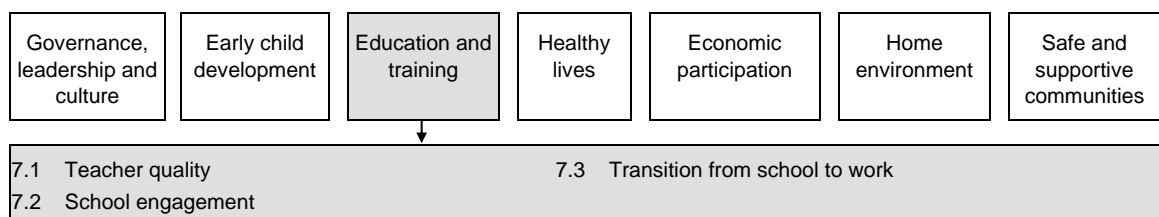

7 Education and training

Strategic areas for action



Education is a life-long activity, beginning with learning and development in the home and in communities and continuing through to the more formal settings of school education, vocational education and training and higher education. Education and training aims to develop the capacities and talents of children so that they have the necessary knowledge, understanding, skills and values they need to participate in the economy and in society — contributing to every aspect of their wellbeing (Education Council 2019). There are strong links between higher levels of education and improved physical and mental health. Actions in this strategic area can help to strengthen communities and regions both economically and socially.

The indicators in this chapter cover some of the key factors that contribute to positive education and training outcomes.

- Teacher quality (section 7.1) — while there is no nationally agreed measure of teacher quality, research suggests that teachers can positively influence Aboriginal and Torres Strait Islander student outcomes. Teacher quality includes recognising and valuing Aboriginal and Torres Strait Islander cultures and maintaining positive expectations of individual students' capability and success.
- School engagement (section 7.2) — student engagement with school and learning is important to achieve positive learning outcomes. While there is currently no nationally agreed definition of school engagement, three measures of school engagement have been identified: behavioural, emotional and cognitive engagement.
- Transition from school to work (section 7.3) — young people's successful transitions from school to further education, training and employment are important for establishing and maintaining social connections, and for their economic prospects and physical and mental health and wellbeing.

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 1 to 10 attendance (section 4.5)
- Year 12 attainment (section 4.6)
- post-secondary education — participation and attainment (section 4.8).

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

- employment (section 4.7)
- household and individual income (section 4.10).

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 both tobacco consumption and harm and obesity and nutrition (chapter 8)
- economic participation — employment and occupation, and home ownership (chapter 9).

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 web page (www.pc.gov.au/oid2020).

References

Education Council 2019, *Alice Springs (Mparntwe) Education Declaration*, December, Council of Australian Governments.

7.1 Teacher quality¹

Box 7.1.1 Key messages

- Teacher quality is considered the most important ‘in-school’ influence on student educational outcomes. While there is no nationally agreed measure of teacher quality, research suggests that teachers can positively influence the outcomes for Aboriginal and Torres Strait Islander students through a range of broad qualities. These qualities include recognising and valuing Aboriginal and Torres Strait Islander cultures and maintaining positive expectations of individual students’ capability and success.
- Increasing the number of Aboriginal and Torres Strait Islander teachers is one potential mechanism to improve teacher quality. Aboriginal and Torres Strait Islander teachers can provide cultural knowledge to non-Indigenous teachers and facilitate understanding between all teachers, students and the students’ families. For non-Indigenous teachers, more experience working with Aboriginal and Torres Strait Islander students during their teacher education may increase their confidence in teaching Aboriginal and Torres Strait Islander students in future.

Student school achievement is influenced by a range of factors. These include ‘in-school’ factors such as teacher quality and school resourcing (Sullivan, Perry and McConney 2013). These also include other factors such as family life, student motivation and ability (Biddle and Cameron 2012), and health outcomes (like hearing loss) (PC 2016).

Teacher quality is the single most important ‘in-school’ influence on student achievement (Hattie 2009); it is a product of the school context, professional practices, and the attributes and capabilities of teachers and school leaders (Bahr and Mellor 2016). Teacher quality can influence student educational outcomes, both directly and indirectly, by fostering a positive, inclusive and safe learning environment (Boon 2011; Riley 2015). Improving teacher quality is therefore an important precondition for improving achievement (PC 2012).

Improving and maintaining teacher quality for Aboriginal and Torres Strait Islander students requires:

- understanding what quality means for Aboriginal and Torres Strait Islander students and their parents
- implementing effective strategies to build teacher quality
- evaluating these measures and monitoring of quality on an ongoing basis.

¹ The Steering Committee notes its appreciation to Dr Lynette Riley, University of Sydney, who reviewed a draft of this section of the Report.

Quality teaching entails a broad set of qualities that apply for all children and contexts...

Quality teaching entails a broad set of qualities that apply for all children and contexts. Quality teachers work closely with their peers and other school workers, recognise the diverse ways in which 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 (PC 2012). The key elements of quality teaching are described in the *Australian Professional Standards for Teachers* (AITSL 2011) which articulate that teachers should:

- know students and how they learn
- know the content and how to teach it
- plan for and implement effective teaching and learning
- create and maintain supportive and safe learning environments
- assess, provide feedback and report on student learning
- engage in professional learning
- engage professionally with colleagues, parents/carers and the community.

...and for Aboriginal and Torres Strait Islander students, teachers must embrace Aboriginal and Torres Strait Islander cultural identities and provide safe learning environments

There is also evidence of the elements of teacher quality that positively influence outcomes for Aboriginal and Torres Strait Islander students specifically, particularly from the perspectives of Aboriginal and Torres Strait Islander parents and students (Krakouer 2015; Lewthwaite et al. 2017; Riley 2015). Quality teachers for Aboriginal and Torres Strait Islander students are culturally competent, and:

- recognise and value Aboriginal and Torres Strait Islander cultures, languages and perspectives. Valuing Aboriginal and Torres Strait Islander children's cultural perspectives can improve the relationships between the school, teachers and Aboriginal and Torres Strait Islander students. It can also improve school attendance and student engagement, which have been linked to improved academic outcomes (Baxter and Meyers 2016; Gillan, Mellor and Krakouer 2017; Mooney et al. 2016)
- understand the adjustments required by Aboriginal and Torres Strait Islander children entering the school environment. Quality teaching adapts to children's identities and languages, and implements culturally relevant curricula (Miller et al. 2019)
- build positive relationships with students as a foundation for learning and maintain positive expectations of students' capability and success (Lewthwaite et al. 2017; Lloyd et al. 2015; PC 2012). Teachers' expectations of students' capability and success are critical to whether students progress well or not (OECD 2017). However, teachers can

implicitly or explicitly attribute low ability to Aboriginal and Torres Strait Islander students, thereby influencing their academic achievement (Riley 2019).

Australian governments have agreed that ‘Australia’s education system must embrace Aboriginal and Torres Strait Islander cultural identities and provide Aboriginal and Torres Strait Islander people with safe learning environments’ (Education Council 2019, p. 16). According to the *Australian Professional Standards for Teachers*, proficient teachers:

- design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
- provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages (AITSL 2011).

Ensuring that teachers are well qualified and undertake ongoing professional development is a key strategy governments have adopted to improve teacher quality...

The OECD (2018) has found that high-performing education systems:

... emphasise clinical education as part of initial teacher education; they provide bespoke opportunities for in-service teachers’ professional development; and they put teacher-appraisal mechanisms in place that have a strong focus on teachers’ continuous improvement. (p. 4)

Ensuring that teachers are well qualified initially (through university and pre-service training) and that current teachers undertake ongoing professional development and assessment against the *Australian Professional Standards for Teachers* is a key strategy Australian governments have adopted to improve teacher quality. In particular, training and development includes teachers building their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and languages as outlined in the *Australian Professional Standards for Teachers*.

For individual schools, retaining experienced staff and reducing turnover may also be a strategy to improve the quality of teaching. Schools in remote and/or disadvantaged areas (where Aboriginal and Torres Strait Islander children are overrepresented) often report persistent difficulties in attracting and retaining well-qualified teachers who can confidently engage with Aboriginal and Torres Strait Islander people and understand and respect their cultures; these difficulties can impede student learning (Halsey 2018; Hudson et al. 2016; Jorgensen 2017; PC 2012; Thomson and Hillman 2019).

...however, teacher qualifications and experience are only part of the picture...

Teacher qualifications and experience are only part of the picture, as these data do not show what actually happens in the work of teaching (ACER 2017). Guenther, Disbray and

Osborne (2016, p. 77) found that what matters ‘is not as much about the qualifications or experience of the teacher, as it is about the qualities the teacher brings to the context’ — that is, the in-class qualities of teachers. In a review of literature relating to teachers’ Aboriginal and Torres Strait Islander cultural competency, Krakouer (2015) noted the importance of teachers’ abilities to teach to the strengths of their students and adapt their teaching style to suit individual Aboriginal and Torres Strait Islander learners.

Assessment of in-class teacher qualities (either as self-assessed, or as assessed by principals and/or students) can provide important information to teachers, schools and school systems (ACER 2017; Thomson and Hillman 2019). Aspects of teacher quality will be similar for all students, but Aboriginal and Torres Strait Islander students and their families also require that teachers recognise and value Aboriginal and Torres Strait Islander perspectives and incorporate them into their teaching (Baxter and Meyers 2016; Guenther, Disbray and Osborne 2016; Mooney et al. 2016).

...and there is little information available for monitoring teacher quality

No nationally agreed measure or data set that monitors teacher quality currently exists, either in general or specifically for Aboriginal and Torres Strait Islander students.

Data on teacher qualifications, experience, recent training, and accreditation against the professional standards are not currently available, although data being collected by the Australian Institute of Teaching and School Leadership (AITSL) may in future include measures related to initial teacher registration and progression through career stages (AITSL 2020).

Similarly, there are no nationally comparable data on the perceptions of teachers themselves about their preparedness and ability to teach Aboriginal and Torres Strait Islander students. Available research provides some indication of the extent to which recent teacher graduates felt prepared for teaching in a culturally competent manner:

- A sample of pre-service teachers across two states found that most prospective teachers believed they had an understanding of how students learn (98 per cent) and understood the intellectual development of students (90 per cent). However, only 60 per cent felt that they could engage Aboriginal and Torres Strait Islander students and only 70 per cent felt they could demonstrate understanding for teaching Aboriginal and Torres Strait Islander students (Hudson et al. 2016). Supporting qualitative analysis indicated that a lack of experience with Aboriginal and Torres Strait Islander students impacted prospective teachers’ confidence in practice (Hudson et al. 2016).
- Evidence from the Longitudinal Teacher Education and Workforce Study indicated that about half the sample of 2011 teacher graduates believed that their teacher education program prepared them to teach ‘culturally, linguistically and socio-economically diverse learners’ (Mayer et al. 2014, p. 215).

Increasing the number of Aboriginal and Torres Strait Islander teachers is one potential way to improve teacher quality

Increasing the number of Aboriginal and Torres Strait Islander teachers is one potential way to improve teacher quality, as Aboriginal and Torres Strait Islander teachers can provide cultural knowledge to non-Indigenous teachers and facilitate understanding between teachers, students and families (Baxter and Meyers 2016; Buckskin 2016; House of Representatives Standing Committee on Indigenous Affairs 2017). In particular, local staff are considered important for remote and very remote schools (Guenther, Disbray and Osborne 2016). However, expecting Aboriginal and Torres Strait Islander teachers to know and teach all aspects of culture in all Aboriginal and Torres Strait Islander communities, and be responsible for Aboriginal and Torres Strait Islander education issues from curriculum to pastoral care, can substantially increase their workload. This can in turn lead to ‘burnout’ and stress; Aboriginal and Torres Strait Islander teachers, particularly at the early stage of their careers, should be provided with professional development and support (Santoro et al. 2011; Santoro and Reid 2006).

Data on the number of Aboriginal and Torres Strait Islander teachers and their roles may provide some ‘proxy’ information on the overall quality of the teaching profession. Available data indicate that the number of Aboriginal and Torres Strait Islander teachers is increasing. The More Aboriginal and Torres Strait Islander Teachers Initiative found that there were 3100 Aboriginal and Torres Strait Islander school teachers nationally in 2015, a net increase of 439 teachers from 2012 (MATSITI 2017). Of these teachers, 83 per cent were classroom teachers, 7 per cent were deputy principals and 3 per cent were principals (Buckskin 2016).

Section 5.6 *Indigenous cultural studies* contains further information on the Aboriginal and Torres Strait Islander education workforce.

Future directions in data

The AITSL is currently developing the Australian Teacher Workforce Data (ATWD); however, these data are not yet publically available. The ATWD will provide nationally consistent data on the number of teachers, their characteristics (including qualifications, registration and employment status), and teacher training and career paths (AITSL 2020). Collecting good quality data on the Indigenous status of teachers as part of the ATWD could provide valuable insights into the experiences of Aboriginal and Torres Strait Islander teachers.

In addition, data on the extent to which teachers are meeting the *Australian Professional Standards for Teachers*, their prior teaching experience, where they are teaching now and their length of service at a school (particularly for schools in remote and very remote areas) may help to show whether Aboriginal and Torres Strait Islander children have access to quality teachers. This may include whether they have access to teachers with effective teaching strategies that are responsive to the needs of Aboriginal and Torres Strait Islander

students, and who have an understanding of their students' local community and cultural setting, linguistic background and histories.

While teacher qualifications, experience and/or recent training are often used as proxies, these only make up part of the picture and do not focus attention on what actually happens in the work of teaching (Bahr and Mellor 2016). Research studies consistently show that school students are responsible and reliable sources of information about the quality of teaching, and are more reliable than other teachers or school principals (ACER 2017). The Centre for Education Statistics and Evaluation (CESE 2016) notes that data from student surveys and questionnaires are highly reliable for broad populations, for instance at the school level. However, there is not currently a national data source for student surveys.

References

- ACER (Australian Council for Educational Research) 2017, *ACER Student Perception of Teaching Questionnaire: Measuring the Quality of Teaching*, Melbourne.
- AITSL (Australian Institute for Teaching and School Leadership) 2011, *Australian Professional Standards for Teachers*.
- (Australian Institute of Teaching and School Leadership) 2020, *Australian Teacher Workforce Data*, www.aitsl.edu.au/research/australian-teacher-workforce-data (accessed 19 March 2020).
- Bahr, N. and Mellor, S. 2016, *Building Quality in Teaching and Teacher Education*, 61, Australian Education Review, Australian Council for Educational Research, Melbourne.
- Baxter, L.P. and Meyers, N.M. 2016, 'Increasing urban Indigenous students' attendance: Mitigating the influence of poverty through community partnership', *Australian Journal of Education*, vol. 60, no. 3, pp. 211–228.
- Biddle, N. and Cameron, T. 2012, *Potential Factors Influencing Indigenous Education Participation and Achievement, Research Report*, National Centre for Vocational Education Research.
- Boon, H.J. 2011, 'Raising the bar: Ethics education for quality teachers', *Australian Journal of Teacher Education*, vol. 36, pp. 76–93.
- Buckskin, P. 2016, *More Aboriginal and Torres Strait Islander Teachers Initiative: Final Report*, University of South Australia, Adelaide.
- CESE (Centre for Education Statistics and Evaluation) 2016, 'Capturing and measuring student voice', *Learning Curve*, no. 15.
- Education Council 2019, *Alice Springs (Mparntwe) Education Declaration*, December, Council of Australian Governments.
- Gillan, K.P., Mellor, S. and Krakouer, J. 2017, *The Case for Urgency: Advocating for Indigenous Voice in Education*, Australian Council for Educational Research, Melbourne.
- Guenther, J., Disbray, S. and Osborne, S. 2016, *Red Dirt Education: A Compilation of Learnings from the Remote Education Systems Project*.

-
- Halsey, J. 2018, *Independent Review into Regional, Rural and Remote Education: Final Report*, Department of Education and Training, Canberra.
- Hattie, J.A. 2009, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge, New York, USA.
- House of Representatives Standing Committee on Indigenous Affairs 2017, *The Power of Education: From Surviving to Thriving – Educational Opportunities for Aboriginal and Torres Strait Islander Students*, Canberra.
- Hudson, S., Hudson, P., Weatherby-Fell, N. and Shipway, B. 2016, 'Graduate standards for teachers: Final-year preservice teachers potentially identify the gaps', *Australian Journal of Teacher Education*, vol. 41, no. 9.
- Jorgensen, R. 2017, 'Developing "quality" teachers in remote Indigenous contexts: Numeracy leaders', presented at the *Mathematics Education and Life at Times of Crisis: Proceedings of the Ninth International Mathematics Education and Society Conference*, University of Thessaly Press, pp. 569–579.
- Krakouer, J. 2015, *Literature Review Relating to the Current Context and Discourse on Indigenous Cultural Awareness in the Teaching Space: Critical pedagogies and improving Indigenous learning outcomes through cultural responsiveness*, Australian Council for Educational Research.
- Lewthwaite, B., Boon, H., Webber, T. and Laffin, G. 2017, 'Quality teaching practices as reported by Aboriginal parents, students and their teachers: Comparisons and contrasts', *Australian Journal of Teacher Education*, vol. 42, no. 12.
- Lloyd, N.J., Lewthwaite, B.E., Osborne, B. and Boon, H.J. 2015, 'Effective teaching practices for Aboriginal and Torres Strait Islander students: A review of the literature', *Australian Journal of Teacher Education*, vol. 40, no. 11.
- MATSITI (More Aboriginal and Torres Strait Islander Teachers Initiative) 2017, *Aboriginal and Torres Strait Islander Teacher 2015 Workforce Analysis*, Australian Government.
- Mayer, D., Doecke, B., Ho, P., Kline, J., Kostogriz, A., Moss, J., North, S. and Walker-Gibbs, B. 2014, *Longitudinal Teacher Education & Workforce Study (LTEWS)*, Deakin University, Melbourne.
- Miller, M., Dawson-Sinclair, K., Eivers, A. and Thorpe, K. 2019, 'Cultural security in Australian classrooms: Entanglements with mainstream education as Aboriginal and Torres Strait Islander children transition to school', in Hviid, P. and Martsin, M. (eds), *Culture in Education and Education in Culture: Tensioned Dialogues and Creative Constructions*, Springer, Switzerland.
- Mooney, J., Seaton, M., Kaur, G., Marsh, H.W. and Yeung, A.S. 2016, 'Cultural perspectives on Indigenous and non-Indigenous Australian students' school motivation and engagement', *Contemporary Educational Psychology*, vol. 47, October.
- OECD (Organisation for Economic Cooperation and Development) 2017, *Promising Practices in Supporting Success for Indigenous Students*, OECD Publishing, Paris.
- (Organisation for Economic Co-operation and Development) 2018, *Effective Teacher Policies: Insights from PISA*, OECD Publishing, Paris.
- PC (Productivity Commission) 2012, *Schools Workforce*, Research Report, Canberra.
- (Productivity Commission) 2016, *Indigenous Primary School Achievement*, Research Paper, Canberra.
-

-
- Riley, L. 2015, 'Conditions of academic success for Aboriginal students in school', PhD thesis, Australian Catholic University.
- Riley, T. 2019, 'Exceeding expectations: Teachers' decision making regarding Aboriginal and Torres Strait Islander students', *Journal of Teacher Education*, vol. 70, no. 5.
- Santoro, N. and Reid, J. 2006, 'All things to all people: Indigenous teachers in the Australian teaching profession', *European Journal of Teacher Education*, vol. 29, no. 3, pp. 287–303.
- , ——, Crawford, L. and Simpson, L. 2011, 'Teaching Indigenous children: Listening to and learning from Indigenous teachers', *Australian Journal of Teacher Education*, vol. 36, no. 10, pp. 65–76.
- Sullivan, K., Perry, L.B. and McConney, A. 2013, 'How do school resources and academic performance differ across Australia's rural, regional and metropolitan communities?', *The Australian Educational Researcher*, vol. 40, no. 3, pp. 353–372.
- Thomson, S. and Hillman, K. 2019, *The OECD Teaching and Learning International Survey 2018: Australian Report Volume 1 — Teachers and School Leaders as Lifelong Learners*, Australian Council for Educational Research, Melbourne.

7.2 School engagement²

Box 7.2.1 Key messages

- Student engagement with school and learning ('school engagement') is important for achieving positive learning outcomes.
- School engagement means more than student attendance. While there is currently no nationally agreed definition or measure of school engagement, three elements of school engagement have been identified: behavioural, emotional and cognitive engagement.
- There are currently no national data available on cognitive engagement, but some data are available on behavioural and emotional engagement with school:
 - Aspects of *behavioural engagement* are measured in section 4.5 *Year 1 to 10 attendance* and section 4.6 *Year 12 attainment*. Data show that Aboriginal and Torres Strait Islander students' retention to Years 10 and 12, and Year 12 attainment, are both increasing — although these and school attendance rates at all year levels remain below those of their non-Indigenous peers
 - One aspect of *emotional engagement* is the sense of belonging. Data reported in this section show that for both Aboriginal and Torres Strait Islander and non-Indigenous students 'Sense of belonging at school' has been decreasing since 2003.
- Students' sense of belonging at school is affected by a range of factors including: the relationship a student has with their teacher; the relationship between the school, parents and the community; and individual positive characteristics (such as optimism, self-efficacy, healthy self-esteem, coping skills, adaptability, pro-social goals and the ability to make and keep friends).
- Valuing Aboriginal and Torres Strait Islander children's cultural perspectives can improve relationships between schools, Aboriginal and Torres Strait Islander students, and the students' families.

High levels of school engagement are important for improved learning outcomes. Students who have emotional and cognitive engagement with school — which includes a sense of belonging, perseverance, motivation and self-esteem — can make the most of available opportunities, irrespective of their 'level of aptitude' (OECD 2017).

Conversely, children who become disengaged are more likely to miss school, be disruptive in class, become depressed or anxious at school, or feel low connection to the school — which are all associated with poor school outcomes (Hancock and Zubrick 2015). Rather than characterising these children as problematic, these behaviours provide the school with a signal that these children need assistance, with school communities key in supporting them and building their engagement with school (Allen 2020).

² The Steering Committee notes its appreciation to Dr Lynette Riley, University of Sydney, who reviewed a draft of this section of the Report.

Addressing school engagement is important. Australian and international research has demonstrated that students' level of emotional, behavioural, and cognitive engagement with school is connected with a range of positive outcomes, including:

- higher academic achievement
- improved rates of attendance and year 12 attainment
- better mental health and job status later in life (Allen and McKenzie 2015; CESE 2017, 2019; Gemici and Lu 2014; Goss, Sonnermann and Griffiths 2017; OECD 2019; Riley 2015).

However, the relationship between school engagement and student outcomes is complex. School engagement can positively affect performance but, conversely, improvements in performance also positively affect engagement (CESE 2017). In a study of NSW students, Turner and Pale (2019) found that some elements of school engagement (for example, resilience, effort, and attitudes to attendance) positively affected student academic outcomes, while there was no significant relationship for other factors (such as, motivation and interest, learning confidence, sense of connectedness and inclusion).

Several factors can make school engagement particularly challenging for Aboriginal and Torres Strait Islander children. These factors include Aboriginal and Torres Strait Islander children becoming discouraged by a history of low expectations, children and their communities being conditioned to see themselves as the cause of their educational failure, and racism — all of which can lead children to believe that school is not relevant for them, which in turn can reduce school engagement (Sarra et al. 2018; Stronger Smarter Institute Limited 2014). A study of Aboriginal and Torres Strait Islander primary school students, using data from wave 6 of the Longitudinal Study of Indigenous Children (LSIC), found that negative feelings about Indigenous identity were negatively associated with feeling engaged with schooling (Dunstan, Hewitt and Tomaszewski 2017).

School engagement means more than student attendance

School engagement is difficult to define and measure (Appleton, Christenson and Furlong 2008; Axelson and Flick 2011; Fredricks and McCloskey 2012). Even though Australian governments have agreed on the importance of school engagement for all students, including Aboriginal and Torres Strait Islander learners (Education Council 2019; MCEECDYA 2010), there is no nationally agreed definition or measure of school engagement. An evaluation of the *Sporting Chance Program* by the Australian Council for Educational Research (ACER) in 2011 proposed measures against the four dimensions it identified as important to Aboriginal and Torres Strait Islander students' school engagement (Lonsdale et al. 2011 and table 7A.2.1); however, data sources for reporting against this framework have not been identified.

Outlined below are three components commonly referred to as comprising school engagement and are also contained within the proposed ACER (Lonsdale et al. 2011)

framework for Aboriginal and Torres Strait Islander school engagement. These are based on the model developed by Fredricks, Blumenfeld and Paris (2004), with additional material from Dunstan, Hewitt and Tomaszewski (2017) and Appleton, Christenson and Furlong (2008).

- *Behavioural engagement.* This may be measured by identifiable or observable behaviours at school (such as participation in school activities or classroom behaviours) and by attendance, attainment and retention. Aspects of behavioural engagement are measured in sections 4.5 *Year 1 to 10 attendance* and 4.6 *Year 12 attainment*. Data in these sections show that Aboriginal and Torres Strait Islander children's rates of school enrolment and retention to Year 12 have been increasing, although school attendance and Year 12 attainment rates remain below those of their non-Indigenous peers.
- *Emotional engagement* — also referred to as affective engagement. This describes the emotional response to school or affective connections at school. It may be analysed by seeking students' attitudes to learning and school, one element of which is sense of belonging (included in this section), and their feelings about involvement with school including whether school is a worthwhile pursuit.
- *Cognitive engagement.* This has been less frequently measured in a classroom setting, but research studies have used measures such as students' perceptions of intellectual challenge, effort or interest and motivation. No measures of cognitive engagement are presented in this Report.

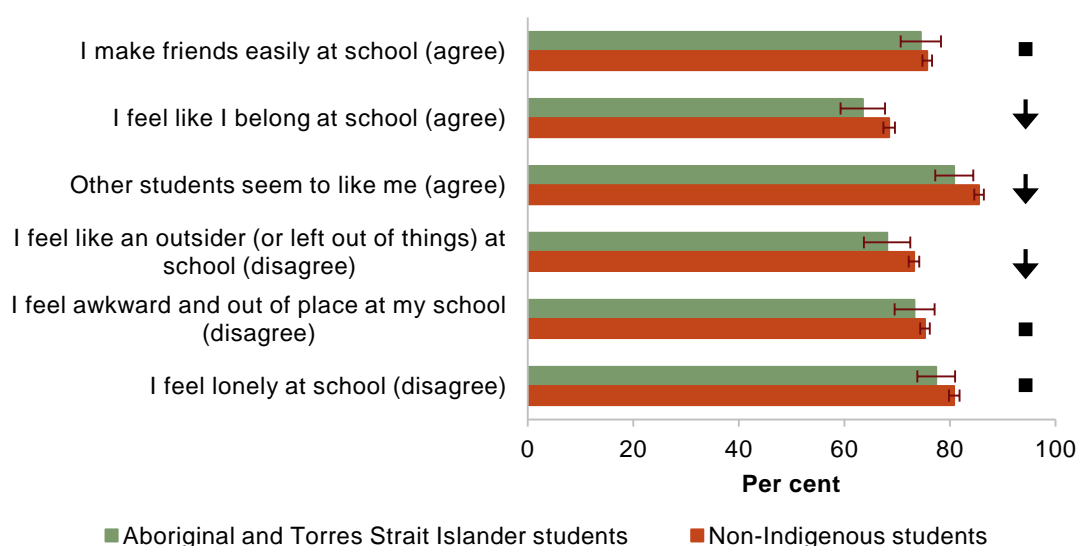
The relationship between these components is complex, and they are likely to be interrelated. For example, students may skip school or arrive late for school because they are academically disengaged or do not feel they belong at school (OECD 2019). However, the factors that influence whether a child attends school (their behavioural engagement) may differ from the factors that influence how a child feels about school (their emotional engagement). For example, Dunstan, Hewitt and Tomaszewski's (2017) analysis of LSIC data found that poorer socioeconomic circumstances were not associated with a child's emotional engagement with school, but noted other research suggesting they were associated with behavioural engagement. By contrast, Dunstan, Hewitt and Tomaszewski (2017) found evidence that the environment within the school (such as positive peer and teacher relationships) may be more important than the environment outside the school for emotional engagement.

Most Aboriginal and Torres Strait Islander students feel attached to, and socially connected within, their school...

Data from the Programme for International Student Assessment (PISA) — a triennial survey of 15-year-old students conducted by the Organisation for Economic Cooperation and Development (OECD) — indicate that in 2018 most Aboriginal and Torres Strait Islander

students felt attached to, and socially connected within, their school (figure 7.2.1).³ However, in some ways their sense of belonging at school is below that reported by non-Indigenous students (figure 7.2.1). As part of the PISA, students are asked for their responses to six statements that are considered to reflect their sense of belonging at school. Compared with non-Indigenous students, Aboriginal and Torres Strait Islander students reported a lower sense of belonging at school across three of the six statements. The largest gap with non-Indigenous students related to ‘I feel like I belong at school’, with less than two-thirds of Aboriginal and Torres Strait Islander students agreeing with the statement (figure 7.2.1).

Figure 7.2.1 **Sense of Belonging at School, 2018^{a,b}**



■ = The proportion of Aboriginal and Torres Strait Islander students who agree with the statement is not statistically different from the proportion for non-Indigenous students.

↓ = The proportion of Aboriginal and Torres Strait Islander students who agree with the statement is lower, and is statistically different from the proportion for non-Indigenous students.

^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See table 7A.2.2 for detailed definitions, footnotes and caveats.

Source: Australian Council for Educational Research (ACER) (unpublished); table 7A.2.2.

³ The Programme for International Student Assessment (PISA) collects information on one aspect of emotional engagement: students' sense of belonging at school (OECD 2019). It should be noted that the construct for this measure has not been validated for Aboriginal and Torres Strait Islander children and should so be used with caution when attributing 'sense of belonging' to Aboriginal and Torres Strait Islander children.

...but this has decreased over time, particularly when it comes to feeling they belong at school

Students' level of agreement to the six statements are combined to construct a Sense of Belonging at School Index. Higher scores on the Index indicate that students feel a greater sense of belonging at school, while a negative score on the Index indicates the result is below the 2003 PISA OECD average.⁴ In 2018, the Sense of Belonging at School Index score for Aboriginal and Torres Strait Islander students was -0.32 (table 7.2.1) — below the score for non-Indigenous students, which was also negative (-0.18) (table 7.2.1).

Table 7.2.1 Sense of Belonging at School Index, by Indigenous status, 2018^{a,b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander	-0.39 ±0.12	-0.39 ±0.32	-0.22 ±0.16	-0.18 ±0.22	-0.26 ±0.19	-0.44 ±0.23	-0.40 ±0.42	-0.35 ±0.21	-0.32 ±0.07
Non-Indigenous	-0.17 ±0.04	-0.12 ±0.05	-0.23 ±0.05	-0.25 ±0.04	-0.23 ±0.07	-0.36 ±0.09	-0.26 ±0.08	-0.25 ±0.16	-0.18 ±0.02

^a The table includes the 95 per cent confidence interval associated with each point estimate (for example, -0.32 ±0.07). ^b See table 7A.2.3 for detailed definitions, footnotes and caveats.

Source: Australian Council for Educational Research (ACER) (unpublished); table 7A.2.3.

Students' sense of belonging at school declined significantly, for both Aboriginal and Torres Strait Islander and non-Indigenous students, between PISA 2003 and 2018 (table 7A.2.3). Over the 15-year period, the proportion of Aboriginal and Torres Strait Islander students who reported positive views declined significantly across all six statements relating to a sense of belonging. In particular, between PISA 2003 and 2018, there was a 25 percentage point decrease in Aboriginal and Torres Strait Islander students reporting 'I feel like I belong at school' (table 7A.2.2).

Aboriginal and Torres Strait Islander students' sense of belonging at school is affected by a range of factors

A number of factors may influence Aboriginal and Torres Strait Islander students' affective engagement with school.

- *The relationship a student has with their teacher* — Students report a greater sense of belonging when they feel that teachers respect and value them (Allen et al. 2018; Dunstan, Hewitt and Tomaszewski 2017; Turner and Pale 2019).

A school that values Aboriginal and Torres Strait Islander children's cultural perspectives can improve the relationships between its teachers and Aboriginal and

⁴ The index, when it was originally constructed in PISA 2003, was standardised to have a mean of 0 and a standard deviation of 1 across OECD countries (De Bortoli 2018).

Torres Strait Islander students (Fogarty, Schwab and Lovell 2015; Gillan, Mellor and Krakouer 2017; Mooney et al. 2016). Conversely, if an Aboriginal and Torres Strait Islander child does not feel that the school and their teacher values their cultural perspective, or feels that they exhibit racist attitudes or behaviours, their level of school engagement may decline (Mooney et al. 2016).

- *The relationship between the school, parents and the community* — A parent's relationship with the school and the value and level of support they are able to provide are important to student outcomes. Local schools that engage parents in their children's education improve the children's educational attainment and engagement (Barker and Harris 2020; Higgins and Morley 2014).

Researchers have highlighted that for some Aboriginal and Torres Strait Islander parents, the history of school education has not been positive and has been associated with a racist and systematic disruption of Aboriginal and Torres Strait Islander people's ways of life (Benveniste et al. 2014; Ockenden 2014; Sarra et al. 2018). To address their concerns regarding student safety and cultural wellbeing, schools need to engage with Aboriginal and Torres Strait Islander parents and caregivers as partners in education; this should help improve levels of home-based support and school engagement (PM&C 2018; Purdie and Buckley 2010; Zubrick et al. 2006).

- *Familiarity and comfort at school* — Aboriginal and Torres Strait Islander children who feel accepted or have strong peer relations and ties within the school environment are more likely to want to engage and achieve well at school (Dunstan, Hewitt and Tomaszewski 2017; Riley 2015).

Unlike for behavioural engagement, Dunstan, Hewitt and Tomaszewski's (2017) analysis suggests that socioeconomic factors (such as parental employment, household income or area-level socioeconomic circumstances) are not significantly associated with affective engagement.

With regards to the first two factors above, research has found that (in both urban and remote areas) Aboriginal and Torres Strait Islander teachers and support staff — and the involvement and engagement of community elders — can play an important role by providing cultural knowledge to non-Indigenous teachers and facilitating understanding between all teachers, students and their families (Baxter and Meyers 2016; Guenther and Disbray 2015; House of Representatives Standing Committee on Indigenous Affairs 2017). However, it has also been noted that Aboriginal and Torres Strait Islander teachers are expected to know and teach all aspects of culture in all Aboriginal and Torres Strait Islander communities, and are often also responsible for Aboriginal and Torres Strait Islander education issues from curriculum to pastoral care. These high expectations and this increased workload often lead to 'burnout' and stress — and so Aboriginal and Torres Strait Islander teachers, particularly in the early stage of their careers, should be provided with professional development and support (Santoro et al. 2011; Santoro and Reid 2006).

For many Aboriginal and Torres Strait Islander children the language spoken at home is a traditional language, a regional Kriol, or Aboriginal English (House of Representatives

Standing Committee on Indigenous Affairs 2017) (see sections 5.5 *Indigenous language revitalisation and maintenance* and 6.8 *Basic skills for life and learning*). This can present barriers for students who are expected to learn in standard Australian English. Studies suggest that when quality bilingual or culturally appropriate instructional approaches (which support students speaking English as a second language) are adopted, family and community support for schooling and student engagement may increase (House of Representatives Standing Committee on Indigenous Affairs 2017; Silburn et al. 2011).

While academy-style programs do not replace the need for schools to work with students and their communities, they can be an effective way of engaging and supporting students at school

Australian governments fund a number of ‘academy-style’ engagement programs that have the specific goal of increasing participants’ school engagement (Gillan, Mellor and Krakouer 2017; House of Representatives Standing Committee on Indigenous Affairs 2017). Often using sport as a ‘hook’, these programs partner with schools and aim to strengthen engagement at school by: providing culturally safe spaces; providing health and nutrition education; building resilience and self-esteem; providing opportunities for community engagement and leadership; and encouraging and supporting academic and post-school goals. While these programs do not replace the need for schools to engage with students and their communities, there is evidence that some have ‘proven to be an effective way of engaging and supporting students at school’ (House of Representatives Standing Committee on Indigenous Affairs 2017, p. 76). However, there have been concerns raised that programs for girls and non-sports based programs do not receive the same recognition or funding (House of Representatives Standing Committee on Indigenous Affairs 2017).

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, and on the interaction of the various engagement components.

A number of jurisdictions collect their own data on school engagement and/or wellbeing (SCRGSP 2020, section 4). Their surveys collect information from students across the behavioural, emotional, and cognitive domains of engagement; however, they are not conducted on a consistent basis and only limited data are available publicly (particularly with respect to Aboriginal and Torres Strait Islander students). The suitability of the measures proposed in the ACER framework for Aboriginal and Torres Strait Islander school engagement (Lonsdale et al. 2011 and table 7A.2.1) should be assessed and, if they are found suitable, appropriate data sources should be identified for national reporting.

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

References

- Allen, K.-A. 2020, *The Struggle to Belong at School: Australia Bombs in Student Satisfaction*, *Lens*, 10 March, <https://lens.monash.edu/@education/2020/03/10/1379752/the-struggle-to-belong-at-school-australia-bombs-in-student-satisfaction> (accessed 17 August 2020).
- , Kern, M.L., Vella-Brodrick, D., Hattie, J. and Waters, L. 2018, ‘What schools need to know about fostering school belonging: A meta-analysis’, *Educational Psychology Review*, vol. 30, no. 1, pp. 1–34.
- and McKenzie, V.L. 2015, ‘Adolescent mental health in an Australian context and future interventions’, *International Journal of Mental Health*, vol. 44, no. 1–2, pp. 80–93.
- Appleton, J.J., Christenson, S.L. and Furlong, M.J. 2008, ‘Student engagement with school: Critical conceptual and methodological issues of the construct’, *Psychology in the Schools*, vol. 45, no. 5, pp. 369–386.
- Axelson, R.D. and Flick, A. 2011, ‘Defining student engagement’, *Change: The Magazine of Higher Learning*, vol. 43, no. 1, pp. 38–43.
- Barker, B. and Harris, D. 2020, *Parent and Family Engagement: An Implementation Guide for School Communities*, Australian Research Alliance for Children and Youth, Canberra.
- Baxter, L.P. and Meyers, N.M. 2016, ‘Increasing urban Indigenous students’ attendance: Mitigating the influence of poverty through community partnership’, *Australian Journal of Education*, vol. 60, no. 3, pp. 211–228.
- Benveniste, T., Guenther, J., Dawson, D. and Rainbird, S. 2014, ‘Out of Sight, Out of Mind? Bringing Indigenous Parent-Boarding School Communication to Light’, presented at Joint Australian Association for Research in Education and the New Zealand Association for Research in Education 2014 Conference, Brisbane.
- CESE (Centre for Education Statistics and Evaluation) 2017, ‘Improving high school engagement, classroom practices and achievement’, *Learning Curve*, no. 18.
- (Centre for Education Statistics and Evaluation) 2019, ‘How high expectations and engagement in primary school drive student learning’, *Learning Curve*, no. 22.
- De Bortoli, L. 2018, *PISA Australia in Focus Number 1: Sense of Belonging at School*, Australian Council for Educational Research, Camberwell, Australia.
- Dunstan, L., Hewitt, B. and Tomaszewski, W. 2017, ‘Indigenous children’s affective engagement with school: The influence of socio-structural, subjective and relational factors’, *Australian Journal of Education*, vol. 61, no. 3, pp. 250–269.
- Education Council 2019, *Alice Springs (Mparntwe) Education Declaration*, December, Council of Australian Governments.
- Fogarty, W., Schwab, R. and Lovell, M. 2015, *Learning on Country Program: Progress Evaluation Report*, The National Centre for Indigenous Studies and Centre for Aboriginal Economic Policy Research, Canberra.
- Fredricks, J.A., Blumenfeld, P.C. and Paris, A.H. 2004, ‘School engagement: Potential of the concept, state of the evidence’, *Review of Educational Research*, vol. 74, no. 1, pp. 59–109.

-
- and McCloskey, W. 2012, ‘The measurement of student engagement: Comparative analysis of various methods and student self-report instruments’, in Christenson, S., Reschly, A. and Wylie, C. (eds), *Handbook of Research on Student Engagement*, Springer, Boston, MA, pp. 763–782.
- Gemici, S. and Lu, T. 2014, *Do Schools Influence Student Engagement in the High School Years?*, National Centre for Vocational Education Research (NCVER), Adelaide.
- Gillan, K.P., Mellor, S. and Krakouer, J. 2017, *The Case for Urgency: Advocating for Indigenous Voice in Education*, Australian Council for Educational Research, Melbourne.
- Goss, P., Sonnermann, J. and Griffiths, K. 2017, *Engaging Students: Creating Classrooms That Improve Learning*, Grattan Institute.
- Guenther, J. and Disbray, S. 2015, ‘Why local staff matter in very remote schools’, presented at Australian Association for Research in Education Annual Conference, Fremantle.
- Hancock, K. and Zubrick, S. 2015, *Children and Young People At Risk of Disengagement From School: Literature Review*, Commissioner for Children and Young People, Perth, WA.
- Higgins, D. and Morley, S. 2014, *Engaging Indigenous Parents in Their Children’s Education*, 32, Closing the Gap Clearinghouse, Australian Institute of Health and Welfare and the Australian Institute of Family Studies, Canberra.
- House of Representatives Standing Committee on Indigenous Affairs 2017, *The Power of Education: From Surviving to Thriving – Educational Opportunities for Aboriginal and Torres Strait Islander Students*, Canberra.
- Lonsdale, M., Wilkinson, J., Armstrong, S., McClay, D., Clerke, S., Cook, J., Wano, K., Simons, R., Milgate, G. and Bramich, M. 2011, *Evaluation of the Sporting Chance Program for Department of Education, Employment and Workplace Relations*, October, Australian Council for Educational Research.
- MCEECDYA (Ministerial Council for Education, Early Childhood Development and Youth Affairs) 2010, *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*, Victoria.
- Mooney, J., Seaton, M., Kaur, G., Marsh, H.W. and Yeung, A.S. 2016, ‘Cultural perspectives on Indigenous and non-Indigenous Australian students’ school motivation and engagement’, *Contemporary Educational Psychology*, vol. 47, October.
- Ockenden, L. 2014, *Positive Learning Environments for Indigenous Children and Young People*, 33, Closing the Gap Clearinghouse, Australian Institute of Health and Welfare and Australian Institute of Family Studies.
- OECD (Organisation for Economic Cooperation and Development) 2017, *Promising Practices in Supporting Success for Indigenous Students*, OECD Publishing, Paris.
- (Organisation for Economic Co-operation and Development) 2019, *PISA 2018 Results (Volume III): What School Life Means for Students’ Lives*, PISA, OECD Publishing, Paris.
- PM&C (Department of Prime Minister and Cabinet) 2018, *Understanding Family Perspectives of School Attendance in Remote Communities: Evaluation of the Remote School Attendance Strategy*, Commonwealth of Australia, Canberra.

-
- Purdie, N. and Buckley, S. 2010, *School Attendance and Retention of Indigenous Australian Students*, Issues Paper, Closing the Gap Clearinghouse, Australian Institute of Health and Welfare and the Australian Institute of Family Studies.
- Riley, L. 2015, 'Conditions of academic success for Aboriginal students in school', PhD thesis, Australian Catholic University.
- Santoro, N. and Reid, J. 2006, 'All things to all people: Indigenous teachers in the Australian teaching profession', *European Journal of Teacher Education*, vol. 29, no. 3, pp. 287–303.
- , ——, Crawford, L. and Simpson, L. 2011, 'Teaching Indigenous children: Listening to and learning from Indigenous teachers', *Australian Journal of Teacher Education*, vol. 36, no. 10, pp. 65–76.
- Sarra, C., Spillman, D., Jackson, C., Davis, J. and Bray, J. 2018, 'High-expectations relationships: A foundation for enacting high expectations in all Australian schools', *The Australian Journal of Indigenous Education*, pp. 1–14.
- SCRGSP (Steering Committee for the Review of Government Service Provision) 2020, *Report on Government Services 2020*, Productivity Commission, Canberra.
- Silburn, S., Nutton, G., McKenzie, J. and Landrigan, M. 2011, *Early Years English Language Acquisition and Instructional Approaches for Aboriginal Students with Home Languages Other than English: A Systematic Review of the Australian and International Literature*, The Centre for Child Development and Education, Menzies School of Health Research, Darwin.
- Stronger Smarter Institute Limited 2014, *High Expectations Relationships: A Foundation for Quality Learning Environments for Indigenous and Torres Strait Islander Students*, Position Paper.
- Turner, K. and Pale, M. 2019, 'The relationship between student attitudes to school survey results and NAPLAN results', *Issues in Educational Research*, vol. 29, no. 1, pp. 282–300.
- Zubrick, S.R., Silburn, S., De Maio, J., Shepherd, C., Griffin, J., Dalby, R., Mitrou, F., Lawrence, D., Hayward, C., Pearson, G., Milroy, H., Milroy, J. and Cox, A. 2006, *The Western Australian Aboriginal Child Health Survey: Improving the Educational Experiences of Aboriginal Children and Young People*, Curtin University of Technology and Telethon Institute for Child Health Research, Perth.

7.3 Transition from school to work⁵

Box 7.3.1 Key messages

- The successful transition of young people from school to further education, training and employment is important for establishing and maintaining social connections, and for their economic prospects and physical and mental health and wellbeing.
- While there are increasing numbers of Aboriginal and Torres Strait Islander young people completing Year 12, this does not appear to be translating into higher levels of Aboriginal and Torres Strait Islander young people being fully engaged in employment, education and training when they leave school. Nationally in 2018–19, 36 per cent of Aboriginal and Torres Strait Islander 17–24 year olds were fully engaged — similar to the rate in 2002. And while the rate for non-Indigenous young people has declined since 2002, it is still double the rate of Aboriginal and Torres Strait Islander young people.
- For those with higher level post-school qualifications, this is associated with improved employment outcomes. Nationally in 2017–19, among people aged 18–64 years with a Bachelor degree or above, labour force participation and employment rates for Aboriginal and Torres Strait Islander people (87 per cent and 80 per cent respectively) were similar to those for non-Indigenous people. But for Aboriginal and Torres Strait Islander people with lower qualification levels, the labour force and employment outcomes were below that of non-Indigenous people with similar qualification levels.
- However, not being fully engaged may not mean disengagement or being unproductive. Many young Aboriginal and Torres Strait Islander people may be engaged with employment, education and training on a part time basis, or be involved in other activities (such as volunteering or caring for others). In 2016, more than 40 per cent of Aboriginal and Torres Strait Islander young women who were not fully engaged in employment, education and training had a child, compared to 20 per cent of young non-Indigenous women.
- For Aboriginal and Torres Strait Islander young people able and wanting to transition to full time employment, education and training, there are additional barriers when compared to non-Indigenous young people. Barriers include poorer educational outcomes from schooling, lower levels of English literacy, poorer health, greater family responsibilities, and less access to resources to find employment, education and training opportunities. Residents in remote areas face additional challenges with more limited employment, education and training opportunities in their local areas, which disproportionately affects Aboriginal and Torres Strait Islander people.

⁵ The Steering Committee notes its appreciation to Dr Lynette Riley, University of Sydney, who reviewed a draft of this section of the Report.

Box 7.3.2 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 no longer enrolled at school who are fully engaged in post-school education or training or are employed.
- *Labour force status and employment-to-population ratio of people aged 18–64 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 National Aboriginal and Torres Strait Islander Health Survey/National Aboriginal and Torres Strait Islander Social Survey, with the most recent available data for 2018-19 (engagement by remoteness; employment status by sex; remoteness; jurisdiction). Comparable data for the non-Indigenous population are available from the ABS National Health Survey/General Social Survey, with the most recent available data for 2017-18.

- Supplementary data are also reported from the ABS Census of Population and Housing (Census), with the most recent available data for 2016 (remoteness; all jurisdictions). Survey and Census data are not directly comparable.

The successful engagement of young people in employment and further education and training is crucial for personal economic prospects and wellbeing (such as mental and physical health). Young people that are engaged in employment, education and training are more trusting of others and engaged with society and their communities (OECD 2016).

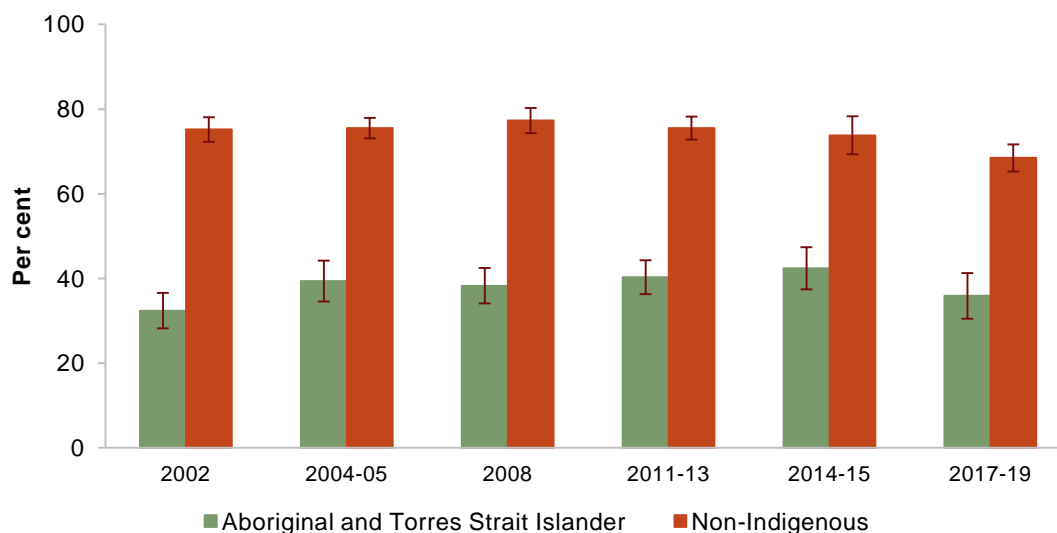
Australian and international research shows that a person that experiences periods of educational or economic inactivity can suffer damaging long-term consequences for future employment (Anlezark 2011; Dorsett and Lucchino 2018). For Aboriginal and Torres Strait Islander people, accumulated labour market disadvantage during their youth can lead to significant differences in work experience once they are in their thirties, relative to non-Indigenous people (Venn 2018). As well as the economic impact, there is evidence that inactivity among young people is associated with a greater dissatisfaction about their personal situation and more pessimism about the future (OECD 2016).

Like most young people, Aboriginal and Torres Strait Islander young people want to be able to contribute positively to their communities and society. While there are a range of motivating factors for individuals, for many Aboriginal and Torres Strait Islander young people their education and employment aspirations are influenced by their culture, and desire to be with and care for their family and kin. Parkes, McRae-Williams and Tedmanson (2015) found that Aboriginal and Torres Strait Islander young people in remote locations were ‘motivated by the dream of being with family, caring for others and being cared for’, and therefore value pathways and options that maintain and strengthen relationships with family rather than remove them from family.

Increasing rates of Year 12 attainment does not appear to be translating to increased rates of young people in employment, post-school education and training

While there are increasing numbers of Aboriginal and Torres Strait Islander young people completing Year 12 (see section 4.6 *Year 12 attainment*), this does not appear to be translating into higher levels of Aboriginal and Torres Strait Islander young people being fully engaged in employment, education and training when they leave school. Nationally in 2018-19, 36 per cent of Aboriginal and Torres Strait Islander people aged 17–24 years, who were no longer attending school, were ‘fully engaged’ in employment or post-school education and training — similar to the rate in 2002 (figure 7.3.1).⁶ The rate of non-Indigenous young people who are fully engaged in employment, education and training has declined since 2002, but has remained approximately double the rate of Aboriginal and Torres Strait Islander young people (figure 7.3.1).

Figure 7.3.1 Proportion of people aged 17–24 years not in school who are fully engaged in full time employment, education and training, by Indigenous status, 2002 to 2017–2019^{a,b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See table 7A.3.1 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) National Aboriginal Torres Strait Islander Health Survey (various years); ABS (unpublished) National Aboriginal Torres Strait Islander Social Survey (various years) ABS (unpublished) National Health Survey (various years); ABS (unpublished) General Social Survey (various years); table 7A.3.1.

⁶ To be *fully engaged* a person is defined as being: ‘Engaged through full time study *and* full time employment’, ‘Primarily engaged through full time study’, ‘Primarily engaged through full time employment’, or ‘Engaged through part time study *and* part time employment’.

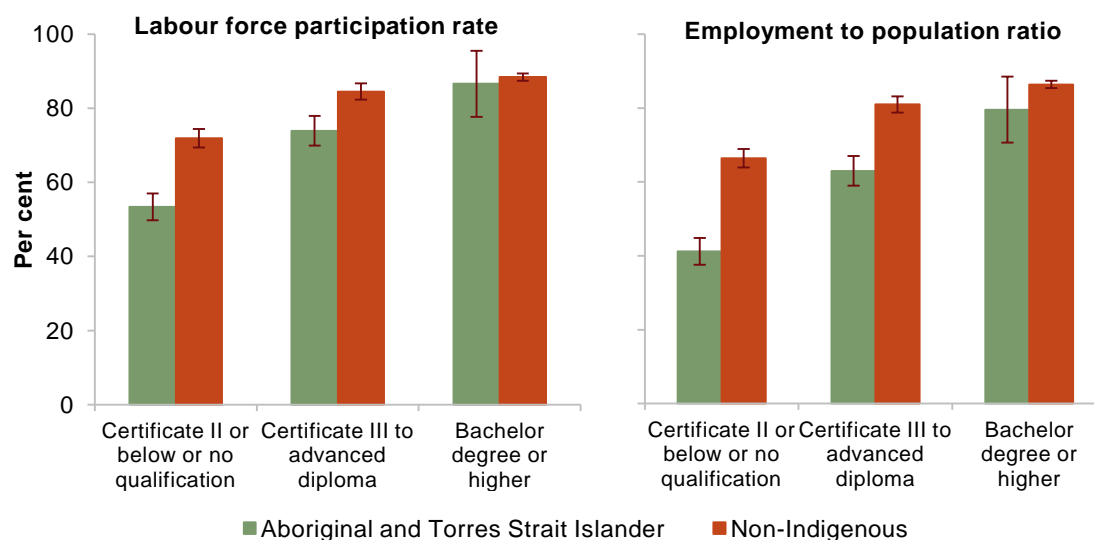
The likelihood of Aboriginal and Torres Strait Islander young people being fully engaged in employment, education or training is influenced by remoteness. In 2018-19, around half of all Aboriginal and Torres Strait Islander people aged 17–24 years in major cities were fully engaged in employment, education and training, which was higher than all other remoteness areas (tables 7A.3.1-2). Census data for 2016 showed that the proportion of Aboriginal and Torres Strait Islander young people fully engaged in employment, education and training declined with remoteness, with very remote areas having the lowest proportion (table 7A.3.6). In contrast, the proportion of non-Indigenous young people who are fully engaged does not vary as much by remoteness. In very remote areas the proportion who are fully engaged is similar to major cities, and although the proportions are lower in regional and remote areas, they do not decline to the same extent as the rates for Aboriginal and Torres Strait Islander people (table 7A.3.6).

The outcomes for remote areas may be related in part to the fewer employment, education and training opportunities in remote areas (compared to non-remote areas), which may disproportionately impact Aboriginal and Torres Strait Islander people as a larger proportion live in remote areas compared to non-Indigenous people (see sections 4.7 *Employment* and 4.8 *Post-secondary education*).

Post-school education is associated with better employment outcomes, and this is particularly so for Aboriginal and Torres Strait Islander people

Adults with post-school education and training have better employment outcomes, and this is particularly so for Aboriginal and Torres Strait Islander people. Nationally in 2018-19, among people aged 18–64 years with a Bachelor degree or above, labour force participation and employment rates for Aboriginal and Torres Strait Islander people (87 per cent and 80 per cent respectively) were similar to those for non-Indigenous people (in 2017-18) (figure 7.3.2). However, if Aboriginal and Torres Strait Islander people had post-school qualifications of Certificate level II or below or none at all, labour force participation and employment rates fell significantly (to 53 per cent and 41 per cent, respectively), and were also significantly below the rates of non-Indigenous people at the same qualification level (figure 7.3.2). Further discussion on Aboriginal and Torres Strait Islander people's participation in post-school education and training is provided in section 4.8 *Post-secondary education*.

Figure 7.3.2 **Level of highest non-school qualification and employment status (aged 18–64 years), by Indigenous status, 2017–19^{a,b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See table 7A.3.3 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished) National Aboriginal Torres Strait Islander Health Survey 2018-19; ABS (unpublished) National Health Survey 2017-18; table 7A.3.3.

Some Aboriginal and Torres Strait Islander young people not ‘fully’ participating in employment, education and training are engaged with other activities

There remains a large proportion of Aboriginal and Torres Strait Islander young people who are not fully engaged in employment, education and training. However, not being fully engaged may not mean disengagement or being unproductive.

- Nationally in 2016, about 25 per cent of Aboriginal and Torres Strait Islander people aged 17–24 years not fully engaged were employed or studying part time, indicating a level of engagement with the labour force and post-school education and training. For young non-Indigenous people it was about 50 per cent.⁷
- Young Aboriginal and Torres Strait Islander people, like non-Indigenous people, may be engaged in other productive and/or developmental activities, such as caring for family members, caring for Country, travelling, or volunteering (see sections 4.9 *Disability and chronic disease*, 5.7 *Participation in community activities*, and 5.8 *Access to traditional lands and waters* and Venn 2018). Nationally in 2016, about 12 per cent of Aboriginal and Torres Strait Islander people aged 17–24 years not fully engaged provided unpaid assistance to people with disability, about 10 per cent volunteered for an organisation or

⁷ Data derived from ABS TableBuilder data: ABS 2018, *Census of Population and Housing*, 2016.

group, and 30 per cent provided care to a child. For young non-Indigenous people these proportions were about 7 per cent, 15 per cent and 20 per cent respectively.⁸

- Young Aboriginal and Torres Strait Islander females (in particular) may be engaged with child care responsibilities. Nationally in 2016, the proportion of Aboriginal and Torres Strait Islander females aged 17–24 years who are fully engaged in employment, education and training was 6 percentage points lower than males (this contrasts with young non-Indigenous people, where there is minimal difference between male and female rates). This may partially be attributed to child care responsibilities resulting from higher birth rates amongst young Aboriginal and Torres Strait Islander females. Nationally in 2016, over 40 per cent of Aboriginal and Torres Strait Islander females aged 17–24 years not fully engaged in employment, education and training had a child, compared to about 20 per cent for young non-Indigenous females.⁹ (See also section 6.3 *Teenage birth rate*.)

Aboriginal and Torres Strait Islander young people face additional barriers in their transition from school to post-school employment, education and training

The transition from school to employment or further education or training can be difficult for any young person, but there are additional barriers for Aboriginal and Torres Strait Islander people (discussed in detail elsewhere in this Report, but summarised here) such as:

- lower educational outcomes achieved through the school education system (section 4.4 *Reading, writing and numeracy*), which place them at a disadvantage when attempting to transition to the workplace or to post-school education and training (Gray, Hunter and Lahoar 2012)
- lower socioeconomic status (access to resources), poorer health status and family responsibilities can limit the range of opportunities to employment, education and training to which they can transition (Cuervo, Barakat and Turnbull 2015)
- for Aboriginal and Torres Strait Islander young people whose first language is not ‘standard Australian English’, a lack of recognition of Aboriginal languages can impact their educational outcomes and act as a barrier to accessing and engaging in employment opportunities and post-school education and training (Rutherford, McCalman and Bainbridge 2019; Thomas et al. 2014; Watts, Gardner and Mushin 2019).

Transitions from school to employment and further education and training can be smoother for young Aboriginal and Torres Strait Islander people if institutions are seen to value and support their cultures and accommodate their cultural obligations (Ackehurst, Polvere and Windley 2017).

⁸ Data derived from ABS TableBuilder data: ABS 2018, *Census of Population and Housing, 2016*.

⁹ Derived from ABS TableBuilder data: ABS 2018, *Census of Population and Housing, 2016*.

In addition, exposure to Aboriginal and Torres Strait Islander role models and accessibility to information on experiences with post-secondary institutions and workplaces, have also been identified as important facilitators of educational and employment aspirations (Gore et al. 2017). See sections 4.7 *Employment* and 4.8 *Post-secondary education*.

The barriers are greater for Aboriginal and Torres Strait Islander young people living in remote and very remote communities. In a systematic review of research Rutherford, McCalman and Bainbridge (2019) found several factors affected young people's transition into employment and post-school education in these areas. While these factors are relevant to all young people in remote and very remote areas, they disproportionately affect Aboriginal and Torres Strait Islander young people overall as they are more likely to live in these areas.

- A shortage of suitable local jobs and the large geographic distance to service centres can negatively influence student aspirations and post-school transitions to work and employment (Hunter and Gray 2001; Rutherford, McCalman and Bainbridge 2019; Savvas, Boulton and Jepsen 2011).
- Government policies often take a 'one size fits all' strategy for addressing education and employment opportunities for young people in remote communities, which limits communities' abilities to drive local solutions (Rutherford, McCalman and Bainbridge 2019). In a review of Vocational Education and Training programs in remote areas Guenther et al. (2017) note that what defines 'successful' program for many Aboriginal and Torres Strait Islander people in remote communities was 'local community ownership' of the program, that is, the extent to which the community felt they'd had input into its development and whether it reflected community culture. The context of the remote community also needs to be considered to enable the identification of local opportunities relevant to those communities (Jordan 2016; McRae-Williams et al. 2016).

Future directions in data

Further work is required to understand the post-school pathways of Aboriginal and Torres Strait Islander young people.

Several jurisdictions collect data on student destinations within their own jurisdiction (SCRGSP 2020, section 4). These surveys collect information from students in the year following their departure from schooling. However, these data are not collected on a consistent basis, are often only for government schools, and limited data are publically available (particularly with respect to Aboriginal and Torres Strait Islander young people).

The availability of longitudinal data for Aboriginal and Torres Strait Islander young people could assist to understand their choices post school, including reasons for disengagement from education, training and employment, those wanting to engage and not being able to, alternative pathways being attempted, and transitions between vocational education, higher education, employment and other activities. As the cohorts in the Longitudinal Study of

Indigenous Children get older, this data collection could assist to answer some of these questions.

In addition, further research would be useful on the impact of programs aimed at supporting young Aboriginal and Torres Strait Islander people in their transition from school to work (such as school-based traineeships, work readiness programs, career guidance/support, connecting with mentors/role models).

References

- Ackehurst, M., Polvere, R.-A. and Windley, G. 2017, *Indigenous Participation in VET: Understanding the Research*, National Centre for Vocational Education Research.
- Anlezark, A. 2011, *At Risk Youth: A Transitory State?*, Longitudinal Surveys of Australian Youth: Briefing Paper 24, National Centre for Vocational Education Research, Adelaide.
- Cuervo, H., Barakat, N. and Turnbull, M. 2015, *Youth, Belonging and Transitions: Identifying Opportunities and Barriers for Indigenous Young People in Remote Communities*, 44, Melbourne Graduate School of Education, Melbourne.
- Dorsett, R. and Lucchino, P. 2018, 'Young people's labour market transitions: The role of early experiences', *Labour Economics*, vol. 54, pp. 29–46.
- Gore, J., Patfield, S., Fray, L., Holmes, K., Gruppetta, M., Lloyd, A., Smith, M. and Heath, T. 2017, 'The participation of Australian Indigenous students in higher education: A scoping review of empirical research, 2000–2016', *The Australian Educational Researcher*, vol. 44, no. 3, pp. 323–355.
- Gray, M., Hunter, B. and Lahoar, S. 2012, *Increasing Indigenous Employment Rates*, Issues Paper, 3, Closing the Gap Clearinghouse.
- Guenther, J., Bat, M., Stephens, A., Skewes, J., Boughton, B., Williamson, F., Wooltorton, S., Marchall, M. and Dwyer, A. 2017, *Enhancing Training Advantage for Remote Aboriginal and Torres Strait Islander Learners*, National Centre for Vocational Education Research, Adelaide.
- Hunter, B. and Gray, M. 2001, 'Indigenous labour force status re-visited: Factors associated with the discouraged worker phenomenon', *Australian Journal of Labour Economics*, vol. 4, no. 2, pp. 111–133.
- Jordan, K. 2016, *Better Than Welfare?: Work and Livelihoods for Indigenous Australians after CDEP*, Research Monograph, 36, Centre for Aboriginal Economic Policy Research, Canberra, p. 282.
- McRae-Williams, E., Guenther, J., Jacobsen, D. and Lovell, J. 2016, 'What are the enablers of economic participation in remote and very remote Australia, and how can we identify them?', *Learning Communities: International Journal of Learning in Social Contexts*, vol. 19, pp. 6–25.
- OECD (Organisation for Economic Co-operation and Development) 2016, *Investing in Youth: Australia*, OECD Publishing, Paris.
- Parkes, A., McRae-Williams, E. and Tedmanson, D. 2015, 'Dreams and aspirations of mobile young Aboriginal Australian people', *Journal of Youth Studies*, vol. 18, no. 6, pp. 763–776.

-
- Rutherford, K., McCalman, J. and Bainbridge, R. 2019, 'The post-schooling transitions of remote Indigenous secondary school graduates: A systematic scoping review of support strategies', *Australian and International Journal of Rural Education*, vol. 29, no. 2, pp. 8–25.
- Savvas, A., Boulton, C. and Jepsen, E. 2011, *Influences on Indigenous Labour Market Outcomes*, Staff Working Paper, Productivity Commission, Canberra.
- SCRGSP (Steering Committee for the Review of Government Service Provision) 2020, *Report on Government Services 2020*, Productivity Commission, Canberra.
- Thomas, K., Ellis, B., Kirkham, R. and Parry, L. 2014, 'Remote indigenous students: Raising their aspirations and awareness of tertiary pathways', *Australian and International Journal of Rural Education*, vol. 24, no. 2, p. 23.
- Venn, D. 2018, *Indigenous Youth Employment and the School-to-work Transition*, 7, 2016 Census Paper, Centre for Aboriginal Economic Policy Research, Canberra.
- Watts, J., Gardner, R. and Mushin, I. 2019, 'Da symbol dat under da stuffs: Teaching the language of maths to Aboriginal learners of standard Australian English as a second dialect', *The Australian Journal of Indigenous Education*, vol. 48, no. 1, pp. 66–78.

Chapter 7 Education and training — attachment

The tables in this file accompany the report, Overcoming Indigenous Disadvantage: Key Indicators 2020, prepared by the Productivity Commission for the Steering Committee for the Review of Government Service Provision. The report is available on the Review website (www.pc.gov.au/oid2020).

This file is available in both Microsoft Excel and Adobe PDF formats on the Review website (www.pc.gov.au/oid2020).

Attachment contents

Section 7.2 School engagement

- Table 7A.2.1** Proposed dimensions and measurement of Aboriginal and Torres Strait Islander school engagement
- Table 7A.2.2** Programme for International Student Assessment (PISA) Australian Sense of Belonging at School, by Indigenous status, 2003, 2015 and 2018
- Table 7A.2.3** PISA Sense of Belonging at School Index, by Indigenous status, by State and Territory, 2003, 2015 and 2018

Section 7.3 Transition from school to work

- Table 7A.3.1** People (aged 17–24 years) who are fully engaged in employment, education and/or training, by Indigenous status, by remoteness 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19
- Table 7A.3.2** People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19
- Table 7A.3.3** Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19
- Table 7A.3.4** Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004–05, 2008, 2012–13, 2014–15, and 2018–19
- Table 7A.3.5** Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19
- Table 7A.3.6** People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by Indigenous status, by remoteness, 2001, 2006, 2011, and 2016
- Table 7A.3.7** People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006, 2011, and 2016 (Census)

Section 7.2

TABLE 7A.2.1

Table 7A.2.1 **Proposed dimensions and measurement of Aboriginal and Torres Strait Islander 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) • 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
Participation	<ul style="list-style-type: none"> • 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.2.2

Table 7A.2.2 **Programme for International Student Assessment (PISA) Australian Sense of Belonging at School, by Indigenous status, 2003, 2015 and 2018 (a), (b), (c)**

	<i>Unit</i>	<i>Aboriginal and Torres Strait Islander</i>	<i>Non- Indigenous</i>	<i>Nature of difference</i>	<i>Australia</i>	<i>OECD (d)</i>
2018						
Proportion of 15 year old students that agree/disagree that:						
I make friends easily at school (agree)	%	74.5 ±3.8	75.7 ±0.9	■	75.6 ±1.0	75.1 ±0.2
I feel like I belong at school (agree)	%	63.5 ±4.2	68.5 ±1.1	↓	68.2 ±1.0	70.8 ±0.2
Other students seem to like me (agree)	%	80.8 ±3.6	85.5 ±0.9	↓	85.3 ±0.9	80.8 ±0.2
I feel like an outsider (or left out of things) at school (disagree)	%	68.1 ±4.4	73.2 ±1.0	↓	72.9 ±1.0	80.5 ±0.2
I feel awkward and out of place at my school (disagree)	%	73.3 ±3.8	75.3 ±0.9	■	75.2 ±0.9	80.1 ±0.2
I feel lonely at school (disagree)	%	77.4 ±3.6	80.8 ±1.0	■	80.7 ±0.9	84.5 ±0.2
Sense of Belonging index (e)	Index	-0.32 ±0.07	-0.18 ±0.02	↓	-0.19 ±0.02	-0.00 ±0.00
2015						
Proportion of 15 year old students that agree/disagree that:						
I make friends easily at school (agree)	%	76.6 ±2.3	79.5 ±1.0	↓	79.4 ±0.9	77.7 ±0.2
I feel like I belong at school (agree)	%	63.7 ±2.7	72.2 ±1.0	↓	71.9 ±1.0	73.0 ±0.2
Other students seem to like me (agree)	%	83.9 ±1.9	87.7 ±0.6	↓	87.6 ±0.6	82.1 ±0.2
I feel like an outsider (or left out of things) at school (disagree)	%	71.8 ±2.9	76.7 ±0.8	↓	76.5 ±0.8	82.8 ±0.2
I feel awkward and out of place at my school (disagree)	%	75.3 ±2.3	78.3 ±0.9	↓	78.1 ±0.8	80.9 ±0.2
I feel lonely at school (disagree)	%	82.6 ±2.2	83.6 ±0.7	■	83.5 ±0.7	85.2 ±0.2
Sense of Belonging index (e)	Index	-0.23 ±0.04	-0.12 ±0.02	↓	-0.12 ±0.02	0.02 ±0.00
2003						
Proportion of 15 year old students that agree/disagree that:						
I make friends easily at school (agree)	%	93.9 ±2.2	91.3 ±0.5	↓	91.4 ±0.5	92.9 ±0.2
I feel like I belong at school (agree)	%	88.3 ±3.6	87.9 ±0.8	■	88.1 ±0.8	88.9 ±0.2
Other students seem to like me (agree)	%	93.9 ±2.6	95.2 ±0.4	■	95.1 ±0.4	81.7 ±0.2

TABLE 7A.2.2

Table 7A.2.2 **Programme for International Student Assessment (PISA) Australian Sense of Belonging at School, by Indigenous status, 2003, 2015 and 2018 (a), (b), (c)**

	<i>Unit</i>	<i>Aboriginal and Torres Strait Islander</i>	<i>Non-Indigenous</i>	<i>Nature of difference</i>	<i>Australia</i>	<i>OECD (d)</i>
I feel like an outsider (or left out of things) at school (disagree)	%	86.4 ±7.9	92.5 ±0.6	■	92.4 ±0.6	90.1 ±0.2
I feel awkward and out of place at my school (disagree)	%	82.9 ±7.9	91.4 ±0.7	↓	91.2 ±0.6	85.4 ±0.2
I feel lonely at school (disagree)	%	88.3 ±7.9	93.6 ±0.6	■	93.5 ±0.6	91.9 ±0.2
Sense of Belonging index (e)	Index	-0.03 ±0.09	0.04 ±0.03	↓	0.04 ±0.03	0.00 ±0.00

Nature of differences.

- ↑ Proportion/index for Aboriginal and Torres Strait Islander students is higher and is statistically significantly different from non-Indigenous students.
- Proportion/index for Aboriginal and Torres Strait Islander students is not statistically different from non-Indigenous students.
- ↓ Proportion/index for Aboriginal and Torres Strait Islander students is lower and is statistically significantly different from non-Indigenous students.

- (a) In 2018, PISA surveyed approximately 5.5 per cent of Australian 15 year old students (including 683 Aboriginal and Torres Strait Islander students).
In 2015, PISA surveyed approximately 5.7 per cent of Australian 15 year old students (including 2807 Aboriginal and Torres Strait Islander students).
In 2003, PISA surveyed approximately 5.3 per cent of Australian 15 year old students (including 815 Aboriginal and Torres Strait Islander students).
- (b) In PISA 2018, Australian students were asked to identify whether they were of Indigenous background when they completed the Student Questionnaire. This method of identification differed from previous cycles of PISA when Indigenous students were identified from information provided by their schools.
- (c) The proportions/indexes reported in this table include 95 per cent confidence intervals (for example, 79.4 per cent ± 0.9 per cent) for the reporting year.
- (d) Refers to the average across the 36 Organisation for Economic Cooperation and Development (OECD) countries in PISA 2018, 35 OECD countries in PISA 2015 and 30 OECD countries in PISA 2003.
- (e) Students' responses to the six statements were combined to construct a 'Sense of Belonging' index. The index, when it was originally constructed in PISA 2003, was standardised to have a mean of 0 and a standard deviation of 1 across OECD countries. Higher scores on the index are illustrative of students feeling a greater sense of belonging at school.

Source: Australian Council for Educational Research (ACER) unpublished.

TABLE 7A.2.3

Table 7A.2.3 **PISA Sense of Belonging at School Index, by Indigenous status, by State and Territory, 2003, 2015 and 2018**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018									
Aboriginal and Torres Strait Islander students	-0.39 ±0.12	-0.39 ±0.32	-0.22 ±0.16	-0.18 ±0.22	-0.26 ±0.19	-0.44 ±0.23	-0.40 ±0.42	-0.35 ±0.21	-0.32 ±0.07
Non-Indigenous students	-0.17 ±0.04	-0.12 ±0.05	-0.23 ±0.05	-0.25 ±0.04	-0.23 ±0.07	-0.36 ±0.09	-0.26 ±0.08	-0.25 ±0.16	-0.18 ±0.02
All students	-0.18 ±0.04	-0.12 ±0.05	-0.23 ±0.04	-0.24 ±0.04	-0.23 ±0.06	-0.37 ±0.08	-0.26 ±0.08	-0.27 ±0.14	-0.19 ±0.02
2015									
Aboriginal and Torres Strait Islander students	-0.27 ±0.11	-0.11 ±0.17	-0.16 ±0.07	-0.32 ±0.11	-0.27 ±0.14	-0.15 ±0.12	-0.41 ±0.16	-0.25 ±0.11	-0.23 ±0.05
Non-Indigenous students	-0.11 ±0.05	-0.06 ±0.05	-0.17 ±0.05	-0.16 ±0.04	-0.17 ±0.05	-0.14 ±0.07	-0.20 ±0.07	-0.24 ±0.13	-0.12 ±0.02
All students	-0.11 ±0.04	-0.06 ±0.06	-0.17 ±0.04	-0.17 ±0.04	-0.17 ±0.06	-0.14 ±0.08	-0.21 ±0.08	-0.24 ±0.10	-0.12 ±0.02
2003									
Aboriginal and Torres Strait Islander students	0.05 ±0.18	-0.05 ±0.42	0.02 ±0.17	-0.03 ±0.17	-0.29 ±0.25	-0.22 ±0.30	-0.20 ±0.36	-0.30 ±0.17	-0.03 ±0.09
Non-Indigenous students	0.07 ±0.06	0.07 ±0.06	-0.01 ±0.11	0.03 ±0.05	0.03 ±0.07	-0.04 ±0.12	-0.01 ±0.07	-0.09 ±0.11	0.04 ±0.03
All students	0.07 ±0.06	0.07 ±0.05	-0.01 ±0.11	0.03 ±0.05	0.03 ±0.07	-0.05 ±0.11	-0.01 ±0.07	-0.11 ±0.10	0.04 ±0.03

- (a) In 2018, PISA surveyed approximately 5.5 per cent of Australian 15 year old students (including 683 Aboriginal and Torres Strait Islander students).
In 2015, PISA surveyed approximately 5.7 per cent of Australian 15 year old students (including 2807 Aboriginal and Torres Strait Islander students).
In 2003, PISA surveyed approximately 5.3 per cent of Australian 15 year old students (including 815 Aboriginal and Torres Strait Islander students).
- (b) In PISA 2018, Australian students were asked to identify whether they were of Indigenous background when they completed the Student Questionnaire. This method of identification differed from previous cycles of PISA when Indigenous students were identified from information provided by their schools.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year.
- (d) Students' responses to these six statements were combined to construct a 'Sense of Belonging' index. The index, when it was originally constructed in PISA 2003, was standardised to have a mean of 0 and a standard deviations of 1 across OECD countries. Higher scores on the index are illustrative of students feeling a greater sense of belonging at school.

Source: ACER unpublished.

Section 7.3

TABLE 7A.3.1

Table 7A.3.1 **People (aged 17–24 years) who are fully engaged in employment, education and/or training, by Indigenous status, by remoteness 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

	<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>
Aboriginal and Torres Strait Islander									
2018-19									
Proportion	%	52.8	30.2	23.5	39.5	27.3	16.8	19.6	35.9
95 per cent confidence interval	±	9.7	10.7	12.2	6.3	13.4	6.7	6.0	5.4
Relative standard error	%	9.4	18.0	26.5	8.2	25.1	20.4	15.6	7.7
2014-15									
Proportion	%	58.2	47.0	33.1	48.4	30.4	14.6	20.6	42.4
95 per cent confidence interval	±	9.2	13.8	9.9	6.0	13.7	5.4	5.8	5.0
Relative standard error	%	8.0	15.0	15.2	6.3	22.9	18.9	14.5	6.0
2012-13									
Proportion	%	47.6	46.7	37.9	45.0	35.5	16.3	22.7	40.3
95 per cent confidence interval	±	6.5	9.1	9.7	4.9	9.3	6.3	5.0	4.0
Relative standard error	%	7.0	10.0	13.1	5.6	13.4	19.6	11.3	5.0
2008									
Proportion	%	48.2	32.3	44.2	42.0	37.9	22.1	27.1	38.3
95 per cent confidence interval	±	7.7	8.6	9.8	5.4	12.3	6.2	5.6	4.2
Relative standard error	%	8.2	13.5	11.3	6.5	16.6	14.3	10.6	5.6
2004-05									
Proportion	%	50.1	40.3	42.6	45.3	25.8	18.9	20.9	39.4
95 per cent confidence interval	±	8.5	11.2	10.9	6.0	11.2	6.8	5.8	4.8
Relative standard error	%	8.7	14.2	13.0	6.8	22.1	18.3	14.2	6.2
2002									
Proportion	%	38.7	37.9	36.7	37.9	26.6	15.2	18.6	32.4
95 per cent confidence interval	±	10.0	10.1	6.6	5.6	8.3	5.2	4.9	4.2
Relative standard error	%	13.2	13.6	9.2	7.5	15.9	17.4	13.4	6.6

TABLE 7A.3.1

Table 7A.3.1 **People (aged 17–24 years) who are fully engaged in employment, education and/or training, by Indigenous status, by remoteness 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

	<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>
Non-Indigenous									
2017-18									
Proportion	%	70.3	62.3	65.3	68.5	58.0	na	na	68.5
95 per cent confidence interval	±	4.3	9.9	15.2	3.5	23.2	na	na	3.2
Relative standard error	%	3.1	8.1	11.9	2.6	20.5	na	na	2.4
2014									
Proportion	%	75.6	63.4	82.5	74.4	34.5	na	na	73.8
95 per cent confidence interval	±	3.7	11.3	20.1	4.5	21.1	na	na	4.5
Relative standard error	%	2.5	9.1	12.4	3.1	31.2	na	na	3.1
2011-12									
Proportion	%	78.4	69.9	60.3	75.6	60.7	na	na	75.5
95 per cent confidence interval	±	2.9	8.5	14.3	2.8	38.5	na	na	2.7
Relative standard error	%	1.9	6.2	12.1	1.9	32.4	na	na	1.8
2008									
Proportion	%	79.1	76.0	64.1	77.4	65.2	na	na	77.3
95 per cent confidence interval	±	3.0	7.5	13.0	3.0	21.5	na	na	3.0
Relative standard error	%	1.9	5.1	10.4	2.0	16.8	na	na	2.0
2004-05									
Proportion	%	78.3	67.8	66.7	75.5	78.1	na	na	75.5
95 per cent confidence interval	±	2.6	6.7	7.6	2.4	21.0	na	na	2.4
Relative standard error	%	1.7	5.0	5.8	1.6	13.7	na	na	1.6
2002									
Proportion	%	78.6	63.8	np	np	np	na	na	75.2
95 per cent confidence interval	±	3.8	9.7	np	np	np	na	na	2.9
Relative standard error	%	2.5	7.8	np	np	np	na	na	1.9

TABLE 7A.3.1

Table 7A.3.1 **People (aged 17–24 years) who are fully engaged in employment, education and/or training, by Indigenous status, by remoteness 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

	<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>
(a)	Proportions with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution. Proportions with an RSE greater than 50 per cent (or where the RSE is reported with an 'np') are considered too unreliable for general use.								
(b)	Data on Aboriginal and Torres Strait Islander people exclude people enrolled in a school institution. Data on non-Indigenous people exclude people who were in school-level education.								
(c)	Cells in this table have been randomly adjusted by the ABS to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.								

na Not available. **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); ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2014-15; ABS (unpublished) General Social Survey, 2014; ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey, 2018-19; ABS (unpublished) National Health Survey, 2017-18.

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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	Total fully engaged		
2017–19								
Proportion								
Aboriginal and Torres Strait Islander (2018-19)								
Major cities	%	5.7	17.4	27.1	3.0	52.8	46.6	100.0
Inner regional	%	–	5.1	19.0	1.5	30.2	69.7	100.0
Outer regional	%	2.2	7.6	9.8	3.1	23.5	75.9	100.0
Total non-remote	%	4.5	11.8	20.3	2.2	39.5	61.2	100.0
Remote	%	3.4	1.7	27.1	1.7	27.3	72.9	100.0
Very remote	%	0.8	1.6	12.0	0.8	16.8	83.2	100.0
Total remote	%	1.2	2.4	15.8	1.6	19.6	79.3	100.0
Australia	%	3.8	9.5	19.9	2.2	35.9	63.7	100.0
Non-Indigenous (2017-18)								
Major cities	%	1.6	40.3	25.9	2.3	70.3	29.5	100.0
Inner regional	%	3.3	13.1	43.2	2.6	62.3	35.5	100.0
Outer regional	%	13.8	12.2	33.5	1.8	65.3	34.2	100.0
Total non-remote	%	2.6	34.8	28.5	2.5	68.5	31.4	100.0
Remote	%	14.3	–	39.3	–	58.0	25.0	100.0
Very remote	%	na	na	na	na	na	na	na
Total remote	%	na	na	na	na	na	na	na
Australia	%	2.6	34.6	28.9	2.7	68.5	31.2	100.0

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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	Total fully engaged		
95 per cent confidence interval								
Aboriginal and Torres Strait Islander (2018-19)								
Major cities	±	np	8.4	10.5	2.3	9.7	9.6	..
Inner regional	±	np	3.9	9.9	np	10.7	11.6	..
Outer regional	±	np	6.7	7.7	np	12.2	15.9	..
Total non-remote	±	3.6	4.3	5.9	1.6	6.3	7.2	..
Remote	±	np	np	12.9	np	13.4	14.1	..
Very remote	±	np	np	6.1	np	6.7	7.0	..
Total remote	±	np	2.0	5.7	1.5	6.0	6.2	..
Australia	±	3.0	3.6	5.0	1.3	5.4	6.0	..
Non-Indigenous (2017-18)								
Major cities	±	1.1	5.1	4.3	1.6	4.3	3.8	..
Inner regional	±	np	5.3	10.0	2.3	9.9	8.3	..
Outer regional	±	11.8	9.6	13.6	np	15.2	9.5	..
Total non-remote	±	1.2	4.4	4.0	1.2	3.5	3.4	..
Remote	±	12.4	—	20.7	—	23.2	np	..
Very remote	±	na	na	na	na	na	na	..
Total remote	±	na	na	na	na	na	na	..
Australia	±	1.2	4.3	3.9	1.3	3.2	3.4	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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
Relative standard error								
Aboriginal and Torres Strait Islander (2018-19)								
Major cities	%	np	24.6	19.8	39.8	9.4	10.5	..
Inner regional	%	np	38.7	26.5	np	18.0	8.5	..
Outer regional	%	np	45.2	40.0	np	26.5	10.7	..
Total non-remote	%	41.3	18.8	14.9	37.0	8.2	6.0	..
Remote	%	np	np	24.3	np	25.1	9.9	..
Very remote	%	np	np	25.9	np	20.4	4.3	..
Total remote	%	np	43.2	18.5	49.3	15.6	4.0	..
Australia	%	40.6	19.5	12.9	31.2	7.7	4.8	..
Non-Indigenous (2017-18)								
Major cities	%	33.8	6.5	8.5	35.6	3.1	6.5	..
Inner regional	%	np	20.8	11.8	45.9	8.1	12.0	..
Outer regional	%	43.5	40.3	20.7	np	11.9	14.1	..
Total non-remote	%	23.1	6.4	7.1	25.2	2.6	5.5	..
Remote	%	44.1	—	26.9	—	20.5	np	..
Very remote	%	na	na	na	na	na	na	..
Total remote	%	na	na	na	na	na	na	..
Australia	%	22.9	6.4	6.9	24.1	2.4	5.6	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

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			
2014-15								
Proportion								
Aboriginal and Torres Strait Islander								
Major cities	%	np	22.8	28.2	np	58.2	43.1	100.0
Inner regional	%	np	22.5	22.3	np	47.0	55.1	100.0
Outer regional	%	4.1	12.4	20.2	—	33.1	65.9	100.0
Total non-remote	%	2.0	19.3	24.9	np	48.4	51.8	100.0
Remote	%	np	np	23.8	—	30.4	73.8	100.0
Very remote	%	np	np	9.6	—	14.6	86.5	100.0
Total remote	%	np	3.3	14.4	0.5	20.6	79.9	100.0
Australia	%	2.1	15.6	22.3	2.2	42.4	57.4	100.0
Non-Indigenous								
Major cities	%	np	42.9	29.8	1.7	75.6	25.6	100.0
Inner regional	%	—	18.0	42.6	—	63.4	36.0	100.0
Outer regional	%	np	np	62.4	—	82.5	20.0	100.0
Total non-remote	%	np	36.6	34.5	1.7	74.4	25.9	100.0
Remote	%	—	—	35.2	—	34.5	50.9	100.0
Very remote	%	na	na	na	na	na	na	na
Total remote	%	na	na	na	na	na	na	na
Australia	%	1.0	36.2	34.8	1.6	73.8	26.4	100.0

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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	Total fully engaged		
95 per cent confidence interval								
Aboriginal and Torres Strait Islander								
Major cities	±	np	7.8	8.4	np	9.2	8.9	..
Inner regional	±	np	13.0	7.8	np	13.8	13.0	..
Outer regional	±	3.5	7.4	7.5	–	9.9	10.5	..
Total non-remote	±	1.4	5.4	4.7	np	6.0	6.0	..
Remote	±	np	np	12.3	–	13.7	12.0	..
Very remote	±	np	np	4.1	–	5.4	6.4	..
Total remote	±	np	3.0	4.8	np	5.8	5.9	..
Australia	±	1.2	4.4	3.8	1.8	5.0	4.9	..
Non-Indigenous								
Major cities	±	np	4.9	5.5	1.6	3.7	6.1	..
Inner regional	±	–	9.6	10.0	–	11.3	11.1	..
Outer regional	±	np	np	24.0	–	20.1	9.0	..
Total non-remote	±	np	5.1	4.6	1.3	4.5	5.2	..
Remote	±	–	–	20.9	–	21.1	49.7	..
Very remote	±	na	na	na	na	na	na	..
Total remote	±	na	na	na	na	na	na	..
Australia	±	0.7	5.0	4.6	1.2	4.5	5.1	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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		
Relative standard error								
Aboriginal and Torres Strait Islander								
Major cities	%	np	17.5	15.2	np	8.0	10.6	..
Inner regional	%	np	29.5	17.9	np	15.0	12.0	..
Outer regional	%	43.3	30.5	19.0	—	15.2	8.2	..
Total non-remote	%	36.6	14.2	9.6	np	6.3	5.9	..
Remote	%	np	np	26.3	—	22.9	8.3	..
Very remote	%	np	np	22.0	—	18.9	3.8	..
Total remote	%	np	45.9	17.1	np	14.5	3.8	..
Australia	%	28.5	14.3	8.7	42.0	6.0	4.3	..
Non-Indigenous								
Major cities	%	np	5.8	9.3	46.4	2.5	12.2	..
Inner regional	%	—	27.3	12.0	—	9.1	15.7	..
Outer regional	%	np	np	19.6	—	12.4	22.9	..
Total non-remote	%	np	7.1	6.9	37.6	3.1	10.1	..
Remote	%	—	—	30.2	—	31.2	49.9	..
Very remote	%	na	na	na	na	na	na	..
Total remote	%	na	na	na	na	na	na	..
Australia	%	36.6	7.1	6.8	40.9	3.1	9.8	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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	Total fully engaged		
2011–13								
Proportion								
Aboriginal and Torres Strait Islander (2012-13)								
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
Non-Indigenous (2011-12)								
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

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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	Total fully engaged		
95 per cent confidence interval								
Aboriginal and Torres Strait Islander (2012-13)								
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	..
Non-Indigenous (2011-12)								
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	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

		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	Total fully engaged		
Relative standard error								
Aboriginal and Torres Strait Islander (2012-13)								
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	..
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	..
Non-Indigenous (2011-12)								
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	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

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			
2008								
Proportion								
Aboriginal and Torres Strait Islander								
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
Remote	%	na	na	na	na	na	na	..
Very remote	%	na	na	na	na	na	na	..
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

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

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			
95 per cent confidence interval								
Aboriginal and Torres Strait Islander								
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	±	na	na	na	na	na	na	..
Total remote	±	na	na	na	na	na	na	..
Australia	±	1.3	2.8	3.6	1.0	3.0	3.0	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

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			
Relative standard error								
Aboriginal and Torres Strait Islander								
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	%	na	na	na	na	na	na	..
Total remote	%	na	na	na	na	na	na	..
Australia	%	17.9	5.3	4.1	20.2	2.0	6.8	..

TABLE 7A.3.2

Table 7A.3.2 **People (aged 17–24 years) who are fully engaged in post-school education and/or training or employment, by Indigenous status, by remoteness 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c), (d), (e)**

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		
(a) Proportions with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution. Proportions with an RSE greater than 50 per cent (or where the RSE is reported with an 'np') are considered too unreliable for general use.							
(b) Cells in this table have been randomly adjusted by the ABS to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.							
(c) Remoteness area classification are based on: the 2016 Australian Statistical Geography Standard (ASGS) for NATSIHS 2018-19 and NHS 2017-18; the 2011 ASGS for 2014-15 NATSISS, 2014-15 GSS, 2012-13 NATSIHS and 2011-13 AHS; and the Australian Statistical Geography Classification (ASGC) for the NATSISS 2008 and NHS 2007-18.							
(d) Data on Aboriginal and Torres Strait Islander people exclude people enrolled in a school institution. Data on non-Indigenous people exclude people who were enrolled in secondary school.							
(e) Excludes people who did not state their Indigenous status.							
na Not available. .. Not applicable. – Nil or rounded to zero. np Not published.							

Note: 2018-19 NATSIHS data have been sourced by the Productivity Commission from TableBuilder.

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); ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2014-15; ABS (unpublished) General Social Survey, 2014; ABS (2020) National Aboriginal and Torres Strait Islander Health Survey, 2018-19, TableBuilder; ABS (unpublished) National Health Survey, 2017-18.

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Aboriginal and Torres Strait Islander						
2018-19						
Certificate III to advanced diploma (e)						
Males	71.0	6.4	4.6	82.1	5.0	3.1
Females	56.4	5.0	4.5	67.0	5.6	4.3
Persons	63.0	4.0	3.2	73.9	3.6	2.5
Bachelor degree or higher (f)						
Males	83.9	18.9	11.5	86.9	17.5	10.3
Females	73.8	6.9	4.8	85.3	8.5	5.1
Persons	79.6	8.9	5.7	86.6	8.5	5.0
Total Certificate III and higher						
Males	73.5	4.5	3.1	83.4	4.1	2.5
Females	59.5	4.5	3.9	70.4	5.2	3.8
Persons	65.9	3.4	2.6	76.1	3.4	2.3
Other (g)						
Males	46.1	5.2	5.8	63.2	4.6	3.7
Females	36.1	5.0	7.0	43.8	4.9	5.7
Persons	41.2	3.6	4.5	53.4	3.5	3.3
Total (h)						
Males	57.0	3.5	3.1	71.0	2.9	2.1
Females	46.5	3.5	3.8	55.6	3.4	3.1
Persons	51.7	2.6	2.6	63.1	2.2	1.8

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2014-15						
Certificate III to advanced diploma (e)						
Males	74.8	5.4	3.7	85.1	4.0	2.4
Females	59.4	5.4	4.7	70.1	4.8	3.5
Persons	67.1	4.1	3.1	77.7	3.1	2.0
Bachelor degree or higher (f)						
Males	84.1	13.6	8.2	90.5	9.6	5.4
Females	82.5	7.9	4.9	83.2	7.9	4.8
Persons	83.6	7.2	4.4	86.7	6.3	3.7
Total Certificate III and higher						
Males	75.8	5.1	3.5	85.6	3.8	2.3
Females	63.1	5.3	4.3	72.4	4.4	3.1
Persons	69.4	4.2	3.1	78.8	3.1	2.0
Other (g)						
Males	46.8	4.5	4.9	63.5	3.8	3.0
Females	32.3	3.1	4.9	42.7	3.2	3.9
Persons	39.2	2.9	3.7	52.7	2.6	2.6
Total (h)						
Males	58.0	3.3	2.9	71.9	3.1	2.2
Females	44.0	3.3	3.8	53.8	3.2	3.0
Persons	50.8	2.7	2.8	62.6	2.5	2.1

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2012-13						
Certificate III to advanced diploma (e)						
Males	74.5	4.5	3.1	84.7	3.3	2.0
Females	60.6	4.1	3.4	69.0	4.1	3.0
Persons	67.4	3.1	2.4	76.7	2.7	1.8
Bachelor degree or higher (f)						
Males	88.2	7.7	4.4	91.4	6.9	3.8
Females	78.8	6.5	4.2	83.5	5.5	3.4
Persons	81.8	5.0	3.1	86.0	4.3	2.5
Total Certificate III and higher						
Males	76.0	4.1	2.8	85.4	3.0	1.8
Females	64.2	3.6	2.8	71.9	3.5	2.5
Persons	69.7	2.8	2.0	78.1	2.4	1.6
Other (g)						
Males	48.4	3.4	3.5	65.1	2.9	2.3
Females	32.3	2.6	4.2	43.1	2.8	3.3
Persons	40.5	2.3	2.9	54.3	2.1	2.0
Total (h)						
Males	57.6	2.9	2.5	71.9	2.3	1.6
Females	44.0	2.3	2.7	53.8	2.3	2.2
Persons	50.7	2.0	2.0	62.7	1.8	1.4

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2008						
Certificate III to advanced diploma (e)						
Males	84.0	4.9	3.0	90.9	3.9	2.2
Females	70.9	5.6	4.0	79.0	5.6	3.6
Persons	77.2	3.9	2.6	84.7	3.5	2.1
Bachelor degree or higher (f)						
Males	88.8	7.7	4.4	94.1	4.6	2.5
Females	82.9	7.3	4.5	87.3	6.5	3.8
Persons	85.3	5.2	3.1	90.0	4.4	2.5
Total Certificate III and higher						
Males	84.8	4.3	2.6	91.5	3.4	1.9
Females	73.7	4.6	3.2	80.9	4.6	2.9
Persons	78.8	3.4	2.2	85.8	3.0	1.8
Other (g)						
Males	61.0	3.5	2.9	74.5	2.6	1.8
Females	38.1	2.9	3.9	46.6	2.6	2.9
Persons	48.9	2.5	2.6	59.9	2.0	1.7
Total (h)						
Males	66.9	3.0	2.3	79.1	2.2	1.4
Females	47.4	2.8	3.0	55.8	2.6	2.4
Persons	56.7	2.3	2.1	66.9	1.8	1.4

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2004-05						
Certificate III to advanced diploma (e)						
Males	78.0	6.3	4.1	86.8	4.6	2.7
Females	66.7	8.9	6.8	74.9	8.5	5.8
Persons	72.3	5.5	3.9	80.9	4.9	3.1
Bachelor degree or higher (f)						
Males	91.0	8.6	4.8	92.5	8.2	4.5
Females	79.9	9.1	5.8	83.7	8.4	5.1
Persons	84.4	6.6	4.0	87.2	6.2	3.6
Total Certificate III and higher						
Males	80.4	5.4	3.4	87.9	4.0	2.3
Females	70.0	7.0	5.1	77.1	6.6	4.4
Persons	75.0	4.6	3.1	82.3	4.0	2.5
Other (g)						
Males	60.5	3.2	2.7	70.4	3.0	2.2
Females	38.7	3.3	4.4	45.6	3.3	3.7
Persons	48.9	2.6	2.7	57.2	2.5	2.2
Total (h)						
Males	65.1	2.9	2.3	74.5	2.5	1.7
Females	45.6	3.3	3.7	52.6	3.2	3.1
Persons	54.8	2.5	2.3	62.8	2.2	1.8

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2002						
Certificate III to advanced diploma (e)						
Males	78.8	5.9	3.8	86.9	5.1	3.0
Females	64.4	8.5	6.7	75.3	6.6	4.5
Persons	72.6	5.1	3.6	81.9	4.3	2.7
Bachelor degree or higher (f)						
Males	74.5	23.5	16.1	90.1	8.1	4.6
Females	83.9	11.3	6.9	91.2	6.1	3.4
Persons	80.4	11.0	7.0	90.8	4.6	2.6
Total Certificate III and higher						
Males	78.1	5.8	3.8	87.4	4.6	2.7
Females	70.2	7.2	5.2	80.0	5.2	3.3
Persons	74.3	4.7	3.2	83.9	3.6	2.2
Other (g)						
Males	56.6	3.4	3.1	73.5	2.9	2.0
Females	37.1	3.4	4.7	47.4	3.2	3.4
Persons	46.1	2.6	2.9	59.5	2.3	2.0
Total (h)						
Males	60.8	3.0	2.5	76.8	2.4	1.6
Females	43.0	3.1	3.7	53.3	2.8	2.7
Persons	51.4	2.4	2.4	64.5	2.0	1.6

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Non-Indigenous						
2017-18						
Certificate III to advanced diploma (e)						
Males	86.8	2.4	1.4	89.6	2.5	1.4
Females	74.2	2.9	2.0	78.6	2.2	1.4
Persons	81.0	2.2	1.4	84.5	2.0	1.2
Bachelor degree or higher (f)						
Males	89.8	1.9	1.1	92.5	2.0	1.1
Females	83.8	2.3	1.4	85.3	2.0	1.2
Persons	86.4	1.0	0.6	88.4	1.0	0.6
Total Certificate III and higher						
Males	88.1	1.6	0.9	90.9	1.6	0.9
Females	79.5	1.9	1.2	82.3	1.8	1.1
Persons	83.8	1.5	0.9	86.6	1.4	0.8
Other (g)						
Males	74.2	3.8	2.6	79.8	3.0	1.9
Females	59.4	3.4	2.9	64.5	3.2	2.5
Persons	66.4	2.5	1.9	71.9	2.3	1.6
Total (h)						
Males	83.8	1.1	0.7	87.4	0.9	0.5
Females	72.7	1.7	1.2	76.2	1.5	1.0
Persons	78.2	1.1	0.7	81.7	1.0	0.6

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2014						
Certificate III to advanced diploma (e)						
Males	87.0	2.3	1.3	90.8	1.9	1.1
Females	74.6	2.6	1.8	78.6	2.8	1.8
Persons	81.3	1.6	1.0	85.5	1.7	1.0
Bachelor degree or higher (f)						
Males	90.1	2.3	1.3	93.3	0.2	0.1
Females	82.2	4.0	2.5	85.9	3.9	2.3
Persons	85.7	2.6	1.5	89.4	2.3	1.3
Total Certificate III and higher						
Males	88.4	1.4	0.8	91.9	1.4	0.8
Females	78.4	1.8	1.2	82.3	1.7	1.0
Persons	83.4	1.2	0.7	87.2	1.2	0.7
Other (g)						
Males	73.6	3.3	2.3	79.5	3.8	2.4
Females	58.7	3.9	3.4	63.4	3.7	3.0
Persons	65.9	2.7	2.1	71.4	2.7	2.0
Total (h)						
Males	82.9	1.5	1.0	87.4	1.5	0.8
Females	70.9	1.9	1.4	75.4	1.7	1.2
Persons	76.9	1.2	0.8	81.3	1.1	0.7

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2011-12						
Certificate III to advanced diploma (e)						
Males	88.7	1.8	1.0	90.9	1.7	0.9
Females	76.2	2.8	1.9	79.3	2.4	1.5
Persons	83.2	1.8	1.1	85.8	1.6	1.0
Bachelor degree or higher (f)						
Males	90.9	1.8	1.0	92.6	1.6	0.9
Females	82.5	2.6	1.6	83.9	2.4	1.5
Persons	86.3	1.6	1.0	87.9	1.5	0.9
Total Certificate III and higher						
Males	89.6	1.4	0.8	91.6	1.3	0.7
Females	79.4	1.9	1.2	81.6	1.7	1.1
Persons	84.6	1.3	0.8	86.8	1.2	0.7
Other (g)						
Males	77.5	2.6	1.7	83.0	2.3	1.4
Females	61.9	2.4	2.0	65.3	2.2	1.7
Persons	69.4	1.8	1.3	73.8	1.5	1.0
Total (h)						
Males	85.1	1.4	0.8	88.4	1.2	0.7
Females	72.2	1.4	1.0	74.8	1.3	0.9
Persons	78.6	1.0	0.7	81.6	0.9	0.6

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2007-08						
Certificate III to advanced diploma (e)						
Males	88.0	1.9	1.1	89.6	1.8	1.0
Females	80.4	2.5	1.6	83.1	2.3	1.4
Persons	84.7	1.5	0.9	86.8	1.4	0.8
Bachelor degree or higher (f)						
Males	89.4	2.1	1.2	91.6	1.8	1.0
Females	81.8	2.6	1.6	84.0	2.3	1.4
Persons	85.4	1.7	1.0	87.7	1.4	0.8
Total Certificate III and higher						
Males	88.6	1.6	0.9	90.4	1.2	0.7
Females	81.1	1.7	1.1	83.6	1.6	1.0
Persons	85.1	1.0	0.6	87.2	0.9	0.5
Other (g)						
Males	79.9	1.9	1.2	83.2	1.8	1.1
Females	62.2	2.4	2.0	65.1	2.6	2.0
Persons	70.5	1.7	1.2	73.6	1.6	1.1
Total (h)						
Males	84.6	1.2	0.7	87.2	1.0	0.6
Females	71.6	1.7	1.2	74.2	1.7	1.2
Persons	78.1	1.1	0.7	80.7	0.9	0.6

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2004-05						
Certificate III to advanced diploma (e)						
Males	88.3	1.7	1.0	90.4	1.4	0.8
Females	76.5	2.4	1.6	78.4	2.5	1.6
Persons	83.6	1.3	0.8	85.7	1.2	0.7
Bachelor degree or higher (f)						
Males	91.0	2.0	1.1	93.7	1.7	0.9
Females	81.0	2.7	1.7	83.1	2.4	1.5
Persons	85.7	1.5	0.9	88.1	1.6	0.9
Total Certificate III and higher						
Males	89.3	1.2	0.7	91.6	1.1	0.6
Females	78.8	1.9	1.2	80.8	1.9	1.2
Persons	84.5	1.0	0.6	86.7	1.0	0.6
Other (g)						
Males	78.1	1.8	1.2	82.5	1.6	1.0
Females	60.9	1.8	1.5	64.1	1.8	1.4
Persons	68.7	1.1	0.8	72.4	1.1	0.8
Total (h)						
Males	84.0	1.0	0.6	87.4	0.9	0.5
Females	68.6	1.2	0.9	71.3	1.3	0.9
Persons	76.3	0.7	0.5	79.3	0.8	0.5

TABLE 7A.3.3

Table 7A.3.3 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)**

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2002						
Certificate III to advanced diploma (e)						
Males	87.7	6.0	3.5	90.5	6.2	3.5
Females	73.0	6.4	4.5	76.9	6.9	4.6
Persons	82.4	4.5	2.8	85.6	4.9	2.9
Bachelor degree or higher (f)						
Males	91.4	9.0	5.0	94.0	8.8	4.8
Females	82.6	6.0	3.7	84.6	6.0	3.6
Persons	86.9	6.0	3.5	89.2	5.9	3.4
Total Certificate III and higher						
Males	89.1	3.5	2.0	91.8	3.2	1.8
Females	78.0	4.1	2.7	80.9	4.3	2.7
Persons	84.4	2.6	1.6	87.2	2.6	1.5
Other (g)						
Males	75.1	4.1	2.8	82.2	3.7	2.3
Females	59.9	2.9	2.5	64.7	2.7	2.1
Persons	66.7	2.7	2.1	72.5	2.6	1.8
Total (h)						
Males	82.2	1.8	1.1	87.0	1.4	0.8
Females	66.7	1.3	1.0	71.0	1.3	0.9
Persons	74.5	1.0	0.7	79.1	0.9	0.6

RSE = Relative Standard Error. CI = Confidence Interval.

TABLE 7A.3.3

Table 7A.3.3 Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by sex, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b)

	<i>Employment to population ratio (c)</i>			<i>Labour force participation rate (d)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>

(a) Cells in this table have been randomly adjusted by the ABS to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.

(b) Data excludes people enrolled in secondary schools and studying for only a school-level qualification.

(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 Degree.

(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 (includes secondary school educational attainment and no non-school qualification).

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

Note: 2018-19 NATSIHS data have been sourced by the Productivity Commission from TableBuilder.

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); ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2014-15; ABS (unpublished) General Social Survey, 2014; ABS (2020) National Aboriginal and Torres Strait Islander Health Survey, 2018-19; ABS (unpublished) National Health Survey, 2017-18.

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2018-19						
Certificate III to advanced diploma (g)						
Major cities	66.1	6.3	4.9	78.7	5.9	3.8
Inner regional	59.7	8.9	7.6	70.0	8.6	6.3
Outer regional	57.0	7.7	6.9	64.2	6.4	5.1
Total non-remote	62.8	4.4	3.6	74.1	3.9	2.7
Remote	64.4	8.3	6.6	78.2	5.5	3.6
Very remote	68.7	8.1	6.0	76.8	8.4	5.6
Total remote	66.1	5.7	4.4	75.8	5.1	3.4
Australia	63.0	4.0	3.2	73.9	3.6	2.5
Bachelor degree or higher (h)						
Major cities	80.6	13.7	8.7	88.2	11.9	6.9
Inner regional	89.1	11.7	6.7	90.6	8.5	4.8
Outer regional	88.9	np	np	85.2	np	np
Total non-remote	81.7	8.8	5.5	87.4	9.1	5.3
Remote	75.0	np	np	75.0	25.7	17.5
Very remote	66.7	np	np	75.0	np	np
Total remote	69.6	np	np	78.3	np	np
Australia	79.6	8.9	5.7	86.6	8.5	5.0
Total Certificate III and higher						
Major cities	68.4	5.5	4.1	80.2	5.5	3.5
Inner regional	63.5	8.6	6.9	73.5	8.4	5.8
Outer regional	59.2	6.8	5.9	67.1	5.5	4.2

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Total non-remote	66.0	3.9	3.0	76.4	3.7	2.5
Remote	66.7	8.0	6.1	79.2	5.1	3.3
Very remote	67.6	8.6	6.5	75.7	8.5	5.7
Total remote	66.5	5.6	4.3	76.6	5.0	3.3
Australia	65.9	3.4	2.6	76.1	3.4	2.3
Other (i)						
Major cities	54.6	6.7	6.3	65.6	5.5	4.3
Inner regional	46.1	8.4	9.3	55.6	7.4	6.8
Outer regional	29.5	7.2	12.5	48.5	7.9	8.3
Total non-remote	44.5	4.5	5.2	57.6	4.2	3.7
Remote	34.6	6.4	9.5	45.4	7.4	8.3
Very remote	30.6	5.0	8.3	40.0	5.3	6.7
Total remote	31.9	4.0	6.4	41.9	4.3	5.2
Australia	41.2	3.6	4.5	53.4	3.5	3.3
Total (j)						
Major cities	62.3	4.4	3.6	73.8	3.6	2.5
Inner regional	53.1	6.3	6.1	63.3	5.5	4.4
Outer regional	39.9	6.7	8.6	55.0	6.0	5.6
Total non-remote	54.4	3.1	2.9	66.4	2.6	2.0
Remote	44.9	5.8	6.6	56.5	5.9	5.3
Very remote	37.8	4.5	6.1	46.9	4.9	5.3
Total remote	40.3	3.6	4.5	50.1	3.7	3.8
Australia	51.7	2.6	2.6	63.1	2.2	1.8

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2014-15						
Certificate III to advanced diploma (g)						
Major cities	70.2	5.0	3.6	78.3	4.0	2.6
Inner regional	62.6	8.9	7.3	76.6	4.5	3.0
Outer regional	66.9	10.1	7.7	77.4	7.3	4.8
Total non-remote	66.7	4.6	3.5	77.0	3.6	2.4
Remote	71.4	7.0	5.0	81.0	9.0	5.7
Very remote	61.0	9.8	8.2	77.2	10.2	6.7
Total remote	66.6	5.4	4.1	80.6	6.0	3.8
Australia	67.1	4.1	3.1	77.7	3.1	2.0
Bachelor degree or higher (h)						
Major cities	85.2	9.3	5.6	89.3	7.2	4.1
Inner regional	74.7	19.3	13.2	74.7	19.3	13.2
Outer regional	79.3	22.7	14.6	85.0	18.2	10.9
Total non-remote	84.6	7.7	4.6	87.0	7.0	4.1
Remote	60.6	27.6	23.2	61.5	26.9	22.4
Very remote	np	np	np	np	np	np
Total remote	84.2	17.4	10.6	88.0	11.9	6.9
Australia	83.6	7.2	4.4	86.7	6.3	3.7
Total Certificate III and higher						
Major cities	73.3	4.7	3.3	80.4	4.0	2.5
Inner regional	65.6	8.2	6.4	76.7	4.3	2.9
Outer regional	68.3	11.4	8.5	77.3	8.9	5.9

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Total non-remote	69.6	4.6	3.4	78.9	3.5	2.3
Remote	72.2	5.6	4.0	84.2	6.6	4.0
Very remote	62.8	8.3	6.8	77.1	10.0	6.6
Total remote	68.2	4.2	3.2	80.0	6.1	3.9
Australia	69.4	4.2	3.1	78.8	3.1	2.0
Other (i)						
Major cities	48.1	6.3	6.7	58.2	5.4	4.7
Inner regional	39.6	5.6	7.2	54.1	5.4	5.1
Outer regional	36.9	6.9	9.6	52.4	6.4	6.3
Total non-remote	42.1	3.4	4.1	55.4	3.1	2.8
Remote	32.5	6.4	10.1	47.4	5.9	6.3
Very remote	31.2	5.3	8.7	45.5	5.8	6.5
Total remote	31.6	4.4	7.2	46.2	4.8	5.3
Australia	39.2	2.9	3.7	52.7	2.6	2.6
Total (j)						
Major cities	60.4	4.2	3.5	68.8	3.8	2.8
Inner regional	50.1	6.1	6.2	63.8	5.1	4.0
Outer regional	47.1	7.1	7.6	60.6	6.6	5.6
Total non-remote	54.0	3.3	3.1	65.2	2.9	2.3
Remote	43.3	5.1	6.0	57.0	5.4	4.8
Very remote	37.8	5.4	7.3	51.5	6.1	6.0
Total remote	39.5	3.8	4.9	53.5	4.3	4.1
Australia	50.8	2.7	2.8	62.6	2.5	2.1

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2012-13						
Certificate III to advanced diploma (g)						
Major cities	67.5	4.9	3.7	75.5	4.5	3.0
Inner regional	63.8	6.8	5.5	74.9	6.1	4.1
Outer regional	66.9	7.0	5.3	76.9	5.4	3.6
Total non-remote	66.3	3.4	2.6	75.7	3.0	2.0
Remote	73.5	7.6	5.3	83.3	4.8	3.0
Very remote	78.0	7.0	4.6	84.4	6.3	3.8
Total remote	75.8	5.3	3.6	83.9	4.1	2.5
Australia	67.4	3.1	2.4	76.7	2.7	1.8
Bachelor degree or higher (h)						
Major cities	82.7	7.4	4.5	87.0	6.1	3.6
Inner regional	np	np	np	89.9	8.1	4.6
Outer regional	np	np	np	82.9	11.6	7.1
Total non-remote	82.9	5.3	3.2	87.0	4.5	2.6
Remote	np	np	np	82.2	14.9	9.2
Very remote	np	np	np	70.3	20.2	14.6
Total remote	71.9	12.3	8.7	77.0	11.5	7.6
Australia	81.8	5.0	3.1	86.0	4.3	2.5
Total Certificate III and higher						
Major cities	70.5	4.1	3.0	77.8	3.8	2.5
Inner regional	66.6	6.1	4.7	76.9	5.4	3.6
Outer regional	68.4	6.7	5.0	77.6	5.1	3.4

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Total non-remote	68.9	3.1	2.3	77.5	2.6	1.7
Remote	74.0	7.5	5.2	83.2	5.0	3.1
Very remote	76.5	7.2	4.8	82.7	6.4	4.0
Total remote	75.2	5.2	3.5	82.9	4.1	2.5
Australia	69.7	2.8	2.0	78.1	2.4	1.6
Other (i)						
Major cities	40.3	4.3	5.4	56.6	3.7	3.4
Inner regional	43.0	6.0	7.1	56.3	5.8	5.2
Outer regional	38.2	5.9	7.9	51.5	5.2	5.2
Total non-remote	40.4	3.0	3.8	55.0	2.7	2.5
Remote	41.8	5.8	7.0	54.3	5.5	5.2
Very remote	40.2	4.1	5.3	51.7	4.3	4.2
Total remote	40.7	3.1	3.9	52.5	3.2	3.1
Australia	40.5	2.3	2.9	54.3	2.1	2.0
Total (j)						
Major cities	53.0	3.5	3.4	65.6	3.1	2.4
Inner regional	52.6	4.8	4.7	64.8	4.4	3.5
Outer regional	48.8	4.8	5.0	60.5	3.5	3.0
Total non-remote	51.7	2.5	2.4	64.0	2.1	1.7
Remote	50.5	5.7	5.8	62.3	5.0	4.1
Very remote	45.5	3.9	4.4	56.2	4.0	3.6
Total remote	47.3	3.1	3.3	58.4	3.0	2.6
Australia	50.7	2.0	2.0	62.7	1.8	1.4

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2008						
Certificate III to advanced diploma (g)						
Major cities	75.1	7.2	4.9	84.4	6.1	3.7
Inner regional	77.0	9.1	6.0	83.7	8.5	5.2
Outer regional	76.4	5.7	3.8	83.8	5.6	3.4
Total non-remote	75.9	4.3	2.9	84.1	4.0	2.4
Remote	81.4	9.1	5.7	85.3	8.0	4.8
Very remote	88.3	7.3	4.2	92.1	6.3	3.5
Total remote	85.0	5.8	3.5	88.9	5.1	2.9
Australia	77.2	3.9	2.6	84.7	3.5	2.1
Bachelor degree or higher (h)						
Major cities	86.4	8.0	4.7	91.5	6.5	3.6
Inner regional	79.5	14.2	9.1	86.0	11.0	6.5
Outer regional	82.0	12.7	7.9	86.5	10.7	6.3
Total non-remote	84.2	6.1	3.7	89.4	4.9	2.8
Remote	91.3	15.6	8.7	91.3	15.6	8.7
Very remote	92.8	9.1	5.0	95.9	7.0	3.7
Total remote	92.1	8.5	4.7	93.7	8.1	4.4
Australia	85.3	5.2	3.1	90.0	4.4	2.5
Total Certificate III and higher						
Major cities	77.9	5.8	3.8	86.2	4.9	2.9
Inner regional	77.4	7.7	5.1	84.1	7.3	4.4
Outer regional	77.2	5.0	3.3	84.2	5.0	3.0

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Total non-remote	77.6	3.7	2.4	85.2	3.3	2.0
Remote	83.5	7.5	4.6	86.6	6.8	4.0
Very remote	89.2	6.5	3.7	92.9	5.1	2.8
Total remote	86.5	4.9	2.9	89.9	4.2	2.4
Australia	78.8	3.4	2.2	85.8	3.0	1.8
Other (i)						
Major cities	54.1	5.8	5.5	66.7	4.6	3.5
Inner regional	43.5	6.7	7.9	56.6	5.9	5.3
Outer regional	46.7	5.6	6.1	55.7	4.9	4.5
Total non-remote	48.7	3.3	3.5	60.2	2.7	2.3
Remote	45.1	5.9	6.7	57.6	5.2	4.6
Very remote	52.0	4.8	4.7	59.9	4.5	3.8
Total remote	49.6	3.6	3.7	59.1	3.5	3.0
Australia	48.9	2.5	2.6	59.9	2.0	1.7
Total (j)						
Major cities	61.2	4.8	4.0	72.9	3.6	2.5
Inner regional	53.3	5.7	5.5	64.5	4.9	3.9
Outer regional	54.3	5.1	4.8	63.0	4.4	3.6
Total non-remote	57.0	3.0	2.7	67.7	2.4	1.8
Remote	52.6	5.5	5.3	63.3	4.6	3.7
Very remote	57.2	4.4	3.9	65.1	4.1	3.2
Total remote	55.6	3.3	3.0	64.4	3.2	2.5
Australia	56.7	2.3	2.1	66.9	1.8	1.4

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2004-05						
Certificate III to advanced diploma (g)						
Major cities	69.3	10.1	7.4	76.5	9.6	6.4
Inner regional	74.2	12.4	8.5	81.6	10.6	6.6
Outer regional	71.2	8.9	6.4	84.2	6.6	4.0
Total non-remote	71.1	6.4	4.6	79.9	5.6	3.6
Remote	76.1	12.1	8.1	83.5	10.6	6.5
Very remote	81.2	10.2	6.4	87.5	9.1	5.3
Total remote	79.2	8.1	5.2	85.9	7.6	4.5
Australia	72.3	5.5	3.9	80.9	4.9	3.1
Bachelor degree or higher (h)						
Major cities	np	np	np	89.6	8.8	5.0
Inner regional	np	np	np	87.0	13.0	7.6
Outer regional	np	np	np	81.8	17.6	11.0
Total non-remote	85.2	7.3	4.4	87.1	6.8	4.0
Remote	np	np	np	86.8	12.4	7.3
Very remote	np	np	np	89.2	15.7	9.0
Total remote	78.3	12.7	8.3	88.1	10.2	5.9
Australia	84.4	6.6	4.0	87.2	6.2	3.6
Total Certificate III and higher						
Major cities	73.9	8.0	5.5	79.6	7.5	4.8
Inner regional	76.7	10.2	6.8	82.9	8.8	5.4
Outer regional	72.5	8.0	5.6	83.8	6.4	3.9

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Total non-remote	74.3	5.1	3.5	81.5	4.6	2.9
Remote	77.3	10.0	6.6	84.2	8.3	5.0
Very remote	80.2	8.8	5.6	87.8	7.9	4.6
Total remote	79.1	6.8	4.4	86.3	6.3	3.7
Australia	75.0	4.6	3.1	82.3	4.0	2.5
Other (i)						
Major cities	49.7	5.2	5.3	56.3	5.1	4.6
Inner regional	46.9	5.9	6.4	58.1	5.4	4.7
Outer regional	45.1	6.6	7.5	54.7	6.5	6.1
Total non-remote	47.5	3.4	3.7	56.3	3.3	3.0
Remote	50.5	8.1	8.2	58.5	7.5	6.5
Very remote	52.6	5.5	5.3	59.3	5.2	4.5
Total remote	52.0	4.1	4.0	59.1	3.9	3.4
Australia	48.9	2.6	2.7	57.2	2.5	2.2
Total (j)						
Major cities	56.9	4.8	4.3	63.2	4.5	3.6
Inner regional	54.5	5.8	5.4	64.6	4.8	3.8
Outer regional	51.2	6.1	6.1	61.2	5.6	4.7
Total non-remote	54.6	3.1	2.9	63.0	2.8	2.3
Remote	54.7	7.2	6.7	62.7	6.4	5.2
Very remote	55.5	5.0	4.6	62.2	4.8	3.9
Total remote	55.3	3.8	3.5	62.3	3.5	2.9
Australia	54.8	2.5	2.3	62.8	2.2	1.8

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2002						
Certificate III to advanced diploma (g)						
Major cities	69.2	10.4	7.7	81.1	8.4	5.3
Inner regional	75.9	10.1	6.8	82.1	8.4	5.2
Outer regional	67.6	8.2	6.2	78.9	7.7	5.0
Total non-remote	70.7	6.0	4.3	80.9	4.9	3.1
Remote	78.7	12.5	8.1	83.3	12.4	7.6
Very remote	85.2	8.5	5.1	90.5	6.9	3.9
Total remote	82.4	7.1	4.4	87.4	6.7	3.9
Australia	72.6	5.1	3.6	81.9	4.3	2.7
Bachelor degree or higher (h)						
Major cities	77.6	19.5	12.8	93.2	5.1	2.8
Inner regional	81.7	17.6	11.0	81.7	17.6	11.0
Outer regional	83.0	12.9	7.9	94.8	4.6	2.5
Total non-remote	79.4	12.4	8.0	90.7	5.2	2.9
Remote	82.1	17.1	10.6	89.0	16.7	9.6
Very remote	92.8	11.1	6.1	92.8	11.1	6.1
Total remote	87.7	9.8	5.7	91.0	9.8	5.5
Australia	80.4	11.0	7.0	90.8	4.6	2.6
Total Certificate III and higher						
Major cities	71.5	9.0	6.4	84.4	6.1	3.7
Inner regional	77.1	8.5	5.6	82.1	7.7	4.8
Outer regional	70.2	7.7	5.6	81.6	6.9	4.3

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

	<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Total non-remote	72.7	5.4	3.8	83.2	4.1	2.5
Remote	79.4	10.7	6.9	84.4	10.4	6.3
Very remote	86.5	7.5	4.4	90.9	6.6	3.7
Total remote	83.3	6.4	3.9	88.0	5.9	3.4
Australia	74.3	4.7	3.2	83.9	3.6	2.2
Other (i)						
Major cities	49.0	6.9	7.2	63.2	6.2	5.0
Inner regional	37.9	5.2	7.0	57.4	5.5	4.9
Outer regional	38.5	3.8	5.0	55.1	4.6	4.3
Total non-remote	42.5	3.3	4.0	58.9	3.1	2.7
Remote	47.1	5.9	6.4	57.1	5.4	4.8
Very remote	57.8	5.7	5.0	62.3	4.8	3.9
Total remote	54.7	4.4	4.1	60.8	3.6	3.0
Australia	46.1	2.6	2.9	59.5	2.3	2.0
Total (j)						
Major cities	54.6	5.7	5.3	69.2	4.6	3.4
Inner regional	46.4	5.2	5.7	63.1	4.8	3.9
Outer regional	43.3	3.6	4.2	59.7	4.0	3.4
Total non-remote	48.9	3.0	3.1	64.6	2.5	2.0
Remote	52.5	5.8	5.6	61.8	5.2	4.3
Very remote	60.7	5.2	4.4	65.1	4.5	3.5
Total remote	58.2	4.1	3.6	64.1	3.4	2.7
Australia	51.4	2.4	2.4	64.5	2.0	1.6

TABLE 7A.3.4

Table 7A.3.4 **Level of highest non-school qualification and employment status, Aboriginal and Torres Strait Islander people (aged 18–64 years), by remoteness, 2002, 2004-05, 2008, 2012-13, 2014-15, and 2018-19 (a), (b), (c), (d)**

<i>Employment to population ratio (e)</i>			<i>Labour force participation rate (f)</i>		
<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>

RSE = Relative Standard Error. CI = Confidence Interval.

- (a) Proportions with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution. Proportions with an RSE greater than 50 per cent (or where the RSE is reported with an 'np') are considered too unreliable for general use.
- (b) Cells in this table have been randomly adjusted by the ABS to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.
- (c) Data excludes people enrolled in secondary schools and studying for only a school-level qualification.
- (d) Remoteness area classification are based on: the 2016 Australian Statistical Geography Standard (ASGS) for NATSIHS 2018-19; the 2011 ASGS for 2014-15 NATSIHS and 2012-13 NATSIHS; and the Australian Statistical Geography Classification (ASGC) for the NATSIHS 2008.
- (e) The number of employed people expressed as a percentage of the total population in the same group.
- (f) The number of employed and unemployed people expressed as a percentage of the total population in the same group.
- (g) Includes Certificate III/IV, Certificate III/IV not further defined and Advanced Diploma/Diploma.
- (h) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Certificate.
- (i) 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.
- (j) Includes persons whose level of non-school qualification was inadequately described or not stated or level not determined.

np Not published.

Note: 2018-19 NATSIHS data have been sourced by the Productivity Commission from TableBuilder.

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); ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2014-15; ABS (2020) National Aboriginal and Torres Strait Islander Health Survey, 2018-19.

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2017–19						
Aboriginal and Torres Strait Islander (2018-19)						
Certificate III to advanced diploma (f)						
NSW	61.8	8.1	6.7	71.7	7.7	5.5
Vic	59.8	10.9	9.3	75.2	9.4	6.4
Qld	65.9	5.8	4.5	76.3	6.3	4.2
WA	64.3	12.7	10.1	73.4	12.2	8.5
SA	53.9	16.5	15.6	71.1	14.1	10.1
Tas	65.4	16.2	12.6	75.0	13.5	9.2
ACT	73.3	32.9	22.9	80.0	24.3	15.5
NT	70.1	11.0	8.0	79.1	8.4	5.4
Australia	63.0	4.0	3.2	73.9	3.6	2.5
Bachelor degree or higher (g)						
NSW	91.7	7.7	4.3	95.9	np	np
Vic	61.9	14.2	11.7	85.7	22.8	13.6
Qld	77.5	13.5	8.9	80.3	17.0	10.8
WA	77.3	39.2	25.9	93.2	21.9	12.0
SA	100.0	22.0	11.2	90.0	31.9	18.1
Tas	72.7	35.9	25.2	72.7	41.6	29.2
ACT	87.5	np	np	87.5	np	np
NT	70.6	4.8	3.5	88.2	np	np
Australia	79.6	8.9	5.7	86.6	8.5	5.0
Certificate III and higher						
NSW	65.3	6.9	5.4	75.9	6.7	4.5

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Vic	61.5	8.9	7.4	80.8	8.7	5.5
Qld	67.0	5.3	4.0	77.4	5.3	3.5
WA	69.0	10.4	7.7	76.1	9.4	6.3
SA	58.8	14.5	12.6	72.9	12.9	9.0
Tas	68.3	11.8	8.8	73.0	11.2	7.8
ACT	75.0	18.8	12.8	79.2	14.6	9.4
NT	72.3	9.8	6.9	79.5	8.6	5.5
Australia	65.9	3.4	2.6	76.1	3.4	2.3
Other (h)						
NSW	48.1	9.2	9.8	61.2	8.0	6.7
Vic	44.2	9.1	10.5	56.4	10.8	9.8
Qld	40.6	8.0	10.0	57.0	6.9	6.2
WA	28.7	5.2	9.2	42.0	5.8	7.0
SA	41.9	12.1	14.7	51.4	11.7	11.6
Tas	47.4	11.4	12.3	57.7	11.0	9.7
ACT	50.0	6.4	6.5	54.5	7.2	6.7
NT	32.4	6.5	10.3	40.0	5.7	7.3
Australia	41.2	3.6	4.5	53.4	3.5	3.3
Total (i)						
NSW	56.3	6.1	5.5	67.5	4.8	3.6
Vic	52.5	8.3	8.1	68.1	6.3	4.7
Qld	53.1	5.1	4.9	65.9	4.5	3.5
WA	42.9	5.6	6.7	54.9	5.8	5.4
SA	47.9	8.4	8.9	59.4	7.3	6.3

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Tas	55.9	8.5	7.8	63.4	7.7	6.2
ACT	64.4	13.0	10.3	68.9	11.2	8.3
NT	39.9	5.8	7.4	46.9	5.0	5.4
Australia	51.7	2.6	2.6	63.1	2.2	1.8
Non-Indigenous (2017-18)						
Certificate III to advanced diploma (f)						
NSW	81.1	3.5	2.2	84.1	4.3	2.6
Vic	81.1	2.5	1.6	83.8	2.6	1.6
Qld	79.8	2.2	1.4	85.3	2.7	1.6
WA	82.8	6.0	3.7	85.5	5.4	3.2
SA	84.8	5.2	3.1	85.0	4.8	2.9
Tas	79.8	4.5	2.9	84.1	3.8	2.3
ACT	88.0	5.3	3.1	92.1	3.8	2.1
NT	90.7	2.5	1.4	92.0	2.5	1.4
Australia	81.0	2.2	1.4	84.5	2.0	1.2
Bachelor degree or higher (g)						
NSW	85.5	2.3	1.4	87.8	1.4	0.8
Vic	87.4	2.4	1.4	89.6	2.8	1.6
Qld	87.1	2.6	1.5	88.4	2.1	1.2
WA	84.7	4.3	2.6	87.5	3.6	2.1
SA	87.8	5.7	3.3	88.7	5.4	3.1
Tas	79.5	6.2	4.0	81.7	5.8	3.6
ACT	88.8	1.6	0.9	91.8	1.6	0.9

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
NT	91.5	5.6	3.1	93.2	5.3	2.9
Australia	86.4	1.0	0.6	88.4	1.0	0.6
Certificate III and higher						
NSW	83.0	2.3	1.4	85.6	2.0	1.2
Vic	84.6	2.7	1.6	87.0	2.7	1.6
Qld	83.0	2.0	1.2	86.5	2.4	1.4
WA	83.8	3.4	2.1	86.4	2.5	1.5
SA	86.3	3.2	1.9	87.0	3.2	1.9
Tas	79.2	3.6	2.3	82.7	3.1	1.9
ACT	88.7	2.4	1.4	91.7	2.2	1.2
NT	92.0	2.2	1.2	92.4	2.2	1.2
Australia	83.8	1.5	0.9	86.6	1.4	0.8
Other (h)						
NSW	65.3	4.2	3.3	70.8	4.2	3.0
Vic	65.0	5.0	3.9	71.9	4.8	3.4
Qld	65.5	5.3	4.1	70.9	5.3	3.8
WA	70.7	3.9	2.8	76.1	2.8	1.9
SA	66.9	5.8	4.4	69.2	6.0	4.4
Tas	65.6	4.8	3.7	69.8	5.3	3.9
ACT	75.0	5.6	3.8	77.5	6.1	4.0
NT	80.7	5.1	3.2	86.6	5.4	3.2
Australia	66.4	2.5	1.9	71.9	2.3	1.6
Total (i)						
NSW	77.4	1.8	1.2	80.8	1.7	1.1

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Vic	78.7	2.2	1.4	82.3	1.9	1.2
Qld	77.4	2.0	1.3	81.5	1.9	1.2
WA	79.2	2.6	1.7	83.0	2.1	1.3
SA	78.1	2.3	1.5	80.0	2.2	1.4
Tas	74.6	2.9	2.0	78.6	2.8	1.8
ACT	85.6	2.5	1.5	87.6	2.4	1.4
NT	88.4	2.3	1.3	90.7	2.0	1.1
Australia	78.2	1.1	0.7	81.7	1.0	0.6

2014-15**Aboriginal and Torres Strait Islander (2014-15)**

Certificate III to advanced diploma (f)

NSW	64.4	8.7	6.9	74.8	6.1	4.2
Vic	64.7	6.8	5.3	76.8	5.8	3.9
Qld	68.2	7.0	5.3	79.1	4.8	3.1
WA	68.5	10.3	7.7	80.2	11.2	7.1
SA	65.4	8.6	6.7	75.0	4.4	3.0
Tas	76.3	9.6	6.4	80.4	7.9	5.0
ACT	69.4	11.5	8.4	75.1	9.6	6.5
NT	71.1	5.1	3.7	81.3	9.4	5.9
Australia	67.1	4.1	3.1	77.7	3.1	2.0

Bachelor degree or higher (g)

NSW	78.2	13.1	8.5	69.7	17.7	13.0
Vic	75.6	14.0	9.5	82.1	11.4	7.1

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Qld	88.1	16.1	9.3	88.3	14.8	8.5
WA	96.7	—	—	91.6	17.5	9.8
SA	np	np	np	np	np	np
Tas	82.4	22.4	13.9	82.4	22.4	13.9
ACT	69.1	14.3	10.6	78.7	8.7	5.6
NT	92.6	—	—	92.6	—	—
Australia	83.6	7.2	4.4	86.7	6.3	3.7
Certificate III and higher						
NSW	66.9	8.2	6.2	75.0	5.9	4.0
Vic	65.0	6.4	5.0	76.8	5.6	3.7
Qld	71.1	7.5	5.3	80.6	5.5	3.5
WA	71.0	9.3	6.7	79.9	10.1	6.5
SA	67.9	7.5	5.7	78.1	2.9	1.9
Tas	79.2	9.2	5.9	83.1	7.6	4.7
ACT	74.8	8.4	5.7	77.0	7.0	4.6
NT	69.1	4.1	3.0	80.1	7.4	4.7
Australia	69.4	4.2	3.1	78.8	3.1	2.0
Other (h)						
NSW	46.4	7.4	8.2	55.2	6.7	6.2
Vic	43.9	6.2	7.2	53.5	5.8	5.5
Qld	39.7	6.2	8.0	57.0	5.1	4.6
WA	28.9	5.5	9.7	44.2	6.1	7.0
SA	33.2	9.3	14.3	50.4	7.8	7.9
Tas	42.7	6.5	7.7	52.1	7.8	7.6

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
ACT	54.9	11.9	11.1	61.5	11.6	9.6
NT	32.4	5.8	9.1	46.0	7.0	7.8
Australia	39.2	2.9	3.7	52.7	2.6	2.6
Total (i)						
NSW	55.0	6.2	5.7	63.7	5.2	4.2
Vic	56.0	5.2	4.7	65.8	4.8	3.8
Qld	52.5	5.5	5.4	67.5	5.4	4.1
WA	41.8	5.4	6.5	55.7	5.8	5.3
SA	49.3	7.5	7.7	62.5	5.7	4.7
Tas	57.8	6.9	6.1	65.4	6.1	4.8
ACT	65.1	8.0	6.3	70.8	6.7	4.8
NT	39.6	5.7	7.3	52.0	6.9	6.8
Australia	50.8	2.7	2.8	62.6	2.5	2.1
Non-Indigenous (2014)						
Certificate III to advanced diploma (f)						
NSW	81.1	4.0	2.5	84.6	3.8	2.3
Vic	78.6	5.7	3.7	82.7	4.9	3.0
Qld	86.3	3.9	2.3	88.5	3.5	2.0
WA	86.6	0.2	0.1	88.4	0.3	0.2
SA	74.3	5.5	3.8	79.5	5.4	3.5
Tas	76.9	7.4	4.9	79.9	7.2	4.6
ACT	83.3	5.4	3.3	89.2	3.5	2.0
NT	93.7	4.3	2.4	95.1	3.8	2.0

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Australia	81.3	1.6	1.0	85.5	1.7	1.0
Bachelor degree or higher (g)						
NSW	88.2	6.3	3.6	91.3	5.8	3.2
Vic	85.6	2.5	1.5	88.8	1.8	1.1
Qld	84.6	5.7	3.5	86.8	5.9	3.5
WA	84.8	6.7	4.0	89.7	5.4	3.1
SA	89.5	5.9	3.4	91.5	4.8	2.7
Tas	82.3	5.6	3.5	85.5	8.1	4.9
ACT	85.4	—	—	87.1	0.2	0.1
NT	94.5	6.2	3.4	94.9	4.7	2.5
Australia	85.7	2.6	1.5	89.4	2.3	1.3
Certificate III and higher						
NSW	83.5	3.1	1.9	87.8	3.0	1.7
Vic	81.8	3.0	1.9	86.4	2.6	1.6
Qld	84.5	2.6	1.6	88.2	2.3	1.4
WA	86.0	3.2	1.9	88.0	2.9	1.7
SA	81.2	2.5	1.5	85.1	2.2	1.3
Tas	78.6	4.3	2.8	82.2	4.8	3.0
ACT	85.6	2.1	1.2	88.4	2.1	1.2
NT	94.0	4.1	2.2	95.4	3.3	1.8
Australia	83.4	1.2	0.7	87.2	1.2	0.7
Other (h)						
NSW	61.0	6.3	5.3	65.4	6.1	4.7
Vic	67.1	5.3	4.0	72.2	5.7	4.0

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Qld	69.5	3.6	2.7	75.5	4.2	2.8
WA	72.3	8.3	5.9	77.4	7.2	4.7
SA	64.2	6.8	5.4	72.5	7.3	5.1
Tas	63.2	7.9	6.4	68.7	7.8	5.8
ACT	74.3	5.6	3.8	78.9	5.2	3.3
NT	79.3	8.8	5.7	84.6	7.6	4.6
Australia	65.9	2.7	2.1	71.4	2.7	2.0
Total (i)						
NSW	75.8	2.9	1.9	80.0	2.7	1.7
Vic	76.3	2.9	2.0	81.7	2.6	1.7
Qld	78.0	2.6	1.7	82.4	2.4	1.5
WA	80.1	2.8	1.8	83.9	2.7	1.7
SA	75.0	3.1	2.1	80.0	2.5	1.6
Tas	71.7	3.6	2.5	76.7	3.5	2.3
ACT	82.2	2.5	1.5	85.5	2.2	1.3
NT	88.5	3.2	1.8	91.4	2.9	1.6
Australia	76.9	1.2	0.8	81.3	1.1	0.7

2011-13**Aboriginal and Torres Strait Islander (2012-13)**

Certificate III to advanced diploma (f)

NSW	59.5	6.5	5.6	69.8	6.0	4.4
Vic	63.3	9.8	7.9	75.4	7.5	5.1
Qld	74.4	5.0	3.4	82.5	4.5	2.8

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
WA	72.3	6.5	4.6	79.7	5.5	3.5
SA	64.8	8.6	6.8	73.2	7.9	5.5
Tas	70.1	7.7	5.6	77.2	7.2	4.8
ACT	83.5	10.3	6.3	90.0	7.8	4.4
NT	78.1	7.3	4.7	88.9	4.8	2.8
Australia	67.4	3.1	2.4	76.7	2.7	1.8
Bachelor degree or higher (g)						
NSW	81.9	10.9	6.8	85.7	10.0	6.0
Vic	np	np	np	80.3	12.1	7.7
Qld	83.6	9.9	6.0	87.7	8.6	5.0
WA	np	np	np	86.3	9.7	5.7
SA	74.0	16.9	11.7	89.9	9.3	5.3
Tas	np	np	np	90.9	10.1	5.7
ACT	np	np	np	92.9	7.5	4.1
NT	np	np	np	80.1	15.7	10.0
Australia	81.8	5.0	3.1	86.0	4.3	2.5
Certificate III and higher						
NSW	62.8	6.0	4.9	72.1	5.4	3.8
Vic	66.1	8.3	6.4	76.4	6.6	4.4
Qld	75.5	4.6	3.1	83.1	4.1	2.5
WA	74.1	6.1	4.2	80.6	5.1	3.3
SA	66.4	8.0	6.1	76.2	7.1	4.8
Tas	73.5	7.0	4.9	79.6	6.5	4.2
ACT	86.4	6.3	3.7	91.3	5.3	3.0

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
NT	78.3	6.9	4.5	87.3	5.1	3.0
Australia	69.7	2.8	2.0	78.1	2.4	1.6
Other (h)						
NSW	37.6	5.9	8.0	51.1	5.4	5.4
Vic	39.6	8.1	10.4	51.9	7.9	7.8
Qld	43.9	4.7	5.4	59.9	3.9	3.3
WA	40.1	5.4	6.8	54.4	4.7	4.4
SA	36.2	7.0	9.8	51.3	7.2	7.1
Tas	41.6	7.7	9.5	55.0	6.9	6.4
ACT	61.3	12.5	10.4	63.7	12.5	10.0
NT	40.4	4.1	5.1	50.8	4.7	4.7
Australia	40.5	2.3	2.9	54.3	2.1	2.0
Total (i)						
NSW	47.6	4.5	4.9	59.5	3.9	3.4
Vic	52.0	6.0	5.9	63.2	5.4	4.3
Qld	54.8	4.0	3.8	68.0	3.2	2.4
WA	49.6	4.8	5.0	61.9	4.0	3.3
SA	48.8	5.7	6.0	61.8	5.2	4.3
Tas	54.1	6.8	6.4	64.5	5.6	4.4
ACT	74.1	7.4	5.1	77.7	7.3	4.8
NT	47.5	3.9	4.2	57.6	4.1	3.6
Australia	50.7	2.0	2.0	62.7	1.8	1.4

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Non-Indigenous (2011-12)						
Certificate III to advanced diploma (f)						
NSW	83.6	3.6	2.2	86.1	3.4	2.0
Vic	82.1	3.1	1.9	84.6	2.8	1.7
Qld	81.5	3.3	2.1	84.5	3.1	1.9
WA	86.9	2.9	1.7	88.6	2.9	1.7
SA	82.5	3.6	2.2	86.0	3.2	1.9
Tas	83.8	3.7	2.3	86.8	3.3	2.0
ACT	84.3	4.5	2.7	87.6	4.2	2.4
NT	90.1	4.3	2.4	92.2	3.7	2.1
Australia	83.2	1.8	1.1	85.8	1.6	1.0
Bachelor degree or higher (g)						
NSW	86.5	3.4	2.0	87.3	3.1	1.8
Vic	85.8	3.5	2.1	87.6	3.2	1.9
Qld	88.4	3.2	1.8	90.2	3.0	1.7
WA	86.2	3.5	2.1	88.2	3.3	1.9
SA	83.1	3.5	2.2	87.1	3.6	2.1
Tas	80.6	6.8	4.3	83.0	5.8	3.6
ACT	88.5	3.1	1.8	89.1	2.8	1.6
NT	88.3	5.1	2.9	90.0	4.6	2.6
Australia	86.3	1.6	1.0	87.9	1.5	0.9
Certificate III and higher						
NSW	85.0	2.6	1.6	86.7	2.5	1.5
Vic	84.0	2.2	1.3	86.1	2.1	1.2

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Qld	84.2	2.4	1.4	86.7	2.3	1.4
WA	86.6	1.9	1.1	88.4	1.9	1.1
SA	82.8	2.3	1.4	86.5	2.1	1.2
Tas	82.6	3.5	2.1	85.4	3.0	1.8
ACT	87.0	2.4	1.4	88.6	2.3	1.3
NT	89.3	3.3	1.9	91.3	2.9	1.6
Australia	84.6	1.3	0.8	86.8	1.2	0.7
Other (h)						
NSW	66.8	3.4	2.6	70.5	2.8	2.0
Vic	70.3	3.7	2.7	75.1	3.2	2.1
Qld	70.4	3.7	2.7	75.6	3.1	2.1
WA	72.4	3.8	2.7	76.3	3.4	2.3
SA	69.4	4.6	3.4	73.8	4.0	2.7
Tas	62.0	4.9	4.0	66.5	4.9	3.8
ACT	79.7	5.3	3.4	81.0	5.0	3.1
NT	76.1	6.7	4.5	79.1	5.3	3.4
Australia	69.4	1.8	1.3	73.8	1.5	1.0
Total (i)						
NSW	78.4	2.1	1.3	80.8	1.8	1.2
Vic	78.6	1.8	1.2	81.7	1.6	1.0
Qld	78.4	2.1	1.4	82.1	1.9	1.2
WA	80.5	1.8	1.2	83.2	1.7	1.1
SA	77.1	2.4	1.6	81.2	2.1	1.3
Tas	72.5	3.1	2.2	76.2	3.0	2.0

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
ACT	84.4	2.3	1.4	85.9	2.1	1.2
NT	84.0	3.5	2.1	86.4	3.0	1.7
Australia	78.6	1.0	0.7	81.6	0.9	0.6

2008**Aboriginal and Torres Strait Islander**

Certificate III to advanced diploma (f)

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

Bachelor degree or higher (g)

NSW	81.8	14.9	9.3	89.6	12.1	6.9
Vic	81.0	9.7	6.1	84.5	9.3	5.6
Qld	89.3	10.2	5.8	94.5	6.7	3.6
WA	79.4	14.6	9.4	81.9	14.1	8.8
SA	91.5	12.9	7.2	96.5	7.6	4.0
Tas	88.7	13.0	7.5	88.7	13.0	7.5
ACT	94.4	6.3	3.4	95.9	5.5	2.9

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
NT	87.1	11.1	6.5	89.5	10.7	6.1
Australia	85.3	5.2	3.1	90.0	4.4	2.5
Certificate III and higher						
NSW	72.4	7.5	5.3	83.3	7.0	4.3
Vic	80.0	4.2	2.7	84.4	4.0	2.4
Qld	85.2	6.0	3.6	87.9	5.9	3.4
WA	77.8	8.4	5.5	89.2	5.6	3.2
SA	74.5	8.5	5.8	83.5	7.0	4.3
Tas	79.7	7.0	4.5	86.2	6.1	3.6
ACT	90.3	6.4	3.6	93.3	4.9	2.7
NT	79.5	6.5	4.2	83.3	5.7	3.5
Australia	78.8	3.4	2.2	85.8	3.0	1.8
Other (h)						
NSW	43.0	5.5	6.5	55.8	4.4	4.0
Vic	45.5	5.9	6.6	58.3	5.5	4.8
Qld	53.5	6.0	5.7	63.3	5.0	4.0
WA	53.2	5.7	5.5	62.4	4.5	3.7
SA	45.6	6.2	6.9	58.9	6.0	5.2
Tas	55.8	8.0	7.3	62.1	7.1	5.8
ACT	65.0	10.8	8.5	73.5	9.7	6.7
NT	48.5	5.2	5.5	59.2	5.1	4.4
Australia	48.9	2.5	2.6	59.9	2.0	1.7
Total (i)						
NSW	50.1	5.1	5.2	62.5	4.0	3.3

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Vic	59.3	4.3	3.7	68.9	3.6	2.7
Qld	61.8	5.3	4.4	70.2	4.5	3.3
WA	59.6	4.7	4.0	70.1	4.0	2.9
SA	53.8	5.3	5.0	66.2	4.9	3.8
Tas	62.4	6.4	5.2	68.8	5.5	4.1
ACT	75.8	6.2	4.2	81.6	5.1	3.2
NT	54.1	4.5	4.2	63.7	4.4	3.5
Australia	56.7	2.3	2.1	66.9	1.8	1.4

Non-Indigenous

Certificate III to advanced diploma (f)

NSW	83.1	3.4	2.1	85.5	3.4	2.0
Vic	87.0	3.2	1.9	88.3	3.1	1.8
Qld	83.3	3.9	2.4	85.7	3.4	2.0
WA	86.2	3.5	2.1	88.5	3.3	1.9
SA	85.2	3.5	2.1	87.5	3.1	1.8
Tas	81.0	3.7	2.3	83.2	3.9	2.4
ACT	87.4	3.6	2.1	89.2	3.1	1.8
NT	100.0	—	—	100.0	—	—
Australia	84.7	1.5	0.9	86.8	1.4	0.8

Bachelor degree or higher (g)

NSW	85.3	3.5	2.1	87.0	3.2	1.9
Vic	85.2	3.5	2.1	87.3	2.9	1.7
Qld	83.7	5.6	3.4	86.8	4.6	2.7

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
WA	86.2	4.4	2.6	90.3	3.4	1.9
SA	87.4	3.8	2.2	88.5	3.8	2.2
Tas	83.3	6.4	3.9	85.0	6.3	3.8
ACT	91.9	2.3	1.3	92.3	2.4	1.3
NT	95.9	8.3	4.4	95.9	8.3	4.4
Australia	85.4	1.7	1.0	87.7	1.4	0.8
Certificate III and higher						
NSW	84.2	2.5	1.5	86.2	2.4	1.4
Vic	86.1	2.4	1.4	87.9	2.2	1.3
Qld	83.5	3.3	2.0	86.1	2.7	1.6
WA	86.2	2.9	1.7	89.3	2.5	1.4
SA	86.1	2.7	1.6	87.9	2.6	1.5
Tas	81.9	3.0	1.9	83.9	3.1	1.9
ACT	90.2	1.9	1.1	91.1	1.8	1.0
NT	98.0	4.0	2.1	98.0	4.0	2.1
Australia	85.1	1.0	0.6	87.2	0.9	0.5
Other (h)						
NSW	68.3	3.3	2.5	71.8	3.2	2.3
Vic	71.1	3.3	2.4	73.9	3.2	2.2
Qld	71.5	3.4	2.4	74.3	3.2	2.2
WA	76.5	3.9	2.6	78.3	3.7	2.4
SA	66.1	4.0	3.1	70.8	3.5	2.5
Tas	63.3	5.3	4.3	68.3	5.0	3.7
ACT	79.8	3.6	2.3	81.9	3.4	2.1

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
NT	89.3	11.7	6.7	89.3	11.7	6.7
Australia	70.5	1.7	1.2	73.6	1.6	1.1
Total (i)						
NSW	76.5	2.1	1.4	79.2	2.0	1.3
Vic	79.3	1.9	1.2	81.6	1.8	1.1
Qld	77.6	2.3	1.5	80.4	1.9	1.2
WA	81.8	2.4	1.5	84.2	2.1	1.3
SA	75.2	2.8	1.9	78.8	2.3	1.5
Tas	72.4	3.1	2.2	76.1	3.1	2.1
ACT	85.8	1.8	1.1	87.2	1.7	1.0
NT	93.6	5.9	3.2	93.6	5.9	3.2
Australia	78.1	1.1	0.7	80.7	0.9	0.6

2004–05**Aboriginal and Torres Strait Islander**

Certificate III to advanced diploma (f)

NSW	66.8	10.9	8.3	74.9	10.4	7.1
Vic	74.7	11.6	7.9	82.4	9.0	5.6
Qld	75.7	9.5	6.4	86.9	7.3	4.3
WA	71.4	10.6	7.6	75.1	10.3	7.0
SA	70.7	13.9	10.0	81.3	12.6	7.9
Tas	68.8	11.6	8.6	73.5	15.1	10.5
ACT	85.1	12.5	7.5	86.6	11.9	7.0
NT	80.2	11.5	7.3	85.2	8.7	5.2

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Australia	72.3	5.5	3.9	80.9	4.9	3.1
Bachelor degree or higher (g)						
NSW	88.5	12.8	7.4	89.3	12.8	7.3
Vic	84.6	34.7	20.9	84.6	34.7	20.9
Qld	82.5	12.9	8.0	87.5	11.7	6.8
WA	75.1	21.5	14.6	79.9	19.1	12.2
SA	91.5	11.1	6.2	91.5	11.1	6.2
Tas	65.9	27.3	21.1	77.2	17.9	11.8
ACT	91.4	9.3	5.2	93.5	8.1	4.4
NT	82.3	14.2	8.8	85.7	14.1	8.4
Australia	84.4	6.6	4.0	87.2	6.2	3.6
Certificate III and higher						
NSW	71.8	9.4	6.7	78.2	8.7	5.7
Vic	77.4	10.9	7.2	83.0	8.8	5.4
Qld	76.9	8.0	5.3	87.0	6.3	3.7
WA	71.9	8.7	6.2	75.7	8.6	5.8
SA	75.9	11.2	7.5	83.8	10.0	6.1
Tas	68.1	11.5	8.6	74.4	13.4	9.2
ACT	88.6	7.1	4.1	90.5	6.6	3.7
NT	80.8	9.0	5.7	85.4	7.0	4.2
Australia	75.0	4.6	3.1	82.3	4.0	2.5
Other (h)						
NSW	48.0	5.6	6.0	56.2	5.5	5.0
Vic	51.1	9.2	9.2	60.6	9.3	7.8

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Qld	51.1	6.2	6.2	59.3	5.5	4.7
WA	52.8	5.6	5.4	62.4	5.1	4.2
SA	47.1	6.0	6.5	53.3	6.1	5.8
Tas	44.1	9.2	10.7	55.9	9.8	8.9
ACT	56.9	10.1	9.1	67.0	10.5	8.0
NT	42.9	6.9	8.2	49.6	6.7	6.9
Australia	48.9	2.6	2.7	57.2	2.5	2.2
Total (i)						
NSW	53.6	5.4	5.1	61.4	5.1	4.2
Vic	58.8	7.6	6.6	67.2	7.1	5.4
Qld	58.7	5.5	4.8	67.5	4.8	3.6
WA	55.1	4.9	4.5	63.8	4.5	3.6
SA	53.0	6.1	5.9	59.4	5.7	4.9
Tas	50.7	6.9	6.9	61.3	6.5	5.4
ACT	69.1	7.9	5.8	75.7	7.7	5.2
NT	47.5	6.2	6.7	53.9	6.2	5.9
Australia	54.8	2.5	2.3	62.8	2.2	1.8
Non-Indigenous						
Certificate III to advanced diploma (f)						
NSW	82.3	2.4	1.5	84.6	2.3	1.4
Vic	84.6	3.0	1.8	86.1	2.9	1.7
Qld	84.0	3.1	1.9	86.4	2.9	1.7
WA	84.0	3.5	2.1	86.9	3.2	1.9

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
SA	84.8	2.7	1.6	85.9	2.7	1.6
Tas	81.1	3.2	2.0	82.6	3.1	1.9
ACT	88.7	4.9	2.8	90.1	4.8	2.7
NT	84.7	13.4	8.1	84.7	13.4	8.1
Australia	83.6	1.3	0.8	85.7	1.2	0.7
Bachelor degree or higher (g)						
NSW	85.7	2.9	1.7	88.3	2.6	1.5
Vic	84.5	3.1	1.9	87.1	3.1	1.8
Qld	86.4	4.1	2.4	88.2	3.8	2.2
WA	85.4	3.8	2.3	88.3	3.3	1.9
SA	88.0	3.4	2.0	90.8	3.0	1.7
Tas	84.8	4.7	2.8	86.0	4.7	2.8
ACT	89.7	3.0	1.7	91.2	2.7	1.5
NT	82.6	35.3	21.8	82.6	35.3	21.8
Australia	85.7	1.5	0.9	88.1	1.6	0.9
Certificate III and higher						
NSW	83.8	2.0	1.2	86.2	1.9	1.1
Vic	84.5	2.0	1.2	86.5	2.0	1.2
Qld	84.9	2.3	1.4	87.0	2.4	1.4
WA	84.6	2.3	1.4	87.5	2.1	1.2
SA	86.2	2.0	1.2	88.0	1.9	1.1
Tas	82.5	2.7	1.7	83.8	2.6	1.6
ACT	89.3	2.6	1.5	90.8	2.5	1.4
NT	83.9	16.3	9.9	83.9	16.3	9.9

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Australia	84.5	1.0	0.6	86.7	1.0	0.6
Other (h)						
NSW	67.9	2.7	2.0	71.7	2.5	1.8
Vic	68.1	3.1	2.3	72.2	2.7	1.9
Qld	70.0	2.6	1.9	73.9	2.3	1.6
WA	69.1	3.7	2.7	71.8	3.2	2.3
SA	69.7	2.6	1.9	72.7	2.6	1.8
Tas	62.1	3.4	2.8	67.7	3.2	2.4
ACT	74.1	3.9	2.7	78.3	3.4	2.2
NT	82.8	16.4	10.1	84.1	15.3	9.3
Australia	68.7	1.1	0.8	72.4	1.1	0.8
Total (i)						
NSW	75.9	1.6	1.1	79.0	1.5	1.0
Vic	76.0	1.9	1.3	79.1	1.9	1.2
Qld	77.0	1.7	1.1	80.1	1.7	1.1
WA	76.1	2.5	1.7	78.9	2.2	1.4
SA	77.1	2.0	1.3	79.7	1.9	1.2
Tas	70.9	2.2	1.6	74.6	2.0	1.4
ACT	83.1	2.3	1.4	85.7	2.0	1.2
NT	80.8	15.2	9.6	81.4	14.4	9.0
Australia	76.3	0.7	0.5	79.3	0.8	0.5

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
2002						
Aboriginal and Torres Strait Islander						
Certificate III to advanced diploma (f)						
NSW	76.3	11.1	7.4	86.4	7.3	4.3
Vic	71.2	9.9	7.1	77.7	8.8	5.8
Qld	67.0	11.6	8.8	76.5	11.4	7.6
WA	77.4	11.2	7.4	87.9	8.3	4.8
SA	70.9	10.3	7.4	84.0	8.2	5.0
Tas	71.4	11.1	7.9	76.7	9.0	6.0
ACT	69.8	13.0	9.5	72.2	12.2	8.6
NT	76.6	13.4	8.9	83.2	11.1	6.8
Australia	72.6	5.1	3.6	81.9	4.3	2.7
Bachelor degree or higher (g)						
NSW	72.1	28.0	19.8	91.9	9.5	5.3
Vic	85.0	13.7	8.2	85.0	13.7	8.2
Qld	91.1	7.3	4.1	97.5	3.8	2.0
WA	91.6	15.4	8.6	92.8	14.9	8.2
SA	47.2	32.0	34.6	65.6	31.9	24.8
Tas	75.3	17.7	12.0	81.0	16.4	10.3
ACT	92.2	8.1	4.5	92.2	8.1	4.5
NT	89.9	16.4	9.3	89.9	16.4	9.3
Australia	80.4	11.0	7.0	90.8	4.6	2.6
Certificate III and higher						
NSW	75.2	10.8	7.3	87.9	5.9	3.4

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Vic	75.1	8.7	5.9	79.8	7.4	4.7
Qld	71.6	10.1	7.2	80.5	9.5	6.0
WA	80.0	9.6	6.1	88.8	7.3	4.2
SA	67.4	10.0	7.6	81.3	8.1	5.1
Tas	72.2	9.5	6.7	77.5	8.1	5.3
ACT	79.7	8.4	5.4	81.0	8.1	5.1
NT	78.8	11.9	7.7	84.3	10.2	6.2
Australia	74.3	4.7	3.2	83.9	3.6	2.2
Other (h)						
NSW	43.4	5.5	6.5	59.1	5.0	4.3
Vic	42.7	5.5	6.6	55.2	5.0	4.6
Qld	46.8	6.1	6.6	62.0	5.3	4.4
WA	48.9	6.1	6.4	62.1	5.8	4.8
SA	46.9	6.2	6.7	58.5	5.5	4.8
Tas	50.7	5.8	5.8	62.3	5.4	4.4
ACT	63.6	9.0	7.2	68.1	9.1	6.8
NT	47.0	6.3	6.8	54.0	5.4	5.1
Australia	46.1	2.6	2.9	59.5	2.3	2.0
Total (i)						
NSW	49.6	5.2	5.4	65.2	4.2	3.3
Vic	50.8	5.0	5.0	61.8	4.2	3.5
Qld	51.4	5.3	5.3	66.4	4.4	3.4
WA	54.4	5.7	5.3	66.5	5.5	4.2
SA	51.6	5.6	5.5	63.7	4.9	3.9

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Tas	54.7	5.6	5.2	66.0	4.8	3.7
ACT	70.4	6.8	4.9	73.7	6.6	4.6
NT	50.4	6.0	6.1	57.2	5.3	4.7
Australia	51.4	2.4	2.4	64.5	2.0	1.6
Non-Indigenous						
Certificate III to advanced diploma (f)						
NSW	82.7	6.8	4.2	85.8	7.1	4.2
Vic	83.8	11.7	7.1	85.8	11.8	7.0
Qld	80.0	9.4	6.0	85.5	9.9	5.9
WA	82.4	9.5	5.9	86.0	9.6	5.7
SA	81.9	9.8	6.1	83.8	9.7	5.9
Tas	78.9	8.7	5.6	83.5	9.3	5.7
ACT	83.5	11.1	6.8	85.8	10.4	6.2
NT	90.8	12.5	7.0	92.9	12.4	6.8
Australia	82.4	4.5	2.8	85.6	4.9	2.9
Bachelor degree or higher (g)						
NSW	88.2	9.5	5.5	90.7	9.4	5.3
Vic	85.7	11.3	6.7	88.2	11.4	6.6
Qld	87.4	12.7	7.4	90.3	13.1	7.4
WA	83.8	11.8	7.2	86.2	12.5	7.4
SA	85.9	14.3	8.5	85.9	14.3	8.5
Tas	86.3	15.6	9.2	87.7	15.6	9.1
ACT	90.8	8.9	5.0	90.9	8.9	5.0

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
NT	90.0	17.1	9.7	92.0	16.6	9.2
Australia	86.9	6.0	3.5	89.2	5.9	3.4
Certificate III and higher						
NSW	85.2	5.0	3.0	88.0	4.7	2.7
Vic	84.7	5.3	3.2	86.9	4.9	2.9
Qld	82.9	5.8	3.6	87.3	6.0	3.5
WA	82.9	6.2	3.8	86.1	6.2	3.7
SA	83.4	6.0	3.7	84.6	6.1	3.7
Tas	np	np	np	85.1	8.7	5.2
ACT	np	np	np	88.9	6.4	3.7
NT	90.5	11.7	6.6	92.5	11.4	6.3
Australia	84.4	2.6	1.6	87.2	2.6	1.5
Other (h)						
NSW	65.4	4.5	3.5	71.3	4.8	3.4
Vic	67.4	4.5	3.4	73.2	4.4	3.1
Qld	67.6	4.6	3.5	73.3	4.2	2.9
WA	67.1	4.7	3.6	74.2	4.9	3.4
SA	66.2	4.7	3.6	71.6	4.4	3.1
Tas	60.3	5.0	4.2	66.1	4.8	3.7
ACT	74.6	7.6	5.2	76.7	7.2	4.8
NT	77.8	7.0	4.6	82.6	7.4	4.6
Australia	66.7	2.7	2.1	72.5	2.6	1.8
Total (i)						
NSW	75.0	2.2	1.5	79.4	2.0	1.3

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004–05, 2008, 2011–13, 2014–15, and 2017–19 (a), (b), (c)**

	<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>
Vic	74.6	2.2	1.5	79.1	2.0	1.3
Qld	73.5	2.9	2.0	78.7	2.8	1.8
WA	74.6	2.3	1.6	79.8	2.2	1.4
SA	73.4	2.7	1.9	77.1	2.1	1.4
Tas	68.7	3.1	2.3	73.5	2.9	2.0
ACT	82.0	2.1	1.3	83.5	2.0	1.2
NT	83.8	3.3	2.0	87.5	3.3	1.9
Australia	74.5	1.0	0.7	79.1	0.9	0.6

RSE = Relative Standard Error. CI = Confidence Interval.

- (a) Proportions with a relative standard error (RSE) of 25 per cent to 50 per cent should be used with caution. Proportions with an RSE greater than 50 per cent (or where the RSE is reported with an 'np') are considered too unreliable for general use.
- (b) Cells in this table have been randomly adjusted by the ABS to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.
- (c) Data excludes people enrolled in secondary schools and studying for only a school-level qualification.
- (d) The number of employed people expressed as a percentage of the total population in the same group.
- (e) The number of employed and unemployed people expressed as a percentage of the total population in the same group.
- (f) Includes Certificate III/IV, Certificate III/IV not further defined and Advanced Diploma/Diploma.
- (g) Includes Bachelor Degree, Graduate Diploma/Graduate Certificate and Postgraduate Degree.
- (h) 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 (includes secondary school educational attainment and no non-school qualification).
- (i) 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.

Note: 2018-19 NATSIHS data have been sourced by the Productivity Commission from TableBuilder.

TABLE 7A.3.5

Table 7A.3.5 **Level of highest non-school qualification and employment status of people (aged 18–64 years), by Indigenous status, by State and Territory, 2002, 2004-05, 2008, 2011–13, 2014-15, and 2017–19 (a), (b), (c)**

<i>Employment to population ratio (d)</i>			<i>Labour force participation rate (e)</i>		
<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>	<i>Proportion (%)</i>	<i>95% CI (±)</i>	<i>RSE (%)</i>

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); ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2014-15; ABS (unpublished) General Social Survey, 2014; ABS (2020) National Aboriginal and Torres Strait Islander Health Survey, 2018-19; ABS (unpublished) National Health Survey, 2017-18.

TABLE 7A.3.6

Table 7A.3.6 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by Indigenous status, by remoteness, 2001, 2006, 2011, and 2016 (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>
2016							
Aboriginal and Torres Strait Islander (g)							
Fully engaged (h)							
Engaged through full time study and full time employment	%	1.1	0.9	0.9	0.5	0.4	0.9
Primarily engaged through full time study	%	19.2	11.9	9.5	4.5	2.7	13.0
Primarily engaged through full time employment	%	28.6	24.6	24.2	21.7	13.1	24.6
Engaged through part time study and part time employment	%	2.3	2.0	1.5	0.7	0.2	1.8
Total	%	51.6	39.8	36.4	27.6	16.5	40.6
Not fully engaged	%	48.4	60.2	63.6	72.4	83.5	59.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (g)							
Fully engaged (h)							
Engaged through full time study and full time employment	%	1.3	1.3	1.2	1.5	2.0	1.3
Primarily engaged through full time study	%	42.4	20.1	15.1	5.5	4.1	37.0
Primarily engaged through full time employment	%	27.3	37.3	43.6	56.9	67.0	30.1
Engaged through part time study and part time employment	%	3.3	3.1	2.6	2.2	1.5	3.2
Total	%	74.7	62.2	62.9	66.4	74.9	72.0
Not fully engaged	%	25.3	37.8	37.1	33.6	25.1	28.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 7A.3.6

Table 7A.3.6 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by Indigenous status, by remoteness, 2001, 2006, 2011, and 2016 (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							
Aboriginal and Torres Strait Islander (g)							
Fully engaged (h)							
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
Total	%	50.5	41.3	36.0	31.0	17.9	39.4
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)							
Fully engaged (h)							
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
Total	%	76.2	66.9	66.6	72.2	78.4	73.9
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

TABLE 7A.3.6

Table 7A.3.6 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by Indigenous status, by remoteness, 2001, 2006, 2011, and 2016 (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>
2006							
Aboriginal and Torres Strait Islander (g)							
Fully engaged (h)							
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
Total	%	49.2	41.2	36.0	28.6	17.1	37.9
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)							
Fully engaged (h)							
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
Total	%	77.2	68.5	68.3	72.0	77.3	75.0
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

TABLE 7A.3.6

Table 7A.3.6 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by Indigenous status, by remoteness, 2001, 2006, 2011, and 2016 (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>
2001							
Aboriginal and Torres Strait Islander (g)							
Fully engaged (h)							
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
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
Total	%	45.7	39.0	33.4	28.1	13.8	33.8
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)							
Fully engaged (h)							
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
Total	%	74.7	64.5	63.2	66.2	73.0	71.8
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) Data excludes people enrolled in secondary schools and studying for only a school-level qualification.

TABLE 7A.3.6

Table 7A.3.6 People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by Indigenous status, by remoteness, 2001, 2006, 2011, and 2016 (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>
(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 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'.						

Note: 2016 Census data are sourced by the Productivity Commission from TableBuilder.

Source: ABS (unpublished) Census of Population and Housing 2001, 2006, 2011 and 2016.

TABLE 7A.3.7

Table 7A.3.7 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006, 2011, and 2016 (Census) (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>
2016										
Aboriginal and Torres Strait Islander (g)										
Fully engaged (h)										
Engaged through full time study and full time employment	%	1.0	1.1	0.8	0.7	1.0	0.7	3.2	0.9	0.9
Primarily engaged through full time study	%	14.1	20.5	12.5	10.2	14.8	18.0	18.1	3.7	13.0
Primarily engaged through full time employment	%	27.7	26.7	23.8	21.3	20.7	26.4	40.8	16.9	24.6
Engaged through part time study and part time employment	%	2.3	2.4	1.6	1.0	2.0	1.9	2.5	0.3	1.8
Total	%	45.6	51.1	38.9	33.6	38.9	47.0	64.3	21.9	40.6
Not fully engaged	%	54.5	49.0	61.1	66.4	61.2	52.8	36.2	78.0	59.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (g)										
Fully engaged (h)										
Engaged through full time study and full time employment	%	1.5	1.2	1.3	1.1	0.9	0.8	4.0	2.0	1.3
Primarily engaged through full time study	%	37.9	43.3	30.3	32.7	36.6	29.1	45.2	14.1	37.0
Primarily engaged through full time employment	%	30.5	26.4	33.3	32.5	27.0	30.6	28.9	55.4	30.1
Engaged through part time study and part time employment	%	3.6	3.0	2.9	3.4	3.1	2.5	3.0	2.6	3.2
Total	%	73.9	74.3	68.1	70.2	68.0	63.3	81.5	74.6	72.0
Not fully engaged	%	26.1	25.7	31.9	29.8	32.0	36.7	18.5	25.4	28.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 7A.3.7

Table 7A.3.7 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006, 2011, and 2016 (Census) (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										
Aboriginal and Torres Strait Islander (g)										
Fully engaged (h)										
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
Total	%	44.1	49.5	38.7	34.4	36.9	50.7	62.3	21.3	39.4
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)										
Fully engaged (h)										
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
Total	%	74.4	76.0	70.6	75.7	70.4	67.8	83.8	77.3	74.0
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

TABLE 7A.3.7

Table 7A.3.7 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006, 2011, and 2016 (Census) (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>
2006										
Aboriginal and Torres Strait Islander (g)										
Fully engaged (h)										
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
Total	%	40.6	47.1	41.9	33.3	34.4	49.9	60.6	18.5	38.0
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)										
Fully engaged (h)										
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
Total	%	74.5	76.5	73.7	77.7	71.5	69.0	83.0	77.9	75.0
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

TABLE 7A.3.7

Table 7A.3.7 **People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006, 2011, and 2016 (Census) (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>
2001										
Aboriginal and Torres Strait Islander (g)										
Fully engaged (h)										
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
Total	%	38.2	47.8	35.0	29.6	33.2	48.6	56.6	15.4	33.8
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)										
Fully engaged (h)										
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
Total	%	72.7	75.2	68.0	71.1	67.6	62.9	78.7	72.8	71.8
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) Data excludes people enrolled in secondary schools and studying for only a school-level qualification.

TABLE 7A.3.7

Table 7A.3.7 People (aged 17–24 years) who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2001, 2006, 2011, and 2016 (Census) (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>
(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 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'.									

Note: 2016 Census data are sourced by the Productivity Commission from TableBuilder.

Source: ABS (unpublished) Census of Population and Housing 2001, 2006, 2011 and 2016.