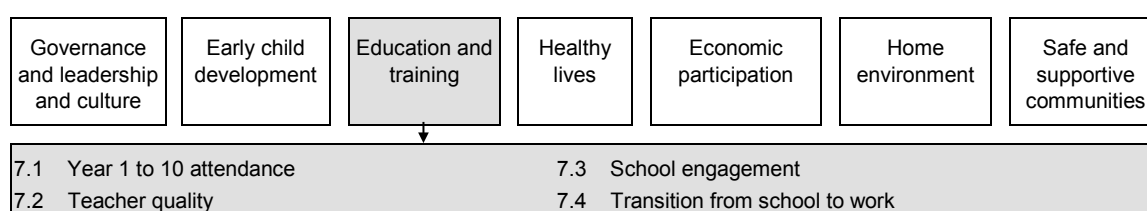

7 Education and training

Strategic areas for action



Education is a life-long activity, beginning with learning and development in the home through to the more formal settings of school education, vocational education and training (VET) and higher education. Education and training aims to develop the capacities and talents of students, so they have the necessary knowledge, understanding, skills and values for a productive and rewarding life. Actions in this strategic area can help strengthen communities and regions both economically and socially, and there are strong links between higher levels of education and improved health outcomes.

The indicators in this strategic area for action focus on the key factors that contribute to positive education and training outcomes, as well as measures of the outcomes themselves:

- school attendance (section 7.1) — there is a direct relationship between days attending school and academic performance
- teacher quality (section 7.2) — the quality of teaching is a key determinant of student outcomes. However, defining and measuring teacher quality is difficult. This section discusses research into the determinants of teacher quality and identifies data that could be used for future reporting
- school engagement (section 7.3) — school attendance alone is unlikely to be enough to improve students' educational outcomes. Although defining and measuring student engagement with schooling is complex, research suggests that relevant dimensions include positive self-identity, belonging, participation, and attendance
- transition from school to work (section 7.4) — the transition from school to work is a critical period. Young people who are actively engaged in education and training, or employed, are at a lower risk of long term disadvantage.

Several COAG targets and headline indicators reflect the importance of education and training:

- early childhood education (section 4.3)
- reading, writing and numeracy (section 4.4)
- year 12 attainment (section 4.5)
- post-secondary education — participation and attainment (section 4.7).

Other COAG targets and headline indicators can be directly influenced by education and training outcomes:

- employment (section 4.6)
- household and individual income (section 4.9).

Outcomes in the education and training area can be affected by outcomes in several other strategic areas, or can influence outcomes in other areas:

- governance, leadership and culture (governance capacity and skills) (chapter 5)
- early child development (basic skills for life and learning, ear health) (chapter 6)
- healthy lives (access to primary health care and fewer potentially preventable hospitalisations will affect education outcomes, while education outcomes can influence tobacco consumption and harm, and obesity and nutrition) (chapter 8)
- economic participation (employment and occupation, and home ownership) (chapter 9).

Attachment tables

Attachment tables for this chapter are identified in references throughout this chapter by an ‘A’ suffix (for example, table 7A.1.1). These tables can be found on the Review web page (www.pc.gov.au/gsp), or users can contact the Secretariat directly.

7.1 Year 1 to 10 attendance¹

Box 7.1.1 Key messages

- In May 2014, COAG agreed to a target to close the gap in school attendance between Aboriginal and Torres Strait Islander children and non-Indigenous children within 5 years (COAG 2014). However, nationally comparable data were not available for this report.
- Years 5 and 10 have been selected to represent the middle (primary) and later (secondary) years of schooling.
 - Within individual school sectors within a State or Territory in 2013, Aboriginal and Torres Strait Islander students generally had lower attendance than non-Indigenous students, and this difference was larger in year 10 compared to year 5 (tables 7A.1.1–21).
 - From 2007 to 2013, attendance rates for Aboriginal and Torres Strait Islander students in year 5 were fairly stable in government schools, but decreased for year 10 (tables 7A.1.1–21). Attendance rates in Catholic and independent schools fluctuated over time with no clear trend.

Box 7.1.2 Measure of Year 1 to 10 attendance

There is one main measure for this indicator (aligned with the associated NIRA indicator).

- *Student attendance* is defined as the number of actual full time equivalent student days attended over the collection period as a percentage of the total number of possible student days, for children enrolled full time in years 1 to 10. Data are sourced from the Australian Curriculum, Assessment and Reporting Authority (ACARA) National Schools Attendance Collection, with the most recent available data for 2013 (State and Territory; school sector).

Data are of acceptable accuracy within individual school sectors within a State or Territory, but are currently not comparable across school sectors or states and territories, due to differences in collection and reporting processes.

COAG has identified student attendance as one of the progress measures for the Closing the Gap target of halving the gap in year 12 or equivalent attainment by 2020. In addition, as part of the 2014 Closing the Gap report release (Australian Government 2014), the Prime Minister proposed a new target to close the gap in school attendance within five years. This is to be accomplished by all schools achieving a minimum 90 per cent attendance rate, regardless of their proportion of Aboriginal and Torres Strait Islander students. COAG agreed the new target in May 2014 (COAG 2014). However, detailed measures are yet to be determined.

National and international research identify that regular school attendance is important to achieving core skills, such as literacy and numeracy (Balfanz and Byrnes 2012; Purdie and

¹ The Steering Committee notes its appreciation to Dr Gawaian Bodkin-Andrews, Macquarie University, who reviewed a draft of this section of the report.

Buckley 2010; UNICEF Innocenti Research Centre 2004). The Western Australian Aboriginal Child Health Survey 2000–2002 showed a direct relationship between the number of days absent from school and academic performance (Zubrick et al. 2006). A 2006 study found that school attendance was influenced by three main factors — parental insistence that children go to school, teacher quality and bullying and teasing (DEWR 2006; see also Taylor 2004) (teacher quality is discussed in section 7.2). Indigenous students are less likely to have parental support, such as help with homework, compared with non-indigenous children (UNICEF Innocenti Research Centre 2004). Research highlights that attendance at school is necessary but it alone is not sufficient to achieve improved educational outcomes (Hancock et al. 2013; Mellor and Corrigan 2004), and other factors such as how engaged a student is at school is also important. Student engagement with schooling is discussed in more detail in section 7.3.

Student attendance

In Australia in 2013, school attendance was compulsory for children from the age of 6 years (5 years in WA² and Tasmania), although children may start school at an age younger than the compulsory age. Most children commence full time schooling in the grade preceding Year 1 (pre year 1).

As part of the Compact with Young Australians, COAG implemented a National Youth Participation Requirement, which commenced on 1 January 2010 (COAG 2009). Young people are required to:

- participate in schooling (or an approved equivalent) until they complete year 10
- following year 10, participate full time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until 17 years of age.

Data on student attendance rates across all school sectors for the period 2007–2013 are available in tables 7A.1.1–21. Years 5 and 10 have been selected to represent the middle (primary) and later (secondary) years of schooling. Although attendance rates cannot be directly compared across jurisdictions or school sectors (government, independent or Catholic), some broad generalisations can be drawn from the data. Across each State and Territory and school sector in 2013:

- Aboriginal and Torres Strait Islander students generally had lower attendance rates than non-Indigenous students, and this difference was larger in year 10 than in year 5
- attendance rates for both Aboriginal and Torres Strait Islander students and non-Indigenous students generally declined from year 5 to year 10
- in government schools, from 2007 to 2013, there was little change in attendance rates for Aboriginal and Torres Strait Islander students in year 5 but the rates decreased for year 10 students (6 percentage points or less for each jurisdiction except the NT, which

² The compulsory starting age for WA changed from 6 to 5 years of age starting from 2013.

fell 13 percentage points). Attendance rates in Catholic and independent schools fluctuated over time with no clear trend.

Northern Territory attendance rates by geolocation are available for the first two terms of 2013. These data are not directly comparable to other data in this report. In Term 1, attendance rates for Aboriginal and Torres Strait Islander students were highest in provincial locations (85 per cent), and lower in remote and very remote locations (75 per cent and 58 per cent respectively). The attendance rates for non-Indigenous students were stable across remoteness locations (provincial 92 per cent, remote 90 per cent, and very remote 91 per cent). Term 2 data showed a similar pattern. (NT Department of Education 2014)

Data are reported by jurisdiction, by school sector, and for each year of schooling in tables 7A.1.1–21.

Things that work

A literature review for the Closing the Gap Clearinghouse found very few high quality evaluations of programs that were aimed at increasing attendance (Purdie and Buckley 2010). However, the review found that a common feature of successful school attendance programs was collaboration between public agencies and the community in program design and decision-making (often by engaging parents or community based organisations).

Future directions in data

Data comparability issues across jurisdictions and school sectors limit the usefulness of the existing data. ACARA, in consultation with jurisdictions, has developed National Standards for Student Attendance Data Reporting (National Standards) which were endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) in December 2012. The National Standards specify reporting by Indigenous status by geographic location (geographic location not available in current data). It is anticipated that data for all jurisdictions except NSW will be available for reporting according to the new standards from 2015. Data from NSW are expected to be available from 2016. Further work will be needed to determine whether amendments to the National Standards are required to address reporting requirements for the new COAG target.

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7.2 Teacher quality³

Box 7.2.1 Key message

- Teacher quality is considered the most important ‘in-school’ influence on student educational outcomes. However, no measures or data are currently available for reporting against this indicator.

While a lack of systematic evaluation makes it difficult to identify the most effective combination of measures to address educational disadvantage, it is clear that improving teacher quality overall is an important precondition (PC 2012). 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). However, student educational outcomes (including reading, writing and literacy, covered in section 4.4, and year 12 attainment, covered in section 4.5) are also affected by a range of other factors such as family life, student motivation and ability (Biddle and Cameron 2012), and school resourcing (Sullivan, Perry and McConney 2013).

Schools with higher proportions of disadvantaged students often report persistent difficulties in attracting and retaining teachers, leaders and support staff who have the skills, knowledge and capabilities to appropriately meet the learning needs of these students (PC 2012). Schools in disadvantaged areas often have a high proportion of teachers who are recent graduates, as well as a high staff turnover, which can impede student learning. The low quantity and quality of housing in disadvantaged areas, as well as the unpredictability of the social environment can contribute to the difficulties in attracting and retaining teachers. Such problems are particularly severe in remote Indigenous schools (Brasche and Harrington 2012).

Quality teachers work closely with their peers and other school workers, recognise the diverse ways that students learn, challenge them by setting high expectations, provide them with continuous feedback and bring to the classroom a deep knowledge of the subject matter (box 7.2.2).

³ The Steering Committee notes its appreciation to Dr Gawaian Bodkin-Andrews, Macquarie University, who reviewed a draft of this section of the report.

Box 7.2.2 What makes for quality teaching

Fully understanding what constitutes quality teaching remains an ongoing policy challenge. This is partly due to the diverse ways that individual students learn. Mapping the professional dimensions (content and pedagogy) and personal capability dimensions of teaching is also complex. Even so, there are some recurring themes in the available evidence.

In a synthesis of the research evidence, Professor Geoff Masters concluded that highly effective teachers are those who:

- create an environment where all students are expected to learn successfully
- have a deep understanding of the subjects they teach
- 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.

The particular characteristics of quality teachers of Indigenous students can include cultural awareness, awareness of individual student needs and setting ambitious learning goals.

Source: PC 2012, *Schools Workforce - Productivity Commission Research Report*, <http://www.pc.gov.au/projects/study/education-workforce/schools/report> (accessed 18 February 2014).

Improving teacher quality is part of COAG's strategy to close the gap in educational outcomes between Aboriginal and Torres Strait Islander and non-Indigenous students (MCEECDYA 2010) and is a priority under the *National Education Agreement* (Council of Australian Governments 2012). The *National Partnership Agreement on Improving Teacher Quality* (which ended 31 December 2013) targeted a series of reforms aimed at improving teacher and school leader quality for all students, and in particular, for students in disadvantaged Indigenous, rural/remote and hard to staff schools (Council of Australian Governments 2009).

A significant outcome of the National Partnership was the *National Professional Standards for Teachers* (now known as the *Australian Professional Standards for Teachers*), which provide a nationally consistent basis to recognise teacher quality levels. The standards outline what teachers should know and be able to do and are grouped in to three domains of teaching: professional knowledge, professional practice, and professional engagement. These are then separated into descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead which reflect the continuum of a teacher's developing professional expertise. The standards require that all teachers demonstrate professional expertise when teaching Aboriginal and Torres Strait Islander students (AITSL 2011).

Data on teacher accreditation are not currently available. However, subject to data availability in the future, measures of initial accreditation and then progression through career stages may be considered for future reports.

The initial National Teacher Workforce Dataset (NTWD) collected data from mid-2012 to mid-2013, and may provide baseline data on qualification, registration and employment

status of teachers. The initial NTWD includes some basic data on teachers' Indigenous status, and found that Aboriginal and Torres Strait Islander teachers were less likely than non-Indigenous teachers to have postgraduate qualifications, and that the conversion from graduate to teaching or applying for teaching is lower for Aboriginal and Torres Strait Islander teachers than for non-Indigenous teachers (although the reasons for this are not currently known). However, for teachers with an education qualification (Bachelor, Graduate Diploma or Diploma in Education), the proportion going on to complete further qualifications is similar for Aboriginal and Torres Strait Islander teachers and non-Indigenous teachers (4 to 5 per cent) (Ernst and Young 2014).

Aboriginal and Torres Strait Islander school teachers

Increasing the number of Aboriginal and Torres Strait Islander teachers could help foster student engagement and improve educational outcomes for Aboriginal and Torres Strait Islander students.

In 2013, Aboriginal and Torres Strait Islander Australians made up a much lower proportion of teachers (primary 1.1 per cent and secondary 0.8 per cent) than students (primary 5.1 per cent and secondary 4.5 per cent) (ABS 2013; MATSITI 2014; McKenzie et al. 2014; table 5A.6.1 in this report) Whilst these proportions were similar in 2010 (McKenzie et al. 2011), a notable area of growth since 2010 was among primary school leaders, where the proportion who identified as being of Aboriginal and/or Torres Strait Islander origin increased from near zero to 1.1 per cent in 2013 (McKenzie et al. 2014). Section 5.6 on Indigenous cultural studies contains further information on the Aboriginal and Torres Strait Islander education workforce.

Future directions in data

Under the (now ceased) National Partnership Agreement on Teacher Quality, two new data collections related to the teacher workforce were established.

- The National Teaching Workforce Dataset collected data on the Australian teaching workforce including qualifications, registration and employment status (data on professional development was generally not available). However, Indigenous status is unknown for over half the workforce covered by the dataset, largely driven by the extremely low proportion of teachers in Victoria declaring their Indigenous status (0.1 per cent).
- The first national results from the Longitudinal Teacher Education Workforce Study are anticipated to be available in late 2014. The study tracked a national cohort of teacher education graduates from 2011 to 2013 and collected data on the impact of pre-service and in-service education and experiences on teacher quality. However, data are not available by Indigenous status, due to the small number of Aboriginal and Torres Strait Islander teachers in the sample (17 teachers — 1 per cent of the sample).

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7.3 School engagement⁴

Box 7.3.1 Key messages

- Student engagement with school and learning is key to achieving improved educational outcomes.
- There is no nationally agreed definition of school engagement. Further work is required to develop nationally agreed measures and data sources.

While school attendance is important (see section 7.1), there is growing interest nationally and internationally, in looking beyond students' physical presence at school to examine their relationships with school and learning (Fredericks and McCloskey (eds) 2012; Phan 2014; Social Inclusion Board 2007). Aboriginal and Torres Strait Islander students' engagement with schooling is a key outcome in the 2010–2014 Aboriginal and Torres Strait Islander Education Action Plan (MCEECDYA 2010) (and is also a key outcome for the general population as specified in the National Education Agreement).

Although evidence suggests a link between school engagement and improved educational attainment, the strength of this link remains unclear and varies by school (Lonsdale et al. 2011; OECD 2003). In addition, the concept of school engagement has proven to be difficult to define and measure (Axelson and Flick 2011; Fredericks and McCloskey (eds) 2012). In general, school engagement has been described using three main constructs:

- behavioural/participatory — such as following the rules and being present at school (attendance)
- emotional/affective — such as values and emotional responses toward school, subjects and learning (such as interest or anxiety)
- cognitive/academic — such as motivation and effort (Fredericks, Blumenfeld and Paris 2004; Lonsdale et al. 2011).

Research has shown that school engagement can be shaped by contextual factors such as:

- students' experiences, needs and characteristics, including self-identity and connectedness
- the school and classroom context, including teacher quality (see section 7.2), teacher support, school funding, attitudes of peers and culturally inclusive structures and practices in schools (see section 5.6)
- the wider environment, including socio-economic circumstances, and parental and community involvement (Fredericks, Blumenfeld and Paris 2004; Helme and Lamb 2011; Munns, O'Rourke and Bodkin-Andrews 2013; Social Inclusion Board 2007).

⁴ The Steering Committee notes its appreciation to Dr Gawaian Bodkin-Andrews, Macquarie University, who reviewed a draft of this section of the report.

Schools have been found to have higher levels of student engagement when there was a strong disciplinary climate, good student-teacher relations and high expectations for student success (OECD 2003).

School engagement and Aboriginal and Torres Strait Islander students

Relatively few studies have considered how the concept of school engagement relates to Aboriginal and Torres Strait Islander students. As part of its evaluation of the Sporting Chance Program, the Australian Council for Educational Research (ACER) completed a literature review of Aboriginal and Torres Strait Islander school engagement (Lonsdale et al. 2011). Four key components were identified:

- positive self-identity — including feelings about one's self and culture
- belonging — including both broad cultural connectedness, and group connectedness (with peers), and is closely linked to self-identity
- participation — including following rules and active involvement in learning tasks
- attendance — including being present at school. However, merely being present did not mean that a student was engaged in school, and conversely, absenteeism did not mean that a student was not engaged (for example, cultural reasons for absences could mean a student is engaged in learning that is important to their self-identity and belonging).

De Bortoli and Thomson (2010) examined the influence of contextual factors on the results of Aboriginal and Torres Strait Islander students and non-Indigenous students in the 2000 and 2006 Programme for International Student Assessment (PISA) tests.⁵ For both Aboriginal and Torres Strait Islander and non-Indigenous students, performance in maths and science was strongly associated with self-efficacy, and positively correlated with self-concept. On average, Aboriginal and Torres Strait Islander students reported significantly lower levels of confidence in their abilities.

Things that work

Whilst there is a lack of research and program evaluation on Aboriginal and Torres Strait Islander school engagement (Purdie and Buckley 2010), the ACER literature review (Lonsdale et al. 2011) identified several programs that use incentives and rewards to increase student attention and retention. Box 7.3.2 presents one program identified as increasing Aboriginal and Torres Strait Islander students' school engagement, and one promising program worth further consideration.

⁵ PISA is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. In Australia, PISA is a key part of the National Assessment Program (NAP) and complements other NAP assessments, such as the National Assessment Program — Literacy and Numeracy (NAPLAN).

Box 7.3.2 Things that work – school engagement

The **Sporting Chance Program** is an Australian Government initiative that commenced operating in 2007. The Program aims to improve educational outcomes for Aboriginal and Torres Strait Islander students through sport and recreation. In 2012, a total of 21 providers delivered 64 projects for up to 11 000 primary and secondary students across NSW, Victoria, WA and the NT. The Program has two elements:

- School-based Sports Academies for secondary school students, which provide sports-focused learning and development opportunities to students before, during and after school
- Education Engagement Strategies (EES) for primary and secondary school students, which include school visits by high profile athletes at least twice per year. Visiting athletes stay in the community for 1–5 days and participate in mentoring and role-modelling activities.

In December 2010, ACER was commissioned to evaluate the program. The evaluation method used a mix of surveys, interviews and small group discussions with Academy project providers, principals, staff, parents, students and community members and analysis of administrative data on enrolment, attendance and literacy and numeracy outcomes. Of the 143 schools contacted as part of the evaluation, 87 (61 per cent) participated.

The evaluation found that school staff in both the Academies and ESS projects consider that the Program is having a moderate (positive) impact on school engagement (although the degree and nature of improvement varied between schools). The sustainability of this engagement was more evident in the Academies than in the EES projects. The evaluation did not include comparison results for schools and students not in the Program.

Although it has not been formally evaluated, the Steering Committee has identified the **Students Hairdressing Integrating Education (SHINE) program** (Geraldton, WA) as a promising program worth further examination.

The SHINE program, established in 2010, targets year 9 Aboriginal female students who have a history of low attendance and are significantly at risk of not completing school. The program provides a workplace simulation in a college classroom refurbished into a hair salon. The program is coordinated by a classroom teacher who is also a qualified hairdresser, beauty therapist and counsellor. Students attend the program in addition to completing normal school requirements.

As at the end of 2013, over 140 girls had participated in the program. The program has improved attendance and behaviours at school, as well as the uptake of traineeships among program participants (PHAA 2013).

The program has won the following awards:

- 2011 Milton Thorne Award for WA Outstanding School Initiative for Aboriginal Education
- 2012 National Australia Bank Schools First Awards — WA State Impact Award
- 2013 PHAA WA award — Aboriginal health award.

(continued next page)

Box 7.3.2 (continued)

Sources: Lonsdale et al. 2011, *Evaluation of the Sporting Chance Program for Department of Education, Employment and Workplace Relations*, October, Australian Council for Educational Research, Camberwell, Victoria; WA Government (unpublished); PHAA (Population Health Association of Australia) 2013, *in touch in WA*, PHAA WA Branch Newsletter: December 2013.

Future directions in data

Further work is required to determine the definitions, appropriateness and method of collating and reporting data on Aboriginal and Torres Strait Islander students' engagement with school. The ACER evaluation proposed measures against the four dimensions it identified as important to Aboriginal and Torres Strait Islander students' school engagement (table 7A.3.1). The suitability of these measures for national reporting should be assessed and, if found suitable, appropriate data sources identified.

Further work is also required to investigate the factors affecting the link between school engagement and learning outcomes.

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7.4 Transition from school to work⁶

Box 7.4.1 Key messages

- Young people who do not successfully make the transition from education to work are at risk of long-term disadvantage.
- Between 2002 and 2011–13, there was an increase in the proportion of Aboriginal and Torres Strait Islander 17–24 year olds who were participating in post-school education or training or were employed (from 32.4 per cent in 2002 to 40.3 per cent in 2011–13). The non-Indigenous rate remained around 75 per cent, leading to a narrowing of the gap (from 42.8 percentage points in 2002 to 35.2 percentage points in 2011–13) (figure 7.4.2).
- In 2011, the proportion of Aboriginal and Torres Strait Islander Australians fully engaged in work, study or training decreased as the location became more remote (50.5 per cent in major cities, 17.9 per cent in very remote areas) (figure 7.4.3).
- Among people aged 18–64 years, labour force participation and employment-to-population ratios for Aboriginal and Torres Strait Islander Australians were lower than those for non-Indigenous Australians for all levels of non-school qualification except 'Bachelor Degree or higher', where the rates were similar (table 7.4.1).

Box 7.4.2 Measures of transition from school to work

There are two main measures for this indicator:

- *Successful transition from school* is defined as the proportion of young people aged 17–24 years who are participating in post-school education or training or are employed.
- *Labour force status and employment-to-population ratio of people aged 18 to 64 years who have achieved a qualification of Certificate level III or above* is defined as the proportion of people aged 18–64 years with a qualification of Certificate level III or above who are (a) in the labour force and (b) employed.

Data for both measures are sourced from the ABS Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS)/National Aboriginal and Torres Strait Islander Social Survey (NATSISS), with the most recent available data for 2012–13 (engagement by remoteness; employment status by sex; remoteness; jurisdiction). Comparable data for the non-Indigenous population are available from the ABS National Health Survey, with the most recent available data for 2011–12. Indicators using both AATSIHS (2012–13) and AHS (2011–12) data are referenced as 2011–13.

Supplementary data are also reported from the ABS Census of Population and Housing (Census), with the most recent available data for 2011 (remoteness; all jurisdictions). Survey and Census data are not directly comparable.

Young people who do not successfully make the transition from education to work are at risk of long-term disadvantage. Levels of education are key contributors to labour market

⁶ The Steering Committee notes its appreciation to Dr Gawaian Bodkin-Andrews, Macquarie University, who reviewed a draft of this section of the report.

success. School leavers without a formal school qualification may have few opportunities for work, and as time passes, their chances of gaining employment or re-entering full time education are likely to decline further (AIHW 2013; Marks 2008; McMillan and Marks 2003).

The transition from study to work is generally smoother for university and TAFE graduates, who also tend to earn significantly more than those who enter the workforce directly from school (Lamb and McKenzie 2001; Lamb 2001). Data on employment and training outcomes for VET graduates are obtained from the National Centre for Vocational Education Research's Student Outcomes Survey, and are reported in the Report on Government Services on an annual basis (SCRGSP 2014). For university bachelor degree graduates, including Aboriginal and Torres Strait Islander graduates, work participation and salary outcomes have been shown to continue to improve for at least five years after graduation (Coates and Edwards 2009).

Section 4.5 contains more information on secondary school attainment for Aboriginal and Torres Strait Islander students. Unemployment and labour force participation for Aboriginal and Torres Strait Islander Australians aged 15–64 years are discussed in section 4.6. More information on employment undertaken by Aboriginal and Torres Strait Islander Australians — including employment by full time and part time status, sector, industry and skill level — is in section 9.1.

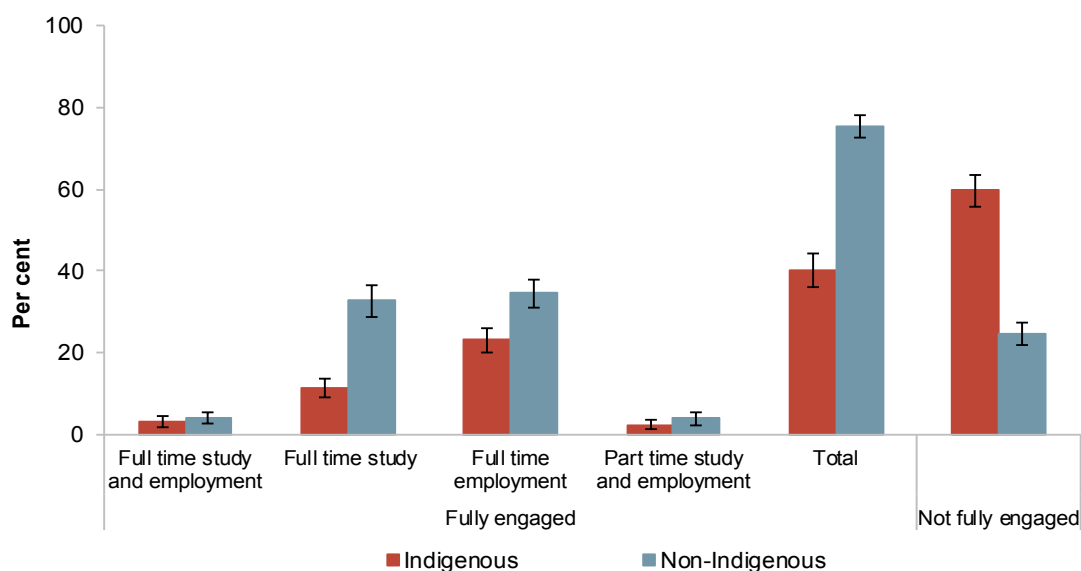
Additional factors that may affect Aboriginal and Torres Strait Islander school-leavers in the transition to employment include 'entrenched disadvantage', social exclusion factors such as labour market discrimination, and the relatively higher cost of education to those of lower socioeconomic status (Hunter 2010). Section 5.1 includes information on levels of trust, perceptions of prejudice and experience of discrimination.

Some people are not working or studying because of carer responsibilities. In 2012, the birth rate of Aboriginal and Torres Strait Islander females aged 19 years was around five times as high as that for non-Indigenous females (68 babies per 1000 females, and 13 babies per 1000 females, respectively) (table 6A.3.1). Teenage birth rates are examined in more detail in section 6.3.

Young people who have successfully transitioned from school

Young people who are participating in study benefit from the additional returns to further education. Those participating in employment benefit from employment experience, the development of work skills and familiarity with new technologies.

Figure 7.4.1 **Proportion of 17–24 year olds who are fully engaged in post-school education and/or training or employment, 2011–13^{a,b,c}**

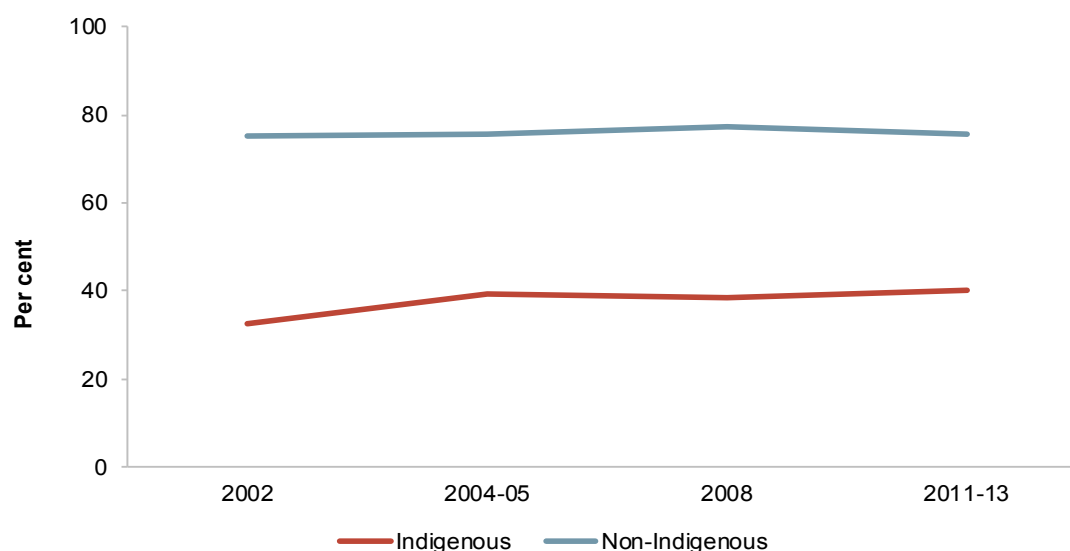


a Data exclude people enrolled in secondary school. **b** Error bars represent 95 per cent confidence intervals around each estimate. **c** The 2011–13 reference year includes data for Aboriginal and Torres Strait Islander Australians from the 2012–13 AATSIHS. Data for non-Indigenous Australians are from the 2011–13 AHS (for the period 2011–12).

Sources: ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey, 2012–13 (Core component); ABS (unpublished) Australian Health Survey 2011–13 (2011–12 Core component); table 7A.4.1.

Nationally in 2011–13, 40.3 per cent of Aboriginal and Torres Strait Islander Australians aged 17–24 years were participating in post-school education or training or were employed, compared with 75.5 per cent of non-Indigenous 17–24 year olds. Larger proportions of non-Indigenous young people than Aboriginal and Torres Strait Islander young people were engaged in ‘full time study’ (32.7 per cent compared with 11.6 per cent) and ‘full time employment’ (34.7 per cent compared with 23.1 per cent), while the rates were similar between the ‘full time study and full time employment’, and ‘part time study and part time employment’ categories (figure 7.4.1). These data are also reported by remoteness in table 7A.4.1.

Figure 7.4.2 Proportion of 17–24 year olds who are fully engaged in post-school education and/or training or employment, 2002, 2004-05, 2008 and 2011–13^{a,b,c}



a Data exclude people enrolled in secondary school. **b** Relative standard errors and 95 per cent confidence intervals should be considered when interpreting these data, and are available in table 7A.4.2. **c** The 2011–13 reference year includes data for Aboriginal and Torres Strait Islander Australians from the 2012–13 AATSIHS. Data for non-Indigenous Australians are from the 2011–13 AHS (for the period 2011–12).

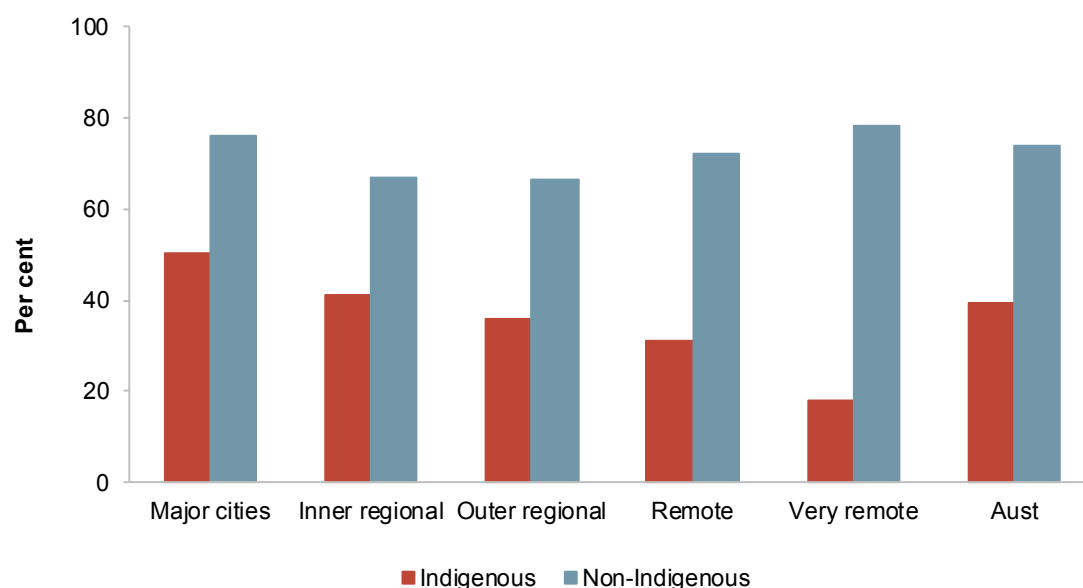
Sources: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2002; ABS (unpublished) General Social Survey 2002; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2004–05; ABS (unpublished) National Health Survey, 2004–05; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2008; ABS (unpublished) National Health Survey 2007–08; ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey 2012–13 (Core component); ABS (unpublished) Australian Health Survey 2011–13 (2011–12 Core component); table 7A.4.2.

Between 2002 and 2011–13, there was an increase in the proportion of Aboriginal and Torres Strait Islander Australians aged 17–24 years who were fully engaged and participating in post-school education or training or were employed (from 32.4 per cent in 2002 to 40.3 per cent in 2011–13). The rate for non-Indigenous Australians remained constant over this period (75.2 per cent in 2002 and 75.5 per cent in 2011–13), leading to a narrowing of the gap (from 42.8 percentage points in 2002 to 35.2 percentage points in 2011–13) (figure 7.4.2). These data are also reported by remoteness in table 7A.4.2.

Although not directly comparable, data from the Census show similar trends to the survey data. Census data show that the proportion of Aboriginal and Torres Strait Islander 17–24 year olds who were fully engaged in post-school education, training or employment increased from 33.8 per cent in 2001 to 39.4 per cent in 2011. Over the same period, the rate for non-Indigenous Australians increased from 71.8 per cent in 2001 to 73.9 per cent, leading to a narrowing of the gap from 38.0 percentage points to 34.5 percentage points (table 7A.4.6).

Figure 7.4.3 shows Census data by remoteness (survey data for very remote areas are not available for non-Indigenous Australians for 2008 and 2011–13).

Figure 7.4.3 Proportion of 17–24 year olds who are fully engaged in post-school education and/or training or employment, by remoteness, 2011^a



^a See table 7A.4.6 for more information on caveats to this data.

Source: ABS (unpublished) 2011 Census of Population and Housing; table 7A.4.6.

Nationally, in 2011, the proportion of Aboriginal and Torres Strait Islander Australians aged 17–24 years fully engaged in work, study or training decreased as the location became more remote (50.5 per cent in major cities, 17.9 per cent in very remote areas). This trend differed for non-Indigenous Australians, where the proportion was higher in major cities (76.2 per cent) compared to outer regional areas (66.6 per cent) but was highest in very remote areas (78.4 per cent) (figure 7.4.3).

Census data disaggregated by State and Territory, and remoteness area for people aged 17–24 years who were not employed or studying for 2001, 2006 and 2011 are included in tables 7A.4.6–7.

Outcomes from education — labour force participation and employment status by educational attainment

This measure examines the labour force status of people with different levels of educational qualifications. Certificate level III is usually considered the minimum qualification necessary to substantially improve a person's employment outcomes (see

section 4.7 for more information on post-secondary education, participation and attainment).

Table 7.4.1 Level of highest non-school qualification and employment status, 2002 and 2011–13^{a,b,c,d}

	2002		2011–13	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
<i>Labour force participation as a proportion of the population aged 18–64 years (%)</i>				
Certificate III and higher	83.9	87.2	78.1	86.8
Certificate III to advanced diploma	81.9	85.6	76.7	85.8
Bachelor degree or higher	90.8	89.2	86.0	87.9
Other	59.5	72.5	54.3	73.8
Total	64.5	79.1	62.7	81.6
<i>Employed people as a proportion of the population aged 18–64 years (%)</i>				
Certificate III and higher	74.3	84.4	69.7	84.6
Certificate III to advanced diploma	72.6	82.4	67.4	83.2
Bachelor degree or higher	80.4	86.9	81.8	86.3
Other	46.1	66.7	40.5	69.4
Total	51.4	74.5	50.7	78.6

^a Excludes people enrolled in secondary school. ^b Relative standard errors and 95 per cent confidence intervals should be considered when interpreting these data, and are available in table 7A.4.3. ^c The 2011–13 reference year includes data for Aboriginal and Torres Strait Islander Australians from the 2012–13 AATSIHS. Data for non-Indigenous Australians are from the 2011–13 AHS (for the period 2011–12). ^d See table 7A.4.3 for detailed footnotes.

Sources: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2002; ABS (unpublished) General Social Survey 2002; ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey 2012–13 (2012–13 Core component); ABS (unpublished) Australian Health Survey 2011–13 (2011–12 Core component); table 7A.4.3.

Nationally, for people aged 18–64 years:

- in 2011–13, among Aboriginal and Torres Strait Islander Australians, those with a Bachelor Degree or higher had the highest labour force participation rate (86.0 per cent) and employment-to-population ratio (81.8 per cent), similar to that for non-Indigenous Australians with the same level of qualifications. For all other categories, rates for Aboriginal and Torres Strait Islander Australians were lower than for non-Indigenous Australians
- the labour force participation rate for Aboriginal and Torres Strait Islander Australians decreased for all qualification categories between 2002 and 2011–13, except for those with a Bachelor Degree or higher, whose labour force participation was stable over time. Employment-to-population ratios for Aboriginal and Torres Strait Islander Australians were stable over time for those with Certificate III and higher, but fell for those with Certificate II or lower (‘other’)

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- the non-Indigenous labour force participation rate and employment-to-population ratios were higher than their Aboriginal and Torres Strait Islander counterparts in all categories except for those with a Bachelor Degree or higher, where the rates were similar (table 7.4.1).

Tables 7A4.3–5 provide data on the level of highest non-school qualification and labour force status by sex, remoteness, and jurisdiction.

Future directions in data

The ABS program of ongoing Indigenous-specific household surveys will continue to provide a range of education and labour force data on a three-yearly cycle. Data on this topic are also available from the Census.

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Chapter 7 Transition from school to work — attachment

The tables in this file accompany the report, *Overcoming Indigenous Disadvantage: Key Indicators 2014*, prepared by the Steering Committee for the Review of Government Service Provision. Background and definitions are available in the report, which is available on the Review website (www.pc.gov.au/gsp).

This file is available in both Microsoft Excel and Adobe PDF formats on the Review website (www.pc.gov.au/gsp). Users without Internet access can contact the Secretariat to obtain these tables (details inside the front cover of the report).

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7A.4 Transition from school to work

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TABLE 7A.1.1

Table 7A.1.1 Student attendance rates, government schools, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	91	91	91	90	90	87	82	79	75	88	75
Non-Indigenous	95	95	95	95	95	94	94	92	90	89	92	86
Total	95	95	95	95	95	94	93	91	89	88	91	84
Vic												
Indigenous	89	89	89	89	88	88	86	84	80	79	85	81
Non-Indigenous	93	93	94	93	93	93	93	91	90	90	89	87
Total	93	93	93	93	93	93	93	91	90	90	89	86
Qld												
Indigenous	84	86	86	86	86	85	85	83	78	76	na	na
Non-Indigenous	92	93	93	93	93	93	92	92	89	88	na	92
Total	92	92	92	92	92	92	92	91	88	87	na	92
WA												
Indigenous	80	82	82	82	82	80	79	72	64	63	na	na
Non-Indigenous	94	94	94	94	94	94	93	91	89	87	na	95
Total	92	93	93	93	93	93	92	90	87	85	na	95
SA												
Indigenous	81	82	82	84	82	82	81	76	74	72	83	81
Non-Indigenous	93	93	93	93	93	93	92	91	88	88	91	90
Total	92	92	93	93	93	92	92	90	88	87	91	90
Tas												
Indigenous	92	93	93	92	91	92	89	85	82	81	na	na
Non-Indigenous	93	94	94	94	94	94	92	90	89	87	na	na
Total	93	94	94	94	94	94	92	90	88	87	na	na
ACT												
Indigenous	90	87	89	87	88	87	84	82	76	77	na	na

TABLE 7A.1.1

Table 7A.1.1 **Student attendance rates, government schools, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
Non-Indigenous	94	94	94	94	94	93	92	91	89	89	na	na
Total	93	94	94	94	94	93	92	90	88	88	na	na
NT												
Indigenous	71	71	72	72	72	72	68	63	57	56	na	na
Non-Indigenous	92	93	93	93	93	93	92	89	89	87	na	92
Total	82	83	83	83	82	82	79	77	74	74	na	91

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.2

Table 7A.1.2 Student attendance rates, independent schools, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
NSW												
Indigenous	92	91	90	90	92	90	92	90	86	83	79	89
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	93	90
Total	95	95	95	95	95	95	95	94	94	93	92	90
Vic												
Indigenous	94	95	94	95	94	94	91	88	90	88	64	87
Non-Indigenous	95	95	95	95	95	95	96	95	94	94	95	90
Total	95	95	95	95	95	95	96	95	94	94	95	90
Qld												
Indigenous	87	88	90	89	88	88	90	86	84	84	85	83
Non-Indigenous	95	95	95	95	95	95	95	95	94	94	97	85
Total	95	95	95	95	95	95	95	95	94	93	97	85
WA												
Indigenous	80	83	81	87	88	85	87	84	77	70	na	27
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	100	45
Total	94	94	94	95	95	95	95	94	93	92	100	36
SA												
Indigenous	90	88	90	90	88	89	88	86	86	89	89	na
Non-Indigenous	95	95	95	95	95	95	94	94	94	93	92	94
Total	95	95	95	95	95	95	94	94	94	93	92	94
Tas												
Indigenous	92	95	93	95	94	93	94	92	92	85	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	94	94	85	91
Total	94	95	95	95	95	95	95	94	94	93	85	91
ACT												
Indigenous	86	89	89	93	94	91	91	92	86	85	na	na

TABLE 7A.1.2

Table 7A.1.2 **Student attendance rates, independent schools, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary ungraded</i>	<i>Secondary ungraded</i>
Non-Indigenous	94	95	95	95	95	94	94	93	92	91	na	na
Total	94	95	95	95	95	94	94	93	92	91	na	na
NT												
Indigenous	69	75	65	70	74	78	74	75	75	73	na	15
Non-Indigenous	94	93	94	94	94	94	94	93	92	92	na	81
Total	90	91	90	90	91	91	89	88	88	87	na	23

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.3

Table 7A.1.3 Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
NSW												
Indigenous	91	90	92	93	91	91	91	89	89	88	na	na
Non-Indigenous	95	95	95	95	95	95	95	93	93	92	na	na
Total	95	95	95	95	95	95	95	93	92	92	na	na
Vic												
Indigenous	91	91	90	91	90	91	93	88	89	87	na	na
Non-Indigenous	94	94	94	94	94	94	95	94	93	93	na	na
Total	94	94	94	94	94	94	95	94	93	93	na	na
Qld												
Indigenous	90	89	90	90	91	90	90	90	88	87	na	68
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	na	82
Total	94	94	94	94	94	94	94	94	93	92	na	71
WA												
Indigenous	80	82	85	83	79	84	79	81	73	78	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	93	92	na	na
Total	94	94	94	94	94	94	94	93	92	92	na	na
SA												
Indigenous	89	90	92	90	92	90	89	89	91	88	na	83
Non-Indigenous	94	94	95	94	93	94	94	94	93	93	95	93
Total	94	94	94	94	93	94	94	94	93	93	95	93
Tas												
Indigenous	93	94	94	92	93	95	91	92	92	89	na	na
Non-Indigenous	95	95	95	95	95	95	93	92	91	90	na	na
Total	95	95	95	95	95	95	93	92	91	90	na	na
ACT												
Indigenous	90	92	90	93	91	93	94	92	92	86	na	na

TABLE 7A.1.3

Table 7A.1.3 **Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary ungraded</i>	<i>Secondary ungraded</i>
Non-Indigenous	94	94	94	94	94	94	95	94	94	91	na	na
Total	94	94	94	94	94	94	95	94	94	91	na	na
NT												
Indigenous	64	69	69	70	70	70	72	71	69	66	na	na
Non-Indigenous	94	93	94	93	94	93	92	91	90	90	na	na
Total	83	84	84	83	86	84	85	83	82	82	na	na

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.4

Table 7A.1.4 Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
NSW												
Indigenous	90	90	90	90	90	90	85	81	78	75	88	73
Non-Indigenous	94	94	95	95	94	94	93	91	89	88	92	85
Total	94	94	94	94	94	94	92	90	89	87	91	83
Vic												
Indigenous	89	90	90	90	89	88	89	85	84	83	85	82
Non-Indigenous	94	94	94	94	94	94	94	92	91	92	91	88
Total	94	94	94	94	94	94	94	92	91	91	90	88
Qld												
Indigenous	86	86	87	87	86	87	86	83	79	77	na	na
Non-Indigenous	93	93	93	93	93	93	93	91	89	88	na	na
Total	92	93	93	93	93	93	92	91	88	87	na	na
WA												
Indigenous	80	81	82	82	82	81	80	72	67	64	na	na
Non-Indigenous	93	93	94	94	94	94	93	91	89	88	na	95
Total	92	92	93	93	93	93	92	89	87	86	na	95
SA												
Indigenous	80	81	82	81	83	81	81	77	72	73	81	78
Non-Indigenous	92	93	93	93	93	93	92	91	88	87	91	90
Total	92	92	93	92	92	92	92	90	88	86	91	89
Tas												
Indigenous	92	93	93	91	92	92	89	84	82	78	na	na
Non-Indigenous	94	94	94	94	94	94	92	90	88	87	na	na
Total	94	94	94	94	94	94	92	89	87	86	na	na
ACT												
Indigenous	87	87	85	88	87	87	83	76	79	77	na	na

TABLE 7A.1.4

Table 7A.1.4 **Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary ungraded</i>	<i>Secondary ungraded</i>
Non-Indigenous	93	93	94	93	93	93	92	90	88	87	na	na
Total	93	93	93	93	93	92	92	89	88	87	na	na
NT												
Indigenous	68	70	72	71	72	71	68	64	60	55	60	88
Non-Indigenous	91	92	92	92	92	92	90	88	88	85	na	92
Total	81	81	82	81	82	81	79	77	76	74	60	92

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.5

Table 7A.1.5 Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
NSW												
Indigenous	91	91	93	91	91	93	91	92	83	79	84	100
Non-Indigenous	95	95	96	95	95	95	95	94	94	93	92	95
Total	94	95	95	95	95	95	95	94	94	93	92	95
Vic												
Indigenous	89	92	92	92	94	89	91	91	96	89	97	86
Non-Indigenous	94	95	95	95	95	94	95	94	93	93	88	81
Total	94	95	95	95	95	94	95	94	93	93	89	81
Qld												
Indigenous	86	88	86	85	87	90	89	88	83	78	na	75
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	92	70
Total	94	94	95	94	95	94	95	94	94	93	92	70
WA												
Indigenous	84	85	87	86	87	81	92	85	75	65	na	19
Non-Indigenous	94	94	95	94	95	95	95	95	94	93	100	31
Total	94	94	94	94	95	94	95	94	94	92	100	27
SA												
Indigenous	90	78	91	88	89	92	84	83	92	93	100	na
Non-Indigenous	94	95	95	95	94	94	94	94	93	93	89	95
Total	94	94	95	95	94	94	94	94	93	93	89	95
Tas												
Indigenous	93	84	94	90	96	93	95	93	92	93	na	na
Non-Indigenous	94	94	94	94	94	95	94	93	94	92	86	99
Total	94	94	94	94	94	95	94	93	94	92	86	99
ACT												
Indigenous	73	94	88	95	94	77	98	76	76	98	na	na

TABLE 7A.1.5

Table 7A.1.5 **Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary ungraded</i>	<i>Secondary ungraded</i>
Non-Indigenous	93	93	93	93	93	91	95	88	92	86	na	na
Total	93	93	93	93	93	91	95	88	92	86	na	na
NT												
Indigenous	77	77	75	85	79	81	76	74	75	71	na	48
Non-Indigenous	91	94	94	94	94	93	93	93	93	91	na	48
Total	89	92	92	93	91	92	89	88	88	85	na	48

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.6

Table 7A.1.6 Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
NSW												
Indigenous	91	91	91	91	91	90	92	90	89	87	na	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	94	94	95	94	95	94	94	93	93	92	92	na
Vic												
Indigenous	85	87	90	89	87	90	88	89	85	85	na	na
Non-Indigenous	94	95	95	94	95	94	94	93	92	93	95	94
Total	94	94	95	94	95	94	94	93	92	93	95	94
Qld												
Indigenous	87	87	90	89	89	88	90	91	89	86	na	69
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	na	70
Total	93	94	94	94	94	94	94	94	93	92	na	69
WA												
Indigenous	77	79	81	78	86	81	82	80	82	80	na	na
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	na	na
Total	94	94	94	94	95	95	95	94	93	93	na	na
SA												
Indigenous	90	92	89	90	93	88	86	83	85	84	100	na
Non-Indigenous	94	94	95	94	94	94	94	93	92	91	94	94
Total	94	94	95	94	94	94	93	93	91	91	94	94
Tas												
Indigenous	95	92	93	92	93	91	91	90	89	88	na	na
Non-Indigenous	94	94	94	94	95	94	93	92	91	90	na	na
Total	94	94	94	94	95	94	93	92	91	90	na	na
ACT												
Indigenous	89	93	92	91	79	85	87	83	83	84	na	na
Non-Indigenous	93	94	94	95	94	93	92	89	90	90	na	na

TABLE 7A.1.6

Table 7A.1.6 **Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
Total	93	94	94	94	94	93	92	89	90	89	na	na
NT												
Indigenous	63	66	67	64	66	67	65	73	67	71	na	na
Non-Indigenous	92	91	92	93	92	93	93	92	92	90	na	na
Total	80	81	81	83	83	84	82	85	82	84	na	na

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.7

Table 7A.1.7 Student attendance rates, government schools, by Indigenous status, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	90	90	90	90	89	86	81	78	74	87	74
Non-Indigenous	94	95	95	95	95	94	93	91	90	88	92	85
Total	94	94	94	94	94	94	92	90	89	87	91	83
Vic												
Indigenous	89	90	89	89	89	89	87	83	80	79	84	84
Non-Indigenous	94	94	94	94	94	94	93	91	90	90	89	89
Total	94	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	86	86	87	86	87	87	86	84	79	77	na	na
Non-Indigenous	92	93	93	93	93	93	93	91	89	87	na	na
Total	92	92	92	92	93	92	92	91	88	87	na	na
WA												
Indigenous	80	81	82	82	83	82	81	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	93	91	89	88	na	96
Total	92	93	93	93	93	93	92	90	87	86	na	96
SA												
Indigenous	80	82	81	82	82	83	82	76	72	70	81	74
Non-Indigenous	92	93	93	93	93	93	92	90	88	86	92	90
Total	92	92	92	92	92	92	92	89	87	85	91	89
Tas												
Indigenous	93	93	92	93	93	93	87	87	81	79	na	na
Non-Indigenous	94	94	94	94	94	94	93	90	89	87	na	na
Total	94	94	94	94	94	94	92	90	88	86	na	na
ACT												
Indigenous	89	89	88	87	90	89	82	79	73	72	na	na
Non-Indigenous	93	94	94	93	93	93	91	89	87	86	na	na

TABLE 7A.1.7

Table 7A.1.7 **Student attendance rates, government schools, by Indigenous status, 2011 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Total	93	93	94	93	93	93	91	89	87	86	na	na
NT												
Indigenous	69	72	72	72	73	74	70	65	61	60	79	66
Non-Indigenous	92	93	93	93	92	93	92	90	88	85	92	90
Total	81	83	83	83	83	84	81	79	77	76	84	89

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.8

Table 7A.1.8 Student attendance rates, independent schools, by Indigenous status, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	87	90	90	89	89	92	91	90	87	83	91	88
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	94	93
Total	94	94	95	94	95	94	95	94	94	93	94	93
Vic												
Indigenous	95	95	94	93	92	93	83	84	87	87	na	72
Non-Indigenous	95	94	95	95	95	95	95	94	94	93	85	82
Total	95	94	95	95	95	95	95	94	94	93	85	82
Qld												
Indigenous	88	90	93	90	91	88	91	89	83	86	78	90
Non-Indigenous	94	94	95	95	95	94	95	94	94	92	91	84
Total	94	94	95	94	95	94	95	94	93	92	90	84
WA												
Indigenous	83	80	82	84	80	85	85	84	78	74	na	33
Non-Indigenous	93	94	95	94	95	95	95	94	93	93	92	36
Total	93	94	94	94	95	94	95	94	93	93	92	35
SA												
Indigenous	88	87	88	89	90	90	86	85	90	87	na	83
Non-Indigenous	95	95	95	94	95	94	94	94	94	93	90	81
Total	95	95	95	94	95	94	94	94	94	93	90	81
Tas												
Indigenous	91	97	95	93	97	91	92	91	88	87	na	na
Non-Indigenous	94	94	94	94	95	94	93	93	92	91	90	100
Total	94	94	94	94	95	94	93	93	92	91	90	100
ACT												
Indigenous	95	96	94	93	90	99	95	91	100	98	na	na

TABLE 7A.1.8

Table 7A.1.8 **Student attendance rates, independent schools, by Indigenous status, 2011 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	95	94	94	95	94	95	94	94	93	na	na
Total	94	95	94	94	95	94	95	94	94	93	na	na
NT												
Indigenous	74	65	74	76	68	67	81	82	85	80	na	54
Non-Indigenous	93	94	94	93	95	92	95	93	93	92	na	na
Total	91	90	91	91	90	88	91	90	91	88	na	54

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.9

Table 7A.1.9 Student attendance rates, Catholic schools, by Indigenous status, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	90	91	91	90	87	89	87	85	na	na
Non-Indigenous	94	94	94	94	94	94	94	92	92	91	94	na
Total	94	94	94	94	94	94	94	92	92	91	94	na
Vic												
Indigenous	90	90	87	90	91	90	91	91	83	87	na	85
Non-Indigenous	94	94	95	94	95	94	94	93	93	92	90	80
Total	94	94	95	94	95	94	94	93	93	92	90	80
Qld												
Indigenous	89	89	91	90	90	90	92	91	89	86	na	58
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	na	90
Total	94	94	94	94	94	94	94	94	93	92	na	73
WA												
Indigenous	74	74	81	78	76	82	80	82	78	85	na	na
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	na	na
Total	93	93	94	94	94	94	95	94	94	94	na	na
SA												
Indigenous	92	92	90	91	87	92	92	87	85	89	na	na
Non-Indigenous	95	94	95	95	95	95	95	94	93	93	96	96
Total	94	94	95	95	95	95	95	94	93	93	96	96
Tas												
Indigenous	92	94	96	92	93	95	92	90	90	94	na	na
Non-Indigenous	94	94	94	94	94	94	94	93	92	92	na	na
Total	93	94	94	94	94	94	94	93	92	92	na	na
ACT												
Indigenous	91	85	90	86	93	95	90	89	88	92	na	na

TABLE 7A.1.9

Table 7A.1.9 **Student attendance rates, Catholic schools, by Indigenous status, 2011 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	93	94	94	94	94	94	91	91	90	na	na
Total	94	93	94	94	94	94	94	91	91	90	na	na
NT												
Indigenous	67	65	69	76	79	69	69	75	71	55	na	47
Non-Indigenous	91	91	91	92	91	90	88	89	87	87	na	na
Total	82	79	83	86	87	83	81	84	82	74	na	47

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.10

Table 7A.1.10 Student attendance rates, government schools, by Indigenous status, 2010 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	90	90	90	90	89	85	81	78	78	87	76
Non-Indigenous	94	95	95	95	95	94	93	91	90	89	92	86
Total	94	94	94	94	94	94	93	91	89	88	91	84
Vic												
Indigenous	90	89	89	89	89	89	87	82	81	80	83	83
Non-Indigenous	94	94	94	94	94	94	93	92	90	90	89	89
Total	94	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	86	87	87	88	88	88	88	83	79	77	na	na
Non-Indigenous	93	93	93	93	93	93	93	91	89	87	na	na
Total	92	93	93	93	93	93	92	90	88	87	na	na
WA												
Indigenous	81	83	83	84	83	84	81	75	68	62	na	27
Non-Indigenous	93	94	94	94	94	94	93	92	90	88	na	94
Total	92	93	93	93	93	93	92	90	88	86	na	94
SA												
Indigenous	81	81	83	84	84	84	81	76	70	70	83	81
Non-Indigenous	92	93	93	93	93	93	92	90	88	86	92	89
Total	92	92	92	93	92	92	92	89	87	85	92	89
Tas												
Indigenous	93	93	94	94	93	92	91	85	85	82	na	na
Non-Indigenous	94	94	95	95	95	95	93	91	90	87	na	na
Total	94	94	95	95	95	94	93	91	89	87	na	na
ACT												
Indigenous	87	88	91	89	88	89	83	79	75	72	na	na

TABLE 7A.1.10

Table 7A.1.10 **Student attendance rates, government schools, by Indigenous status, 2010 (per cent) (a)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	94	94	94	94	93	92	90	87	87	na	na
Total	94	94	94	94	94	93	92	89	87	86	na	na
NT												
Indigenous	72	72	73	74	74	75	70	65	60	61	81	78
Non-Indigenous	92	93	93	93	93	94	92	91	90	87	76	89
Total	83	83	83	84	84	85	81	79	77	77	80	89

(a) See source for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.11

Table 7A.1.11 Student attendance rates, independent schools, by Indigenous status, 2010 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	86	90	87	91	90	91	88	88	88	76	84	95
Non-Indigenous	94	94	95	95	95	94	95	94	94	94	92	95
Total	94	94	95	95	95	94	95	94	94	93	92	95
Vic												
Indigenous	94	93	94	93	91	92	88	81	90	80	na	75
Non-Indigenous	94	94	95	94	95	94	95	94	93	93	89	87
Total	94	94	95	94	95	94	94	94	93	93	89	86
Qld												
Indigenous	89	87	90	90	90	88	90	89	89	84	88	74
Non-Indigenous	93	94	94	94	94	95	94	94	94	93	94	73
Total	93	94	94	94	94	94	94	94	94	93	94	74
WA												
Indigenous	83	82	88	81	87	82	88	79	87	64	61	44
Non-Indigenous	93	94	95	95	95	95	95	95	94	93	90	44
Total	93	94	95	94	95	94	94	94	94	93	65	44
SA												
Indigenous	86	80	89	88	91	90	95	94	92	92	90	95
Non-Indigenous	94	94	94	94	94	94	94	94	93	93	88	91
Total	94	94	94	94	94	94	94	94	93	93	88	91
Tas												
Indigenous	90	92	94	94	97	94	92	93	92	86	na	na
Non-Indigenous	95	95	96	95	94	95	95	95	94	94	96	90
Total	95	95	96	95	94	95	94	95	94	94	96	90
ACT												
Indigenous	98	87	93	83	33	90	76	73	85	83	na	na

TABLE 7A.1.11

Table 7A.1.11 **Student attendance rates, independent schools, by Indigenous status, 2010 (per cent) (a)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	93	94	95	93	96	94	95	94	94	94	na	na
Total	93	94	95	93	96	94	95	94	94	94	na	na
NT												
Indigenous	69	72	62	78	80	79	88	85	93	92	na	71
Non-Indigenous	94	95	95	93	95	92	95	95	94	95	na	na
Total	91	92	89	91	92	90	94	93	94	94	na	71

(a) See source for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.12

Table 7A.1.12 Student attendance rates, Catholic schools, by Indigenous status, 2010 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	90	89	89	90	88	91	89	86	87	na	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	93	93	na
Total	94	94	95	94	95	94	95	93	93	92	93	na
Vic												
Indigenous	89	90	90	87	93	93	88	83	88	87	60	85
Non-Indigenous	94	94	94	94	94	94	96	94	94	94	80	85
Total	94	94	94	94	94	94	96	94	94	94	79	85
Qld												
Indigenous	90	90	91	90	89	91	91	91	91	87	na	74
Non-Indigenous	94	94	94	95	95	95	95	95	94	93	na	68
Total	94	94	94	94	95	95	95	95	94	93	na	72
WA												
Indigenous	75	78	81	80	81	80	81	83	84	85	na	57
Non-Indigenous	93	94	95	94	95	94	95	94	94	94	na	na
Total	92	93	94	94	94	94	95	94	94	94	na	57
SA												
Indigenous	93	92	92	92	90	93	91	89	92	86	na	na
Non-Indigenous	94	94	95	95	95	94	94	94	92	92	91	96
Total	94	94	95	95	95	94	94	94	92	92	91	96
Tas												
Indigenous	90	91	90	93	91	87	93	91	88	90	na	na
Non-Indigenous	95	95	95	96	96	95	95	94	94	92	na	na
Total	94	95	95	95	95	94	95	94	93	92	na	na
ACT												
Indigenous	92	88	96	93	93	93	90	85	85	87	na	na

TABLE 7A.1.12

Table 7A.1.12 **Student attendance rates, Catholic schools, by Indigenous status, 2010 (per cent) (a)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	94	95	94	93	94	92	89	90	89	na	na
Total	94	94	95	94	93	94	92	89	90	89	na	na
NT												
Indigenous	69	64	68	68	65	70	72	75	70	68	na	na
Non-Indigenous	89	89	90	90	90	88	90	87	88	87	na	na
Total	82	81	83	83	82	83	84	84	84	82	na	na

(a) See source for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.13

Table 7A.1.13 Student attendance rates, government schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	88	85	80	78	80	88	75
Non-Indigenous	94	94	94	94	94	94	93	91	89	89	91	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	88	89	89	89	89	86	82	81	81	82	82
Non-Indigenous	93	94	94	94	94	94	93	91	90	90	89	89
Total	93	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	86	86	87	87	87	87	87	82	78	76	89	94
Non-Indigenous	93	93	93	93	93	93	93	91	88	87	86	93
Total	92	92	93	93	93	93	92	90	88	86	86	93
WA												
Indigenous	80	80	81	82	82	81	82	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	89	88	na	na
Total	92	93	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	81	81	82	83	83	83	82	77	71	69	80	71
Non-Indigenous	92	93	93	93	93	92	92	90	88	86	92	89
Total	92	92	92	92	92	92	92	89	87	85	92	89
Tas												
Indigenous	92	93	93	93	92	92	88	87	81	78	na	na
Non-Indigenous	94	94	95	95	95	94	92	90	88	87	na	na
Total	94	94	95	94	95	94	92	90	88	86	na	na
ACT												
Indigenous	87	90	88	90	89	86	79	80	74	75	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	87	87	na	na

TABLE 7A.1.13

Table 7A.1.13 **Student attendance rates, government schools, by Indigenous status, 2009 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Total	94	94	94	94	93	93	91	88	87	87	na	na
NT												
Indigenous	71	73	74	75	76	75	72	67	66	67	78	85
Non-Indigenous	93	93	93	93	93	93	93	90	89	89	74	92
Total	82	83	84	85	86	85	83	80	80	81	78	92

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.14

Table 7A.1.14 Student attendance rates, independent schools, by Indigenous status, 2009 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	88	93	91	89	91	91	90	84	80	82	91
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	92	88
Total	94	94	95	94	95	94	95	94	93	93	92	88
Vic												
Indigenous	91	92	88	95	94	96	82	86	87	81	95	83
Non-Indigenous	93	94	95	94	94	94	95	94	93	93	94	89
Total	93	94	94	94	94	94	94	94	93	93	94	89
Qld												
Indigenous	83	83	85	83	88	84	88	86	86	81	81	76
Non-Indigenous	93	92	93	93	94	93	93	92	91	92	91	92
Total	93	92	93	93	94	93	93	92	91	91	91	91
WA												
Indigenous	80	83	78	85	81	81	84	82	83	79	62	40
Non-Indigenous	93	94	95	94	95	94	94	95	95	93	94	67
Total	93	94	94	94	95	94	94	94	94	93	88	58
SA												
Indigenous	87	84	86	84	88	88	87	85	77	78	98	75
Non-Indigenous	93	93	93	94	94	93	94	93	93	92	94	95
Total	93	93	93	94	94	93	94	93	93	92	94	95
Tas												
Indigenous	95	96	94	97	95	93	96	92	94	93	na	na
Non-Indigenous	94	95	95	96	94	95	96	94	94	94	78	93
Total	94	95	95	96	94	95	96	94	94	94	78	93
ACT												
Indigenous	83	88	97	87	85	98	90	69	90	71	na	na
Non-Indigenous	93	95	94	94	95	93	95	94	94	94	na	na

TABLE 7A.1.14

Table 7A.1.14 **Student attendance rates, independent schools, by Indigenous status, 2009 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Total	93	95	94	94	95	93	95	94	94	94	na	na
NT												
Indigenous	52	70	73	64	64	68	81	85	84	83	na	73
Non-Indigenous	92	92	93	94	94	94	93	91	93	92	na	na
Total	86	89	90	89	89	92	91	90	90	90	na	73

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.15

Table 7A.1.15 **Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	89	88	89	88	90	88	85	86	78	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	94	94	95	94	95	94	94	93	93	92	91	na
Vic												
Indigenous	91	91	92	89	90	91	85	86	85	88	na	na
Non-Indigenous	93	93	94	93	94	93	94	93	92	91	na	na
Total	93	93	94	93	94	93	94	93	92	91	na	na
Qld												
Indigenous	89	89	89	88	90	92	87	89	88	88	94	69
Non-Indigenous	93	94	94	93	94	93	94	93	92	91	91	38
Total	93	93	94	93	94	93	94	93	92	91	91	63
WA												
Indigenous	72	78	69	76	78	73	73	85	80	79	52	—
Non-Indigenous	92	94	94	94	94	94	94	95	94	93	91	68
Total	91	93	93	93	93	94	93	94	94	93	85	68
SA												
Indigenous	92	95	94	92	91	91	91	86	90	90	95	na
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	93	95
Total	93	94	94	94	94	94	94	94	93	92	93	95
Tas												
Indigenous	93	92	94	96	96	95	95	97	92	93	98	96
Non-Indigenous	95	95	96	95	95	94	95	94	93	93	97	94
Total	95	95	96	95	95	94	95	94	93	93	97	94
ACT												
Indigenous	87	82	88	88	91	93	89	88	86	91	na	na
Non-Indigenous	94	93	94	93	94	94	93	91	91	90	na	na

TABLE 7A.1.15

Table 7A.1.15 **Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Total	94	93	94	93	94	94	93	91	91	90	na	na
NT												
Indigenous	63	64	70	69	71	65	75	67	71	69	na	na
Non-Indigenous	89	88	88	89	87	91	91	88	91	89	na	na
Total	77	76	81	81	81	80	85	80	83	81	na	na

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.16

Table 7A.1.16 **Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	89	84	81	78	81	87	76
Non-Indigenous	94	94	95	94	94	94	93	91	90	89	92	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	89	89	89	89	89	86	85	82	82	83	83
Non-Indigenous	94	94	94	94	94	94	94	91	90	90	90	90
Total	94	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	85	87	87	87	88	88	87	82	78	76	70	95
Non-Indigenous	93	94	94	94	94	94	93	91	88	87	89	91
Total	92	93	93	93	93	93	93	90	88	86	86	92
WA												
Indigenous	78	81	80	82	82	81	81	74	68	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	90	87	na	na
Total	92	92	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	80	83	84	83	84	83	83	77	70	70	81	69
Non-Indigenous	93	93	94	94	93	93	93	91	88	86	93	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Tas												
Indigenous	93	94	93	93	93	92	90	86	83	81	na	na
Non-Indigenous	94	95	95	95	95	95	93	91	89	88	na	na
Total	94	95	95	95	95	95	93	91	89	87	na	na
ACT												
Indigenous	87	90	90	90	88	90	85	79	76	80	na	na

TABLE 7A.1.16

Table 7A.1.16 **Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	94	94	94	94	93	91	89	88	87	na	na
Total	93	94	94	94	94	93	91	89	88	87	na	na
NT												
Indigenous	70	73	73	74	74	74	73	70	70	69	81	52
Non-Indigenous	92	93	93	93	93	93	92	91	90	89	83	93
Total	82	83	84	85	84	85	82	81	81	82	81	86

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors. See source for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.17

Table 7A.1.17 **Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	91	91	92	91	93	94	92	88	84	76	88	98
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	95	91
Total	95	94	95	95	95	95	95	94	94	93	95	91
Vic												
Indigenous	91	93	93	86	95	91	85	93	89	87	100	79
Non-Indigenous	94	94	95	94	94	94	94	94	93	93	90	82
Total	93	94	95	94	94	94	94	94	93	93	91	82
Qld												
Indigenous	83	86	86	87	88	89	88	89	85	84	92	81
Non-Indigenous	94	93	93	94	94	94	94	94	93	93	97	92
Total	93	93	93	93	94	94	93	93	93	92	96	92
WA												
Indigenous	74	75	75	76	85	83	80	85	85	81	72	53
Non-Indigenous	94	94	95	94	94	94	95	95	94	93	97	73
Total	93	93	94	94	94	94	95	94	93	93	85	65
SA												
Indigenous	88	89	88	86	91	94	82	88	84	89	98	79
Non-Indigenous	93	94	95	95	95	95	94	94	94	93	92	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Tas												
Indigenous	94	95	97	92	94	95	95	91	91	90	na	na
Non-Indigenous	92	92	93	93	94	94	94	93	93	93	93	99
Total	92	92	94	93	94	94	94	93	93	93	93	99
ACT												
Indigenous	90	89	95	91	90	86	80	93	75	86	na	na

TABLE 7A.1.17

Table 7A.1.17 **Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	95	94	94	94	95	94	93	95	94	94	na	na
Total	95	94	94	94	95	94	93	95	94	94	na	na
NT												
Indigenous	64	71	77	73	67	71	84	84	75	82	na	66
Non-Indigenous	92	94	96	96	95	94	92	92	91	91	na	na
Total	88	91	93	93	92	91	91	90	87	89	na	66

(a) See source for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.18

Table 7A.1.18 **Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	90	90	90	91	91	87	87	85	90	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	95	na
Total	94	94	95	94	95	94	94	93	93	92	95	na
Vic												
Indigenous	86	90	85	86	86	86	88	81	79	81	na	20
Non-Indigenous	93	93	94	94	94	93	94	92	92	91	93	84
Total	93	93	94	93	94	93	94	92	92	91	93	77
Qld												
Indigenous	87	89	87	88	88	88	89	90	88	84	96	81
Non-Indigenous	93	94	94	95	95	95	94	93	93	91	88	46
Total	93	94	94	95	95	95	94	93	93	91	89	66
WA												
Indigenous	73	71	77	75	76	76	81	77	79	76	na	na
Non-Indigenous	92	92	93	93	94	92	94	94	92	93	93	na
Total	91	91	92	92	93	91	93	93	92	92	92	na
SA												
Indigenous	89	95	92	89	88	90	92	82	89	85	na	45
Non-Indigenous	94	94	95	94	95	94	94	94	92	92	93	88
Total	94	94	95	94	95	94	94	94	92	92	93	88
Tas												
Indigenous	91	94	94	92	93	93	96	92	94	87	93	90
Non-Indigenous	93	93	94	94	93	94	94	93	92	91	85	90
Total	93	93	94	94	93	94	94	93	92	91	85	90
ACT												
Indigenous	92	92	87	88	91	87	92	86	87	88	na	na

TABLE 7A.1.18

Table 7A.1.18 **Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	93	94	93	93	92	93	92	90	89	94	na
Total	94	93	94	93	93	92	93	91	90	89	94	na
NT												
Indigenous	67	72	72	75	77	71	72	69	71	69	na	na
Non-Indigenous	91	91	90	91	90	90	90	89	89	88	na	na
Total	82	84	84	86	86	85	85	82	84	83	na	na

(a) See source for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.19

Table 7A.1.19 **Student attendance rates, government schools, by Indigenous status, 2007 (per cent)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	89	89	89	89	89	84	81	78	81	85	76
Non-Indigenous	94	94	95	95	94	94	93	91	90	89	92	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	89	89	90	90	90	89	87	85	81	83	84	84
Non-Indigenous	94	95	95	95	95	95	94	92	91	91	90	90
Total	94	95	95	95	95	94	94	92	91	91	90	90
Qld												
Indigenous	87	87	87	88	88	88	87	84	80	78	84	94
Non-Indigenous	94	94	94	94	94	94	94	92	89	88	90	88
Total	94	94	94	94	94	93	93	91	88	87	89	90
WA												
Indigenous	78	80	82	82	82	83	82	75	68	64	..	..
Non-Indigenous	93	94	94	94	94	94	94	92	90	88	..	96
Total	92	93	93	93	93	93	93	91	88	86	..	96
SA												
Indigenous	83	85	86	85	86	84	84	78	74	75	81	74
Non-Indigenous	93	94	94	94	93	93	93	91	89	87	93	91
Total	93	93	93	93	93	93	92	90	88	87	93	90
Tas												
Indigenous	94	94	94	94	93	93	91	88	85	83	..	..
Non-Indigenous	95	95	96	96	95	95	94	92	90	88	..	..
Total	95	95	95	95	95	95	94	91	89	88	..	..
ACT												
Indigenous	90	88	88	89	88	87	86	85	81	81	..	..

TABLE 7A.1.19

Table 7A.1.19 **Student attendance rates, government schools, by Indigenous status, 2007 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	94	94	94	94	92	92	90	88	88	..	..
Total	93	94	94	94	94	92	91	90	88	88	..	..
NT												
Indigenous	71	72	73	75	75	75	75	75	71	69	74	69
Non-Indigenous	91	93	93	93	93	93	92	92	89	88	..	95
Total	82	83	84	85	85	85	85	84	82	81	75	87

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.20

Table 7A.1.20 **Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	92	87	93	90	92	93	88	87	89	80	95	100
Non-Indigenous	94	94	94	94	94	94	94	93	93	92	94	92
Total	94	94	94	94	94	94	94	93	93	92	94	92
Vic												
Indigenous	78	93	83	82	79	96	84	69	85	67	..	53
Non-Indigenous	94	94	94	94	94	94	95	94	94	94	79	80
Total	94	94	94	94	94	94	95	94	94	94	79	79
Qld												
Indigenous	87	79	86	82	82	81	82	84	77	72	81	71
Non-Indigenous	93	93	94	93	94	94	93	92	92	92	94	81
Total	93	93	94	93	93	93	93	92	91	91	94	79
WA												
Indigenous	67	75	71	74	72	72	78	83	75	72	..	33
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	94	48
Total	93	93	93	93	94	94	94	94	94	94	94	44
SA												
Indigenous	86	83	88	93	89	91	83	86	90	87	75	100
Non-Indigenous	93	95	95	95	94	94	94	94	93	92	95	95
Total	93	95	94	95	94	94	94	94	93	92	95	95
Tas												
Indigenous	98	97	95	88	91	97	88	94	90	99	..	65
Non-Indigenous	94	95	95	95	95	95	95	94	95	93	96	99
Total	94	95	95	95	95	95	95	94	95	93	96	99
ACT												
Indigenous	90	88	95	98	99	80	78	86	62	93	..	..

TABLE 7A.1.20

Table 7A.1.20 **Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	95	95	94	95	95	94	93	92	91	..	..
Total	94	95	95	94	95	94	94	93	92	91	..	..
NT												
Indigenous	76	75	76	79	82	86	94	91	84	84	..	63
Non-Indigenous	93	95	92	94	92	93	95	94	94	93	95	..
Total	90	92	90	93	91	92	95	94	91	91	95	63

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: ACARA (unpublished) National Student Attendance Data Collection.

TABLE 7A.1.21

Table 7A.1.21 Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	88	89	90	89	89	88	86	85	85	89	..
Non-Indigenous	94	94	94	94	95	94	94	93	93	93	94	55
Total	94	94	94	94	94	94	94	93	93	92	94	55
Vic												
Indigenous	88	78	88	85	83	83	77	81	82	76	65	76
Non-Indigenous	93	93	93	94	93	93	94	93	92	91	87	68
Total	93	93	93	93	93	93	94	93	92	91	87	68
Qld												
Indigenous	86	89	88	87	88	87	90	89	86	83	100	60
Non-Indigenous	94	94	94	94	95	94	94	94	93	92	91	90
Total	93	94	94	94	95	94	94	94	93	92	91	82
WA												
Indigenous	76	79	75	80	77	78	76	82	83	83	..	..
Non-Indigenous	92	92	92	93	93	93	93	93	92	92	92	..
Total	91	92	92	92	92	92	93	93	92	92	86	..
SA												
Indigenous	92	92	93	91	95	93	92	85	85	89	..	..
Non-Indigenous	94	95	95	95	95	95	95	94	93	93	95	95
Total	94	95	95	95	95	95	95	94	93	93	95	95
Tas												
Indigenous	85	91	88	90	96	93	92	93	89	88	..	..
Non-Indigenous	89	89	89	91	90	90	89	88	87	86	..	..
Total	89	89	89	91	90	90	90	88	87	86	..	..
ACT												
Indigenous	90	94	92	84	77	94	91	94	91	87	..	..

TABLE 7A.1.21

Table 7A.1.21 **Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
Non-Indigenous	94	94	94	94	94	93	93	90	90	88	96	..
Total	94	94	94	94	94	93	93	90	90	88	96	..
NT												
Indigenous	85	84	84	85	85	87	79	86	89	83	..	..
Non-Indigenous	91	89	91	89	90	89	89	89	90	90	..	..
Total	90	89	89	89	89	89	87	88	90	89	..	..

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: ACARA (unpublished) National Student Attendance Data Collection.

Table 7A.3.1 Proposed dimensions and measurement of Indigenous school engagement

<i>Dimension</i>	<i>Performance indicator or measure</i>	<i>How measured</i>
Positive self-identity	<ul style="list-style-type: none"> • Happiness at school (sense of belonging) • Connectedness with school (positive self concept, participation) 	<ul style="list-style-type: none"> • Student self report (using a short bank of items tapping into this dimension) • Professional judgements by program and school staff
Sense of belonging	<ul style="list-style-type: none"> • Happiness at school (sense of belonging) • Connectedness with school (positive self concept, sense of belonging, participation) 	<ul style="list-style-type: none"> • Student self report (using a short bank of items tapping into this dimension) • Professional judgements by program and school staff
Participation	<ul style="list-style-type: none"> • Affective response to learning • Affective response to learning (participation, attendance) 	<ul style="list-style-type: none"> • Student self report (using a short bank of items tapping into this dimension) • Professional judgements by program and school staff • Administrative data (eg number of suspensions, timeouts, expulsions)
Attendance	<ul style="list-style-type: none"> • Affective response to learning (participation, attendance) 	<ul style="list-style-type: none"> • Administrative data (identifying types of absence) • Student self report

Source: Lonsdale, M., et. al., 2011, *Evaluation of the Sporting Chance Program for Department of Education, Employment and Workplace Relations*, October, Australian Council for Educational Research, Camberwell, Victoria, p. 93.

Table 7A.4.1 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education and/or training or employment, by Indigenous status and remoteness 2008 and 2011-13 (a), (b), (c)**

Remoteness 2000 and 2011-13 (a), (b), (c)								
		Fully engaged				Total fully engaged	Not fully engaged	Total
Unit	Engaged through full time study and full time employment	Primarily engaged through full time study	Primarily engaged through full time employment	Engaged through part time study and part time employment				
2012-13		Proportion						
Indigenous								
Major cities	%	3.4	18.4	23.5	2.3	47.6	52.4	100.0
Inner regional	%	4.1	13.7	23.3	5.7	46.7	53.3	100.0
Outer regional	%	2.8	6.9	27.2	1.0	37.9	62.1	100.0
Total non-remote	%	3.5	14.3	24.4	2.9	45.0	55.0	100.0
Remote	%	np	2.7	26.1	np	35.5	64.5	100.0
Very remote	%	np	1.0	14.4	np	16.3	83.7	100.0
Total remote	%	1.7	1.5	18.3	1.2	22.7	77.3	100.0
Australia	%	3.1	11.6	23.1	2.5	40.3	59.7	100.0
2011-12								
Non-Indigenous								
Major cities	%	3.5	38.2	32.6	4.0	78.4	21.6	100.0
Inner regional	%	5.7	18.0	41.9	4.3	69.9	30.1	100.0
Outer regional	%	6.9	12.1	37.7	3.5	60.3	39.7	100.0
Total non-remote	%	4.1	33.0	34.5	4.0	75.6	24.4	100.0
Remote	%	np	—	58.7	—	60.7	39.3	100.0
Very remote	%	na	na	na	na	na	na	na
Total remote	%	na	na	na	na	na	na	na
Australia	%	4.1	32.7	34.7	4.0	75.5	24.5	100.0
2012-13		Relative standard error						
Indigenous								
Major cities	%	47.2	12.8	11.6	43.2	7.0	6.4	..
Inner regional	%	37.4	22.5	16.3	35.4	10.0	8.7	..
Outer regional	%	49.1	31.9	14.7	70.2	13.1	8.0	..
Total non-remote	%	26.5	10.3	7.7	25.7	5.6	4.5	..

Table 7A.4.1 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education and/or training or employment, by Indigenous status and remoteness 2008 and 2011-13 (a), (b), (c)**

	Unit	Fully engaged				Total fully engaged	Not fully engaged	Total
		Engaged through full time study and full time employment	Primarily engaged through full time study	Primarily engaged through full time employment	Engaged through part time study and part time employment			
Remote	%	np	43.3	14.3	np	13.4	7.4	..
Very remote	%	np	54.6	19.2	np	19.6	3.8	..
Total remote	%	38.4	34.3	11.9	47.6	11.3	3.3	..
Australia	%	23.8	10.1	6.7	23.7	5.0	3.4	..
2011-12								
Non-Indigenous								
Major cities	%	18.0	6.3	5.8	21.6	1.9	6.9	..
Inner regional	%	38.3	21.9	10.1	45.1	6.2	14.4	..
Outer regional	%	44.8	35.0	15.3	77.4	12.1	18.4	..
Total non-remote	%	14.9	6.0	5.0	18.9	1.9	5.8	..
Remote	%	np	—	36.3	—	32.4	50.1	..
Very remote	%	na	na	na	na	na	na	..
Total remote	%	na	na	na	na	na	na	..
Australia	%	14.9	6.0	4.9	18.9	1.8	5.6	..
2012-13								
95 per cent confidence interval								
Indigenous								
Major cities	±	3.2	4.6	5.3	1.9	6.5	6.5	..
Inner regional	±	3.0	6.0	7.5	3.9	9.1	9.1	..
Outer regional	±	2.7	4.3	7.8	1.4	9.7	9.7	..
Total non-remote	±	1.8	2.9	3.7	1.4	4.9	4.9	..
Remote	±	np	2.3	7.3	np	9.3	9.3	..
Very remote	±	np	1.1	5.4	np	6.3	6.3	..
Total remote	±	1.3	1.0	4.2	1.1	5.0	5.0	..
Australia	±	1.4	2.3	3.0	1.2	4.0	4.0	..

2011-12

Non-Indigenous

Table 7A.4.1 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education and/or training or employment, by Indigenous status and remoteness 2008 and 2011-13 (a), (b), (c)**

	Unit	Fully engaged					Not fully engaged	Total
		Engaged through full time study and full time employment	Primarily engaged through full time study	Primarily engaged through full time employment	Engaged through part time study and part time employment	Total fully engaged		
Major cities	±	1.2	4.7	3.7	1.7	2.9	2.9	..
Inner regional	±	4.3	7.7	8.3	3.8	8.5	8.5	..
Outer regional	±	6.0	8.3	11.3	5.4	14.3	14.3	..
Total non-remote	±	1.2	3.9	3.4	1.5	2.8	2.8	..
Remote	±	np	—	41.8	—	38.5	38.5	..
Very remote	±	na	na	na	na	na	na	..
Total remote	±	na	na	na	na	na	na	..
Australia	±	1.2	3.8	3.4	1.5	2.7	2.7	..

2008

Proportion								
Indigenous								
Major cities	%	np	15.1	28.1	np	48.2	51.8	100.0
Inner regional	%	3.7	5.5	21.5	1.6	32.3	67.7	100.0
Outer regional	%	np	6.8	35.0	np	44.2	55.8	100.0
Total non-remote	%	3.0	9.7	27.9	1.4	42.0	58.0	100.0
Remote	%	6.4	np	28.2	np	37.9	62.1	100.0
Very remote	%	2.4	np	13.7	np	22.1	77.9	100.0
Total remote	%	3.7	3.0	18.3	2.1	27.1	72.9	100.0
Australia	%	3.2	8.1	25.6	1.5	38.3	61.7	100.0
Non-Indigenous								
Major cities	%	3.4	31.8	41.5	2.5	79.1	20.9	100.0
Inner regional	%	4.8	16.7	51.5	3.1	76.0	24.0	100.0
Outer regional	%	3.7	8.6	49.2	2.7	64.1	35.9	100.0
Total non-remote	%	3.7	27.2	43.9	2.6	77.4	22.6	100.0

TABLE 7A.4.1

Table 7A.4.1 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education and/or training or employment, by Indigenous status and remoteness 2008 and 2011-13 (a), (b), (c)**

	Unit	Fully engaged				Total fully engaged	Not fully engaged	Total
		Engaged through full time study and full time employment	Primarily engaged through full time study	Primarily engaged through full time employment	Engaged through part time study and part time employment			
Remote	%	–	–	65.2	–	65.2	34.8	100.0
Very remote	%	–	–	–	–	–	–	–
Total remote	%	–	–	65.2	–	65.2	34.8	100.0
Australia	%	3.6	27.0	44.1	2.6	77.3	22.7	100.0
Relative standard error								
Indigenous								
Major cities	%	np	22.4	13.5	np	8.2	7.6	..
Inner regional	%	36.1	36.8	19.2	54.5	13.5	6.5	..
Outer regional	%	np	29.6	14.2	np	11.3	8.9	..
Total non-remote	%	33.3	16.9	9.1	29.9	6.5	4.7	..
Remote	%	43.6	np	17.8	np	16.6	10.1	..
Very remote	%	46.8	np	19.8	np	14.3	4.0	..
Total remote	%	32.3	35.4	13.4	39.9	10.6	3.9	..
Australia	%	25.1	15.4	7.8	23.9	5.6	3.5	..
Non-Indigenous								
Major cities	%	21.4	5.8	5.1	23.4	1.9	7.2	..
Inner regional	%	37.3	22.5	9.6	50.6	5.1	16.0	..
Outer regional	%	72.3	41.9	12.2	69.1	10.4	18.6	..
Total non-remote	%	17.9	5.3	4.2	20.1	2.0	6.9	..
Remote	%	–	–	16.8	–	16.8	31.6	..
Very remote	%	–	–	–	–	–	–	..
Total remote	%	–	–	16.8	–	16.8	31.6	..
Australia	%	17.9	5.3	4.1	20.2	2.0	6.8	..

95 per cent confidence interval

Indigenous

Table 7A.4.1 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education and/or training or employment, by Indigenous status and remoteness 2008 and 2011-13 (a), (b), (c)**

	Unit	Fully engaged					Not fully engaged	Total
		Engaged through full time study and full time employment	Primarily engaged through full time study	Primarily engaged through full time employment	Engaged through part time study and part time employment	Total fully engaged		
Major cities	±	np	6.6	7.5	np	7.7	7.7	..
Inner regional	±	2.6	4.0	8.1	1.8	8.6	8.6	..
Outer regional	±	np	3.9	9.7	np	9.8	9.8	..
Total non-remote	±	2.0	3.2	5.0	0.8	5.4	5.4	..
Remote	±	5.5	np	9.9	np	12.3	12.3	..
Very remote	±	2.2	np	5.3	np	6.2	6.2	..
Total remote	±	2.3	2.1	4.8	1.7	5.6	5.6	..
Australia	±	1.6	2.4	3.9	0.7	4.2	4.2	..
Non-Indigenous								
Major cities	±	1.4	3.6	4.1	1.1	3.0	3.0	..
Inner regional	±	3.5	7.4	9.7	3.1	7.5	7.5	..
Outer regional	±	5.2	7.0	11.8	3.6	13.0	13.0	..
Total non-remote	±	1.3	2.8	3.6	1.0	3.0	3.0	..
Remote	±	–	–	21.5	–	21.5	21.5	..
Very remote	±	–	–	–	–	–	–	..
Total remote	±	–	–	21.5	–	21.5	21.5	..
Australia	±	1.3	2.8	3.6	1.0	3.0	3.0	..

(a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution. Estimates with a RSE greater than 50 per cent are considered too unreliable for general use.

(b) Data exclude people enrolled in secondary school.

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

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

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2008; ABS (unpublished) National Health Survey 2007-08; ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey, 2012-13 (2012-13 Core component); ABS (unpublished) Australian Health Survey 2011-13 (2011-12 Core component).

TABLE 7A.4.2

Table 7A.4.2 **Fully engaged in employment, education and/or training, Indigenous and non-Indigenous Australians, 17–24 years by remoteness for 2002, 2004-05, 2008 and 2011-13**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Total non-remote</i>	<i>Remote</i>	<i>Very remote</i>	<i>Total remote</i>	<i>Aust</i>
Indigenous									
2012-13									
Proportion	%	47.6	46.7	37.9	45.0	35.5	16.3	22.7	40.3
Relative standard error	%	7.0	10.0	13.1	5.6	13.4	19.6	11.3	5.0
95 per cent confidence interval	±	6.5	9.1	9.7	4.9	9.3	6.3	5.0	4.0
2008									
Proportion	%	48.2	32.3	44.2	42.0	37.9	22.1	27.1	38.3
Relative standard error	%	8.2	13.5	11.3	6.5	16.6	14.3	10.6	5.6
95 per cent confidence interval	±	7.7	8.6	9.8	5.4	12.3	6.2	5.6	4.2
2004-05									
Proportion	%	50.1	40.3	42.6	45.3	25.8	18.9	20.9	39.4
Relative standard error	%	8.7	14.2	13.0	6.8	22.1	18.3	14.2	6.2
95% per cent confidence interval	±	8.5	11.2	10.9	6.0	11.2	6.8	5.8	4.8
2002									
Proportion	%	38.7	37.9	36.7	37.9	26.6	15.2	18.6	32.4
Relative standard error	%	13.2	13.6	9.2	7.5	15.9	17.4	13.4	6.6
95 per cent confidence interval	±	10.0	10.1	6.6	5.6	8.3	5.2	4.9	4.2
Non-Indigenous									
2011-12									
Proportion	%	78.4	69.9	60.3	75.6	60.7	na	na	75.5
Relative standard error	%	1.9	6.2	12.1	1.9	32.4	na	na	1.8
95 per cent confidence interval	±	2.9	8.5	14.3	2.8	38.5	na	na	2.7
2008									
Proportion	%	79.1	76.0	64.1	77.4	65.2	–	65.2	77.3
Relative standard error	%	1.9	5.1	10.4	2.0	16.8	–	16.8	2.0
95 per cent confidence interval	±	3.0	7.5	13.0	3.0	21.5	–	21.5	3.0
2004-05									
Proportion	%	78.3	67.8	66.7	75.5	78.1	–	78.1	75.5

Table 7A.4.2 **Fully engaged in employment, education and/or training, Indigenous and non-Indigenous Australians, 17–24 years by remoteness for 2002, 2004-05, 2008 and 2011-13**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Total non-remote</i>	<i>Remote</i>	<i>Very remote</i>	<i>Total remote</i>	<i>Aust</i>
Relative standard error	%	1.7	5.0	5.8	1.6	13.7	–	13.7	1.6
95 per cent confidence interval	±	2.6	6.7	7.6	2.4	21.0	–	21.0	2.4
2002									
Proportion	%	78.6	63.8	np	np	np	np	np	75.2
Relative standard error	%	2.5	7.8	np	np	np	np	np	1.9
95 per cent confidence interval	±	3.8	9.7	np	np	np	np	np	2.9

na Not available. – Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2002; ABS (unpublished) General Social Survey 2002; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2004-05; ABS (unpublished) National Health Survey, 2004-05; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2008; ABS (unpublished) National Health Survey 2007-08; ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey 2012-13 (2012-13 Core component); ABS (unpublished) Australian Health Survey 2011-13 (2011-12 Core component).

Table 7A.4.3 Level of highest non-school qualification and employment status, people aged 18–64 years, by sex and Indigenous status, 2002, 2004-05, 2008 and 2011-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Indigenous						
2012-13						
Certificate III to advanced diploma (d)						
Males	74.5	3.1	4.5	84.7	2.0	3.3
Females	60.6	3.4	4.1	69.0	3.0	4.1
Persons	67.4	2.4	3.1	76.7	1.8	2.7
Bachelor degree or higher (e)						
Males	88.2	4.4	7.7	91.4	3.8	6.9
Females	78.8	4.2	6.5	83.5	3.4	5.5
Persons	81.8	3.1	5.0	86.0	2.5	4.3
Total Certificate III and higher						
Males	76.0	2.8	4.1	85.4	1.8	3.0
Females	64.2	2.8	3.6	71.9	2.5	3.5
Persons	69.7	2.0	2.8	78.1	1.6	2.4
Other (f)						
Males	48.4	3.5	3.4	65.1	2.3	2.9
Females	32.3	4.2	2.6	43.1	3.3	2.8
Persons	40.5	2.9	2.3	54.3	2.0	2.1
Total (g)						
Males	57.6	2.5	2.9	71.9	1.6	2.3
Females	44.0	2.7	2.3	53.8	2.2	2.3
Persons	50.7	2.0	2.0	62.7	1.4	1.8
2008						
Certificate III to advanced diploma (d)						
Males	84.0	3.0	4.9	90.9	2.2	3.9
Females	70.9	4.0	5.6	79.0	3.6	5.6
Persons	77.2	2.6	3.9	84.7	2.1	3.5
Bachelor degree or higher (e)						
Males	88.8	4.4	7.7	94.1	2.5	4.6
Females	82.9	4.5	7.3	87.3	3.8	6.5
Persons	85.3	3.1	5.2	90.0	2.5	4.4
Total Certificate III and higher						
Males	84.8	2.6	4.3	91.5	1.9	3.4
Females	73.7	3.2	4.6	80.9	2.9	4.6
Persons	78.8	2.2	3.4	85.8	1.8	3.0
Other (f)						
Males	61.0	2.9	3.5	74.5	1.8	2.6
Females	38.1	3.9	2.9	46.6	2.9	2.6
Persons	48.9	2.6	2.5	59.9	1.7	2.0
Total (g)						
Males	66.9	2.3	3.0	79.1	1.4	2.2
Females	47.4	3.0	2.8	55.8	2.4	2.6
Persons	56.7	2.1	2.3	66.9	1.4	1.8

Table 7A.4.3 Level of highest non-school qualification and employment status, people aged 18–64 years, by sex and Indigenous status, 2002, 2004-05, 2008 and 2011-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
2004-05						
Certificate III to advanced diploma (d)						
Males	78.0	4.1	6.3	86.8	2.7	4.6
Females	66.7	6.8	8.9	74.9	5.8	8.5
Persons	72.3	3.9	5.5	80.9	3.1	4.9
Bachelor degree or higher (e)						
Males	91.0	4.8	8.6	92.5	4.5	8.2
Females	79.9	5.8	9.1	83.7	5.1	8.4
Persons	84.4	4.0	6.6	87.2	3.6	6.2
Total Certificate III and higher						
Males	80.4	3.4	5.4	87.9	2.3	4.0
Females	70.0	5.1	7.0	77.1	4.4	6.6
Persons	75.0	3.1	4.6	82.3	2.5	4.0
Other (f)						
Males	60.5	2.7	3.2	70.4	2.2	3.0
Females	38.7	4.4	3.3	45.6	3.7	3.3
Persons	48.9	2.7	2.6	57.2	2.2	2.5
Total (g)						
Males	65.1	2.3	2.9	74.5	1.7	2.5
Females	45.6	3.7	3.3	52.6	3.1	3.2
Persons	54.8	2.3	2.5	62.8	1.8	2.2
2002						
Certificate III to advanced diploma (d)						
Males	78.8	3.8	5.9	86.9	3.0	5.1
Females	64.4	6.7	8.5	75.3	4.5	6.6
Persons	72.6	3.6	5.1	81.9	2.7	4.3
Bachelor degree or higher (e)						
Males	74.5	16.1	23.5	90.1	4.6	8.1
Females	83.9	6.9	11.3	91.2	3.4	6.1
Persons	80.4	7.0	11.0	90.8	2.6	4.6
Total Certificate III and higher						
Males	78.1	3.8	5.8	87.4	2.7	4.6
Females	70.2	5.2	7.2	80.0	3.3	5.2
Persons	74.3	3.2	4.7	83.9	2.2	3.6
Other (f)						
Males	56.6	3.1	3.4	73.5	2.0	2.9
Females	37.1	4.7	3.4	47.4	3.4	3.2
Persons	46.1	2.9	2.6	59.5	2.0	2.3
Total (g)						
Males	60.8	2.5	3.0	76.8	1.6	2.4
Females	43.0	3.7	3.1	53.3	2.7	2.8
Persons	51.4	2.4	2.4	64.5	1.6	2.0

Table 7A.4.3 Level of highest non-school qualification and employment status, people aged 18–64 years, by sex and Indigenous status, 2002, 2004-05, 2008 and 2011-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Non-Indigenous						
2011-12						
Certificate III to advanced diploma (d)						
Males	88.7	1.0	1.8	90.9	0.9	1.7
Females	76.2	1.9	2.8	79.3	1.5	2.4
Persons	83.2	1.1	1.8	85.8	1.0	1.6
Bachelor degree or higher (e)						
Males	90.9	1.0	1.8	92.6	0.9	1.6
Females	82.5	1.6	2.6	83.9	1.5	2.4
Persons	86.3	1.0	1.6	87.9	0.9	1.5
Total Certificate III and higher						
Males	89.6	0.8	1.4	91.6	0.7	1.3
Females	79.4	1.2	1.9	81.6	1.1	1.7
Persons	84.6	0.8	1.3	86.8	0.7	1.2
Other (f)						
Males	77.5	1.7	2.6	83.0	1.4	2.3
Females	61.9	2.0	2.4	65.3	1.7	2.2
Persons	69.4	1.3	1.8	73.8	1.0	1.5
Total (g)						
Males	85.1	0.8	1.4	88.4	0.7	1.2
Females	72.2	1.0	1.4	74.8	0.9	1.3
Persons	78.6	0.7	1.0	81.6	0.6	0.9
2007-08						
Certificate III to advanced diploma (d)						
Males	88.0	1.1	1.9	89.6	1.0	1.8
Females	80.4	1.6	2.5	83.1	1.4	2.3
Persons	84.7	0.9	1.5	86.8	0.8	1.4
Bachelor degree or higher (e)						
Males	89.4	1.2	2.1	91.6	1.0	1.8
Females	81.8	1.6	2.6	84.0	1.4	2.3
Persons	85.4	1.0	1.7	87.7	0.8	1.4
Total Certificate III and higher						
Males	88.6	0.9	1.6	90.4	0.7	1.2
Females	81.1	1.1	1.7	83.6	1.0	1.6
Persons	85.1	0.6	1.0	87.2	0.5	0.9
Other (f)						
Males	79.9	1.2	1.9	83.2	1.1	1.8
Females	62.2	2.0	2.4	65.1	2.0	2.6
Persons	70.5	1.2	1.7	73.6	1.1	1.6
Total (g)						
Males	84.6	0.7	1.2	87.2	0.6	1.0
Females	71.6	1.2	1.7	74.2	1.2	1.7

Table 7A.4.3 Level of highest non-school qualification and employment status, people aged 18–64 years, by sex and Indigenous status, 2002, 2004-05, 2008 and 2011-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Persons	78.1	0.7	1.1	80.7	0.6	0.9
2004-05						
Certificate III to advanced diploma (d)						
Males	88.3	1.0	1.7	90.4	0.8	1.4
Females	76.5	1.6	2.4	78.4	1.6	2.5
Persons	83.6	0.8	1.3	85.7	0.7	1.2
Bachelor degree or higher (e)						
Males	91.0	1.1	2.0	93.7	0.9	1.7
Females	81.0	1.7	2.7	83.1	1.5	2.4
Persons	85.7	0.9	1.5	88.1	0.9	1.6
Total Certificate III and higher						
Males	89.3	0.7	1.2	91.6	0.6	1.1
Females	78.8	1.2	1.9	80.8	1.2	1.9
Persons	84.5	0.6	1.0	86.7	0.6	1.0
Other (f)						
Males	78.1	1.2	1.8	82.5	1.0	1.6
Females	60.9	1.5	1.8	64.1	1.4	1.8
Persons	68.7	0.8	1.1	72.4	0.8	1.1
Total (g)						
Males	84.0	0.6	1.0	87.4	0.5	0.9
Females	68.6	0.9	1.2	71.3	0.9	1.3
Persons	76.3	0.5	0.7	79.3	0.5	0.8
2002						
Certificate III to advanced diploma (d)						
Males	87.7	3.5	6.0	90.5	3.5	6.2
Females	73.0	4.5	6.4	76.9	4.6	6.9
Persons	82.4	2.8	4.5	85.6	2.9	4.9
Bachelor degree or higher (e)						
Males	91.4	5.0	9.0	94.0	4.8	8.8
Females	82.6	3.7	6.0	84.6	3.6	6.0
Persons	86.9	3.5	6.0	89.2	3.4	5.9
Total Certificate III and higher						
Males	89.1	2.0	3.5	91.8	1.8	3.2
Females	78.0	2.7	4.1	80.9	2.7	4.3
Persons	84.4	1.6	2.6	87.2	1.5	2.6
Other (f)						
Males	75.1	2.8	4.1	82.2	2.3	3.7
Females	59.9	2.5	2.9	64.7	2.1	2.7
Persons	66.7	2.1	2.7	72.5	1.8	2.6
Total (g)						
Males	82.2	1.1	1.8	87.0	0.8	1.4
Females	66.7	1.0	1.3	71.0	0.9	1.3

Table 7A.4.3 Level of highest non-school qualification and employment status, people aged 18–64 years, by sex and Indigenous status, 2002, 2004-05, 2008 and 2011-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Persons	74.5	0.7	1.0	79.1	0.6	0.9

RSE = Relative Standard Error. CI = Confidence Interval.

- (a) Excludes people enrolled in secondary school.
- (b) The number of employed people expressed as a percentage of the total population in the same group.
- (c) The number of employed and unemployed people expressed as a percentage of the total population in the same group.
- (d) Includes Certificate III/IV, Certificate III/IV not further defined and Advanced Diploma/Diploma.
- (e) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.
- (f) Includes Certificate I and II, Cert I and II not further defined, Certificate not further defined and those who do not have a non-school qualification.
- (g) Includes persons whose level of non-school qualification was inadequately described or not stated or level not determined.

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2002; ABS (unpublished) General Social Survey 2002; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2004-05; ABS (unpublished) National Health Survey 2004-05; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2008; ABS (unpublished) National Health Survey 2007-08; ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey 2012-13 (2012-13 Core component); ABS (unpublished) Australian Health Survey 2011-13 (2011-12 Core component).

Table 7A.4.4 Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05, 2008 and 2012-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
2012-13						
Certificate III to advanced diploma (d)						
Major cities	67.5	3.7	4.9	75.5	3.0	4.5
Inner regional	63.8	5.5	6.8	74.9	4.1	6.1
Outer regional	66.9	5.3	7.0	76.9	3.6	5.4
Total non-remote	66.3	2.6	3.4	75.7	2.0	3.0
Remote	73.5	5.3	7.6	83.3	3.0	4.8
Very remote	78.0	4.6	7.0	84.4	3.8	6.3
Total remote	75.8	3.6	5.3	83.9	2.5	4.1
Australia	67.4	2.4	3.1	76.7	1.8	2.7
Bachelor degree or higher (e)						
Major cities	82.7	4.5	7.4	87.0	3.6	6.1
Inner regional	np	np	np	89.9	4.6	8.1
Outer regional	np	np	np	82.9	7.1	11.6
Total non-remote	82.9	3.2	5.3	87.0	2.6	4.5
Remote	np	np	np	82.2	9.2	14.9
Very remote	np	np	np	70.3	14.6	20.2
Total remote	71.9	8.7	12.3	77.0	7.6	11.5
Australia	81.8	3.1	5.0	86.0	2.5	4.3
Total Certificate III and higher						
Major cities	70.5	3.0	4.1	77.8	2.5	3.8
Inner regional	66.6	4.7	6.1	76.9	3.6	5.4
Outer regional	68.4	5.0	6.7	77.6	3.4	5.1
Total non-remote	68.9	2.3	3.1	77.5	1.7	2.6
Remote	74.0	5.2	7.5	83.2	3.1	5.0
Very remote	76.5	4.8	7.2	82.7	4.0	6.4
Total remote	75.2	3.5	5.2	82.9	2.5	4.1
Australia	69.7	2.0	2.8	78.1	1.6	2.4
Other (f)						
Major cities	40.3	5.4	4.3	56.6	3.4	3.7
Inner regional	43.0	7.1	6.0	56.3	5.2	5.8
Outer regional	38.2	7.9	5.9	51.5	5.2	5.2
Total non-remote	40.4	3.8	3.0	55.0	2.5	2.7
Remote	41.8	7.0	5.8	54.3	5.2	5.5
Very remote	40.2	5.3	4.1	51.7	4.2	4.3
Total remote	40.7	3.9	3.1	52.5	3.1	3.2
Australia	40.5	2.9	2.3	54.3	2.0	2.1
Total (g)						
Major cities	53.0	3.4	3.5	65.6	2.4	3.1
Inner regional	52.6	4.7	4.8	64.8	3.5	4.4
Outer regional	48.8	5.0	4.8	60.5	3.0	3.5
Total non-remote	51.7	2.4	2.5	64.0	1.7	2.1
Remote	50.5	5.8	5.7	62.3	4.1	5.0
Very remote	45.5	4.4	3.9	56.2	3.6	4.0

Table 7A.4.4 Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05, 2008 and 2012-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Total remote	47.3	3.3	3.1	58.4	2.6	3.0
Australia	50.7	2.0	2.0	62.7	1.4	1.8
2008						
Certificate III to advanced diploma (d)						
Major cities	75.1	4.9	7.2	84.4	3.7	6.1
Inner regional	77.0	6.0	9.1	83.7	5.2	8.5
Outer regional	76.4	3.8	5.7	83.8	3.4	5.6
Total non-remote	75.9	2.9	4.3	84.1	2.4	4.0
Remote	81.4	5.7	9.1	85.3	4.8	8.0
Very remote	88.3	4.2	7.3	92.1	3.5	6.3
Total remote	85.0	3.5	5.8	88.9	2.9	5.1
Australia	77.2	2.6	3.9	84.7	2.1	3.5
Bachelor degree or higher (e)						
Major cities	86.4	4.7	8.0	91.5	3.6	6.5
Inner regional	79.5	9.1	14.2	86.0	6.5	11.0
Outer regional	82.0	7.9	12.7	86.5	6.3	10.7
Total non-remote	84.2	3.7	6.1	89.4	2.8	4.9
Remote	91.3	8.7	15.6	91.3	8.7	15.6
Very remote	92.8	5.0	9.1	95.9	3.7	7.0
Total remote	92.1	4.7	8.5	93.7	4.4	8.1
Australia	85.3	3.1	5.2	90.0	2.5	4.4
Total Certificate III and higher						
Major cities	77.9	3.8	5.8	86.2	2.9	4.9
Inner regional	77.4	5.1	7.7	84.1	4.4	7.3
Outer regional	77.2	3.3	5.0	84.2	3.0	5.0
Total non-remote	77.6	2.4	3.7	85.2	2.0	3.3
Remote	83.5	4.6	7.5	86.6	4.0	6.8
Very remote	89.2	3.7	6.5	92.9	2.8	5.1
Total remote	86.5	2.9	4.9	89.9	2.4	4.2
Australia	78.8	2.2	3.4	85.8	1.8	3.0
Other (f)						
Major cities	54.1	5.5	5.8	66.7	3.5	4.6
Inner regional	43.5	7.9	6.7	56.6	5.3	5.9
Outer regional	46.7	6.1	5.6	55.7	4.5	4.9
Total non-remote	48.7	3.5	3.3	60.2	2.3	2.7
Remote	45.1	6.7	5.9	57.6	4.6	5.2
Very remote	52.0	4.7	4.8	59.9	3.8	4.5
Total remote	49.6	3.7	3.6	59.1	3.0	3.5
Australia	48.9	2.6	2.5	59.9	1.7	2.0
Total						
Major cities	61.2	4.0	4.8	72.9	2.5	3.6
Inner regional	53.3	5.5	5.7	64.5	3.9	4.9
Outer regional	54.3	4.8	5.1	63.0	3.6	4.4

Table 7A.4.4 Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05, 2008 and 2012-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Total non-remote	57.0	2.7	3.0	67.7	1.8	2.4
Remote	52.6	5.3	5.5	63.3	3.7	4.6
Very remote	57.2	3.9	4.4	65.1	3.2	4.1
Total remote	55.6	3.0	3.3	64.4	2.5	3.2
Australia	56.7	2.1	2.3	66.9	1.4	1.8
2004-05						
Certificate III to advanced diploma (d)						
Major cities	69.3	7.4	10.1	76.5	6.4	9.6
Inner regional	74.2	8.5	12.4	81.6	6.6	10.6
Outer regional	71.2	6.4	8.9	84.2	4.0	6.6
Total non-remote	71.1	4.6	6.4	79.9	3.6	5.6
Remote	76.1	8.1	12.1	83.5	6.5	10.6
Very remote	81.2	6.4	10.2	87.5	5.3	9.1
Total remote	79.2	5.2	8.1	85.9	4.5	7.6
Australia	72.3	3.9	5.5	80.9	3.1	4.9
Bachelor degree or higher (e)						
Major cities	np	np	np	89.6	5.0	8.8
Inner regional	np	np	np	87.0	7.6	13.0
Outer regional	np	np	np	81.8	11.0	17.6
Total non-remote	85.2	4.4	7.3	87.1	4.0	6.8
Remote	np	np	np	86.8	7.3	12.4
Very remote	np	np	np	89.2	9.0	15.7
Total remote	78.3	8.3	12.7	88.1	5.9	10.2
Australia	84.4	4.0	6.6	87.2	3.6	6.2
Total Certificate III and higher						
Major cities	73.9	5.5	8.0	79.6	4.8	7.5
Inner regional	76.7	6.8	10.2	82.9	5.4	8.8
Outer regional	72.5	5.6	8.0	83.8	3.9	6.4
Total non-remote	74.3	3.5	5.1	81.5	2.9	4.6
Remote	77.3	6.6	10.0	84.2	5.0	8.3
Very remote	80.2	5.6	8.8	87.8	4.6	7.9
Total remote	79.1	4.4	6.8	86.3	3.7	6.3
Australia	75.0	3.1	4.6	82.3	2.5	4.0
Other (f)						
Major cities	49.7	5.3	5.2	56.3	4.6	5.1
Inner regional	46.9	6.4	5.9	58.1	4.7	5.4
Outer regional	45.1	7.5	6.6	54.7	6.1	6.5
Total non-remote	47.5	3.7	3.4	56.3	3.0	3.3
Remote	50.5	8.2	8.1	58.5	6.5	7.5
Very remote	52.6	5.3	5.5	59.3	4.5	5.2
Total remote	52.0	4.0	4.1	59.1	3.4	3.9
Australia	48.9	2.7	2.6	57.2	2.2	2.5

Total (g)

Table 7A.4.4 Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05, 2008 and 2012-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Major cities	56.9	4.3	4.8	63.2	3.6	4.5
Inner regional	54.5	5.4	5.8	64.6	3.8	4.8
Outer regional	51.2	6.1	6.1	61.2	4.7	5.6
Total non-remote	54.6	2.9	3.1	63.0	2.3	2.8
Remote	54.7	6.7	7.2	62.7	5.2	6.4
Very remote	55.5	4.6	5.0	62.2	3.9	4.8
Total remote	55.3	3.5	3.8	62.3	2.9	3.5
Australia	54.8	2.3	2.5	62.8	1.8	2.2
2002						
Certificate III to advanced diploma (d)						
Major cities	69.2	7.7	10.4	81.1	5.3	8.4
Inner regional	75.9	6.8	10.1	82.1	5.2	8.4
Outer regional	67.6	6.2	8.2	78.9	5.0	7.7
Total non-remote	70.7	4.3	6.0	80.9	3.1	4.9
Remote	78.7	8.1	12.5	83.3	7.6	12.4
Very remote	85.2	5.1	8.5	90.5	3.9	6.9
Total remote	82.4	4.4	7.1	87.4	3.9	6.7
Australia	72.6	3.6	5.1	81.9	2.7	4.3
Bachelor degree or higher (e)						
Major cities	77.6	12.8	19.5	93.2	2.8	5.1
Inner regional	81.7	11.0	17.6	81.7	11.0	17.6
Outer regional	83.0	7.9	12.9	94.8	2.5	4.6
Total non-remote	79.4	8.0	12.4	90.7	2.9	5.2
Remote	82.1	10.6	17.1	89.0	9.6	16.7
Very remote	92.8	6.1	11.1	92.8	6.1	11.1
Total remote	87.7	5.7	9.8	91.0	5.5	9.8
Australia	80.4	7.0	11.0	90.8	2.6	4.6
Total Certificate III and higher						
Major cities	71.5	6.4	9.0	84.4	3.7	6.1
Inner regional	77.1	5.6	8.5	82.1	4.8	7.7
Outer regional	70.2	5.6	7.7	81.6	4.3	6.9
Total non-remote	72.7	3.8	5.4	83.2	2.5	4.1
Remote	79.4	6.9	10.7	84.4	6.3	10.4
Very remote	86.5	4.4	7.5	90.9	3.7	6.6
Total remote	83.3	3.9	6.4	88.0	3.4	5.9
Australia	74.3	3.2	4.7	83.9	2.2	3.6
Other (f)						
Major cities	49.0	7.2	6.9	63.2	5.0	6.2
Inner regional	37.9	7.0	5.2	57.4	4.9	5.5
Outer regional	38.5	5.0	3.8	55.1	4.3	4.6
Total non-remote	42.5	4.0	3.3	58.9	2.7	3.1
Remote	47.1	6.4	5.9	57.1	4.8	5.4
Very remote	57.8	5.0	5.7	62.3	3.9	4.8

Table 7A.4.4 Level of highest non-school qualification and employment status, Indigenous people aged 18–64 years, by remoteness, 2002, 2004-05, 2008 and 2012-13 (a)

	<i>Employment to population ratio (b)</i>			<i>Labour force participation rate (c)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Total remote	54.7	4.1	4.4	60.8	3.0	3.6
Australia	46.1	2.9	2.6	59.5	2.0	2.3
Total (g)						
Major cities	54.6	5.3	5.7	69.2	3.4	4.6
Inner regional	46.4	5.7	5.2	63.1	3.9	4.8
Outer regional	43.3	4.2	3.6	59.7	3.4	4.0
Total non-remote	48.9	3.1	3.0	64.6	2.0	2.5
Remote	52.5	5.6	5.8	61.8	4.3	5.2
Very remote	60.7	4.4	5.2	65.1	3.5	4.5
Total remote	58.2	3.6	4.1	64.1	2.7	3.4
Australia	51.4	2.4	2.4	64.5	1.6	2.0

RSE = Relative Standard Error. CI = Confidence Interval.

(a) Excludes people enrolled in secondary school.

(b) The number of employed people expressed as a percentage of the total population in the same group.

(c) The number of employed and unemployed people expressed as a percentage of the total population in the same group.

(d) Includes Certificate III/IV, Certificate III/IV not further defined and Advanced Diploma/Diploma.

(e) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.

(f) Includes Certificate I and II, Cert I and II not further defined, Certificate not further defined and those who do not have a non-school qualification.

(g) Includes persons whose level of non-school qualification was inadequately described or not stated or level not determined.

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2002; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2004-05; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2008; ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey 2012-13 (2012-13 Core component).

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
2012-13						
Indigenous						
Certificate III to advanced diploma (e)						
NSW	59.5	5.6	6.5	69.8	4.4	6.0
Vic	63.3	7.9	9.8	75.4	5.1	7.5
Qld	74.4	3.4	5.0	82.5	2.8	4.5
WA	72.3	4.6	6.5	79.7	3.5	5.5
SA	64.8	6.8	8.6	73.2	5.5	7.9
Tas	70.1	5.6	7.7	77.2	4.8	7.2
ACT	83.5	6.3	10.3	90.0	4.4	7.8
NT	78.1	4.7	7.3	88.9	2.8	4.8
Australia	67.4	2.4	3.1	76.7	1.8	2.7
Bachelor degree or higher (f)						
NSW	81.9	6.8	10.9	85.7	6.0	10.0
Vic	np	np	np	80.3	7.7	12.1
Qld	83.6	6.0	9.9	87.7	5.0	8.6
WA	np	np	np	86.3	5.7	9.7
SA	74.0	11.7	16.9	89.9	5.3	9.3
Tas	np	np	np	90.9	5.7	10.1
ACT	np	np	np	92.9	4.1	7.5
NT	np	np	np	80.1	10.0	15.7
Australia	81.8	3.1	5.0	86.0	2.5	4.3
Certificate III and higher						
NSW	62.8	4.9	6.0	72.1	3.8	5.4
Vic	66.1	6.4	8.3	76.4	4.4	6.6
Qld	75.5	3.1	4.6	83.1	2.5	4.1
WA	74.1	4.2	6.1	80.6	3.3	5.1
SA	66.4	6.1	8.0	76.2	4.8	7.1
Tas	73.5	4.9	7.0	79.6	4.2	6.5
ACT	86.4	3.7	6.3	91.3	3.0	5.3
NT	78.3	4.5	6.9	87.3	3.0	5.1
Australia	69.7	2.0	2.8	78.1	1.6	2.4
Other (g)						
NSW	37.6	8.0	5.9	51.1	5.4	5.4
Vic	39.6	10.4	8.1	51.9	7.8	7.9
Qld	43.9	5.4	4.7	59.9	3.3	3.9
WA	40.1	6.8	5.4	54.4	4.4	4.7
SA	36.2	9.8	7.0	51.3	7.1	7.2
Tas	41.6	9.5	7.7	55.0	6.4	6.9
ACT	61.3	10.4	12.5	63.7	10.0	12.5
NT	40.4	5.1	4.1	50.8	4.7	4.7
Australia	40.5	2.9	2.3	54.3	2.0	2.1
Total (h)						
NSW	47.6	4.9	4.5	59.5	3.4	3.9

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Vic	52.0	5.9	6.0	63.2	4.3	5.4
Qld	54.8	3.8	4.0	68.0	2.4	3.2
WA	49.6	5.0	4.8	61.9	3.3	4.0
SA	48.8	6.0	5.7	61.8	4.3	5.2
Tas	54.1	6.4	6.8	64.5	4.4	5.6
ACT	74.1	5.1	7.4	77.7	4.8	7.3
NT	47.5	4.2	3.9	57.6	3.6	4.1
Australia	50.7	2.0	2.0	62.7	1.4	1.8

2011-12

Non-Indigenous

Certificate III to advanced diploma (e)

NSW	83.6	2.2	3.6	86.1	2.0	3.4
Vic	82.1	1.9	3.1	84.6	1.7	2.8
Qld	81.5	2.1	3.3	84.5	1.9	3.1
WA	86.9	1.7	2.9	88.6	1.7	2.9
SA	82.5	2.2	3.6	86.0	1.9	3.2
Tas	83.8	2.3	3.7	86.8	2.0	3.3
ACT	84.3	2.7	4.5	87.6	2.4	4.2
NT	90.1	2.4	4.3	92.2	2.1	3.7
Australia	83.2	1.1	1.8	85.8	1.0	1.6

Bachelor degree or higher (f)

NSW	86.5	2.0	3.4	87.3	1.8	3.1
Vic	85.8	2.1	3.5	87.6	1.9	3.2
Qld	88.4	1.8	3.2	90.2	1.7	3.0
WA	86.2	2.1	3.5	88.2	1.9	3.3
SA	83.1	2.2	3.5	87.1	2.1	3.6
Tas	80.6	4.3	6.8	83.0	3.6	5.8
ACT	88.5	1.8	3.1	89.1	1.6	2.8
NT	88.3	2.9	5.1	90.0	2.6	4.6
Australia	86.3	1.0	1.6	87.9	0.9	1.5

Certificate III and higher

NSW	85.0	1.6	2.6	86.7	1.5	2.5
Vic	84.0	1.3	2.2	86.1	1.2	2.1
Qld	84.2	1.4	2.4	86.7	1.4	2.3
WA	86.6	1.1	1.9	88.4	1.1	1.9
SA	82.8	1.4	2.3	86.5	1.2	2.1
Tas	82.6	2.1	3.5	85.4	1.8	3.0
ACT	87.0	1.4	2.4	88.6	1.3	2.3
NT	89.3	1.9	3.3	91.3	1.6	2.9
Australia	84.6	0.8	1.3	86.8	0.7	1.2

Other (g)

NSW	66.8	2.6	3.4	70.5	2.0	2.8
Vic	70.3	2.7	3.7	75.1	2.1	3.2

Table 7A.4.5 **Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Qld	70.4	2.7	3.7	75.6	2.1	3.1
WA	72.4	2.7	3.8	76.3	2.3	3.4
SA	69.4	3.4	4.6	73.8	2.7	4.0
Tas	62.0	4.0	4.9	66.5	3.8	4.9
ACT	79.7	3.4	5.3	81.0	3.1	5.0
NT	76.1	4.5	6.7	79.1	3.4	5.3
Australia	69.4	1.3	1.8	73.8	1.0	1.5
Total (h)						
NSW	78.4	1.3	2.1	80.8	1.2	1.8
Vic	78.6	1.2	1.8	81.7	1.0	1.6
Qld	78.4	1.4	2.1	82.1	1.2	1.9
WA	80.5	1.2	1.8	83.2	1.1	1.7
SA	77.1	1.6	2.4	81.2	1.3	2.1
Tas	72.5	2.2	3.1	76.2	2.0	3.0
ACT	84.4	1.4	2.3	85.9	1.2	2.1
NT	84.0	2.1	3.5	86.4	1.7	3.0
Australia	78.6	0.7	1.0	81.6	0.6	0.9

2008

Indigenous

Certificate III to advanced diploma (e)

NSW	70.3	6.2	8.5	81.9	5.1	8.2
Vic	79.7	3.2	5.0	84.4	2.9	4.8
Qld	84.1	4.5	7.4	86.1	4.3	7.3
WA	77.4	6.3	9.6	91.0	3.3	5.9
SA	71.2	7.1	9.9	81.1	5.3	8.4
Tas	77.5	5.1	7.7	85.6	4.1	6.9
ACT	87.3	5.7	9.8	91.4	4.2	7.5
NT	76.8	5.6	8.4	81.1	4.9	7.8
Australia	77.2	2.6	3.9	84.7	2.1	3.5

Bachelor degree or higher (f)

NSW	81.8	9.3	14.9	89.6	6.9	12.1
Vic	81.0	6.1	9.7	84.5	5.6	9.3
Qld	89.3	5.8	10.2	94.5	3.6	6.7
WA	79.4	9.4	14.6	81.9	8.8	14.1
SA	91.5	7.2	12.9	96.5	4.0	7.6
Tas	88.7	7.5	13.0	88.7	7.5	13.0
ACT	94.4	3.4	6.3	95.9	2.9	5.5
NT	87.1	6.5	11.1	89.5	6.1	10.7
Australia	85.3	3.1	5.2	90.0	2.5	4.4

Certificate III and higher

NSW	72.4	5.3	7.5	83.3	4.3	7.0
Vic	80.0	2.7	4.2	84.4	2.4	4.0
Qld	85.2	3.6	6.0	87.9	3.4	5.9

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
WA	77.8	5.5	8.4	89.2	3.2	5.6
SA	74.5	5.8	8.5	83.5	4.3	7.0
Tas	79.7	4.5	7.0	86.2	3.6	6.1
ACT	90.3	3.6	6.4	93.3	2.7	4.9
NT	79.5	4.2	6.5	83.3	3.5	5.7
Australia	78.8	2.2	3.4	85.8	1.8	3.0
Other (g)						
NSW	43.0	6.5	5.5	55.8	4.0	4.4
Vic	45.5	6.6	5.9	58.3	4.8	5.5
Qld	53.5	5.7	6.0	63.3	4.0	5.0
WA	53.2	5.5	5.7	62.4	3.7	4.5
SA	45.6	6.9	6.2	58.9	5.2	6.0
Tas	55.8	7.3	8.0	62.1	5.8	7.1
ACT	65.0	8.5	10.8	73.5	6.7	9.7
NT	48.5	5.5	5.2	59.2	4.4	5.1
Australia	48.9	2.6	2.5	59.9	1.7	2.0
Total (l)						
NSW	50.1	5.2	5.1	62.5	3.3	4.0
Vic	59.3	3.7	4.3	68.9	2.7	3.6
Qld	61.8	4.4	5.3	70.2	3.3	4.5
WA	59.6	4.0	4.7	70.1	2.9	4.0
SA	53.8	5.0	5.3	66.2	3.8	4.9
Tas	62.4	5.2	6.4	68.8	4.1	5.5
ACT	75.8	4.2	6.2	81.6	3.2	5.1
NT	54.1	4.2	4.5	63.7	3.5	4.4
Australia	56.7	2.1	2.3	66.9	1.4	1.8
Non-Indigenous						
Certificate III to advanced diploma (e)						
NSW	83.1	2.1	3.4	85.5	2.0	3.4
Vic	87.0	1.9	3.2	88.3	1.8	3.1
Qld	83.3	2.4	3.9	85.7	2.0	3.4
WA	86.2	2.1	3.5	88.5	1.9	3.3
SA	85.2	2.1	3.5	87.5	1.8	3.1
Tas	81.0	2.3	3.7	83.2	2.4	3.9
ACT	87.4	2.1	3.6	89.2	1.8	3.1
NT	100.0	—	—	100.0	—	—
Australia	84.7	0.9	1.5	86.8	0.8	1.4
Bachelor degree or higher (f)						
NSW	85.3	2.1	3.5	87.0	1.9	3.2
Vic	85.2	2.1	3.5	87.3	1.7	2.9
Qld	83.7	3.4	5.6	86.8	2.7	4.6
WA	86.2	2.6	4.4	90.3	1.9	3.4
SA	87.4	2.2	3.8	88.5	2.2	3.8

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Tas	83.3	3.9	6.4	85.0	3.8	6.3
ACT	91.9	1.3	2.3	92.3	1.3	2.4
NT	95.9	4.4	8.3	95.9	4.4	8.3
Australia	85.4	1.0	1.7	87.7	0.8	1.4
Certificate III and higher						
NSW	84.2	1.5	2.5	86.2	1.4	2.4
Vic	86.1	1.4	2.4	87.9	1.3	2.2
Qld	83.5	2.0	3.3	86.1	1.6	2.7
WA	86.2	1.7	2.9	89.3	1.4	2.5
SA	86.1	1.6	2.7	87.9	1.5	2.6
Tas	81.9	1.9	3.0	83.9	1.9	3.1
ACT	90.2	1.1	1.9	91.1	1.0	1.8
NT	98.0	2.1	4.0	98.0	2.1	4.0
Australia	85.1	0.6	1.0	87.2	0.5	0.9
Other (g)						
NSW	68.3	2.5	3.3	71.8	2.3	3.2
Vic	71.1	2.4	3.3	73.9	2.2	3.2
Qld	71.5	2.4	3.4	74.3	2.2	3.2
WA	76.5	2.6	3.9	78.3	2.4	3.7
SA	66.1	3.1	4.0	70.8	2.5	3.5
Tas	63.3	4.3	5.3	68.3	3.7	5.0
ACT	79.8	2.3	3.6	81.9	2.1	3.4
NT	89.3	6.7	11.7	89.3	6.7	11.7
Australia	70.5	1.2	1.7	73.6	1.1	1.6
Total (l)						
NSW	76.5	1.4	2.1	79.2	1.3	2.0
Vic	79.3	1.2	1.9	81.6	1.1	1.8
Qld	77.6	1.5	2.3	80.4	1.2	1.9
WA	81.8	1.5	2.4	84.2	1.3	2.1
SA	75.2	1.9	2.8	78.8	1.5	2.3
Tas	72.4	2.2	3.1	76.1	2.1	3.1
ACT	85.8	1.1	1.8	87.2	1.0	1.7
NT	93.6	3.2	5.9	93.6	3.2	5.9
Australia	78.1	0.7	1.1	80.7	0.6	0.9

2004-05

Indigenous

Certificate III to advanced diploma (e)

NSW	66.8	8.3	10.9	74.9	7.1	10.4
Vic	74.7	7.9	11.6	82.4	5.6	9.0
Qld	75.7	6.4	9.5	86.9	4.3	7.3
WA	71.4	7.6	10.6	75.1	7.0	10.3
SA	70.7	10.0	13.9	81.3	7.9	12.6
Tas	68.8	8.6	11.6	73.5	10.5	15.1

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
ACT	85.1	7.5	12.5	86.6	7.0	11.9
NT	80.2	7.3	11.5	85.2	5.2	8.7
Australia	72.3	3.9	5.5	80.9	3.1	4.9
Bachelor degree or higher (f)						
NSW	88.5	7.4	12.8	89.3	7.3	12.8
Vic	84.6	20.9	34.7	84.6	20.9	34.7
Qld	82.5	8.0	12.9	87.5	6.8	11.7
WA	75.1	14.6	21.5	79.9	12.2	19.1
SA	91.5	6.2	11.1	91.5	6.2	11.1
Tas	65.9	21.1	27.3	77.2	11.8	17.9
ACT	91.4	5.2	9.3	93.5	4.4	8.1
NT	82.3	8.8	14.2	85.7	8.4	14.1
Australia	84.4	4.0	6.6	87.2	3.6	6.2
Certificate III and higher						
NSW	71.8	6.7	9.4	78.2	5.7	8.7
Vic	77.4	7.2	10.9	83.0	5.4	8.8
Qld	76.9	5.3	8.0	87.0	3.7	6.3
WA	71.9	6.2	8.7	75.7	5.8	8.6
SA	75.9	7.5	11.2	83.8	6.1	10.0
Tas	68.1	8.6	11.5	74.4	9.2	13.4
ACT	88.6	4.1	7.1	90.5	3.7	6.6
NT	80.8	5.7	9.0	85.4	4.2	7.0
Australia	75.0	3.1	4.6	82.3	2.5	4.0
Other (g)						
NSW	48.0	6.0	5.6	56.2	5.0	5.5
Vic	51.1	9.2	9.2	60.6	7.8	9.3
Qld	51.1	6.2	6.2	59.3	4.7	5.5
WA	52.8	5.4	5.6	62.4	4.2	5.1
SA	47.1	6.5	6.0	53.3	5.8	6.1
Tas	44.1	10.7	9.2	55.9	8.9	9.8
ACT	56.9	9.1	10.1	67.0	8.0	10.5
NT	42.9	8.2	6.9	49.6	6.9	6.7
Australia	48.9	2.7	2.6	57.2	2.2	2.5
Total (l)						
NSW	53.6	5.1	5.4	61.4	4.2	5.1
Vic	58.8	6.6	7.6	67.2	5.4	7.1
Qld	58.7	4.8	5.5	67.5	3.6	4.8
WA	55.1	4.5	4.9	63.8	3.6	4.5
SA	53.0	5.9	6.1	59.4	4.9	5.7
Tas	50.7	6.9	6.9	61.3	5.4	6.5
ACT	69.1	5.8	7.9	75.7	5.2	7.7
NT	47.5	6.7	6.2	53.9	5.9	6.2
Australia	54.8	2.3	2.5	62.8	1.8	2.2

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Non-Indigenous						
Certificate III to advanced diploma (e)						
NSW	82.3	1.5	2.4	84.6	1.4	2.3
Vic	84.6	1.8	3.0	86.1	1.7	2.9
Qld	84.0	1.9	3.1	86.4	1.7	2.9
WA	84.0	2.1	3.5	86.9	1.9	3.2
SA	84.8	1.6	2.7	85.9	1.6	2.7
Tas	81.1	2.0	3.2	82.6	1.9	3.1
ACT	88.7	2.8	4.9	90.1	2.7	4.8
NT	84.7	8.1	13.4	84.7	8.1	13.4
Australia	83.6	0.8	1.3	85.7	0.7	1.2
Bachelor degree or higher (f)						
NSW	85.7	1.7	2.9	88.3	1.5	2.6
Vic	84.5	1.9	3.1	87.1	1.8	3.1
Qld	86.4	2.4	4.1	88.2	2.2	3.8
WA	85.4	2.3	3.8	88.3	1.9	3.3
SA	88.0	2.0	3.4	90.8	1.7	3.0
Tas	84.8	2.8	4.7	86.0	2.8	4.7
ACT	89.7	1.7	3.0	91.2	1.5	2.7
NT	82.6	21.8	35.3	82.6	21.8	35.3
Australia	85.7	0.9	1.5	88.1	0.9	1.6
Certificate III and higher						
NSW	83.8	1.2	2.0	86.2	1.1	1.9
Vic	84.5	1.2	2.0	86.5	1.2	2.0
Qld	84.9	1.4	2.3	87.0	1.4	2.4
WA	84.6	1.4	2.3	87.5	1.2	2.1
SA	86.2	1.2	2.0	88.0	1.1	1.9
Tas	82.5	1.7	2.7	83.8	1.6	2.6
ACT	89.3	1.5	2.6	90.8	1.4	2.5
NT	83.9	9.9	16.3	83.9	9.9	16.3
Australia	84.5	0.6	1.0	86.7	0.6	1.0
Other (g)						
NSW	67.9	2.0	2.7	71.7	1.8	2.5
Vic	68.1	2.3	3.1	72.2	1.9	2.7
Qld	70.0	1.9	2.6	73.9	1.6	2.3
WA	69.1	2.7	3.7	71.8	2.3	3.2
SA	69.7	1.9	2.6	72.7	1.8	2.6
Tas	62.1	2.8	3.4	67.7	2.4	3.2
ACT	74.1	2.7	3.9	78.3	2.2	3.4
NT	82.8	10.1	16.4	84.1	9.3	15.3
Australia	68.7	0.8	1.1	72.4	0.8	1.1
Total (I)						
NSW	75.9	1.1	1.6	79.0	1.0	1.5
Vic	76.0	1.3	1.9	79.1	1.2	1.9

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Qld	77.0	1.1	1.7	80.1	1.1	1.7
WA	76.1	1.7	2.5	78.9	1.4	2.2
SA	77.1	1.3	2.0	79.7	1.2	1.9
Tas	70.9	1.6	2.2	74.6	1.4	2.0
ACT	83.1	1.4	2.3	85.7	1.2	2.0
NT	80.8	9.6	15.2	81.4	9.0	14.4
Australia	76.3	0.5	0.7	79.3	0.5	0.8

2002

Indigenous

Certificate III to advanced diploma (e)

NSW	76.3	7.4	11.1	86.4	4.3	7.3
Vic	71.2	7.1	9.9	77.7	5.8	8.8
Qld	67.0	8.8	11.6	76.5	7.6	11.4
WA	77.4	7.4	11.2	87.9	4.8	8.3
SA	70.9	7.4	10.3	84.0	5.0	8.2
Tas	71.4	7.9	11.1	76.7	6.0	9.0
ACT	69.8	9.5	13.0	72.2	8.6	12.2
NT	76.6	8.9	13.4	83.2	6.8	11.1
Australia	72.6	3.6	5.1	81.9	2.7	4.3

Bachelor degree or higher (f)

NSW	72.1	19.8	28.0	91.9	5.3	9.5
Vic	85.0	8.2	13.7	85.0	8.2	13.7
Qld	91.1	4.1	7.3	97.5	2.0	3.8
WA	91.6	8.6	15.4	92.8	8.2	14.9
SA	47.2	34.6	32.0	65.6	24.8	31.9
Tas	75.3	12.0	17.7	81.0	10.3	16.4
ACT	92.2	4.5	8.1	92.2	4.5	8.1
NT	89.9	9.3	16.4	89.9	9.3	16.4
Australia	80.4	7.0	11.0	90.8	2.6	4.6

Certificate III and higher

NSW	75.2	7.3	10.8	87.9	3.4	5.9
Vic	75.1	5.9	8.7	79.8	4.7	7.4
Qld	71.6	7.2	10.1	80.5	6.0	9.5
WA	80.0	6.1	9.6	88.8	4.2	7.3
SA	67.4	7.6	10.0	81.3	5.1	8.1
Tas	72.2	6.7	9.5	77.5	5.3	8.1
ACT	79.7	5.4	8.4	81.0	5.1	8.1
NT	78.8	7.7	11.9	84.3	6.2	10.2
Australia	74.3	3.2	4.7	83.9	2.2	3.6

Other (g)

NSW	43.4	6.5	5.5	59.1	4.3	5.0
Vic	42.7	6.6	5.5	55.2	4.6	5.0
Qld	46.8	6.6	6.1	62.0	4.4	5.3

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
WA	48.9	6.4	6.1	62.1	4.8	5.8
SA	46.9	6.7	6.2	58.5	4.8	5.5
Tas	50.7	5.8	5.8	62.3	4.4	5.4
ACT	63.6	7.2	9.0	68.1	6.8	9.1
NT	47.0	6.8	6.3	54.0	5.1	5.4
Australia	46.1	2.9	2.6	59.5	2.0	2.3
Total (l)						
NSW	49.6	5.4	5.2	65.2	3.3	4.2
Vic	50.8	5.0	5.0	61.8	3.5	4.2
Qld	51.4	5.3	5.3	66.4	3.4	4.4
WA	54.4	5.3	5.7	66.5	4.2	5.5
SA	51.6	5.5	5.6	63.7	3.9	4.9
Tas	54.7	5.2	5.6	66.0	3.7	4.8
ACT	70.4	4.9	6.8	73.7	4.6	6.6
NT	50.4	6.1	6.0	57.2	4.7	5.3
Australia	51.4	2.4	2.4	64.5	1.6	2.0

Non-Indigenous

Certificate III to advanced diploma (e)

NSW	82.7	4.2	6.8	85.8	4.2	7.1
Vic	83.8	7.1	11.7	85.8	7.0	11.8
Qld	80.0	6.0	9.4	85.5	5.9	9.9
WA	82.4	5.9	9.5	86.0	5.7	9.6
SA	81.9	6.1	9.8	83.8	5.9	9.7
Tas	78.9	5.6	8.7	83.5	5.7	9.3
ACT	83.5	6.8	11.1	85.8	6.2	10.4
NT	90.8	7.0	12.5	92.9	6.8	12.4
Australia	82.4	2.8	4.5	85.6	2.9	4.9

Bachelor degree or higher (f)

NSW	88.2	5.5	9.5	90.7	5.3	9.4
Vic	85.7	6.7	11.3	88.2	6.6	11.4
Qld	87.4	7.4	12.7	90.3	7.4	13.1
WA	83.8	7.2	11.8	86.2	7.4	12.5
SA	85.9	8.5	14.3	85.9	8.5	14.3
Tas	86.3	9.2	15.6	87.7	9.1	15.6
ACT	90.8	5.0	8.9	90.9	5.0	8.9
NT	90.0	9.7	17.1	92.0	9.2	16.6
Australia	86.9	3.5	6.0	89.2	3.4	5.9

Certificate III and higher

NSW	85.2	3.0	5.0	88.0	2.7	4.7
Vic	84.7	3.2	5.3	86.9	2.9	4.9
Qld	82.9	3.6	5.8	87.3	3.5	6.0
WA	82.9	3.8	6.2	86.1	3.7	6.2
SA	83.4	3.7	6.0	84.6	3.7	6.1

Table 7A.4.5 Level of highest non-school qualification and employment status, people aged 18–64 years, by Indigenous status, by State and Territory, 2002, 2004-05, 2008 and 2011-13 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>	<i>Proportion (%)</i>	<i>RSE (%)</i>	<i>95% CIs (±)</i>
Tas	np	np	np	85.1	5.2	8.7
ACT	np	np	np	88.9	3.7	6.4
NT	90.5	6.6	11.7	92.5	6.3	11.4
Australia	84.4	1.6	2.6	87.2	1.5	2.6
Other (g)						
NSW	65.4	3.5	4.5	71.3	3.4	4.8
Vic	67.4	3.4	4.5	73.2	3.1	4.4
Qld	67.6	3.5	4.6	73.3	2.9	4.2
WA	67.1	3.6	4.7	74.2	3.4	4.9
SA	66.2	3.6	4.7	71.6	3.1	4.4
Tas	60.3	4.2	5.0	66.1	3.7	4.8
ACT	74.6	5.2	7.6	76.7	4.8	7.2
NT	77.8	4.6	7.0	82.6	4.6	7.4
Australia	66.7	2.1	2.7	72.5	1.8	2.6
Total (l)						
NSW	75.0	1.5	2.2	79.4	1.3	2.0
Vic	74.6	1.5	2.2	79.1	1.3	2.0
Qld	73.5	2.0	2.9	78.7	1.8	2.8
WA	74.6	1.6	2.3	79.8	1.4	2.2
SA	73.4	1.9	2.7	77.1	1.4	2.1
Tas	68.7	2.3	3.1	73.5	2.0	2.9
ACT	82.0	1.3	2.1	83.5	1.2	2.0
NT	83.8	2.0	3.3	87.5	1.9	3.3
Australia	74.5	0.7	1.0	79.1	0.6	0.9

RSE = Relative Standard Error. CI = Confidence Interval.

(a) Estimates with a RSE of 25 per cent to 50 per cent should be used with caution.

(b) Excludes people enrolled in secondary school.

(c) The number of employed people expressed as a percentage of the total population in the same group.

(d) The number of employed and unemployed people expressed as a percentage of the total population in the same group.

(e) Includes Certificate III/IV, Certificate III/IV not further defined and Advanced Diploma/Diploma.

(f) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.

(g) Includes Certificate I and II, Cert I and II not further defined, Certificate not further defined and those who do not have a non-school qualification.

(h) Includes persons whose level of non-school qualification was inadequately described or not stated or level not determined.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2002; ABS (unpublished) General Social Survey 2002; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2004-05; ABS (unpublished) National Health Survey 2004-05; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey 2008; ABS (unpublished) National Health Survey 2007-08; ABS (unpublished) Australian Aboriginal and Torres Strait Islander Health Survey 2012-13 (2012-13 Core component); ABS (unpublished) Australian Health Survey 2011-13 (2011-12 Core component).

TABLE 7A.4.6

Table 7A.4.6 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by Indigenous status and remoteness, 2001, 2006 and 2011 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>	<i>Aust (f)</i>
2011							
Indigenous (g)							
Total fully engaged (h)	%	50.5	41.3	36.0	31.0	17.9	39.4
Engaged through full time study and full time employment	%	1.1	0.7	0.6	0.9	0.4	0.8
Primarily engaged through full time study	%	17.3	11.9	8.1	4.7	2.6	11.3
Primarily engaged through full time employment	%	29.8	26.7	26.0	24.5	14.3	25.6
Engaged through part time study and part time employment	%	1.8	1.6	1.1	0.6	0.5	1.4
Not fully engaged	%	49.5	58.7	64.0	69.0	82.1	60.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (g)							
Total fully engaged (h)	%	76.2	66.9	66.6	72.2	78.4	73.9
Engaged through full time study and full time employment	%	1.4	1.2	1.1	1.1	1.5	1.3
Primarily engaged through full time study	%	37.9	19.8	13.3	4.8	2.7	32.8
Primarily engaged through full time employment	%	33.8	42.7	49.4	64.2	72.7	36.7
Engaged through part time study and part time employment	%	2.7	2.7	2.3	1.6	0.9	2.7
Not fully engaged	%	23.8	33.1	33.4	27.8	21.6	26.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0
2006							
Indigenous (g)							
Total fully engaged (h)	%	49.2	41.2	36.0	28.6	17.1	37.9

TABLE 7A.4.6

Table 7A.4.6 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by Indigenous status and remoteness, 2001, 2006 and 2011 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>	<i>Aust (f)</i>
Engaged through full time study and full time employment	%	0.9	0.8	0.6	0.4	0.6	0.7
Primarily engaged through full time study	%	14.3	10.9	7.9	3.8	3.2	9.7
Primarily engaged through full time employment	%	32.0	27.5	26.0	22.7	12.2	25.8
Engaged through part time study and part time employment	%	1.6	1.5	1.1	1.1	1.1	1.3
Not fully engaged	%	50.8	58.8	64.0	71.4	82.9	62.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (g)							
Total fully engaged (h)	%	77.2	68.5	68.3	72.0	77.3	75.0
Engaged through full time study and full time employment	%	1.2	1.1	1.1	1.0	1.5	1.2
Primarily engaged through full time study	%	33.7	18.9	11.4	4.1	3.1	29.2
Primarily engaged through full time employment	%	39.3	45.9	53.6	65.0	71.3	41.8
Engaged through part time study and part time employment	%	2.4	2.2	1.7	1.4	1.1	2.3
Not fully engaged	%	22.8	31.5	31.7	28.0	22.7	25.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0
2001							
Indigenous (g)							
Total fully engaged (h)	%	45.7	39.0	33.4	28.1	13.8	33.8
Engaged through full time study and full time employment	%	0.8	0.6	0.4	0.7	0.4	0.6
Primarily engaged through full time study	%	15.1	14.5	10.5	5.5	1.8	10.5

Table 7A.4.6 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by Indigenous status and remoteness, 2001, 2006 and 2011 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>	<i>Aust (f)</i>
Primarily engaged through full time employment	%	28.5	22.0	21.1	20.5	11.0	21.3
Engaged through part time study and part time employment	%	1.0	1.4	1.1	1.1	0.6	1.0
Not fully engaged	%	54.3	61.0	66.6	71.9	86.2	66.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (g)							
Total fully engaged (h)	%	74.7	64.5	63.2	66.2	73.0	71.8
Engaged through full time study and full time employment	%	1.1	1.0	0.7	0.9	0.9	1.0
Primarily engaged through full time study	%	32.1	19.8	11.6	4.4	3.1	27.8
Primarily engaged through full time employment	%	38.6	41.2	48.8	59.2	67.5	40.2
Engaged through part time study and part time employment	%	2.3	2.0	1.6	1.3	1.1	2.2
Not fully engaged	%	25.3	35.5	36.8	33.8	27.0	28.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0

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

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

(c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

(d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not

(e) People who did not state their labour force status and did not state their student status are excluded.

(f) Australia includes 'Other territories'.

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

Table 7A.4.6 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by Indigenous status and remoteness, 2001, 2006 and 2011 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>	<i>Aust (f)</i>
(h)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.						

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

TABLE 7A.4.7

Table 7A.4.7 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006 and 2011 (a), (b), (c), (d), (e)**

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

2006

TABLE 7A.4.7

Table 7A.4.7 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006 and 2011 (a), (b), (c), (d), (e)**

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

2001

Indigenous (g)

TABLE 7A.4.7

Table 7A.4.7 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006 and 2011 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
Total fully engaged (h)	%	38.2	47.8	35.0	29.6	33.2	48.6	56.6	15.4	33.8
Engaged through full time study and full time employment	%	0.7	0.9	0.7	0.5	0.6	0.2	1.6	0.4	0.6
Primarily engaged through full time study	%	12.4	15.3	9.7	9.5	13.4	17.2	17.3	3.8	10.5
Primarily engaged through full time employment	%	23.4	29.4	23.5	18.3	18.4	29.3	35.2	10.6	21.3
Engaged through part time study and part time employment	%	1.4	1.7	0.9	0.9	0.6	1.4	2.5	0.4	1.0
Not fully engaged	%	61.8	52.2	65.0	70.4	66.8	51.4	43.4	84.6	66.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (g)										
Total fully engaged (h)	%	72.7	75.2	68.0	71.1	67.6	62.9	78.7	72.8	71.8
Engaged through full time study and full time employment	%	1.2	1.1	0.9	0.7	0.8	0.6	2.7	0.9	1.0
Primarily engaged through full time study	%	26.6	32.6	25.0	28.4	24.9	24.9	34.7	11.3	27.8
Primarily engaged through full time employment	%	41.8	38.9	39.9	39.4	39.2	35.4	37.9	57.9	40.2
Engaged through part time study and part time employment	%	2.4	2.1	1.8	2.1	2.2	1.6	2.8	2.0	2.2
Not fully engaged	%	27.3	24.8	32.0	28.9	32.4	37.1	21.3	27.2	28.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

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

Table 7A.4.7 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006 and 2011 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
(c)	People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.									
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	Australia includes 'Other territories'.									
(g)	Excludes people who did not state their Indigenous status.									
(h)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

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