cancellation or suspension, and shortened registration (refer to 'Key terms' in the 'Explanatory material' tab for more details).

Providers that were subject to a compliance audit, as a proportion of regulated providers is also presented as contextual information in figure 5.10. The definition of compliance audits includes a limited subset of all regulatory activity (refer to 'Key terms' in the 'Explanatory material' tab for more details).

Data for this indicator is provided by ASQA, VRQA and TAC.

Although ASQA is the national regulator and regulates the majority of the RTOs in Australia, it only has partial coverage for regulating VET training providers in Victoria and Western Australia. Caution is required when comparing ASQA results from these jurisdictions. While data is broken down by jurisdiction, ASQA does not consider these boundaries when undertaking its duties. Training providers in Victoria and Western Australia not covered by ASQA are regulated by VRQA and TAC, respectively (refer to 'Key terms' in the 'Explanatory material' tab for more details).

A lower or decreasing proportion of providers subject to a compliance audit resulting in an adverse decision is desirable. Caution is required when interpreting the results across different regulators. Although the regulators use the Standards as a baseline for measuring provider compliance, each regulator has unique regulatory frameworks, audit types and legislative responsibilities.

In 2024-25, for providers regulated by:

- ASQA – 9.2% were subject to a compliance audit. Around 2.3% of providers were subject to a compliance audit resulting in an adverse decision, up from 1.5% in 2023-24 (figure 5.10).
- VRQA – 0.9% were subject to a compliance audit. None of the compliance audits resulted in an adverse decision, down from 0.8% in 2023-24.
- TAC – 8.6% were subject to a compliance audit. Zero providers had an adverse decision resulting from their compliance audit, unchanged since 2021-22 (table 5A.20).

■ Data is not comparable across jurisdictions, but is comparable within jurisdictions over time (see caveats in data table).

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

Select year:

2024-25

Select regulator:

● ASQA
○ VRQA
○ TAC

■ Providers subject to a compliance audit, as a proportion of regulated providers

■ Providers subject to a compliance audit resulting in an adverse decision, as a proportion of regulated providers

Figure 5.10 Providers subject to a compliance audit resulting in an adverse decision, as a proportion of providers regulated by ASQA (a)

By jurisdiction, 2024-25



Source: table 5A.20

(a) Caution is required when interpreting the results for the three VET regulators (ASQA, VRQA and TAC). Although the regulators use the Standards as guidelines for measuring provider compliance, each regulator has unique regulatory frameworks, audit types and legislative responsibilities.

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7. Workforce sustainability

'Workforce sustainability' is an indicator of governments' objective to provide sustainable VET services.

VET workforce sustainability relates to the capacity of the VET workforce to meet current and projected service demand. These measures are not a substitute for a comprehensive workforce analysis that considers training, migration, emerging work patterns and future demand. However, they can indicate the need for further workforce planning for VET services.

There are limited data sources for accurately measuring the VET workforce. However, the VET Workforce Study (the Study) produced by Jobs and Skills Australia, has attempted to define, measure and categorise the VET workforce. The Study also reports on key demographic and employment characteristics of the VET workforce (JSA 2024).

Data from the Study is presented in the snapshot below. Given data limitations, some of this analysis is illustrative only and underestimates the size of the VET workforce. Further details on the assumptions and methodology used are in the Study.

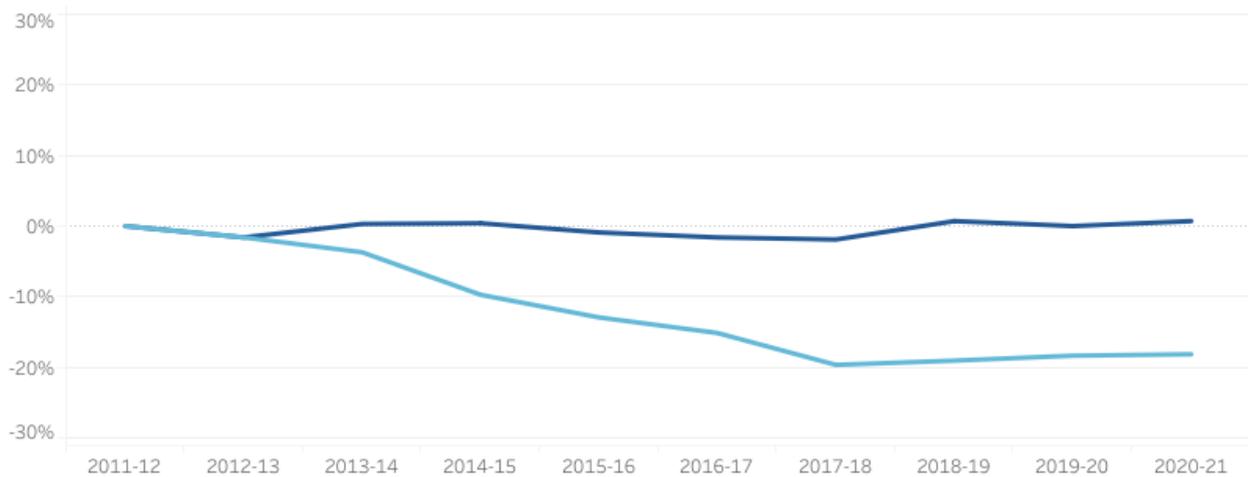
Snapshot of the VET workforce profile

The size of the VET workforce is estimated at around 111,000 and has been stable over the period 2017 to 2021 using data from the ABS Person Level Integrated Data Asset (PLIDA). Overall, the VET workforce has seen minimal growth (0.7%) over the decade to 2020-21 (figure 5.11). Between 2011-12 and 2017-18, the number of VET teachers decreased by 19.6%, and then rose slightly by 1.9% from 2017-18 to 2020-21 (JSA 2024).

Nationally, from the 2021 Census, 48.5% of the estimated VET workforce³ worked in teach, train, and assess roles, followed by administration and operations (29.0%) and leadership (12.8%) (JSA 2024).

■ VET teachers
■ VET workforce

Figure 5.11 Change in the VET workforce size from 2011-12 to 2020-21, Australia
By year, by workforce



Source: table 5A.21

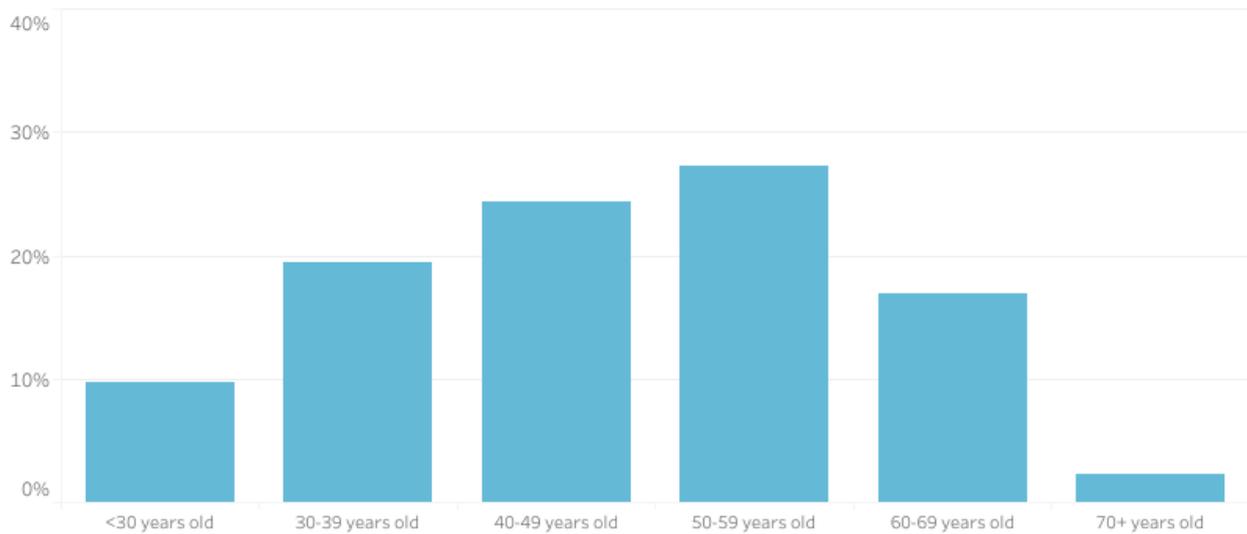
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Age group distribution

Based on the 2021 Census, the average age of the VET workforce was 47.3 years, up from 46.0 years in the 2011 Census (JSA 2024). In 2021, 46.5% of the VET workforce was aged 50 years and over (figure 5.12). The majority of the VET workforce are female (57.2%) and 74.8% are located in major cities. Around 62.2% are employed full-time, while 32.2% are employed part-time (JSA 2024).

Figure 5.12 Distribution of VET workforce, Australia, 2021

By age group



Source: table 5A.22



Workforce demand

Over the ten years to January 2024, online job advertisements for VET teachers doubled, compared to a 79.3% average growth across all occupations (JSA 2024). Every state and the Australian Capital Territory experienced higher growth rates for VET teacher advertisements than their all-occupation average. In the Northern Territory, although VET teacher advertisements decreased over the ten-year period, there was an increase over the five years to 2023, surpassing the territory's all-occupation average.⁴

In 2024, enrolment growth rates in several Certificate III qualifications were significantly above the average since 2018. These include: Early Childhood Education and Care (up 40%); Business (up 33%); Individual Support (up 26%) and Carpentry (up 20%) (JSA 2024). Given this increase, it is likely that new VET teacher, trainer and assessor jobs were created in these fields.

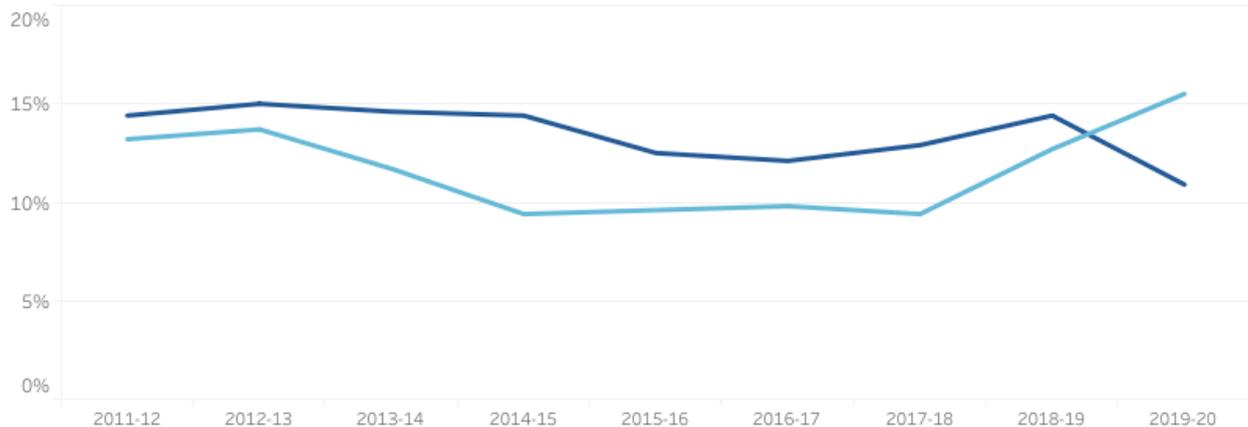
The Study doesn't include analysis on vacancy fill rates for industries.

VET teacher occupation flows

Using PLIDA data, the Study found the proportion of VET teachers (based on the ANZSCO classification) remaining in the same occupation was between 85% and 88% over the eight-year period from 2011-12 to 2018-19 (JSA 2024). However, in eight of the nine reference years, the outflow rate of VET teachers leaving (as a proportion of the previous year's total VET teacher workforce size) exceeded the inflow rate (figure 5.13).

■ Inflows
■ Outflows

Figure 5.13 Proportion of inflow and outflow of VET teachers compared to previous year's stock, Australia
By year



Source: table 5A.23

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Future VET workforce data collection

The VET Workforce Blueprint (the Blueprint) identifies an opportunity for developing a VET workforce data strategy to enable collection of VET workforce data (DEWR 2024). Outcomes from the Blueprint may provide opportunities to report on VET workforce sustainability indicators in the future.

3. JSA 2024, *Vacancy Index Report – March 2024*, <https://www.jobsandskills.gov.au/data/internet-vacancy-index> (accessed 2 June 2025). [Locate footnote 3 above](#)

4. The ABS Census asks respondents 'main job held last week', as secondary job holders are common in VET, this approach underestimates the size of the VET workforce. [Locate footnote 4 above](#)

8. Government recurrent expenditure per annual hour

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

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

This measure relates to government-funded VET activity. If a training provider receives government funding to deliver a VET course, then all the training hours associated with that course are classified as government-funded training hours, regardless of the total amount of government funding received.

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

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

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

Nationally in 2024, government recurrent expenditure per annual hour was \$21.36, slightly lower than \$21.74 in 2023 (figure 5.14). This measure is underpinned by \$7.9 billion in state and territory government real recurrent expenditure, which increased by 5.2% from 2023 (table 5A.1), and 371.6 million hours of government funded annual hours (course mix adjusted), which increased by 7.1% from 2023 (table 5A.24).

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

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

Select year(s):

Multiple values

Figure 5.14 Government recurrent expenditure per annual hour
By jurisdiction, by year (2024 dollars) (a)



Source: table 5A.24

(a) Total equals the sum of jurisdictions and excludes Australian Government recurrent expenditure and weighted annual hours.

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9. Student employment and further study outcomes

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

'Student employment and further study outcomes' is defined by two measures – the proportion of total and government-funded VET qualification completers aged 15–64 years:

- Measure 1: employed and/or in further study after training
- Measure 2: who improved their employment status after training
'Improved employment status' is at least one of:
 - employment status changing from not employed before training to employed either full-time or part-time after training. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information)
 - employed at a higher skill level after training
 - received a job-related benefit after completing their training, including got a job or changed job, set up or expanded their own business, got a promotion, gained extra skills for their job, increased earnings, kept current job or other job-related benefits.

Both measures are also disaggregated by selected equity group (females, Aboriginal and Torres Strait Islander people, people in remote and very remote areas, people with disability and people in SEIFA quintile 1 [most disadvantaged]).

Survey data for a year (for example, 2024) refers to the cohort of students that graduated the year before (for example, 2023).

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

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

Nationally in 2024, 84.8% of government-funded VET qualification completers aged 15–64 years from 2023 were employed and/or continued on to further study in 2024, down from 86.6% in 2023 but up from 78.8% in 2020 (figure 5.15a). Trends were similar for total VET qualification completers (table 5A.26).

Data disaggregated by selected equity groups is available in tables 5A.25–26.

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

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

Select year(s):
Multiple values

Select scope:

- Government-funded VET qualification completers
 Total VET qualification completers

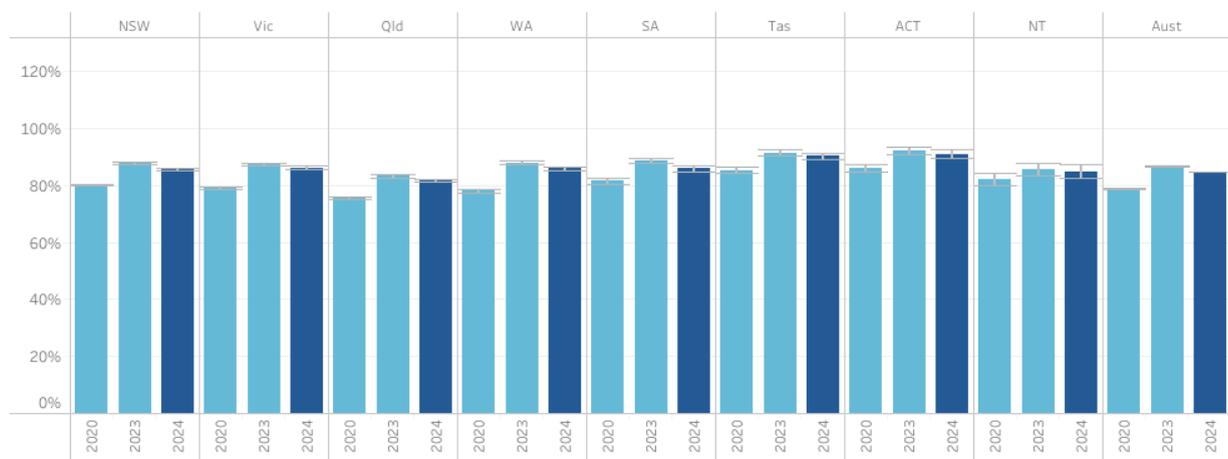
Select equity group:

- All people
 Females
 Aboriginal and Torres Strait Islander people
 Remote and very remote areas
 People with disability
 SEIFA Quintile 1 (most disadvantaged)

Select outcome:

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

Figure 5.15a Measure 1: **Employed and/or in further study after training**
Government-funded VET qualification completers, 15-64 years old, All people, by jurisdiction, by year (a), (b)



Source: table 5A.25

(a) There are no very remote areas in Victoria, remote or very remote areas in the ACT. (b) Refer to data tables for information on the non-publication of data for individual jurisdictions.

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Nationally in 2024, 63.3% of government-funded 2023 VET qualification completers aged 15–64 years had improved their employment status after training – down from 67.2% in 2023 but an increase from 54.4% in 2020 (figure 5.15b). Trends were similar for total VET qualification completers.

In 2024, for both government-funded and total VET qualification completers aged 15–64 years, receiving a job-related benefit (of those employed after training) was the most common improved employment status (80.7% and 80.4%, respectively). This was followed by employed after training (of those not employed before training) at 44.3% and 45.4%, respectively (tables 5A.27–28).

Data disaggregated by selected equity groups is available in tables 5A.27–28.

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

Select year(s):

Multiple values

Select scope:

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

Select equity group:

- All people
- Females
- Aboriginal and Torres Strait Islander people
- Remote and very remote areas
- People with disability
- SEIFA Quintile 1 (most disadvantaged)

Select outcome:

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

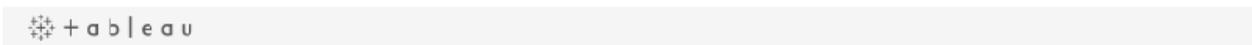
Figure 5.15b Measure 2: With improved employment status after training

Government-funded VET qualification completers, 15-64 years old, All people, by jurisdiction, by year (a), (b)



Source: table 5A.27

(a) There are no very remote areas in Victoria, no remote or very remote areas in the ACT. (b) Refer to data tables for information on the non-publication of data for individual jurisdictions.



10. Student completions and qualifications

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

‘Student completions and qualifications’ is defined as the number of total and government-funded VET qualifications completed each year by students aged 15–64 years, per 1,000 people aged 15–64 years. Data is disaggregated by AQF level and by selected equity group (females, Aboriginal and Torres Strait Islander people, people from remote and very remote areas, people with disability and people in SEIFA quintile 1 [most disadvantaged]).

Qualification completions data is ‘preliminary’ for 2024 and ‘final’ for earlier years.

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

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

Nationally in 2024, 354,700 qualifications were completed by government-funded VET students aged 15–64 years (table 5A.29) – equivalent to 20.0 qualifications per 1,000 people aged 15–64 years (figure 5.16). This is up from 18.2 in 2020. Trends were similar for total VET qualification completers (table 5A.30).

Certificate III or IV was the most common VET qualification level completed for both government-funded and total VET students across all equity groups (figure 5.16).

Data disaggregated by selected equity groups is available in tables 5A.29–30.

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

Select year(s):
Multiple values

Select scope:
 Government-funded VET
 Total VET

Select equity group:
 All people
 Females
 Aboriginal and Torres Strait Islander people
 Remote and very remote areas
 SEIFA Quintile 1 (most disadvantaged)

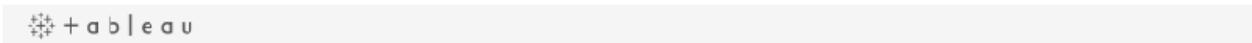
Diploma and above
 Certificate III or IV
 Certificate I or II

Figure 5.16 VET qualifications completed per 1,000 people, by AQF level
 Government-funded VET, 15-64 years old, All people, by jurisdiction, by year (a)



Source: table 5A.29

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



11. Students who improved education status

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

'Students who improved education status' is defined as the proportion of total and government-funded VET qualifications completed by people aged 15–64 years which were at a higher education level than their previous highest education level. Data is disaggregated by selected equity groups (females, Aboriginal and Torres Strait Islander people, people from remote and very remote areas, people with disability and people in SEIFA quintile 1 [most disadvantaged]).

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

Nationally, for government-funded VET qualification completers aged 15–64 years who completed an AQF qualification in 2024, 60.0% did so with a higher qualification than their previous highest AQF qualification (figure 5.17). This was up from 59.6% in 2023, but down from 60.6% in 2020. Trends were similar for total VET qualification completers (table 5A.32).

Data disaggregated by selected equity groups is available in tables 5A.31–32.

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

Select year(s):
Multiple values

Select scope:
 Government-funded VET
 Total VET

Select equity group:
 All people
 Females
 Aboriginal and Torres Strait Islander people
 Remote and very remote areas
 People with disability
 SEIFA Quintile 1 (most disadvantaged)

Figure 5.17 Proportion of all VET qualifications completed with improved education status
Government-funded VET, 15-64 years old, All people, by jurisdiction, by year (a)



Source: table 5A.31

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

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For government-funded VET qualification students aged 15–64 years who completed a Certificate III or above in 2024, 61.3% were at a higher education level – higher than the proportion for total VET completions (52.8%) (tables 5A.33–34).

12. Skill utilisation

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

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

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

Nationally in 2022-23, 78.1% of people aged 15–64 years that completed their highest VET qualification in the last five years were either working in the field of that qualification or not working in the same field and the qualification was relevant to their current job. This proportion is lower than 2018-19 (79.8%) (figure 5.18).

Nationally in 2022-23, 65.9% were working in the field of the highest VET qualification and 12.3% were not working in the same field but the qualification is relevant to their current job (table 5A.35).

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

Select year(s):
Multiple values

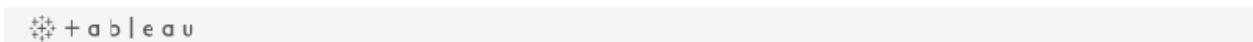
Select disaggregation:

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

Figure 5.18 Skill utilisation: Working in field of highest VET qualification, or not working in same field and highest VET qualification is relevant to current job 15-64 years old, by jurisdiction, by year



Source: table 5A.35



13. Increase in income after VET

'Increase in income after VET' is an indicator of government's objective that the VET system delivers a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia's economic future.

Higher or increasing incomes after training indicate that the working age population is more productive and skilled, reducing reliance on social welfare and contributing to overall economic growth.

This indicator is currently under development for reporting in the future.

Aboriginal and Torres Strait Islander data

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

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

Table number	Table title
Context data	
Table 5A.6	Government-funded VET students, by type of training and program level, by selected equity group
Table 5A.7	Total VET students, by type of training and program level, by selected equity group
Table 5A.8	Government-funded VET students aged 15–64 years, by type of training and program level, by selected equity group
Table 5A.9	Total VET students aged 15–64 years, by type of training and program level, by selected equity group
Table 5A.10	Participation of people aged 15–64 years in government-funded VET, by selected equity group
Table 5A.11	Participation of people aged 15–64 years in total VET, by selected equity group
Table 5A.12	Population of people aged 15–64 years, by selected equity group
Table 5A.33	Government-funded VET Certificate III or above qualifications completed by people aged 15–64 years with improved education status after training, by selected equity group

Table number	Table title
Table 5A.34	Total VET Certificate III or above qualifications completed by people aged 15–64 years with improved education status after training, by selected equity group
Performance indicator data	
Table 5A.16	Whether training helped qualification completers aged 15–64 years achieve their main reason for training, by selected equity group
Table 5A.19	Proportion of all government-funded qualification completers aged 15–64 years satisfied with the quality of their training, by satisfaction outcome and selected equity group
Table 5A.25	Proportion of 15–64 year old government-funded VET qualification completers employed and/or in further study after training, by selected equity group
Table 5A.26	Proportion of 15–64 year old total VET qualification completers employed and/or in further study after training, by selected equity group
Table 5A.27	Proportion of government funded qualification completers aged 15–64 years who improved their employment status after training, by AQF level and type of improved employment status, by selected equity group
Table 5A.28	Proportion of total VET qualification completers aged 15–64 years who improved their employment status after training, by AQF level and type of improved employment status, by selected equity group
Table 5A.29	Government-funded VET qualifications completed per 1,000 people aged 15–64 years, by AQF level, by selected equity group
Table 5A.30	Total VET qualifications completed per 1,000 people aged 15–64 years, by AQF level, by selected equity group
Table 5A.31	Government-funded VET qualifications completed by people aged 15–64 years with improved education status after training, by selected equity group
Table 5A.32	Total VET qualifications completed by people aged 15–64 years with improved education status after training, by selected equity group

Explanatory material

Interpreting efficiency data

Comparability of cost estimates

Government recurrent expenditure is calculated using data prepared by the Australian Government and state and territory governments under the Australian Vocational Education and Training Management Information Statistical Standard Funding Standard for the NCVET National VET Funding Collection. Data is prepared annually on an accrual basis.

Government recurrent expenditure for a given jurisdiction is equivalent to:

- VET delivery funding; *plus*
- System administration and governance funding; *minus*
- state and territory payroll tax expenses (where applicable).

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

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

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

All VET expenditure and funding data for years prior to 2024 is adjusted to real dollars (2024 dollars) using the gross domestic product (GDP) chain price index (table 5A.36). Section 2 provides more information on adjusting financial data to real dollars.

Comparability of efficiency data

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

Australian Government recurrent expenditure and weighted annual hours are excluded from the efficiency indicator. This is due to the small number of weighted annual hours in foundation skills programs administered by the Australian Government and difficulties in separating them from the annual hours related to state and territory government recurrent expenditure.

Key terms

Terms	Definition
Accredited courses	Accredited courses are those that have been assessed by ASQA as compliant with the Standards for VET accredited courses. For more information refer to

Terms	Definition
	https://www.asqa.gov.au/course-accreditation/users-guide-standards-vet-accredited-courses .
Accredited qualifications	Accredited qualifications refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package. For more information refer to https://www.aqf.edu.au .
Adult and community education providers	Organisations that deliver community-based adult education and training, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Adverse decision	A serious action taken by a VET regulator against an RTO that is not compliant with regulatory standards. This includes registration cancellation, registration suspension, enforceable undertaking, partial registration cancellation or suspension, and shortened registration. This is a limited subset of all possible actions that a VET regulator may take against a non-compliant provider.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the anticipated hours of supervised training under a traditional delivery strategy.
Australian and New Zealand Standard Classification of Occupations (ANZSCO)	ANZSCO is the skill-based classification used to categorise all occupations and jobs undertaken for profit in the Australian and New Zealand labour markets.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications, encompassing higher education, VET and schools.
Australian Skills Quality Authority (ASQA)	The national regulator for VET in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania. It is also responsible for managing the registration and regulation of some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA's jurisdiction. ASQA is responsible for the registration and audit of RTOs, and accreditation of courses in the VET sector. For more information, refer to https://www.asqa.gov.au/ .
Completions	Fulfilment of all the requirements of a course enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).
Compliance audit	An audit or assessment of an RTO conducted by a VET regulator to determine compliance with regulatory standards. This includes ASQA compliance assessments, VRQA compliance audits, or TAC initiated audits. This excludes ASQA provider application, registration renewal, post-initial and change of scope

Terms	Definition
	assessments; VRQA registration, re-registration and amendment of scope audits; TAC initial registration, renewal of registration and amendment to scope audits.
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Annual hours of delivery are weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the state or territory is offering relatively more expensive programs compared with the national profile.
Disability	In the National VET Provider Collection, refers to whether the student self-identifies as having a disability, impairment or long-term condition. In the ABS Survey of Disability, Ageing and Carers, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.
	Entitlement funding models have been progressively introduced across jurisdictions from mid-2009. Although each state or territory's entitlement funding system has its own characteristics, entitlement funding programs consist of two key features:
Entitlement funding	<p>Student entitlement to VET training – Provides a guaranteed government-subsidised training place for working age residents to obtain qualifications. Restrictions on the entitlement schemes vary across jurisdictions. Restrictions include: caps on the number of places that may be filled in a year; financial caps on the total level of funding; levels of qualification people have an entitlement to; and whether it is a person's 'initial' qualification.</p> <p>Demand driven VET training – Government subsidies are contestable and are allocated to the RTO (government or private) of the students' choice. Governments may place some limits on student choice, by restricting the number of RTOs that offer entitlement funding places.</p>
Enrolment	The registration of a student at a training delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.

Terms	Definition
Entitlement funding	Consists of two key features: student entitlement to VET training (programs provide a guaranteed government-subsidised training place for working age residents to obtain initial qualifications) and demand driven VET training (government subsidies are contestable and are allocated to the RTO of the students' choice, regardless of provider type).
Fee-for-service activity	<p>Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.</p> <p>The ABS Survey of Work-Related Training and Learning (WRTAL) defines formal study and non-formal learning as:</p>
Formal study and non-formal learning	<p>formal study activities lead to a qualification recognised by the AQF such as a Degree, Diploma or Certificate, and also includes VET study at school</p> <p>non-formal learning activities are structured training or courses that do not form part of an award or qualification recognised by AQF (ABS 2022).</p>
Government-funded VET	Government-funded VET refers to domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Government-funded data is sourced from the National VET Provider Collection.
Group Training Organisations	Group Training Organisations recruit potential or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and place them with 'host' employers while they undertake their training.
Jobs and Skills Councils (JSCs)	<p>Are not-for-profit companies owned and led by industry with a strategic leadership role to identify, forecast and respond to the current and emerging skills needs and workforce challenges. Additional information is available at https://www.dewr.gov.au/skills-reform/jobs-and-skills-councils .</p>
Limited competitive tendering and eligible grants	Refers to where the tendering process is not advertised publicly and is restricted to training providers that meet set criteria such as community groups that deliver Adult Community Education VET programs.
Module	Refer to Unit of competency and accredited module .
Multi-sector training providers	Multi-sector training providers offer both higher education and VET courses.
Nationally recognised training	Training that leads to vocational qualifications and credentials that are recognised across Australia, that are delivered by RTOs. Nationally recognised training is listed on the National Training Register (training.gov.au). It consists of

Terms	Definition
	<p>the following components: training package qualifications, accredited qualifications, accredited courses, training package skill sets in addition to units of competency and accredited units. Additional information is available at https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets ↗</p>
Non-nationally recognised training	<p>Includes locally developed courses, higher level qualifications and locally developed skill sets. Non-nationally recognised training are not listed on the National Training Register (training.gov.au). Additional information is available at https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets ↗</p>
Open competitive tendering	<p>Refers to where the tendering process is advertised publicly and is open to both public and private providers, except where otherwise noted.</p>
Qualification completer	<p>A student who completed a training package qualification or an accredited qualification. Prior to 2020, qualification completers were reported in NCVET publications as 'Graduates'.</p>
Real expenditure/funding/assets	<p>Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the gross domestic product chain price deflator and expressed in terms of final year prices.</p>
Recurrent funding	<p>Captures revenues appropriated by a jurisdiction out of its own funds to cover training portfolio costs and any relevant VET programs.</p>
Registered Training Organisation (RTO)	<p>RTOs are training providers registered by ASQA, the Victorian Registration and Qualifications Authority (Victoria) or the Training Accreditation Council (WA) to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.</p> <p>RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.</p>
Remoteness	<p>Remoteness areas are based on the Access/Remoteness Index of Australia (ARIA+), developed by the National Centre for Social Applications of Geographic Information Systems. ARIA+ is based on ABS Australian Statistical Geography Standard Statistical Area Level 2 regions. Remoteness areas include major cities, inner and outer regional areas, and remote and very remote areas.</p>
Socio-Economic Indexes for areas (SEIFA)	<p>Socio-Economic Indexes for Areas (SEIFA) is a product developed by the ABS that ranks areas in Australia according to relative socio-economic advantage and disadvantage. The indexes are based on information from the five-yearly Census.</p>

Terms	Definition
	<p>The SEIFA quintiles are area-based. The lowest scoring 20% of areas are given a quintile number of one, the second-lowest 20% are given a quintile number of two and so on, up to the highest 20% of areas which are given a quintile number of 5. This means that each quintile contains an equal number of areas. They may not contain an equal number of people or dwellings.</p>
Skill sets	<p>Are groupings of units of competency that are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or licensing or regulatory requirement. They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set.</p>
Students	<p>Are individuals who were enrolled in a subject or completed a qualification during the reporting period.</p>
Training Accreditation Council (TAC)	<p>Western Australia's VET Regulator was established under the <i>Vocational Education and Training Act 1996</i> (WA). TAC is responsible for the registration of training providers delivering nationally recognised training to domestic students in Western Australia (WA) and Victoria. TAC is also responsible for course accreditation under the <i>AQTF 2021 Standards for Accredited Courses</i>. TAC does not register or regulate RTOs delivering nationally recognised training to students in States other than WA and Victoria or to international students on student visas in Australia. For more information, refer to https://www.wa.gov.au/organisation/training-accreditation-council .</p>
Technical and Further Education (TAFE) institutes	<p>Are government training providers that provide a range of technical and vocational education and training courses and other programs.</p>
Total VET	<p>Total VET refers to nationally recognised training (incorporating both government funded and fee-for-service activity) delivered by registered training providers. Total VET activity includes domestic and overseas VET activity. Data is sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed.</p>
Total VET	<p>The scope of total VET activity reporting varies to the government-funded scope in a number of ways and therefore caution should be used if comparing total VET and government-funded VET data. Total VET scope includes government-funded activity related to VET in Schools in addition to Commonwealth funded programs and VET delivery at overseas campuses which are not included in government-funded scope.</p>
Training package	<p>Training packages specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the AQF. For more information refer to</p>

Terms	Definition
	<p>https://www.asqa.gov.au/about/vet-sector/training-packages . Training package skill sets are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need.</p>
Training providers	<p>Are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.</p>
Unit of competency and accredited module	<p>Units of competency and accredited modules defines the skills and knowledge to operate effectively in a workplace context. They are the smallest units/modules that can be assessed and recognised. Where a student enrolls in a unit/module not part of one of the categories above, they are reported as 'subjects not delivered as part of a nationally recognised program'.</p>
User choice	<p>Defined as the flow of public funds to individual training providers which reflects the choice of individual training provider for apprenticeships and traineeships made by the client.</p>
User cost of capital	<p>The opportunity cost of funds tied up in the capital used to deliver services, calculated as 8% of the total value of the physical non-current assets.</p>
Vocational Education and Training (VET)	<p>Is post-compulsory education and training that provides people with occupational or work-related knowledge and skills. VET also includes programs that provide the basis for subsequent vocational programs.</p>
VET participation	<p>VET participation is measured by students, which are defined as individuals who were enrolled in a subject or completed a qualification during the reporting period.</p>
VET program	<p>A VET student may be enrolled in more than one VET training program, and therefore there are more enrolments in the VET system than students.</p>
VET program	<p>A course or module offered by a training organisation in which students may enrol to develop work-related knowledge and skills.</p>
VET Student Loans	<p>Commenced on 1 January 2017, replacing the VET FEE-HELP scheme. It offers income contingent loan support to eligible students studying diploma level and above VET qualifications.</p>
Victorian Registration and Qualifications Authority (VRQA)	<p>Victoria's VET regulator was established under the <i>Education and Training Reform Act 2006</i> (Vic). VRQA regulates RTOs in Victoria and Western Australia. It does not regulate RTOs that provide training outside Victoria and Western Australia (including online) or to international students. VRQA evaluates provider compliance against the VRQA Guidelines for VET Providers, the Australian Quality Training Framework and the AQF. For more information, refer to https://www2.vrqa.vic.gov.au/vet .</p>

Terms**Definition****Working age population**

Australian population aged 15–64 years. This aligns with the definition used by the Organisation for Economic Co-operation and Development (OECD), refer to <https://www.oecd.org/en/data/indicators/working-age-population.html>  .

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